

## World History

### Era 2: EARLY CIVILIZATIONS AND THE EMERGENCE OF PASTORAL PEOPLES

In this unit we will address the following academic standards<sup>1</sup>:

- ♦ NCHSWH2.1.A The student understands how Mesopotamia, Egypt, and the Indus Valley became centers of dense population, urbanization, and cultural innovation in the fourth and third millennia BCE.
- ♦ NCHSWH2.1.B The student understands how commercial and cultural interactions contributed to change in the Tigris-Euphrates, Indus and Nile regions.
- ♦ NCHSWH2.2.A The student understands how civilization emerged in northern China in the second millennia BCE.
- ♦ NCHSWH2.2.B The student understands how new centers of agrarian society arose in the third and second millennia BCE.
- ♦ NCHSWH2.3.A The student understands how population movements from western and central Asia affected peoples of India, Southwest Asia, and the Mediterranean regions.
- ♦ NCHSWH2.3.B The student understands the social and cultural effects that militarization and the new kingdoms had on peoples of Southwest Asia and Egypt in the second millennium BCE.
- ♦ NCHSWH2.3.C The student understands how urban society expanded in the Aegean region in the era Mycenaean dominance.
- ♦ NCHSWH2.3.D The student understands the development of new cultural patterns in northern India in the second millennium BCE.
- ♦ NCHSWH2.4.A The student understands major trends in Eurasia and Africa from 4,000 to 1,000 BCE.
- ♦ PA.5.1.9.B Analyze the major arguments advanced for different systems of government.
- ♦ PA.7.1.9.A Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- ♦ PA.7.1.9.B Explain and locate regions and their shared connections as defined by physical and human features.
- ♦ PA.7.2.9.A Explain the physical characteristics of places and regions, including spatial patterns of Earth's physical systems.
- ♦ PA.7.3.9.A Explain the human characteristics of places and regions using the following criteria: population; cultural; settlement; economic activities; political activities
- ♦ PA.7.4.9.A Compare and contrast the effect of the physical systems on people across regions
- ♦ PA.7.4.9.B Compare and contrast the effect of people on the physical region across regions of the United States
- ♦ PA.8.1.9.A Compare patterns of continuity and change over time, applying context of events
- ♦ PA.8.1.9.B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
- ♦ PA.8.4.9.A Compare the role groups and individuals played in the social, political, cultural and economic development throughout world history.
- ♦ PA.8.4.9.B Contrast the importance of historical documents, artifacts and sites which are critical to world history
- ♦ PA.8.4.9.C Analyze how continuity and change have impacted world history
- ♦ PA.8.4.9.D Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world

During this unit you can expect the following assignments:

- ♦ Quiz "Where did you eat what?"
- ♦ Internet Archaeology
- ♦ Reading: "Life in the River Valleys" (pp 20-21.1-3)
- ♦ Reading: "The Development of Literacy"
- ♦ Viewing Guide: "The Great Pyramids"
- ♦ 16."Identify", 1 & 2
- ♦ 22.1,2,5
- ♦ 36.1,2; 51.2; 56.1

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<sup>1</sup> PA: Pennsylvania Academic Standards; NCHWH: National Center for History in the Schools World History Standards

By the end of this unit you should be able to:

- ♦ Define/describe the following terms: farming; domestication; sedentary; extensification; intensification; progress; standard of living; quality of life; style of living; civilization; ziggurat; theocracy; hierarchy; cuneiform; cataracts; dynasties; pharaoh; bureaucracy; patriarchic; hieroglyphics; embalming; monsoons; citadel; loess; plaza; isolation; pastoral nomads; military aristocracy; steppes
- ♦ Explain the positive and negative feedback loop of Population Growth and Agriculture
- ♦ Contrast the lifestyles of the hunter-gatherer and farmer
- ♦ Describe the common elements of civilization
- ♦ Explain how geography influenced the early civilizations of Mesopotamia, Egypt, India, China and Mesoamerica
- ♦ Identify the typical social hierarchy of ancient civilizations
- ♦ Explain the purpose of the pyramids
- ♦ Identify the cultural, social and technological accomplishments/attributes of ancient civilizations—compare and contrast!
- ♦ Contrast the lifestyles of the settled farmers and urban dwellers to the lifestyle of the pastoral nomads
- ♦ Explain why the pastoral nomads were warlike.
- ♦ Identify the movement patterns of the pastoral nomads.
- ♦ List reasons for the movement of the pastoral nomads beyond their normal migration patterns.
- ♦ Describe the interaction between the pastoral nomads and the settled people.

## Unit 2 Daily Lesson Plans

Date	Day	Classroom Content and Procedures	Standards
	1	<ul style="list-style-type: none"> <li>☛ Return/discuss quiz from Era 1</li> <li>☛ Begin unit with “Where did you eat?” activity. Arrange students in groups. Ask students to list the ingredients of one of the meals they ate the day before. Use a piece of <b>scrap paper</b> to make a grid with world regions (Africa, Middle East, Central Asia, Orient, Europe Americas, Pacific Islands) as the column head. Ask students to guess where each of the ingredients in their meal originated, writing the foods in the appropriate column. Discuss how many regions it takes to make an ordinary meal.</li> <li>☛ Supplement discussion with <b>PPT</b> for visuals of unit</li> <li>☛ Distribute <b>student note packet</b> for unit, page 1. Discuss “The Spread of Agricultural Societies – From Foraging to Farming” A. Farming, B. Domestication</li> </ul>	NCHSWH.2.2.B PA.8.1.9.A PA.8.1.9.B PA.8.4.9.A PA.8.4.9.C PA.8.4.9.D
	2	<ul style="list-style-type: none"> <li>☛ Continue with “Foraging to Farming” C. Sedentary Communities &amp; Population Growth and Agriculture: A Positive Loop</li> <li>☛ Distribute <b>Internet Archaeology worksheet</b>. Explain assignment, choose groups</li> </ul>	NCHSWH.2.1.A NCHSWH.2.1.B NCHSWH.2.2.A NCHSWH.2.2.B PA.7.1.9.B PA.7.3.9.A PA.7.4.9.A
	3	<ul style="list-style-type: none"> <li>☛ Computer lab for Internet Archaeology project</li> </ul>	IBID
	4	<ul style="list-style-type: none"> <li>☛ Conclude Internet Archaeology project in computer lab</li> </ul>	IBID
	5	<ul style="list-style-type: none"> <li>☛ Distribute <b>student packet page 2</b> “From Bad to Good – Progress”. Emphasis the objective and subjective natures of “standard of living”, “quality of life”, and “style of living”</li> <li>☛ Are we better?</li> </ul>	PA.8.1.9.A PA.8.1.9.B PA.8.4.9.A PA.8.4.9.C PA.8.4.9.D
	6	<ul style="list-style-type: none"> <li>☛ Distribute <b>student packet page 3</b> “The Rise of Early Civilizations”; review the development from H/G to F using flowchart.</li> <li>☛ Define CIVILIZATION. Challenge students to use the “clues” in the outline to identify the missing words. Discuss the common elements of civilization</li> <li>☛ HW: Quiz pages 1-2</li> </ul>	NCHSWH.2.1.A NCHSWH.2.1.B PA.8.4.9.A PA.8.4.9.B PA.8.4.9.C PA.8.4.9.D
	7	<ul style="list-style-type: none"> <li>☛ Quiz on pages 1-2 (Define/explain: SYSTEMATIC AGRICULTURE; EXTENSIFICATION; INTENSIFICATION; STANDARD OF LIVING; QUALITY OF LIFE; STYLE OF LIVING – cross out one answer)</li> <li>☛ Introduce “The Four River Valley Civilizations” with maps on page 20-21 of <b>textbook</b>. Read pages 8, 10, 20, 21 to find descriptors of the geography of Sumer. Take students’ answers.</li> <li>☛ Sumer—Politics and Society.</li> <li>☛ HW: 20-21.1-3</li> </ul>	NCHSWH.2.1.A NCHSWH.2.1.B PA.7.1.9.B PA.7.2.9.A PA.7.4.9.A PA.7.4.9.B PA.8.4.9.A PA.8.4.9.B PA.8.4.9.C PA.8.4.9.D
9/21	8	<ul style="list-style-type: none"> <li>☛ <b>Student Packet page 4</b> Sumer—Trade and Achievements. Watch video clip of Sumerian art (<a href="http://youtu.be/y8FSVITNCmw">http://youtu.be/y8FSVITNCmw</a>)</li> <li>☛ “Egypt. Along the Banks of the Nile” – Two Unifiers, Three Kingdoms</li> </ul>	IBID
9/24	9	<ul style="list-style-type: none"> <li>☛ <b>Video</b> “The Great Pyramids” with <b>viewing guide</b> (50 mins). Collect worksheet at conclusion of video</li> <li>☛ HW: <b>Reading “The Development of Literacy”</b></li> </ul>	IBID
9/25	10	<ul style="list-style-type: none"> <li>☛ <b>Student packet page 6</b> – Kingdoms of Egypt</li> <li>☛ HW: p 16, “Identify” and #1 &amp; 2</li> </ul>	IBID
9/26	11	<ul style="list-style-type: none"> <li>☛ <b>Student packet page 7</b> – Accomplishments of Egypt</li> <li>☛ “The Indus Valley” – geography, buildings and collapse</li> <li>☛ HW: 22.1,2,5</li> </ul>	IBID

9/27	12	<ul style="list-style-type: none"> <li>☛ Finish the FOUR RIVER VALLEY CIVILIZATIONS with <b>student packet page 8</b>, “China”</li> <li>☛ The Americas – The Olmec and South America (<b>student packet page 9</b>)</li> </ul>	IBID
9/28	13	<ul style="list-style-type: none"> <li>☛ <b>MAP QUIZ: North America</b></li> <li>☛ <b>Student packet page 9</b> “The Role of the Nomadic Peoples”; define PASTORAL NOMADISM; describe differences between settled farmers and urban dwellers and pastoral nomads</li> <li>☛ <b>Student Packet page 10</b> “Why were the pastoral societies so warlike?”</li> </ul>	NCHSWH.2.3.A NCHSWH.2.3.B NCHSWH.2.3.D PA.7.3.9.A PA.8.4.9.A
10/1	14	<ul style="list-style-type: none"> <li>☛ Practice test on matching civilization with characteristics/terms</li> <li>☛ <b>Student packet pages 10&amp; 11</b> “Who were the pastoral nomads?” Use <b>PPT</b> with map to illustrate origins and movement patterns of the INDO-EUROPEANS, SEA PEOPLES, ISRAELITES, AND INDO-ARYANS. <b>Colored pencils</b> for student use.</li> </ul>	IBID
10/2	15	<ul style="list-style-type: none"> <li>☛ Pop quiz on definitions: SYSTEMATIC AGRICULTURE; CIVILIZATION; PASTORAL NOMADISM</li> <li>☛ <b>Student packet page 11</b> “Why did so many groups of pastoral nomads migrate into or invade settled areas?” and “What were the interactions between settled peoples and nomads?”</li> <li>☛ In-class assignment pages 36.1 &amp; 2; 51.2; 56.1</li> </ul>	IBID
10/3	16	<ul style="list-style-type: none"> <li>☛ Review for test with VOCABULARY CARDS</li> <li>☛ Review for test CROSSWORD PUZZLE</li> </ul>	IBID
10/4	17	<ul style="list-style-type: none"> <li>☛ Educational review activity</li> </ul>	IBID
10/5	18	<ul style="list-style-type: none"> <li>☛ <b>TEST “Era 2”</b></li> </ul>	IBID