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Tests and Measurements

October 30, 2021

Written Objectives

**Chosen Standards**

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.

**Knowledge**

1. After discussing in class, students will **identify** key characteristics and differences between ancient India, China, and Japan through collaborating to design a trifold board detailing information about each civilization.
2. Upon completing the geography sections in this unit, students will **reproduce** a topographical map of each civilization’s location from memory, highlighting at least three major landmarks.

**Comprehension**

1. After learning of each civilization, students will use the topographical information discussed in class to **explain** why they successfully implanted in their geographical locations, through an interactive map application.
2. After reviewing the various characteristics of each culture, students will be able to **discuss** the differences and similarities between each in an online discussion forum with an original post of at least 300 words and two peer responses.

**Application**

1. After discussing each civilization’s culture, students will **imitate** each one’s art style through an art project in class.
2. At the end of our lesson on each civilization, students will **participate** in a discussion about the major characteristics of each civilization.

**Analysis**

1. After reading the assigned sections in their text, students will **break down** the reasons behind why civilizations arose in certain places through a five paragraph paper.
2. At the end of our unit on early civilizations, students will **debate** the most effective infrastructure styles in an organized classroom debate.

**Synthesis**

1. After learning about each ancient civilization art style, students will **construct** their own civilization, utilizing the knowledge learned in class of the successes and failures of early Japan, China, and India, and will present to the class.
2. At the end of the unit, students will **create** a choose your own adventure style story in small groups, based on the needs, structure, and location of one of the three civilizations discussed in class.

**Evaluation**

1. At the end of the unit, students will **compare and contrast** Japanese, Chinese, and Indian civilizations in a five-to-ten-minute presentation in class, complete with PowerPoint slides of information.
2. Once the student has constructed their own civilization in the above stated objective, they will **defend** their civilization’s likelihood of survival and success using the material discussed in class through a class Q&A session.