Unit Topic: **Early Civilizations**

Standard(s):

**AH.05 - Identify and locate early civilizations (e.g., China, Egypt, Indus River Valley, Mesopotamia),**

**and explain why civilizations arose in those places.**

**Ah.15 - Describe the characteristics of early civilizations in Japan, with emphasis on the impact of**

**Shinto and Buddhist traditions and the influence of Chinese culture.**

**AH.16 - Describe the characteristics of early civilizations in China, with emphasis on the development**

**of an empire, the construction of the Great Wall, and the Han Dynasty.**

**AH.18 - Describe the characteristics of early civilizations in India, with emphasis on the Aryan**

**migrations and the caste system.**

Essential Question:

**How did people first get their “start?” I.e. where did we come from?**

Essential Question:

Supporting Questions:

1. **How did these cultures develop?**
2. **What impacts did geography have on their place of livelihood?**
3. **What impacts did geography have on their culture?**
4. **What similarities or differences can you find between these civilizations?**
5. **What is a culture?**
6. **Why and where do civilizations get started?**
7. **What aspects of geography impact how people choose places to live?**
8. **How do geography and lifestyle affect culture?**
9. **How do cultures express themselves?**

Content Strands Covered:

**History, Geography, Fine Arts, Sociology, C3 through inquiry and interdisciplinary approaches**

TN Social Studies Practices or other Content Standards:

**WG.17 - Explain how humans are affected by and depend on the physical environment and its resources.**

**WG.20 - Define the concept of culture and its components (e.g., culture hearth, culture traits, material and nonmaterial culture).**

**WG.21 - Explain how physical geography and economic practices shape the cultural landscapes of various regions.**

**S.07 - Describe components of culture (e.g., nonmaterial culture, norms and values, material culture, subcultures).**

**HS3.VA.Cn2. A Evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.**

**9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

Assessment:

* **FORMATIVE: Students will indicate comprehension each week though discussion about the inquiry questions and the focus questions in each lesson**
* **SUMMATIVE: After learning in class about each civilization’s art style, students will replicate the style in an art project at the end of each lesson. These will be saved to their Ancient Civilizations portfolio**
* **SUMMATIVE: Students will construct a comprehensive visual and literary guide to each civilization on a tri-fold board**

Literacy:

**Selections from Khan Academy’s World Project Origins course, specifically Era 3: Cities, Societies and Empires**

[**https://www.khanacademy.org/humanities/whp-origins/era-3-cities-societies-and-empires-6000-bce-to-700-c-e**](https://www.khanacademy.org/humanities/whp-origins/era-3-cities-societies-and-empires-6000-bce-to-700-c-e)

**Exploring websites such as the Museum of the Indus River Valley Civilization website, and the DK Find Out website to look at pictures and information concerning the art styles of each civilization:**

[**https://indusrivervalley-civilization.weebly.com/art-and-architecture.html**](https://indusrivervalley-civilization.weebly.com/art-and-architecture.html)

[**https://www.dkfindout.com/us/history/indus-valley-civilization/indus-arts-and-crafts/**](https://www.dkfindout.com/us/history/indus-valley-civilization/indus-arts-and-crafts/)

Inquiry:

 **To answer the above questions, students will:**

1. **Blob map the geographical locations of each civilization**
2. **Read articles about each civilization and the different aspects that make up a civilization**
3. **Create an “artifact” art project that mimics the style of each civilization’s culture**

Strategic Activities

Lesson One: **Early India**

**The teacher will give a brief synopsis of the learning goals and will highlight the focus questions and inquiry questions. Students will blob map the geographical location of the Fertile Crescent while the teacher talks about the Indus River Valley and demonstrates the blob mapping on their own map. After this, the teacher will break the students up into groups to read selected articles from Khan Academy’s Origins course that coincide with the aspects of a civilization and the Indus River Valley. After the reading, the teacher will assess comprehension through asking inquiry and higher-level thinking questions, relating back to the information in the articles. After this, the class will explore two websites to look over different artifacts from the Indus River Valley civilization. From looking over these websites, students will be prepared for the next activity. The teacher will direct students to tables and will pass out clay, instructing students to create an art project that mimics the art styles and items from the Indus River Valley.**

Lesson Two: **Early China**

**The teacher will begin class with a brief review, being sure to ask the questions, “what are the four aspects of a civilization?” and “did we see these in the Indus River Valley? How so?” The teacher will then give a brief synopsis of the learning goals and will highlight the focus questions and inquiry questions of this lesson, pointing out that while they are similar, the class should now be looking for similarities and differences between early India and early China. Students will blob map the geographical location of early China while the teacher talks about early China and its people and demonstrates the blob mapping on their own map. After this, the teacher will break the students up into groups to read selected articles from Khan Academy’s Origins course that coincide with the aspects of a civilization and the early Chinese culture. After the reading, the teacher will assess comprehension through asking inquiry and higher-level thinking questions, relating back to the information in the articles. After this, the class will watch a video on working jade, like the ancient Chinese did (available in the Khan Academy Origins course). Next, the class will watch a video on calligraphy, the ancient Chinese form of writing. After watching these videos, students will have a better appreciation of the different art styles of ancient China and will be prepared to complete their art project. The teacher will supply each student with the necessary materials and a guide to calligraphy symbols and the students will recreate a calligraphy scroll like the ancient Chinese.**

Lesson Three: **Early Japan**

**The teacher will give a brief synopsis of the lesson objectives, and then a summary of what will be discussed in class. During this time, the students will work on their blob maps, imitating the geographical features that the teacher models for them to add to their maps of early Japan. The teacher will then facilitate a time of reading articles and exploring more about early Japanese civilizations. Students will break up into groups to learn about Early Japan through the Khan Academy Origins course and will continue the discussion of the four aspects of a civilization through reading several assigned articles.**

**After this, students will read a Khan academy article as a class to learn more about ancient Japanese art and see examples of what the art looked like. The teacher will highlight the practicality of the art, since art needed to line up with items that were everyday to be justified in a more agrarian, technologically less well-developed civilization as these early civilizations. After reading this article and viewing images, the students will work with clay to create similarly designed pots.**

Differentiation:

1. **Visuals via articles, pictures, websites, and video for visual learners**
2. **Hands-on materials and project through blob mapping and “artifact” creation for tactile learners**
3. **Lecture and group discussion for auditory learners**
4. **Video and a variety of visuals for ELL students**
5. **Integration through repetition (lecture, hands-on approach, group projects) to meet multiple intelligences and students with IEPs**