

Grade 6 Social Studies: Year-Long Overview

To be productive members of society, students must be critical consumers of information they read, hear, and observe and communicate effectively about their ideas. They need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways.

To accomplish this, students must:

1. Use sources regularly to learn content.
2. Make connections among people, events, and ideas across time and place.
3. Express informed opinions using evidence from sources and outside knowledge.

Teachers must create instructional opportunities that delve deeply into **content** and guide students in developing and supporting **claims** about social studies concepts.

In grade 6, students explore the factors that influence how civilizations develop as well as what contributes to their decline as they learn about early humans and the first permanent settlements, the ancient river valley civilizations, Greek and Roman civilizations, Asian and African civilizations, Medieval Europe, and the Renaissance (aligned to grade 6 [GLEs](#)).

Grade 6 Content		A u g	S e p t	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y
Early Humans: Survival and Settlement	How do environmental changes impact human life and settlement?	X	X								
The Ancient River Valleys: Geography and Civilization	How do geography and environment impact civilization?		X	X							
Ancient Greece and Rome: Common Rule and Government	What factors make a civilization influential?				X	X	X				
Civilizations in Africa and Asia: Expanding Trade	Is trade necessary for advancing civilizations?							X	X		
Medieval Europe and the Renaissance: Legacy	What makes civilizations regress and how do they renew themselves?									X	X

Grade 6 Social Studies: How to Navigate This Document

The grade 6 scope and sequence document is divided into 5 units. Each unit has an overview, instruction which includes topics and tasks, and a unit assessment. Click on a link below to access the content.

Unit One: Early Humans: Survival and Settlement

- [Unit One Overview](#)
- [Unit One Instruction](#)
 - [Topic One: Influences on Civilizations](#)
 - [Topic Two: Early Humans](#)
 - [Topic Three: Agricultural Revolution](#)
- [Unit One Assessment](#)

Unit Two: Ancient River Valley Civilizations

- [Unit Two Overview](#)
- [Unit Two Instruction](#)
 - [Topic One: Geography and Civilizations](#)
- [Unit Two Assessment](#)

Unit Three: Ancient Greece and Rome

- [Unit Three Overview](#)
- [Unit Three Instruction](#)
 - [Topic One: Ancient Greece](#)
 - [Topic Two: Ancient Rome](#)
- [Unit Three Assessment](#)

Unit Four: Civilizations in Africa and Asia: Expanding Trade

- [Unit Four Overview](#)
- [Unit Four Instruction](#)
 - [Topic One: Asian Civilizations](#)
 - [Topic Two: West African Empires](#)
- [Unit Four Assessment](#)

Unit Five: Medieval Europe and the Renaissance: Legacy

- [Unit Five Overview](#)
- [Unit Five Instruction](#)
 - [Topic One: Medieval Europe](#)
 - [Topic Two: Renaissance](#)
- [Unit Five Assessment](#)

Grade 6 Social Studies: Pacing Guidance (REV Fall 2019)

The grade 6 scope and sequence document has been updated to better support pacing of unit content. While some tasks have been reduced or removed to allow more time for prioritized content, no updates have been made to the instructional approach of this scope and sequence and no new tasks have been added. The revised scope and sequence assumes one period of social studies instruction daily with 33 weeks of instruction in the school year. If your school or district follows different parameters, please use the high-level guidance below to inform your pacing:

Semester 1		Semester 2	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Influences on Civilizations • Early Humans • The Agricultural Revolution • The Cradle of Civilizations 	<ul style="list-style-type: none"> • River Valley Civilizations • Ancient Greece • Greek Government and the Development of Democracy • Ancient Rome • Roman Republic 	<ul style="list-style-type: none"> • Monotheistic Religions • Eastern Religions • Chinese Dynasties • West African Empires 	<ul style="list-style-type: none"> • Medieval Europe • The Renaissance

Unit One Overview

Description: Students learn how environmental changes and geography impact human settlement, early humans, and eventually the development of the first settlements.

Suggested Timeline: 5 weeks

Grade 6 Content	
Early Humans: Survival and Settlement	How do environmental changes impact human life and settlement?

Topics (GLEs):

1. [Topic One: Influences on Civilizations](#) (6.1.1, 6.1.3, 6.3.1-4)
2. [Topic Two: Early Humans](#) (6.1.2, 6.1.4, 6.2.1, 6.2.2, 6.3.1-4, 6.4.1-3)
3. [Topic Three: Agricultural Revolution](#) (6.1.1, 6.1.3, 6.2.1-2, 6.3.1-4)

Unit Assessment: Students create a powerpoint or other digital presentation that demonstrates their response to the question, “How do environmental changes impact human life and settlement?” Students will use evidence from the various sources studied throughout the unit.

Unit One: Survival and Settlement	Topic One: Influences on Civilizations Topic Two: Early Humans Topic Three: Agricultural Revolution
Key Connections: <ul style="list-style-type: none"> • <i>Geographic factors shaped the development of ancient civilizations.</i> • <i>Tools and technologies aided the advance of civilizations.</i> • <i>Basic characteristics of civilization are shared by all civilizations</i> • <i>Past civilizations influence later civilizations</i> 	
Grade-Level Expectations (GLEs)	Priority Content and Concepts
6.2.1 Analyze the relationship between geographical features and early settlement patterns using maps and globes	<ul style="list-style-type: none"> • Use maps and globes to compare geographical features, early human migration routes and areas of settlement to draw conclusions about the relationship between settlement patterns and geographical features.
6.2.2 Examine how the achievements of early humans led to the development of civilization	<ul style="list-style-type: none"> • Identify the characteristics of civilizations (large population centers, monumental architecture and unique art, writing and record keeping, complex institutions, specialization/complex division of labor, and social classes/structures). • Describe the life of early humans (organization in social groups, obtaining food, diet, dangers and difficulties of everyday life). • Explain how the lives of early humans were affected by their achievements (mastery over fire, development of spoken language, invention and use of tools and technology, development of agriculture and domestication, religious beliefs and rituals, artistic expression). • Analyze the importance of the Neolithic/Agricultural Revolution (the wide-scale transition from nomadic, hunting and gathering to a settled, agrarian life) to the development of civilization. • Explain how the Neolithic era/agricultural revolution changed society (permanent settlements, social classes, animal domestication, new technology, social equality and gender roles). • Explain the benefits and drawbacks of a society based on hunting and one based on farming / Compare and contrast hunter-gatherer and agricultural societies, including the benefits and drawbacks of each. • Explain the benefits and drawbacks of domesticating animals, and how animal domestication impacted society. • Describe early settlements such as Catalhoyuk or Jarmo, and their characteristics (settlement dwellings, use of mounds, relationships between dwellings and society, and the achievements of settled societies using farming, tools, religion, social structure). Explain how these early settlements begin to reflect the characteristics of a civilization.

<p>6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs</p>	<ul style="list-style-type: none"> • Use maps, charts, and graphs to analyze trends in climate and population, and draw conclusions about ways climate affected early humans. • Use maps to determine the migration patterns of early humans from Africa to other continents, including migration across the Bering land bridge.
<p>6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world</p>	<ul style="list-style-type: none"> • Describe the changes in climate conditions from the Ice Age through the Bronze Age, including ways the Ice Age affected early humans. • Describe the characteristics of different climate zones and explain how physical features, the environment, and climate conditions affected early human migration, settlement, and developing civilizations. • Explain how early humans and developing civilizations adapted to their environment, such as Otzi the Iceman, Catalhoyuk, or Jarmo. • Explain the relationship between geography and the development of agriculture in early settlements. • Explain how different physical features and climate conditions were beneficial and detrimental to early humans, and how they contributed to the success or failure of early human groups and developing civilizations.
<p>6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement</p>	<ul style="list-style-type: none"> • Explain the causes and effects of migration (push factors, pull factors) and location of settlements for early humans. • Use maps and globes to locate early human settlements and paths of migration.
<p>6.4.3 Explain the connection between physical geography and its influence on the development of civilization</p>	<ul style="list-style-type: none"> • Explain how geography influences human settlement and the rise of civilization. • Explain which geographical features are beneficial and which are detrimental to civilization (use factors such as: stability, climate, location, and resources including proximity to water).
<p>6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts 	<p><i>Options to address 6.1.1 in Unit 1:</i></p> <ul style="list-style-type: none"> • Use technology to conduct research on early human settlements. • Analyze artifacts from early humans of the Paleolithic age through the development of civilizations. • Compare and contrast early human life in the Paleolithic (Old Stone Age), Mesolithic, Neolithic (New Stone Age), and Bronze Age. • Produce written claims on how geography and environmental changes impacted human life and settlement.

<ul style="list-style-type: none"> Using technology to research, produce, or publish a written product 	
<p>6.1.2 Construct and interpret a parallel timeline of key events in the ancient world</p>	<ul style="list-style-type: none"> Create a timeline relating to early humans and developing civilizations including the Stone Age (Paleolithic, Mesolithic, and Neolithic, Stone Age-Old/New Stone Age, Bronze Age). Create a timeline using appropriate dates, including B.C.E./B.C. and C.E./A.D.
<p>6.1.3 Analyze information in primary and secondary sources to address document-based questions</p>	<ul style="list-style-type: none"> Describe the work and contribution to historical study of archaeologists, geologists, and climatologists. Analyze artifacts and secondary sources from the Paleolithic, Mesolithic, and Neolithic, Stone Age-Old/New Stone Age, Bronze Age to answer questions about the achievements of early humans View artifacts and explain what they reveal about the activities of early humans.
<p>6.1.4 Identify and compare measurements of time in order to understand historical chronology</p>	<ul style="list-style-type: none"> Compare/Contrast measurements of time including years, decades, centuries, millenniums, time periods, eras, and events. Examine timelines of key Unit 1 content recognizing measurements of time, sequencing, chronology, location, distance, and duration. Define terms related to measurements of time and chronology (B.C.E./B.C., C.E./A.D., circa or c., prehistoric/prehistory).
<p>6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones</p>	<ul style="list-style-type: none"> Use maps and globes to compare the location of major lines of latitude (Equator, Tropic of Capricorn, Tropic of Cancer, Arctic Circle) and climate zones and types including tropical, dry, mild, continental, polar. Describe the relationship between latitude and climate.
<p>6.3.2 Plot coordinates of latitude and longitude to determine location or change of location</p>	<ul style="list-style-type: none"> Plot coordinates of latitude and longitude for locations of early human settlement and recognize hemispheres, continents, and oceans. .
<p>6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes</p>	<ul style="list-style-type: none"> Determine the difference between a physical boundary and a political boundary Explain the relationship between physical features and political boundaries.
<p>6.6.1 Explain the impact of job specialization in the development of civilizations</p>	<ul style="list-style-type: none"> Discuss job specialization in developing civilizations and its effects.
<p>6.6.2 Analyze the progression from barter exchange to monetary exchange</p>	<ul style="list-style-type: none"> Analyze a system of barter exchange and discuss reasons for bartering.

Unit One Instruction

Topic One: Topic One: Influences on Civilizations (6.1.1, 6.2.1, 6.4.1, 6.4.3)

Connections to the unit content: Students will explore the factors that influence civilizations including climate, physical geography, and availability of natural resources.

Suggested Timeline: 5 class periods

Use this sample task:

- [Influences on Civilization](#)
- Note: Prior to conducting this task with students, read the article “[What is a Civilization, Anyway?](#)” by Cynthia Stokes Brown to develop your background knowledge and understand the purpose of this task.

To explore these key questions:

- What are the basic characteristics shared by civilizations?
- How are civilizations changed by various factors?

That students answer through these assessments:

- Students participate in a class discussion. Use a [discussion tracker](#) to keep track of students’ contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.6.1a-d, SL.6.6)
- Students complete the factors of civilization T-chart. Check this for a grade.

Grade 6 Instructional Task: Influences on Civilization

Unit One: Early Humans: Survival and Settlement, Topic One: Influences on Civilization

Description: Students consider the shared Characteristics of Civilizations and learn about multiple factors that influence the development, advancement, and decline of civilizations.

Suggested Timeline: 5 class periods

Materials: Characteristics of Civilizations handout ([blank](#) and [completed](#)), [vocabulary.com’s definition of civilization](#), geographic factors that affect development graphic organizer ([blank](#) and [completed](#)), [Geographical Factors that Affect Development](#), [Why do Civilizations Collapse?](#) by Robert Lamb from *How Stuff Works*, [Collapse Why do Civilizations Fall?](#) from *Annenberg Learner*, factors of civilization T-chart ([blank](#) and [completed](#))

Instructional Process:

1. Write the word *civilization* on the board and read or project the following definitions:¹
 - a. The stage of human social development and organization that is considered most advanced.
 - b. The process by which society or place reaches an advanced stage of social development and organization.
 - c. The society, culture, and way of life of a particular area.
 - d. The comfort and convenience of modern life, regarded as available only in towns and cities.
2. Read aloud the [first two paragraphs](#) of the meaning of *civilization*.
3. Ask students: “What do these definitions have in common?”
4. Take notes for the class or annotate the definitions as students share their answers.
5. Say: “According to many of these definitions, *civilization* is defined by advancement. However, consider the definition: ‘the society, culture, and way of life of a particular area.’ What is different about this definition from the other definitions we’ve read?”
6. Say: “This year we will explore the factors that influence the development, advancement, and decline of civilizations. As we learn about the development and evolution of civilizations across world history, we will analyze the different factors that allowed each civilization to flourish and what factors led to their decline.”
7. Distribute the [Characteristics of Civilizations handout](#) to students. Say: “Before we start thinking about the factors that change or impact civilizations, let’s review the basic characteristics shared by civilizations.”
8. Organize the class for [fishbowl discussions](#). Instruct students to alternate their roles as speaker and listener by rows on the worksheet. For example:
 - a. Student fishbowl group A acts as speakers to discuss Centralized Government/State Systems. Students discuss a definition and examples. All students (speakers and listeners) record ideas shared by the group.
 - b. Student fishbowl group A then acts as listeners to fishbowl group B. Fishbowl group B clarifies the definition or adds examples to Centralized Government/State Systems, then discusses the definition of and examples for Organized Religion.

¹ From <https://www.google.com/#q=civilization+definition>

- c. Fishbowl Groups B and A switch roles and discussion continues until all rows on the worksheet have been completed.
9. Say: "As we study civilizations of the world throughout the year, we will first examine the geographic factors that supported the development of each civilization before analyzing the specific characteristics that formed each civilization's culture. We will also examine the factors that contributed to the decline of each civilization that we encounter."
10. Distribute [geographical factors that affect development graphic organizer](#) to students.
11. Read aloud [Geographical Factors that Affect Development](#). Pause at the conclusion of each section for students to record notes on their graphic organizer.
12. Provide students with access to [Why do Civilizations Collapse?](#) by Robert Lamb from *How Stuff Works* and [Collapse Why do Civilizations Fall?](#) from *Annenberg Learner*. Direct students to independently read [Why do Civilizations Collapse?](#) and [Collapse Why do Civilizations Fall?](#).
13. Instruct students to take notes as they conduct a class discussion based on the following questions:
 - a. How does environment impact human settlement?
 - b. How does geography impact human settlement and development of civilizations?
 - c. What geographic or environmental factors are beneficial to the development of human civilizations?
 - d. What geographic factors might make a civilization unique?
 - e. Is trade between civilizations necessary to advance a civilization's technology or culture?
 - f. What might cause a civilization to regress or fall?
 - g. What factors might help a civilization to renew itself?
14. Following the discussion, explain to students that they will explore the factors that influence the development, advancement, and decline of civilizations throughout the school year in social studies. Tell them that they will study various world civilizations to consider the circumstances that helped them flourish as well as the conditions that lead to their decline.
15. Distribute [factors of civilization T-chart](#) to students. Instruct students to document the factors that contribute the development and decline of civilizations on each side of the T-chart.
16. Say, "Consider what we read and discussed about how civilizations develop. Make a list of the factors that must be present for civilizations to develop in the left column of the [factors of civilization T-chart](#). Use the [Characteristics of Civilizations handout](#) for reference as you brainstorm." For example, students should consider the factors contribute to a community having a surplus of food (i.e., agriculture which needs the right climate and geography) or the factors that contribute to a community having planned infrastructure (i.e., natural resources and tools/innovation or some sort of community organization and a willingness to work together).
17. Once students have completed the left side of the T-chart say, "Now, think about what factors contribute to the fall of civilizations." Instruct students to complete the right side of the T-chart.
18. Then ask, "What is the relationship between the the factors that contribute to the development of civilization and the factors that contribute to the decline of civilizations?" Instruct students to answer the question at the bottom of their T-chart.

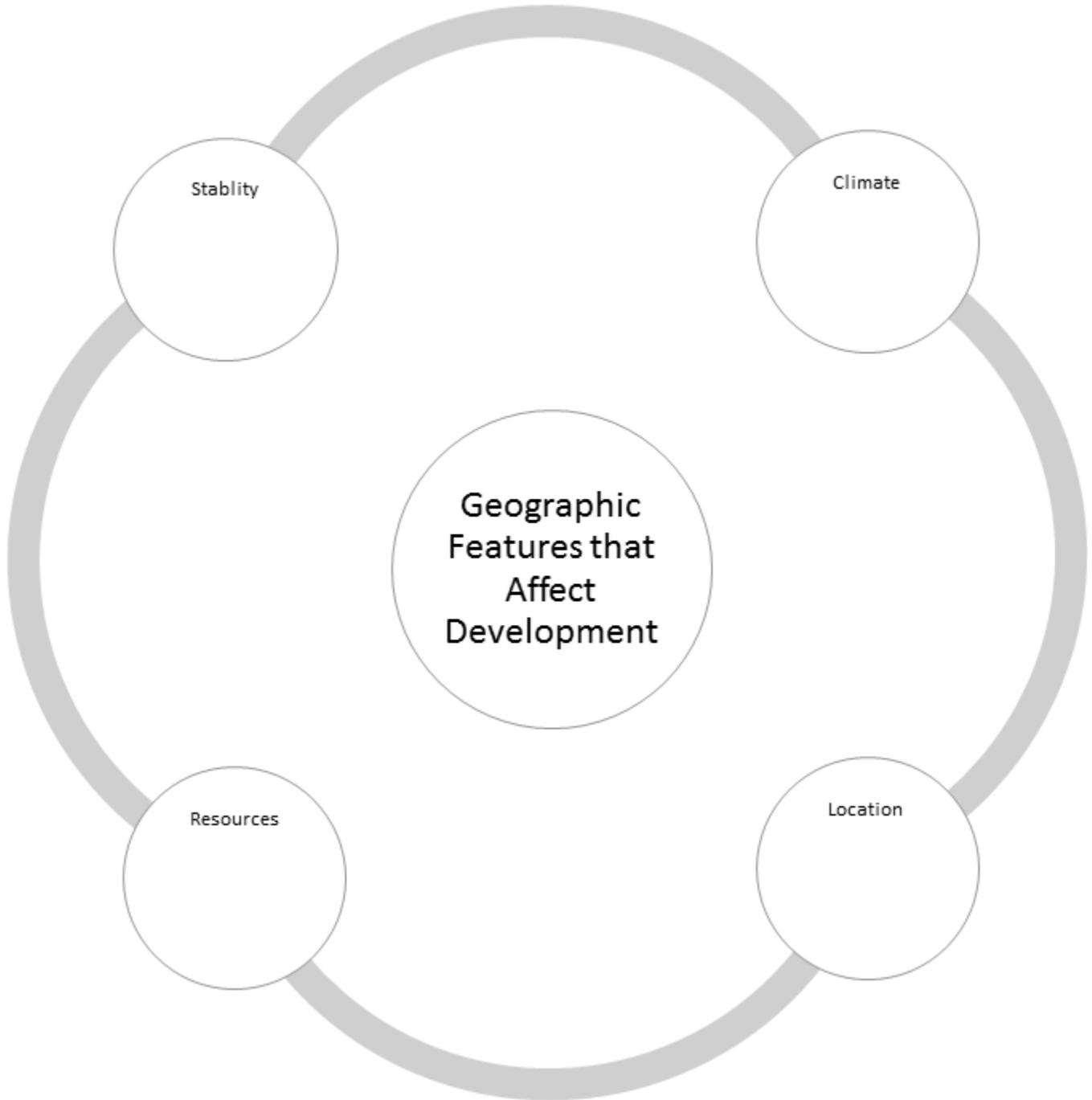
Characteristics of Civilizations

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/ state systems		
Organized religion		
Economy and job specialization		
System of tribute		
Surplus food		
Planned infrastructure		
Trade		
Accumulated learning		
Arts		

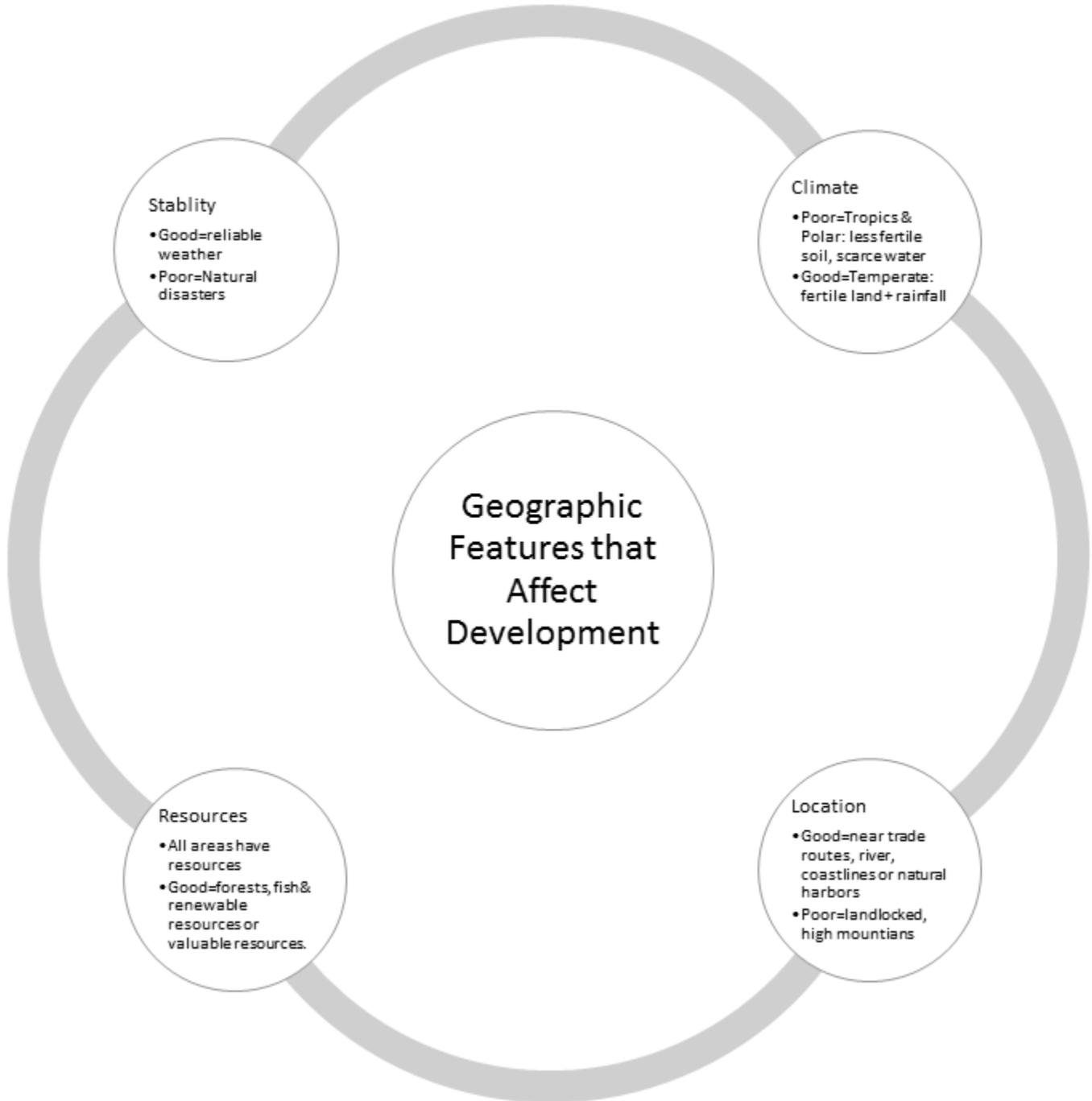
Characteristics of Civilizations (Completed)

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/state systems	Central authority or power has control over other people/areas; people under control follow established laws/rules and have protection against enemies or other powers from taking control; social classes exist based on various factors (e.g., religion, wealth, power)	dictators
Organized religion	The belief system of a civilization	Any modern religion (Judaism, Christianity, Islam, etc.)
Economy and job specialization	Economy is the resources of a civilization and how they produce and use them to develop wealth/currency that sustains and advances the civilization; job specialization is when individuals concentrate on a particular area, which can lead to better productivity allowing for leisure time activities to develop; social classes develop from job specialization and accumulation of wealth	US manufacturing and agricultural exports, neurosurgeons, history teacher
System of tribute	Collection of “taxes” or some kind of payment to the government to provide services; a food surplus supports a system of tribute (if food is used as tribute)	Federal income taxes, state income taxes, taxes on goods and services
Surplus food	Having access to more food than a civilization needs, through farming, hunting, etc., which allows the civilization to sustain and advance itself; the geography of a place often dictates how food is produced or gathered (e.g., settling around waterways provides drinking water and water for animals and crops)	Food processing factories
Planned infrastructure	Physical and organizational structures, such as buildings, roads, tombs, etc. needed for a civilization to function; planned roads or transportation via waterways support trade and expansion, both of which help sustain and advance a civilization	Baton Rouge or any other planned city, interstate system
Trade	Exchange of a good or service for something else (typically a monetary exchange); goods must be moved easily (e.g., via waterways or roads); a food surplus results in trade opportunities	debit, credit, mutual funds, bonds, ports, like New Orleans
Accumulated learning	Gathering of knowledge that results in achievements in communication (e.g., language, writing), math, science, and technology/innovation	public education
Arts	Creative and cultural expression via music, dance, sculpture, architecture, etc.	Theatres, museums, music halls

Geographic Features That Affect Development



Geographic Features That Affect Development (Completed)



Geographical Factors That Affect Development²

Climate

One of the most important factors in development is geography, where the country is in the world, and climate. It's no coincidence that the poorest countries are in the tropics, where it is hot, the land is less fertile, water is more scarce, where diseases flourish. Conversely, Europe and North America profit from huge tracts of very fertile land, a temperate climate, and good rainfall. In extremes of climate, either hot or cold, too much energy goes into the simple business of survival for there to be much leftover energy for development. You have to work twice as hard to get enough to eat out of the ground, you have to irrigate where others can depend on rainfall. It may be too hot to work between 11 and 2, so you lose three hours out of every day. Rain patterns may give you a short growing season, while others can get two harvests in one year. Some countries are just at a natural disadvantage.

Location

Secondly, geographical location plays a part in access to markets. All the great empires have been based around trade routes, and these are almost always maritime. There are notable exceptions, the medieval Mongol empire was based on the Silk Road from China to the west, but Jeffrey Sachs sums it up well in his important book *The End of Poverty*: 'Many of the world's poorest countries are severely hindered because they are landlocked; situated in high mountain ranges; or lack navigable rivers, long coastlines, or good natural harbours.'



China has three of the world's busiest ports, and so does the US. With ports you can raise money through tolls and shipping services. If you have no access to the coast, not only do you miss out on these services, you have to transport everything by land, which is much more expensive. And what if your neighbours don't like you? Ice-bound on its northern coastlines, Russia has squabbled for centuries over access to a warm water port, the Crimean War being the most serious.

Countries like Afghanistan, Rwanda, Malawi, or Bolivia are all hindered by access to ports. Other countries, like Ethiopia or Lesotho, are not only landlocked, but mountainous as well, making trade even more expensive.

Resources

Thirdly, every country has been dealt a hand in natural resources. It takes infrastructure to capitalise on these, but some places have a distinct advantage over others. Oil is the most obvious. Nobody is any doubt about how Saudi Arabia or UAE make their money. Among other advantages, gold and diamonds have helped South Africa build the most

² Article by Jeremy Williams. Licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported license](https://creativecommons.org/licenses/by-sa/3.0/). Available online at <https://makewealthhistory.org/2007/07/01/geographical-factors-that-affect-development/>.

successful economy on the continent. These are all non-renewable resources – once they're gone, they're gone, but while stocks last there is wealth to be made.

Besides these there are renewable resources – forests, fish, stocks that, if correctly managed, will refresh themselves. Much South American development has been based on the Amazon rainforest, in natural rubber and then timber.

Finally, there are what are sometimes called 'flow resources'. These are renewables that need no management, wind, tide and solar resources. The Earth Policy Institute describes the American Great Plains as 'the Saudi Arabia of wind energy', while sunshine-rich places like California, Sicily and Portugal are able to invest in solar power. No natural resource is a license to print money, and there are plenty of poor countries who are rich in resources, but it is a factor.

Stability

Finally, environmental stability can be a factor in development. Some countries are more stable than others.

Mohammad Yunus makes this point in describing his book *Banker To The Poor*: 'Bangladesh is a land of natural disasters, so this is unfortunately an important factor in our doing business here.' If you are regularly beset by monsoons, floods and landslides, like Bangladesh or the Philippines, things are going to be harder for you. You may be in an earthquake zone, and we've all seen what a tsunami can do to a country.

Where I grew up in Madagascar, the annual cyclone season regularly swept away roads and bridges, damaged railways and refineries, and took the roofs of houses and hotels all along the east coast. How do you build and sustain infrastructure in those conditions? It's not impossible, but these are problems most countries don't have to face.

Factors of Civilization T-chart

Factors that contribute to the development of civilizations	Factors that contribute to the decline of civilizations
<p>What is the relationship between the factors that contribute to the development of civilization and the factors that contribute to the decline of civilizations?</p>	

Factors of Civilization T-chart (Completed)

Factors that contribute to the development of civilizations	Factors that contribute to the decline of civilizations
<ul style="list-style-type: none"> ● Geography ● Climate ● Agriculture ● Natural resources ● Development of tools/innovation ● Organized communities 	<ul style="list-style-type: none"> ● War ● Drought ● Natural disasters ● Disease ● Overpopulation ● Economic disruption ● Political struggles ● Overfarming ● Warfare or invasion, disease, natural disaster, internal social, political or religious conflict, etc.
<p>What is the relationship between the factors that contribute to the development of civilization and the factors that contribute to the decline of civilizations?</p> <p><i>Geography plays a role in both the development and decline of civilizations. A favorable climate attracts settlement while natural disasters can destroy a civilization. Order and organization also seem to be significant characteristics. A good political or fair social system can promote harmony within a civilization while internal conflicts could lead to uprisings or war, and possibly invasion or the decline or civilization from within.</i></p>	

Unit One Instruction

Topic Two: Early Humans (6.1.1-2, 6.1.4, 6.2.1-2, 6.4.1, 6.4.3)

Connections to the unit content: Students will explore primary and secondary sources about what life was like for early humans in order to build their understanding of how the environment impacts human life and settlement.

Suggested Timeline: 6 class periods

Use this sample task:

- [Learning About Early Humans](#)

To explore these key questions:

- How do we learn about prehistoric people?
- How did geography impact life and culture of the hunter-gatherer societies?
- How did paleolithic people influence later people?

That students answer through these assessments:

- Students work in groups to research a profession that contributes to our understanding of the history of our world. Various work during the research process can be graded, such as notes taken from the sources. ([ELA/Literacy Standards](#): W.6.7-9)
- Students deliver a presentation on their profession and complete a written reflection. Grade the delivery of the presentation with a presentation rubric, focusing on the quality of the delivery, and the written reflection for accuracy and organization of information. ([ELA/Literacy Standards](#): W.6.2a-b, SL.6.4-6)
- Students complete a quick write examining the common activities of early humans based on artifacts that have been excavated by archaeologists. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)
- Students participate in a class discussion on the impact of climate on early human development. Use a [discussion tracker](#) to keep track of students' contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.6.1a-d, SL.6.6)
- Students write a summary of how early humans adapted to their environment. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)
- Students create a timeline identifying environmental and technological developments of Stone Age civilizations. Grade timelines for accuracy.

Grade 6 Instructional Task: Learning about Early Humans

Unit One: Early Humans: Survival and Settlement, Topic Two: Early Humans

Description: Students investigate artifacts to build an understanding of how early humans lived.

Suggested Timeline: 6 class periods

Materials: [Archaeology Facts](#), [Geology Facts](#), [Geology for Kings: The Study of Our Earth](#), [Climatologists: Biome Facts](#), [What Drove Early Man Across the Globe?](#), [Stone Age Toolkit](#), [The World of Hunter-Gatherers](#), [Hunting and Gathering Culture](#), [First Technologies: Fire and Tools](#), [Ice Ages](#), [Ötzi – the Iceman](#), [CSI History: The Iceman Mystery](#), [Carbon-14 Dating](#), [Stone Age](#), [Historians and Their Time](#)

Instructional Process:

1. Say: “In the previous task, we learned about the factors that contribute to the development and decline of civilizations. Next, we will examine early human settlement and the fields that help us study them to understand how modern historians arrive at their conclusions about the development of early humans.”
2. Divide students into groups. Assign each group to research one of the following: [archaeologists](#), [geologists](#) (students should also visit [Geology for Kids: The Study of Our Earth](#)), or [climatologists](#) (students should also visit [What Drove Early Man Across the Globe](#)).
3. Have each group research the type of work done by their assigned career. Students should consider the following as they research:
 - a. the work they do
 - b. the tools they use/how they do their work
 - c. what we learn from their work
 - d. a specific historic example of information learned by this field
4. Once students have conducted their research, have each group compare information, if multiple groups researched the same field, to organize a presentation on what they learned from their research. Encourage students to take notes during presentations.
5. After presentations have concluded, have students write a summary paragraph explaining how all three fields contribute to our study of history.
6. Say: “We have already heard some details about early humans from our research. Let’s continue this discussion into the period referred to as prehistoric.”
7. Write the word *prehistoric* on the board.
8. Have students discuss the meaning of the word with a partner and develop a working definition. Encourage students to break down the word into prefix and root.
9. Visually break down the word on the board as students share their definitions.
10. Say: “Since early humans have no written records, we have to depend on artifacts to learn about them. We will practice the work of archaeologists as we look at some artifacts of early humans.”
11. Have students access the [Stone Age Toolkit](#) interactive to engage with ancient stone tools.

12. Have students complete a quick write to explain what these artifacts reveal about the activities of early humans. Encourage students to approach this writing as if they are describing how a community of people are living in an area. Grade student writing using the [claims rubric](#).
13. Say: “We’re going to explore deeper into the activities of early humans. Continue considering how archaeology, geology, and climatology help clarify the world of early humans.”
14. Provide students with copies of [The World of Hunter-Gatherers](#) and access to [Hunting and Gathering Culture](#) from *Encyclopedia Britannica*.
15. Have students annotate as they read [The World of Hunter-Gatherers](#) and take notes on [Hunting and Gathering Culture](#) according to an established classroom routine.
16. Have students answer the following questions orally or in writing. Ensure students use quoted evidence from the articles to support their responses. If responses are provided in writing, be sure students accurately quote from the text.
 - a. How did early humans organize themselves into social groups, and for what purposes?
 - b. How did early humans obtain enough food to survive in small groups?
 - c. What do early belief systems reveal about the dangers and difficulties of life for early humans?
 - d. How did the development of new technologies improve early human life?
17. Say: “Think about the climate and environment in which early humans lived. What was needed to survive in such environments? Provide students with time to brainstorm ideas. Record student ideas on the board during review.
18. Provide each student with a copy of [First Technologies: Fire and Tools](#).
19. Have students read [First Technologies: Fire and Tools](#).
20. Have students write about how the first “technologies” helped sustain human life through the ice ages and led to the development of the first civilizations.
21. Provide students with access to [Ice Ages](#).
22. Have students read about [Ice Ages](#) to identify the impact of Ice Ages on hunter-gatherers.
23. Conduct a class discussion on the impact of climate on the development of early humans. Use a [discussion tracker](#) to keep track of students’ contributions to the discussion.
24. Preview [Ötzi – the Iceman](#) with students and read sections to reveal who he was and how he was discovered.
25. Have students complete the [CSI History: The Iceman Mystery](#) task to explore what was learned by studying Ötzi.
26. Using artifacts found with Otzi for reference, have students provide evidence in paragraph form describing how early humans learned to adapt to their environment. Grade using the [claims rubric](#).
27. Explain to students that archaeologists can determine if artifacts were used by early humans by using carbon dating.
28. Provide students with access to [Carbon-14 Dating](#).
29. Have students read [Carbon-14 Dating](#) to build understanding of the process used to date artifacts.
30. Provide students with access to [Stone Age](#).
31. Have students read [Stone Age](#) to gain insight into the characteristics of the era.
32. Say: “We will be creating timelines throughout the school year, beginning with the Paleolithic Era and continuing through our study of the Renaissance in our last unit of the school year.”
33. Have students start their timeline by recording the dates included in the Stone Age. Note: The timelines can be created on paper or digitally (e.g., [Timeline](#) from ReadWriteThink, [Timeline](#) from knight lab at Northwestern

University, [timeglider](#), [Sutori](#), or [myHistro](#). Digital timelines can be added to throughout the year and make excellent review resources.) Instruct students that their timelines should identify the following details:

- a. The names of various eras and their appropriate dates (all dates should be recorded C.E. and B.C.E.; have students refer to [Historians and Their Time](#) as needed.)
- b. Description, visual or verbal, of climate conditions during each era
- c. Examples of technology developed by early humans to adapt to their climate and environment

The World of Hunter-Gatherers³

Introduction

Before the coming of farming, people gained their food by foraging for nuts, berries and insects, hunting wild game, large and small, and fishing.

A few hunter-gatherer peoples survive to this day, but the world of the hunter-gatherers, in which most ancient people followed this mode of life, is long gone. It disappeared in the millennia following 10,000 BC, as farming and pastoralism gradually spread across the world.

Family Groups

The ancient hunter-gatherers lived in small groups, normally of about ten or twelve adults plus children. They were regularly on the move, searching for nuts, berries and other plants (which usually provided most of their nutrition) and following the wild animals which the males hunted for meat.

Each group had a large “territory” over which it roamed – large, because only a small proportion of the plants in any given environment were suitable for people to eat, and these came into fruit at different times of the year meaning a large area of land was needed to meet the food needs of a small number of people. The group’s territory had regular places where it stopped for a while. These might be caves or areas of high or level ground giving them a good all-round vision of approaching animals (and hostile neighbours), and where they would build a temporary encampment.

The Clan

These family groups belonged to larger “clans” of 50 to 100 adults, spread over a wide area and whose members regarded themselves as a “people”, descended from a common ancestor. Kinship was crucially important. This more than anything else gave them their identity and defined their place in the world. More practically, it told them who their friends and allies were, and governed whom they could or could not marry (incest, though differently defined at the margins, was universal taboo, but marriage outside the clan was also restricted). Myths gave them their world view – how the universe was born, how humans came to be and so on – and there is clear evidence for spiritual beliefs, and indeed for belief in some kind of life after death.

Hunter-gatherer society

There may well have been individuals within clans particularly revered for their wisdom and judgement, or even credited with special magical powers; but it is highly unlikely that anyone exercised any significant authority over any group larger than the family group. There were no kings or chiefs in such societies. Moreover, the hunter-gatherer style of life prohibited the accumulation of more wealth by some individuals as opposed to others. For a start, there simply was not

³ This work by TimeMap of World History is used with permission. The original work is available at <https://www.timemaps.com/encyclopedia/hunter-gatherer/>.

the necessary abundance of food to create surpluses. Moreover, the collective nature of hunting and foraging, and the reliance members of the group had to place on each other, meant that no one person could take a disproportionate share of the food. As a result, all members of a group shared more or less equally.

This equality in terms of material wealth may well have been reflected in an equality of status between men and women. In modern hunter-gatherer societies, at least, women tend to have a more respected place than is generally the case in traditional farming communities. Perhaps this a reflection of the fact that as the foragers rather than the hunters women provided most of the nutritional needs for the group.

Religion

The religious practices of hunter-gatherer peoples must have differed enormously from group to group. Animistic beliefs (in which many features of the natural environment are imbued with spirits) were probably common, and ancestor worship. It should be emphasised, that the concept of “religion” as a separate element of life and culture would have been foreign to our hunter-gatherer ancestors: for them, the spiritual dimension infused all activities, and all things.

The practice of both these religious traditions involves shamans. Shamans may well have been the most respected figures in hunter-gatherer society. Their sphere of activity would have gone well beyond what we consider religious; they would have been healers, judges, perhaps even law-makers and war leaders.

Technology

By 10,000 BC, humans had a range of technologies to aid them in their exploitation of the environment. The most fundamental of these was the ability to make and maintain fire. Fire played an important part in the mythologies of later societies – the Greeks told the story of Prometheus, the great benefactor of mankind, stealing fire from the gods. This suggests that humans invested this capability with great reverence, tinged with fear.

Fire was certainly of enormous significance to their lives. It gave them warmth and light, extending their geographical habitat to the colder latitudes as well as into dark environments such as caves. It enabled them to continue communal life after nightfall, and must therefore have strengthened their ability to tell stories round the hearth – a key element in human culture. Fire allowed people to cook their food, thus expanding their source of nutrition to less digestible or tasty plants. It was also used to harden wooden spears, making it possible to kill larger animals.

The hunter-gatherer people of 10,000 BC used stone, wood, bone and antlers for their weapons and implements. Some groups practiced primitive mining, or more strictly quarrying, for flint, digging shallow pits and trenches. People wore clothing made from animal skins, which they sewed together using intricately-crafted bone needles. They had mastered the use of cords and threads fashioned from plant materials to aid them in making their clothes as well as for making baskets. They wove baskets to carry things in.

Their weaponry included spears, bows and arrows, and harpoons. This last brought the food resources of lake, river and shore within their grasp, and indeed coastal peoples ventured some distance out to sea in small boats made from reeds

or logs. They had already domesticated one species of animal, the dog (probably around 15,000 BC), which they used for hunting.

Some societies of 10,000 BC already had distinctive styles of art. These ranged from crude patterns on their weapons and tools, through modelled clay figurines of animals and women (presumably fertility spirits), to the wonderful sequence of cave paintings of animals and mysterious symbols found in south western France and northern Spain, dating from 35,000 BC to 9,000 BC.

The impact of the hunter-gatherer lifestyle on the environment was far less than that of agriculture, but this is not the say that it was non-existent. Unwanted plants were cleared to allow more useable plants to grow, and in some cases whole areas are cleared by fire to allow game to thrive.

In a few favoured locations hunter-gatherer peoples were able to establish permanent villages. These were usually on the coast, where communities could exploit abundant year-round marine resources as well as terrestrial plants and animals. Notable examples were to be found in ancient China, Japan and North America. In all these areas some quite large communities of some thousand inhabitants or more were able to develop.

The sedentary lifestyle in such settlements anticipated that of the early farmers. Indeed, some features of farming communities did appear here: the earliest pottery so far found by archaeologists comes from the Jomon culture, in Japan. For most hunter-gatherers, with their more mobile mode of life, clay pots would have been too heavy and fragile to carry.

A World Slowly Changing

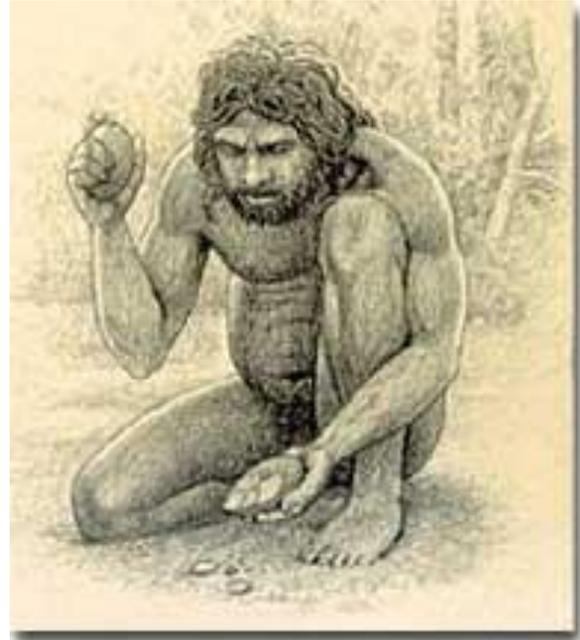
In the world of 10,000 BC, a man might live all his life without meeting anyone from another group or tribe. This meant that ideas and techniques spread very slowly, taking lifetimes to travel long distances. This was a world where change was imperceptible. But this did not mean that it was not taking place.

First Technologies: Fire and Tools⁴

People of the Stone Age had to invent tools and harness the power of fire. But it was their experiments in tool-making that ultimately led to TV, cell phones, and computers.

Living in the computer-driven Information Age, we don't necessarily think of fire or tools as technologies. But by definition technology refers to the "practical application of knowledge in a certain area." Learning how to tame and use fire proved an invaluable technological advance in human development.

Learning how to sharpen a flint, attach a flint to a piece of wood to create a spear, then understanding how to use flint on other pieces of wood to create digging tools were all technological leaps.



This is a modern representation of what a Neanderthal toolmaker might have looked like at work.

Playing With Fire

Uncontrolled fire terrified our ancestors and still has the power to terrify today. Forest fires, or houses being burnt to the ground are vexing problems. However, take time to think of all of the practical uses of fire or its subsequent substitutes. Where would we be today without it? What was its importance to early people? still

There is heavy debate as to exactly when humans first controlled the use of fire. If early humans controlled it, how did they start a fire? We do not have firm answers, but they may have used pieces of flint stones banged together to create sparks. They may have rubbed two sticks together generating enough heat to start a blaze. Conditions of these sticks had to be ideal for a fire.

The earliest humans were terrified of fire just as animals were. Yet, they had the intelligence to recognize that they could use fire for a variety of purposes. Fire provided warmth and light and kept wild animals away at night. Fire was useful in hunting. Hunters with torches could drive a herd of animals over the edge of a cliff.

What's Cooking?

People also learned that they could cook food with fire and preserve meat with smoke. Cooking made food taste better and easier to swallow. This was important for those without teeth!

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The early humans of 2 million years ago did not have fire-making skills, so they waited until they found something burning from a natural cause to get fire. A nightly campfire became a routine. What was once comfort and safety, was now also a social occasion. People would collect around the fire each night to share stories of the day's hunt and activities, to laugh and to relax.

The earliest evidence found in Swartkrans, South Africa and at Chesowanja, Kenya Terra and Amata, France suggests that fire was first used in stone hearths about 1.5 million years ago.

Tooling Around



Some of the preferred materials to make tools and weapons included obsidian, flint, quartzite, and jasper because they could easily be shaped.

Archaeologists have found Stone Age tools 25,000-50,000 year-old all over the world. The most common are daggers and spear points for hunting, hand axes and choppers for cutting up meat and scrapers for cleaning animal hides. Other tools were used to dig roots, peel bark and remove the skins of animals. Later, splinters of bones were used as needles and fishhooks. A very important tool for early man was flakes struck from flint. They could cut deeply into big game for butchering.

Cro-Magnons, who lived approximately 25,000 years ago, introduced tools such as the bow and arrow, fishhooks, fish spears and harpoons that were constructed from bones and antlers of animals. Logs were hollowed out to create canoes. Crossing rivers and deep-water fishing became possible.

Farm System

Advances in tool-making technology led to advances in agriculture. And farming revolutionized the world and set prehistoric humans on a course toward modernity. Inventions such as the plow helped in the planting of seeds. No longer did humans have to depend on the luck of the hunt. Their food supply became much more certain. Permanent settlements were soon to follow. Animals were raised for food as well as to do work. Goats, for instance, were sources of milk and meat. Dogs were used to aid in hunting wild animals.

Modern, civilized societies began to emerge around the globe. Human life as we know it started to flourish.

Stone Age⁵

From the dawn of our species to the present day, stone-made artifacts are the dominant form of material remains that have survived to today concerning human technology.

The term “Stone Age” was coined in the late 19th century CE by the Danish scholar Christian J. Thomsen, who came up with a framework for the study of the human past, known as the “Three Age System”. The basis of this framework is technological: it revolves around the notion of three successive periods or ages: Stone Age, Bronze Age, and Iron Age, each age being technologically more complex than the one before it. Thomsen came up with this idea after noticing that the artefacts found in archaeological sites displayed regularity in terms of the material that they were made with: stone-made tools were always found in the deepest layers, bronze artefacts in layers on top of the deepest layers, and finally iron-made artefacts were found closest to the surface. This suggested that metal technology developed later than stone-made tools.



This “Three Age System” has received some criticism. There are scholars who believe that this approach is too technologically oriented. Others say that this stone-bronze-iron pattern has hardly any meaning when applied outside Europe. Despite the critics, this system is still largely used today and, although it has limitations, it can be helpful as long as we remember that it is a simplified framework.

CHRONOLOGY OF THE STONE AGE

The Stone Age begins with the first production of stone implements and ends with the first use of bronze. Since the chronological limits of the Stone Age are based on technological development rather than actual date ranges, its length varies in different areas of the world. The earliest global date for the beginning of the Stone Age is 2.5 million years ago in Africa, and the earliest end date is about 3300 BCE, which is the beginning of Bronze Age in the Near East.

There is evidence suggesting that the 2.5 million year limit for stone tool manufacture might be pushed further back. The reason is that the capacity of tool use and even its manufacture is not exclusive of our species: there are studies indicating that bonobos are capable of flaking and using stone tools in order to gain access to food in an experimental setting. Nevertheless, there are differences between the tools produced by modern apes and those produced by the early toolmakers, who had better biomechanical and cognitive skills and produced more efficient tools. The difference, however, is of degree, not of nature. In fact, the earliest tools pre-date the emergence of the Homo genus, and it is believed that some of the Australopithecines were the first tool makers.

⁵ This passage is excerpted from a work by Cristian Violatti which is licensed under a [Creative Commons Attribution License](http://www.ancient.eu/Stone_Age/). The original work is available at http://www.ancient.eu/Stone_Age/.

In addition, some researchers have claimed that the earliest stone tools might even have an earlier origin: 3.4 million years ago. Although no stone tools that old have been found, some bones showing signs of striations and gouges have been found in Ethiopia, which might represent cut marks made with stone tools. This view, however, is not widely accepted: the marks have also been interpreted to be the result of crocodile predation or animal trampling. The Stone Age is also divided into three different periods.

1. **Paleolithic or Old Stone Age:** from the first production of stone artefacts, about 2.5 million years ago, to the end of the last Ice Age, about 9,600 BCE. This is the longest Stone Age period.

The main types of evidence are fossilized human remains and stone tools, which show a gradual increase in their complexity. On the basis of the techniques employed and the quality of the tools, there are several stone industries (sometimes referred to as “lithic” industries). The earliest of these (2.5 million years ago) is called Oldowan, which are very simple choppers and flakes. About 1.7 million years ago, we find another type of lithic industry called Acheulean, producing more complex and symmetrical shapes with sharp edges. There are several other types of lithic industries until finally towards the end of the Paleolithic, about 40,000 years ago, we see a “revolution” of lithic industries where many different types coexisted and developed rapidly. Around this same time, we also have the first recorded expressions of the artistic life: personal ornaments, cave paintings, and mobiliary art.

2. **Mesolithic or Middle Stone Age:** In purely scientific terms, the Mesolithic begins at the end of a period known in geology as the Younger Dryas stadial, the last cold snap, which marks the end of Ice Age, about 9,600 BCE. The Mesolithic period ends when agriculture starts. This is the time of the late hunter-gatherers.

Because agriculture developed at different times in different regions of the world, there is no single date for the end of the Mesolithic period. Even within a specific region, agriculture developed during different times. For example, agriculture first developed in Southeast Europe about 7,000 BCE, in Central Europe about 5,500 BCE, and Northern Europe about 4,000 BCE. All these factors make the chronological limits of the Mesolithic somehow fuzzy. Moreover, some regions do not have a Mesolithic period. An example is the Near East, where agriculture was developed around 9,000 BCE, right after the end of the Ice Age.

During the Mesolithic period, important large-scale changes took place on our planet. As the climate was getting warmer and the ice sheets were melting, some areas in the northern latitudes rose as they were being freed from the weight of the ice. At the same time, the sea levels rose, drowning low-lying areas, resulting in major changes in the land worldwide: the Japanese islands were separated from the Asian mainland, Tasmania from Australia, the British Isles from continental Europe, East Asia and North America became divided by the flooding of the Bering Strait, and Sumatra separated from Malaysia with the correspondent formation of the Strait of Malacca. Around 5,000 BCE, the shape of the continents and islands was very much those of the present day.

3. **Neolithic or New Stone Age:** begins with the introduction of farming, dating variously from c. 9,000 BCE in the Near East, c. 7,000 BCE in Southeast Europe, c. 6,000 BCE in East Asia, and even later in other regions. This is the time when cereal cultivation and animal domestication was introduced.

In order to reflect the deep impact that agriculture had over the human population, an Australian archaeologist named Gordon Childe popularized the term “Neolithic Revolution” in the 1940s CE. Today it is believed that the impact of agricultural innovation was exaggerated in the past: the development of Neolithic culture appears to have been more gradual rather than a sudden change.

Agriculture brought major changes in the way human society is organized and how it uses the earth, including forest clearance, root crops, and cereal cultivation that can be stored for long periods of time, along with the development of new technologies for farming and herding such as plows, irrigation systems, etc. More intensive agriculture implies more food available for more people, more villages, and a movement towards a more complex social and political organization. As the population density of the villages increases, they gradually evolve into towns and finally into cities.

Towards the end of the Neolithic era, copper metallurgy is introduced, which marks a transition period to the Bronze Age, sometimes referred to as Chalcolithic or Eneolithic era.



Stonehenge

Historians and Their Time⁶

"On the 24th of August ... between 2 and 3 in the afternoon my mother drew his attention to a cloud of unusual size and appearance...I can best describe its shape by likening it to a pine tree. It rose into the sky on a very long "trunk" from which spread some "branches"...The sight of it made the scientist in my uncle determined to see it from closer at hand." –Pliny the Younger describing his uncle's death in the eruption of Mt. Vesuvius, 79 C.E.

There wasn't any history before 3000 B.C.E.

In a literal sense that is true. Historians mostly rely on written documents to reconstruct the past. Before 3000 B.C.E. writing did not exist, as far as we know. Accordingly, events earlier than this time are referred to as "pre-history," before written history!



Consider these two quotes from 19th-century philosopher and poet George Santayana: "Those who cannot remember the past are condemned to repeat it." "History is always written wrong, and so always needs to be rewritten."

Why C.E. and B.C.E.?

You may be used to seeing dates with B.C. or A.D. (for example, 2750 B.C. or A.D. 476). So why don't you see those abbreviations here?

The abbreviation B.C. stands for "Before Christ," and A.D. stands for the Latin phrase Anno Domini, which means, "the Year of Our Lord." Because history belongs to everyone, and because not everyone is a Christian, many historians have been using the new terms, B.C.E. and C.E.

The abbreviation C.E. stands for the "Common Era" and is used in place of A.D. For example, 1492 C.E. is the same as A.D. 1492 (which is sometimes incorrectly written as 1492 A.D.). The abbreviation B.C.E. stands for "Before the Common Era," and is used in place of B.C. The year 1625 B.C.E is the same as 1625 B.C.

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Unit One Instruction

Topic Three: Agricultural Revolution (6.1.1, 6.1.3, 6.2.1-2, 6.3.4)

Connections to the unit content: Students will learn about how early human societies were transformed by the Agricultural Revolution in order to develop and support a claim explaining how environmental changes impact human life and settlement.

Suggested Timeline: 7 class periods

Use this sample task:

- [Agricultural Revolution](#)⁷

To explore these key questions:

- How did environmental changes and new technologies affect the development of agriculture?
- How did the agricultural revolution impact people?

That students answer through these assessments:

- Students complete the [Pros & Cons of Agriculture organizer](#), which can be collected for a grade.
- Students complete the [Neolithic Revolution Graphic Organizer](#), which can be collected for a grade.
- Students participate in a discussion in which they consider the pros and cons of farming. Use a [discussion tracker](#) to keep track of students' contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.6.1a-d, SL.6.6)
- Students complete the [Pros and Cons Rank & Reason Organizer](#), which can be collected for a grade.
- Students participate in a philosophical chairs debate. Use a [discussion tracker](#) to keep track of students' contributions to the debate and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.5.1a-d, SL.6.4, SL.6.6)

⁷ This task is adapted from the Agricultural Revolution Cornerstone developed for the District of Columbia Public Schools. The task is licensed under a [Creative Commons Attribution 4.0 International License](#), which allows for it to be shared and adapted as long as the user agrees to the terms of the license.

Grade 6 Instructional Task: Agricultural Revolution⁸

Unit One: Early Humans: Survival and Settlement, Topic Three: Agricultural Revolution

Description: Students investigate the role of agriculture in the development of permanent civilizations.

Suggested Timeline: 7 class periods

Materials: [Graph showing historical temperature data since 18,000 BCE](#), Pros & Cons of Agriculture organizer ([blank](#) and [completed](#)), [Stone Age migration map](#), [Neolithic Revolution Secondary Sources](#), [Graph of population changes during the Neolithic period, “World Population Growth,” 12,000 to 1000 BCE](#), Neolithic Revolution Graphic Organizer ([blank](#) and [completed](#)), [“The Worst Mistake in the History of the Human Race,”](#) Rank and Reason Organizer ([blank](#) and [completed](#))

Instructional Process:

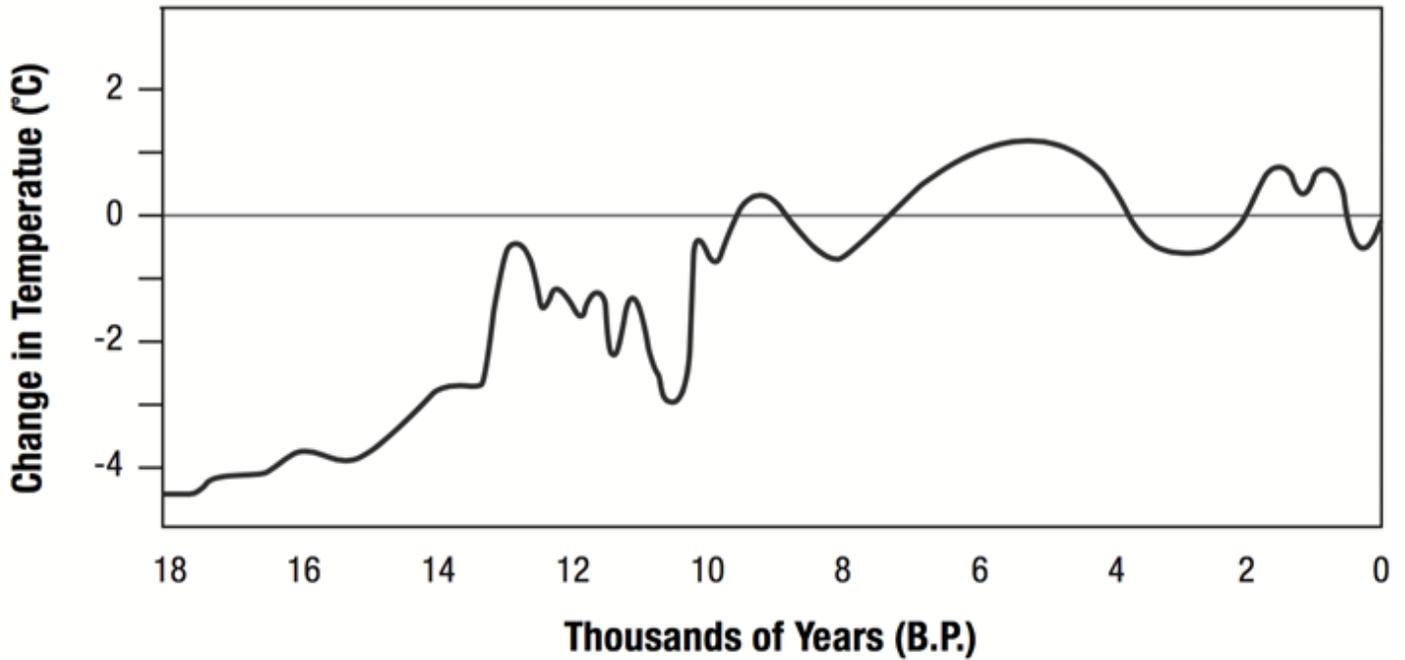
1. Say: “In the previous task, we learned how early humans were impacted by their climate and adapted to their environment. We will continue examining how environmental changes impacted people in this task.”
2. Display or distribute the [Graph showing historical temperature data since 18,000 BCE](#).
3. Say: “Although scientists and archaeologists are still debating the extent to which climate changes contributed to the development of agriculture, it is important to understand that agriculture started during a period of increasing temperatures. The chart uses the average global temperature today as a baseline to make comparisons to other points in history.
4. Have students examine the data in the [Graph showing historical temperature data since 18,000 BCE](#).
5. Ask: “What trends in temperature do you see across time?”
6. Provide each student with a copy of the [Pros & Cons of Agriculture organizer](#).
7. Have students complete the “brainstorm” section of the [Pros & Cons of Agriculture organizer](#).
8. Have students share their answers with a partner to identify shared and differing ideas, then have them share with another pair. Instruct students to add one new detail to their pro and con columns, or brainstorm with their group for additional ideas.
9. Say: “In the last task we completed a timeline on early humans of the Stone Age. What was the environment like in the last period of that age?”
10. Display the [Stone Age migration map](#) and identify for students to migration path of early humans.
11. Define *neolithic* and say: “As humans settled in various locations on the globe, they revolted against their neolithic lives in favor of a new way of living. What does it mean to revolt?” Allow students to suggest definitions, then say, “The Neolithic Revolution, sometimes called the Agricultural Revolution, was the wide-scale transition of many human cultures from a lifestyle of hunting and gathering to one of agriculture and settlement.”
12. Provide students with a copy of the three agricultural texts in [Neolithic Revolution Secondary Sources](#).

⁸ This task is adapted from the Agricultural Revolution: Is Farming Better than Hunting? Cornerstone developed for the District of Columbia Public Schools and the [Agriculture](#) task developed for the New York State Social Studies Resource Toolkit. These tasks are licensed under a [Creative Commons Attribution 4.0 International License](#), which allows for them to be shared and adapted as long as the user agrees to the terms of the license.

13. Read each of the texts aloud as students follow along. As you read each text aloud, have students annotate the document using the strategies below (or an established strategy):
 - a. Circle: Words you do not know.
 - b. Underline: the Main Idea.
 - c. Questions: Place a question mark by any part of the passage that seems unclear
 - d. +/-: Important Details/Evidence that demonstrate a pro or con of agriculture
14. Students will share out some of the annotations – especially the questions or unfamiliar vocabulary words.
15. Display [Graph of population changes during the Neolithic period, “World Population Growth,” 12,000 to 1000 BCE](#) and discuss trends on the graph with students.
16. Provide students with a copy of the [Neolithic Revolution Graphic Organizer](#).
17. After annotating each article in [Neolithic Revolution Secondary Sources](#), have students complete that section of the [Neolithic Revolution Graphic Organizer](#) with a partner.
18. After reading all three articles, have students reflect on their original brainstormed pros & cons and compare them to the ones mentioned in their article. Have students write 3 sentences describing:
 - a. A pro/con of agriculture they brainstormed that was supported by evidence from the text
 - b. A pro/con of agriculture that was **refuted** (contradicted) by the text
 - c. A pro/con of agriculture that was not mentioned and they are still curious about.
19. Write the following question on the board: “Is farming better than hunting?”
20. Explain to students that they will complete a close-read of a complex text, and it is up to them to determine if the benefits of agriculture outweigh the drawbacks.
21. Using [“The Worst Mistake in the History of the Human Race,”](#) students will first source the document as a group:
 - a. Who is the author?
 - b. What is his educational expertise/background?
 - c. What does the source of a document have to do with its importance? Relevance? Validity? Bias?
22. Have students read [“The Worst Mistake in the History of the Human Race.”](#)
23. As they read, have students annotate the document by:
 - a. Numbering each paragraph. (there should be 9 paragraphs in total)
 - b. Circling unfamiliar vocabulary
 - c. Underlining or highlighting key phrases
 - d. Starring each important detail
24. Conduct a discussion in which students consider the key points in the article. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the four sources read and any outside knowledge that they may have to support their answers. Possible questions:
 - a. Is farming better than hunting?
 - b. What about this article was most surprising?
 - c. Does the author make a good case for how the development of agriculture harms our survival and existence?
 - d. Ultimately, do you agree with Jared Diamond or not? Why or why not?
25. Have students reread [“The Worst Mistake in the History of the Human Race.”](#)
26. This time, have students answer the analysis questions in the right-hand column after re-reading each section (following “Round 2” Instructions).

27. Have students access their [Pros & Cons of Agriculture organizer](#) and complete the bottom section of the chart for final article.
28. Have students work with a partner to select the top three “pros” and top three “cons” of agriculture by placing a star next to those reasons on their completed [Pros & Cons of Agriculture organizer](#).
29. Provide students with a copy of the [Pros and Cons Rank & Reason Organizer](#).
30. Have students write their starred reasons, their source, and their rationale for their ranking in order from most significant to least significant (i.e., the greatest benefit brought by agriculture should be Pro #1) on the [Pros and Cons Rank & Reason Organizer](#).
31. Facilitate a [philosophical chairs debate](#) in which students take a position on whether or not farming was more beneficial than hunting. Have students present their rationale for their position. Allow students to change positions; however, they must be able to justify it if they make a switch.
32. After the debate has concluded, display and ask: “What role did agriculture play in the development of permanent civilizations? Was the development of agriculture ultimately positive or negative for early human civilizations? Justify your claim with evidence from your sources.”
33. Have students respond in the summary sections of their [Pros & Cons of Agriculture organizer](#).

Graph showing historical temperature data since 18,000 BCE



The chart shows temperature change over the past 18,000 years. The horizontal axis indicates the years before the present (B.P.). The vertical axis shows changes in temperature from the current average global temperature.

Created for the New York K-12 Social Studies Toolkit by Agate Publishing, Inc., 2015.
Adapted from J. A. Eddy, OIES, and R. S. Bradley, University of Massachusetts, Earthquest, Spring 1991.

Pros & Cons of Agriculture

	Pros	Cons
Brainstorm: What do you believe are the pros and cons of early humans adopting agriculture?		
“The Positive Effects of Agriculture”		
“The Neolithic Revolution”		
“Hunters to Herders”		

**“The Worst
Mistake in the
History of the
Human Race”**

Summary:

Pros & Cons of Agriculture (Completed)

	Pros	Cons
Brainstorm: What do you believe are the pros and cons of early humans adopting agriculture?	Lots of food Less danger than hunting	Conflict over access to food supply Weather might damage crops
“The Positive Effects of Agriculture”	<ol style="list-style-type: none"> 1. Specialization allowed humans to become experts through the development of artists, leaders, scribes, etc. 2. Domestication of wheat, corn, and rice 3. Agriculture lead to the creation of civilization 	<ol style="list-style-type: none"> 1. Some members of society worked harder than others 2. Wars and fighting may have sprung up over land ownership
“The Neolithic Revolution”	<ol style="list-style-type: none"> 1. The development of permanent settlements 2. The establishments of social classes 3. New technologies were developed 	<ol style="list-style-type: none"> 1. Too many people settled in one place 2. Women’s social status declined
“Hunters to Herders”	<ol style="list-style-type: none"> 1. Nomadic people settle down 2. Domestication of specific animals to provide meat 3. Cultivation of grain 	<ol style="list-style-type: none"> 1. Staying in one place may affect the environment negatively 2. Raising animals expose humans to disease 3. Limited food choices

**“The Worst
Mistake in the
History of the
Human Race”**

1. Most abundant and varied foods
2. Best tools and material goods
3. Energy comes from oil and machines,
not sweat
4. Longer, healthier lives

1. Social Inequality
2. Gender inequality
3. Disease
4. Deposition

Summary:

Agriculture brought a variety of advantages to early human societies. It allowed nomadic communities to settle in an area and develop specialized information of the cultivation of plants. It also provided a larger and more varied food supply to these settlements. Expanded specialized knowledge emerged as settled humans invented new tools that improved life. Biologically, agriculture extended the lives of early humans.

Not all aspects of agriculture were beneficial however. Work was not evenly distributed in society, and required longer and more physically intensive work than hunting and gathering.

Overpopulation of a settled area also created conflict if too little food supply was harvested or if natural disasters struck an area. Farming one area over large periods of time depleted the soil of vital nutrients and animals used to replenish nutrients through compost, though adding additional food sources, also spread disease.

Neolithic Revolution Secondary Sources

ARTICLE 1

“The Positive Effects of Agriculture”

Source - http://www.waldeneffect.org/blog/The_positive_effects_of_agriculture/

The results of the [Neolithic Revolution](#) were striking. On the positive side, a farmer was able to grow more food than he needed to feed his family, so for the first time in human history we saw **specialization**. Agricultural societies were able to support leaders, artists, craftsmen, priests, **scribes**, and soldiers, none of whom had to worry much about where their food came from.

We also had time to create new tools and technologies. The first example of writing sprang up in the Fertile Crescent, probably as a method of recording information about ownership and production of land. In fact, you can follow the trail of agriculture all the way to present, tracing the **domestication** of wheat, maize (corn), and rice forward to most of humanity's most striking accomplishments.

Agriculture basically created civilization, as we know it. In fact, using anthropologists' definition of **civilization**, farming was a prerequisite for civilization in every part of the world.

Question to Consider:

If there was one statement that is the most important in the passage above, what would it be? Underline/Circle it. Be prepared to justify your response.

specialization: The practice of mastering a skill so that they could focus on creating one thing really well instead of having to be really good at everything.

scribes: Usually elders who documented historical events and were record-keepers.

domestication: the process of taming, usually for human use.

ARTICLE 2

“The Neolithic Revolution”

Source: - <http://www.regentsprep.org/regents/global/themes/change/neo.cfm>

The **Neolithic Revolution** was a fundamental change in the way people lived. The shift from hunting & gathering to agriculture led to permanent settlements, the establishment of social classes, and the eventual rise of civilizations. The Neolithic Revolution is a major turning point in human history.

Great Discoveries

About 10,000 BCE, humans began to **cultivate** crops and domesticate certain animals. This was a change from the system of hunting and gathering that had sustained humans from earliest times. As a result, permanent settlements were established. Neolithic villages continued to divide work between men and women. However, women's status declined as men took the lead in in most areas of these early societies. Villages were usually run by Council of Elders composed of the heads of the village's various families. Some of these villages may have had a chief elder as single leader. When resources became **scarce**, warfare among villages increased. During war, some men gained **stature** as great warriors. This usually transferred over to village life with these warriors becoming the leaders in society. Early social class divisions developed as a result. A person's social class was usually determined by the work they did, such as farmer, craftsman, priest, and warrior. Depending on the society, priests and warriors were usually at the top, with farmers and craftsman at the bottom.

New technologies developed in response to the need for better tools and weapons to go along with the new way of living. Neolithic farmers created a simple calendar to keep track of planting and harvesting. They also developed simple metal tools such as plows, to help with their work. Some groups even may have used animals to pull these plows, again making work easier. Metal weapons were developed as villages needed to protect their valuable resources.

Effects

The Neolithic Revolution changed the way humans lived. The use of agriculture allowed humans to develop permanent settlements, social classes, and new technologies. Some of these early groups settled in the fertile valleys of the Nile, Tigris-Euphrates, Yellow, and Indus Rivers. This resulted in the rise of the great civilizations in Egypt, Mesopotamia, China, and India.

cultivate: to prepare crops for growing and harvesting.

scarce: in limited supply.

stature: recognition; respect.

Questions to Consider:

- 1. What was the impact of agriculture on humans?**
- 2. Did it create more opportunities for equality amongst gender roles?**
- 3. What is the Neolithic Revolution? How did it drastically alter how we became farmers instead of hunters-gatherers?**

ARTICLE 3

“Hunters to Herders: Ancient Civilization Made Rapid Switch” By Charles Q. Choi, *Live Science Contributor* | April 28, 2014

Source: <http://www.livescience.com/45188-neolithic-transition-hunting-herding.html>

Introduction

Bones unearthed from an ancient mound in Turkey suggest that humans there shifted their diet from hunting to herding over just a few centuries, findings that shed light on the dawn of agriculture, scientists say. Agriculture began in the Neolithic, or New Stone Age, about 11,500 years ago. Once- nomadic groups of people settled down and began farming and herding, fundamentally changing human society and how people related to nature.

Domestication of Specific Animals

The research team...discovered the people of the oldest levels of the site originally ate a broad diet of meat from creatures that populated the plains and meadows along the Melendiz River. This included diverse small animals, such as hares, fish, turtles, hedgehogs and partridges, as well as larger prey such as deer, boars, horse, goats, sheep, extinct wild oxen known as aurochs, and the onager, also known as the Asian wild donkey.

However, by 8200 B.C., the meat in the diet shifted overwhelmingly to sheep and goats. These animals once made up less than half of all skeletal remains at the site, but gradually increased to 85 to 90 percent of these bones, with sheep bones outnumbering goat remains by a factor of three or more. Young male sheep and goats were selectively killed, probably for their meat, leaving females and some males to breed more livestock.

Moreover, analysis of dung in the mound revealed that plant-eating animals were held captive inside the settlement, probably in between buildings. Altogether, these findings suggest the people in this area shifted from hunting to herding in just a few centuries.

Shifts in Lifestyle and Culture

The cultivation of grain may have played a major role in the move from hunting to herding, said lead study author Mary Stiner, an archaeologist at the University of Arizona in Tucson.

"If people become more **sedentary** to take advantage of grains, they have a **tendency** to eat what's nearby, and the best and largest kinds of game will get targeted first," Stiner told Live Science. "Eventually, people will have to travel farther afield to get large animals. The alternative is to raise animals yourself."

Charles Q. Choi: a science journalist for the online magazine, "The Scientific American", since 2005. He has published over 200 articles on everything from health, science, technology, medicine, and evolution. He has also contributed to, "Popular Mechanics"; "Business Insider"; "The New York Times"; "Wired"; and "Popular Science".

sedentary: not moving; still; staying in one place.

tendency: default position; most likely to.

In future studies, the researchers would like to examine the consequences of holding animals captive in the settlement for people.

"What advantages and problems did that bring?" Stiner said. "Did their nutrition and health improve? Did they suffer diseases that came from the livestock? How did the people reorganize their labor to make sure the animals were fed? What kinds of structural modifications were made within the site to protect and constrain these animals?"

Stiner, Özbaşaran and their colleagues detailed their findings online today (April 28) in the journal Proceedings of the National Academy of Sciences.

Questions to Consider:

1. How did domesticating animals help us to become healthier?

Not ultimately because domesticated animals helped to spread disease.

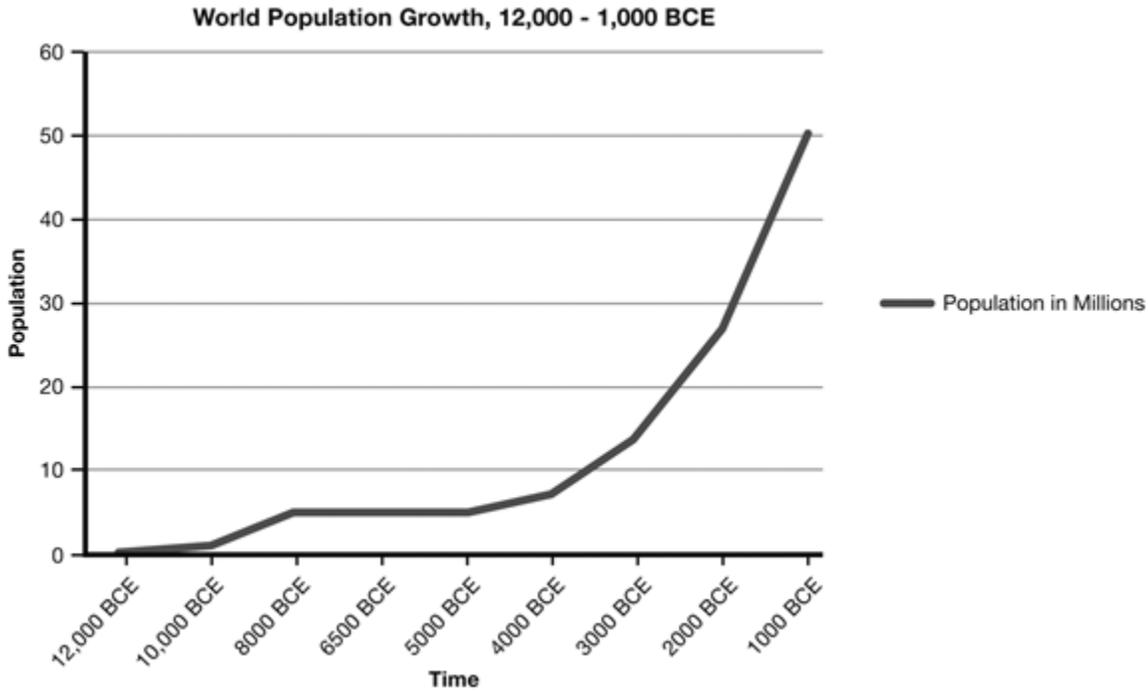
2. What is significant about the *kinds* of animals that were domesticated?

They all provide some type of food source or multiple food source for settled groups.

3. How did these new diets help with the establishment of communities?

They provided additional sources of food, increasing the amount of available food in supply to a settled community.

Graph of population changes during the Neolithic period, “World Population Growth,” 12,000 to 1000 BCE



Created for the New York K-12 Social Studies Toolkit by Agate Publishing, Inc., 2015.

Adapted from Colin McEvedy and Richard Jones, *Atlas of World Population History*. New York: Facts on File, 1978: pp. 342–351.

Neolithic Revolution Graphic Organizer

Directions: As each passage is read out loud, annotate the passage using the following methods:

- Circle** words you do not know.
- Underline** the Main Idea.
- Questions: Place a **question mark** by any part of the passage that seems unclear.
- Place a **+/-** next to Important Details/Evidence that demonstrate a pro or con of agriculture

Instructions: Using your close-read articles on Farming and Agriculture, complete the following questions below.

Question	Answer:	
1. According to the article entitled, " The Positive Effects of Agriculture ", list four advantages of agriculture?	a)	b)
	c)	d)
<p>"The Positive Effects of Agriculture" 2. The second paragraph states, "In fact, you can follow the trail of agriculture all the way to present, tracing the domestication of wheat, maize (corn), and rice forward to most of humanity's most striking accomplishments." Based on how the bolded word is used, what are other things that can be domesticated?</p>		
<p>"The Neolithic Revolution" 3. The Neolithic Era produced several new ideas and concepts.</p>	1.	

<p>Write down two and explain how they were beneficial.</p>	<p>2.</p>
<p><u>“The Neolithic Revolution”</u> 4. According to paragraph 4, scarcity of resources was a problem. Cite evidence from the text that addresses this problem.</p>	
<p><u>“Hunters to Herders: Ancient Civilization Made Rapid Switch”</u> 5. According to the second paragraph, many smaller animals were hunted along the Melendiz River. Based on this, why would a civilization be built along a water system?</p>	
<p><u>“Hunters to Herders: Ancient Civilization Made Rapid Switch”</u> 6. Farming requires strategy and science. What kind of science and strategy did early farmers use to increase the animal population?</p>	
<p><u>“Hunters to Herders: Ancient Civilization Made Rapid Switch”</u> 7. What is significant about the kinds of animals that were being consumed by farming peoples? What impact did that have on people forming communities?</p>	

<p><u>“Hunters to Herders: Ancient Civilization Made Rapid Switch”</u></p> <p>8. Based on this article, “Have farming societies helped our diets?” Explain why or why not using one piece of evidence from your close-read articles.</p>	
<p><u>Reflection Question:</u> The three articles mainly talk about the health benefits of hunter-gathering and farming societies.</p> <p>However, a society cannot merely be supported by <i>only</i> healthy people. What other necessities need to be addressed and how could those support and sustain the lifestyles of a society?</p>	

Neolithic Revolution Graphic Organizer (Completed)

Directions: As each passage is read out loud, annotate the passage using the following methods:

- a. **Circle** words you do not know.
- b. **Underline** the Main Idea.
- c. Questions: Place a **question mark** by any part of the passage that seems unclear.
- d. Place a **+/-** next to Important Details/Evidence that demonstrate a pro or con of agriculture

Instructions: Using your close-read articles on Farming and Agriculture, complete the following questions below.

Question	Answer:	
1. According to the article entitled, “The Positive Effects of Agriculture,” list four advantages of agriculture?	a) Specialization	b) New tools and technology
	c) Domestication of wheat, corn, and rice.	d) More food is grown than needed to feed families
<p>“The Positive Effects of Agriculture”</p> <p>2. The second paragraph states, “In fact, you can follow the trail of agriculture all the way to present, tracing the domestication of wheat, maize (corn), and rice forward to most of humanity's most striking accomplishments.”</p> <p>Based on how the bolded word is used, what are other things that can be domesticated?</p>	Based on the use of the word in this paragraph, animals can also be domesticated. And in some cases, so can people.	
<p>“The Neolithic Revolution”</p> <p>3. The Neolithic Era produced several new ideas and concepts.</p>	The establishment of permanent settlements- this new concept allowed for a social system to be developed where there was enough food and the work was distributed.	

<p>Write down two and explain how they were beneficial.</p>	<p>The development of new technologies - farmers created a simple calendar to track their planting and harvesting, developed farming tools, plows, and metal weapons to protect their resources.</p>
<p><u>“The Neolithic Revolution”</u> 4. According to paragraph 4, scarcity of resources was a problem. Cite evidence from the text that addresses this problem.</p>	<p>Warfare among villages over resources produced great warriors who became the leaders of their villages. This shift of power and influence in order to preserve the villages resources resulted in social class division. “A person’s social class was usually determined by the work they did, such as farmer, craftsman, priest, and warrior.”</p>
<p><u>“Hunters to Herders: Ancient Civilization Made Rapid Switch”</u> 5. According to the second paragraph, many smaller animals were hunted along the Melendiz River. Based on this, why would a civilization be built along a water system?</p>	<p>Civilization was built along a water system in order to access the smaller, easier prey for meat. Being near water sources also offered fertile soil for planting and growing crops, as well as drinking water.</p>
<p><u>“Hunters to Herders: Ancient Civilization Made Rapid Switch”</u> 6. Farming requires strategy and science. What kind of science and strategy did early farmers use to increase the animal population?</p>	<p>Farmers were strategic in their breeding practices by carefully choosing which animals to slaughter for food. “Young male sheep and goats were selectively killed, leaving females and some males to breed more livestock.”</p>
<p><u>“Hunters to Herders: Ancient Civilization Made Rapid Switch”</u> 7. What is significant about the kinds of animals that were being consumed by farming peoples? What impact did that have on people forming communities?</p>	<p>Farming people chose to domesticate and breed plant eating animals because they were easier to feed and hold captive within the settlements. This changed their diet from a variety of meat to the meats of mostly sheep and goat. The farming people became a sedentary society.</p>

<p><u>“Hunters to Herders: Ancient Civilization Made Rapid Switch”</u></p> <p>8. Based on this article, “Have farming societies helped our diets?” Explain why or why not using one piece of evidence from your close-read articles.</p>	<p>Although this article makes it clear that there was a shift from hunting to herding, it is not clear whether the researchers believe that this helped or hurt our diets. According to the text, “If people become more sedentary to take advantage of grains, they have a tendency to eat what’s nearby, and the best and largest kinds of game will get targeted first...” This shift did contribute to a more consistent diet through herding and farming but not necessarily a healthier one.</p>
<p><u>Reflection Question:</u> The three articles mainly talk about the health benefits of hunter-gathering and farming societies.</p> <p>However, a society cannot merely be supported by <i>only</i> healthy people. What other necessities need to be addressed and how could those support and sustain the lifestyles of a society?</p>	<p>In order to support and sustain the lifestyle of a society, there needs to be a clear focus of social equality and equal opportunity. All members of a society should be viewed as having equal value. Also, a society must not view health as only being able to eat regularly but that food available to everyone helps them to live longer, stronger lives.</p>

Excerpt from “The Worst Mistake in the History of the Human Race” By Jared Diamond

Round 1 Directions: As the teacher reads the text below, annotate using the following strategies. For vocabulary help, see the footnotes at the bottom of each page for the bolded and numbered words in the text.

- a. Number each paragraph.
- b. Circle unfamiliar vocabulary
- c. Underline or highlight key phrases
- d. Star each important detail

Round 2 Directions: Read each section again. At the end of each section, answer the guiding questions in the right-hand column.

Text under Discussion (student version)	Guiding Questions
<p>Archaeology⁹ is demolishing [one of our most sacred beliefs]: that human history over the past million years has been a long tale of progress. In particular, recent discoveries suggest that the adoption of agriculture, supposedly our most decisive step toward a better life, was in many ways a catastrophe¹⁰ from which we have never recovered. With agriculture came the gross social and sexual inequality, the disease and despotism¹¹, that curse our existence.</p>	<p>What does the author mean by “a long tale of progress”?</p> <p>What are four negative consequences of the adoption of agriculture?</p> <ol style="list-style-type: none"> 1) 2) 3) 4)
<p>At first, the evidence against this interpretation will strike [twenty-first] century Americans as irrefutable¹². We're better off in almost every respect than people of the Middle Ages, who in turn had it easier than cavemen, who in turn were better off than apes. Just count our</p>	<p>Underline the sentence in this paragraph represents the view that human history has been a long tale of progress.</p> <p>Identify four advantages we have that our ancestors did not.</p> <ol style="list-style-type: none"> 1) 2) 3) 4) <p>Why do you think we have these advantages?</p>

⁹ Archaeology (noun): The study of human history and prehistory through the excavation of sites and the analysis of artifacts.

¹⁰ Catastrophe (n): an awful event oftentimes involving the loss of human life

¹¹ Despotism (n): the exercise of absolute power, often in a cruel and oppressive manner

¹² irrefutable (adjective): undeniable; beyond argument as a result of clear evidence

<p>advantages. We enjoy the most abundant¹³ and varied foods, the best tools and material goods, some of the longest and healthiest lives, in history. Most of us are safe from starvation and predators. We get our energy from oil and machines, not from our sweat. [Who] among us would trade his life for that of a medieval peasant, a caveman, or an ape?</p>	
<p>For most of our history we supported ourselves by hunting and gathering: we hunted wild animals and foraged for wild plants. It's a life that philosophers have traditionally regarded as nasty, brutish, and short. Since no food is grown and little is stored, there is (in this view) no respite¹⁴ from the struggle that starts anew each day to find wild foods and avoid starving. Our escape from this misery was facilitated only 10,000 years ago, when in different parts of the world people began to domesticate plants and animals. The agricultural revolution spread until today it's nearly universal and few tribes of hunter-gatherers survive.</p>	<p>What was so hard about hunting and gathering? Why do so many people today think that the lives of hunters and gatherers were so difficult? Cite text-based evidence to support your answer.</p> <p>According to this paragraph, what human action set off the agricultural revolution?</p>
<p>Why did almost all our hunter-gatherer ancestors adopt agriculture? Agriculture is an efficient way to get more food for less work. Planted crops yield far more tons per acre than roots and berries...Since crops can be stored, and since it takes less time to pick food from a garden than to find it in the wild, agriculture gave us free time that hunter-gatherers never had. Thus it was agriculture that enabled us to construct complex buildings and compose [great music].</p>	<p>How did the adoption of agriculture allow people to “construct complex buildings and compose great music”?</p>

¹³ abundant (adj.): plentiful

¹⁴ respite (n): break, rest

<p>Are modern-day hunter-gatherers really worse off than farmers? Scattered throughout the world, several dozen groups of so-called primitive people, like the Kalahari bushmen¹⁵, continue to support themselves that way. It turns out that these people have plenty of leisure time, sleep a good deal, and work less hard than their farming neighbors. For instance, the average time devoted each week to obtaining food is only 12 to 19 hours for one group of Bushmen, 14 hours or less for the Hadza nomads of Tanzania. One Bushman, when asked why he hadn't emulated neighboring tribes by adopting agriculture, replied, "Why should we, when there are so many mongongo nuts in the world?"</p>	<p>Based on the rest of the paragraph, what is the answer to the question that begins the paragraph? Explain.</p>
<p>While farmers concentrate on high-carbohydrate crops like rice and potatoes, the mix of wild plants and animals in the diets of surviving hunter-gatherers provides more protein and a better balance of other nutrients. In one study, the Bushmen's average daily food intake (during a month when food was plentiful) was 2,140 calories and 93 grams of protein, considerably greater than the recommended daily allowance for people of their size. It's almost inconceivable that Bushmen, who eat 75 or so wild plants, could die of starvation the way hundreds of thousands of Irish farmers and their families did during the potato famine of the 1840s...</p>	<p>We can infer from this paragraph that in the 1840s, <i>the average Irish diet had more / less [pick one] variety than that of the average hunter/gatherer today.</i> Rewrite your sentence below and cite text-based evidence to support your answer.</p> <p>Based on evidence in this paragraph, hunters and gatherers could argue that their way of life is superior to that of agriculturalists because [finish this sentence] ...</p>

¹⁵ The Kalahari is a huge swath of semi-arid savannah that includes much of southern Africa. The bushmen are the people who make their home there as hunters and gatherers

<p>One straightforward example of what paleopathologists¹⁶ have learned from skeletons concerns historical changes in height. Skeletons from Greece and Turkey show that the average height of hunter-gatherers toward the end of the ice ages was a generous 5' 9" for men, 5' 5" for women. With the adoption of agriculture, height crashed, and by 3000 B. C. had reached a low of only 5' 3" for men, 5' for women. By classical times heights were very slowly on the rise again, but modern Greeks and Turks have still not regained the average height of their distant ancestors.</p>	<p>Based on what you have read so far about hunters and gatherers, what is one reason why hunters and gatherers tended to be taller than early agriculturalists? Use text-based evidence to support your response.</p>
<p>Another example of paleopathology at work is the study of Indian skeletons from burial mounds in the Illinois and Ohio River valleys... Compared to the hunter-gatherers who preceded them, the farmers had a nearly 50 per cent increase in enamel¹⁷ defects indicative of malnutrition, a fourfold increase in iron-deficiency anemia, a threefold rise in bone lesions reflecting infectious disease in general, and an increase in degenerative¹⁸ conditions of the spine, probably reflecting a lot of hard physical labor. "Life expectancy at birth in the pre-agricultural community was about twenty-six years," says Armelagos, "but in the post-agricultural community it was nineteen years. So these episodes of nutritional stress and infectious disease were seriously affecting their ability to survive."</p>	<p>In this passage, Diamond tries to provide proof that human beings have been less _____ since the agricultural revolution began.</p>

¹⁶ Paleopathology is the study of ancient diseases

¹⁷ enamel (n): The glassy coating of bones or teeth

¹⁸ degenerative (adj.) steadily getting worse

The evidence suggests that the Indians at **Dickson Mounds**¹⁹, like many other primitive peoples, took up farming not by choice but from necessity in order to feed their constantly growing numbers. "I don't think most hunter-gatherers farmed until they had to, and when they switched to farming they traded quality for quantity," says Mark Cohen of the State University of New York at Plattsburgh, co-editor of one of the seminal books in the field, *Paleopathology at the Origins of Agriculture*. Hunter-gatherers practiced the most successful and longest-lasting lifestyle in human history. In contrast, we're still struggling with the mess into which agriculture has tumbled us, and it's unclear whether we can solve it...

Underline the sentence where the author uses the phrase "trade quality for quantity". What does it mean to "trade quality for quantity"?

Why do you the author choose to include information about the people of the Dickson Mounds? What purpose does it serve in the text?

¹⁹ Dickson Mounds is a Native American settlement site and burial mound complex located in Illinois. It is a large burial complex containing at least two cemeteries, ten superimposed burial mounds, and a platform mound. Dickson Mounds site was founded by 800 CE and was in use until after 1250 CE. The site is named in honor of Don Dickson, who began excavating it in 1927 and opened a private museum that formerly operated on the site.

Excerpt from “The Worst Mistake in the History of the Human Race” By Jared Diamond (Completed)

Round 1 Directions: As the teacher reads the text below, annotate using the following strategies. For vocabulary help, see the footnotes at the bottom of each page for the bolded and numbered words in the text.

- a. Number each paragraph.
- b. Circle unfamiliar vocabulary
- c. Underline or highlight key phrases
- d. Star each important detail

Round 2 Directions: Read each section again. At the end of each section, answer the guiding questions in the right-hand column.

Text under Discussion (student version)	Guiding Questions
<p>Archaeology[1] is demolishing [one of our most sacred beliefs]: that human history over the past million years has been a long tale of progress. In particular, recent discoveries suggest that the adoption of agriculture, supposedly our most decisive step toward a better life, was in many ways a catastrophe[2] from which we have never recovered. With agriculture came the gross social and sexual inequality, the disease and despotism[3], that curse our existence.</p>	<p>What does the author mean by “a long tale of progress”? The author means that human history generally focuses on man’s progress.</p> <p>What are four negative consequences of the adoption of agriculture?</p> <ol style="list-style-type: none"> 1) Social inequality 2) Gender inequality 3) Disease 4) Deposition
<p>At first, the evidence against this interpretation will strike [twenty-first] century Americans as irrefutable[4]. <u>We're better off in almost every respect than people of the Middle Ages, who in turn had it easier than cavemen, who in turn were better off than apes.</u> Just count our advantages. We enjoy the most abundant[5] and varied foods, the best tools and material goods, some of the longest and healthiest lives, in history. Most of us are safe from starvation and predators. We get our energy from oil and machines, not from our sweat. [Who] among us would trade his life for that of a medieval peasant, a caveman, or an ape?</p>	<p>Underline the sentence in this paragraph represents the view that human history has been a long tale of progress.</p> <p>Identify four advantages we have that our ancestors did not.</p> <ol style="list-style-type: none"> 1) abundant and varied food 2) the best tools and material goods 3) Long healthy lives 4) Energy from oil and machines <p>Why do you think we have these advantages? These advantages are due mainly to the agricultural revolution.</p>

<p>For most of our history we supported ourselves by hunting and gathering: we hunted wild animals and foraged for wild plants. It's a life that philosophers have traditionally regarded as nasty, brutish, and short. Since no food is grown and little is stored, there is (in this view) no respite[6] from the struggle that starts anew each day to find wild foods and avoid starving. Our escape from this misery was facilitated only 10,000 years ago, when in different parts of the world people began to domesticate plants and animals. The agricultural revolution spread until today it's nearly universal and few tribes of hunter-gatherers survive.</p>	<p>What was so hard about hunting and gathering? Why do so many people today think that the lives of hunters and gatherers were so difficult? Cite text-based evidence to support your answer.</p> <p>Hunting wild animals and foraging for food was a constant but necessary struggle in order to eat. "Since no food is grown and little is troed, there is no respite from the struggle that starts new everyday." In order to avoid starvation, everyone had to work hard everyday.</p> <p>According to this paragraph, what human action set off the agricultural revolution?</p> <p>According to the paragraph, people began to domesticate plants and animals which set off the agricultural revolution.</p>
<p>Why did almost all our hunter-gatherer ancestors adopt agriculture? Agriculture is an efficient way to get more food for less work. Planted crops yield far more tons per acre than roots and berries...Since crops can be stored, and since it takes less time to pick food from a garden than to find it in the wild, agriculture gave us free time that hunter-gatherers never had. Thus it was agriculture that enabled us to construct complex buildings and compose [great music].</p>	<p>How did the adoption of agriculture allow people to "construct complex buildings and compose great music"?</p> <p>Agriculture provided a way to get more food for less work which gave us free time to pursue other things, such as art, and architecture.</p>
<p>Are modern-day hunter-gatherers really worse off than farmers? Scattered throughout the world, several dozen groups of so-called primitive people, like the Kalahari bushmen[7], continue to support themselves that way. It turns out that these people have plenty of leisure time, sleep a good deal, and work less hard than their farming neighbors. For instance, the average time devoted each week to obtaining food is only 12 to 19 hours for one group of Bushmen, 14 hours or less for the Hadza nomads of Tanzania. One Bushman, when asked why he hadn't emulated neighboring tribes by adopting agriculture, replied, "Why should we, when there are so many mongongo nuts in the world?"</p>	<p>Based on the rest of the paragraph, what is the answer to the question that begins the paragraph? Explain.</p> <p>Modern day hunter-gatherers do not seem to be worse off than farmers. They have plenty of leisure time, sleep more, and work less hard than those who farm.</p>

<p>While farmers concentrate on high-carbohydrate crops like rice and potatoes, the mix of wild plants and animals in the diets of surviving hunter-gatherers provides more protein and a better balance of other nutrients. In one study, the Bushmen's average daily food intake (during a month when food was plentiful) was 2,140 calories and 93 grams of protein, considerably greater than the recommended daily allowance for people of their size. It's almost inconceivable that Bushmen, who eat 75 or so wild plants, could die of starvation the way hundreds of thousands of Irish farmers and their families did during the potato famine of the 1840s...</p>	<p>We can infer from this paragraph that in the 1840s, <i>the average Irish diet had more / less [pick one] variety than that of the average hunter/gatherer today.</i> Rewrite your sentence below and cite text-based evidence to support your answer.</p> <p>We can infer from this paragraph that in the 1840's, the average Irish diet had less variety than that of the average hunter/gatherer today. According to the text, "It's almost inconceivable that Bushmen, who eat 75 or so wild plants, could die of starvation the way hundreds of thousands of Irish farmers and their families did during the potato famine of the 1840's."</p> <p>Based on evidence in this paragraph, hunters and gatherers could argue that their way of life is superior to that of agriculturalists because [finish this sentence] ...</p> <p>The diets of the hunter-gatherers provides more protein and a better balance of other nutrients than the high carbohydrate crops like rice and potatoes the farmers grow and eat.</p>
<p>One straightforward example of what paleopathologists[8] have learned from skeletons concerns historical changes in height. Skeletons from Greece and Turkey show that the average height of hunter-gatherers toward the end of the ice ages was a generous 5' 9" for men, 5' 5" for women. With the adoption of agriculture, height crashed, and by 3000 B. C. had reached a low of only 5' 3" for men, 5' for women. By classical times heights were very slowly on the rise again, but modern Greeks and Turks have still not regained the average height of their distant ancestors.</p>	<p>Based on what you have read so far about hunters and gatherers, what is one reason why hunters and gatherers tended to be taller than early agriculturalists? Use text-based evidence to support your response.</p> <p>One reason why hunters and gatherers tended to be taller than early agriculturalists is that their diets provided them with more nutrients. Based on the text, "...the Bushmen's average daily food intake (during a month when food was plentiful) was 2,140 calories and 93 grams of protein, considerably greater than the recommended daily allowance for people of their size."</p>

<p>Another example of paleopathology at work is the study of Indian skeletons from burial mounds in the Illinois and Ohio River valleys... Compared to the hunter-gatherers who preceded them, the farmers had a nearly 50 per cent increase in enamel[9] defects indicative of malnutrition, a fourfold increase in iron-deficiency anemia, a threefold rise in bone lesions reflecting infectious disease in general, and an increase in degenerative[10] conditions of the spine, probably reflecting a lot of hard physical labor. "Life expectancy at birth in the pre-agricultural community was about twenty-six years," says Armelagos, "but in the post-agricultural community it was nineteen years. So these episodes of nutritional stress and infectious disease were seriously affecting their ability to survive."</p>	<p>In this passage, Diamond tries to provide proof that human beings have been less healthy since the agricultural revolution began.</p>
<p>The evidence suggests that the Indians at Dickson Mounds[11], like many other primitive peoples, took up farming not by choice but from necessity in order to feed their constantly growing numbers. "<u>I don't think most hunter-gatherers farmed until they had to, and when they switched to farming they traded quality for quantity.</u>" says Mark Cohen of the State University of New York at Plattsburgh, co-editor of one of the seminal books in the field, <i>Paleopathology at the Origins of Agriculture</i>. Hunter-gatherers practiced the most successful and longest-lasting lifestyle in human history. In contrast, we're still struggling with the mess into which agriculture has tumbled us, and it's unclear whether we can solve it...</p>	<p>Underline the sentence where the author uses the phrase "trade quality for quantity". What does it mean to "trade quality for quantity"?</p> <p>This means that they traded better quality food for a larger quantity of or more food.</p> <p>Why do you think the author chose to include information about the people of the Dickson Mounds? What purpose does it serve in the text?</p> <p>The author chose to include the Dickson Mound information as an example of a primitive group that transitioned from hunter/gatherers to farmers. What happened to the Indians at Dickson Mound serves as evidence of farming resulting in a less healthy lifestyle.</p>

Rank & Reason

Directions: With a partner, and using all of your notes, graphic organizers, and articles, rank the **top three most significant pros and cons** in the chart below. For example, your #1 pro will be the most beneficial change brought about by the agricultural revolution. Then, support your pro or con with supporting evidence/details from the articles and provide which source you used so that you can quote it again in your argumentative essay. Lastly, explain why one/both of the Pros/Cons was the most significant in thinking about the pros and cons of the agricultural revolution as a whole.

<i>Rank</i>	<i>Pro</i>	<i>Evidence/Source</i>	<i>Reason: Why was this one of the top three greatest benefits brought about by the agricultural revolution?</i>
EXAMPLE	Job Specialization	"...a farmer was able to grow more food than he needed to feed his family, so for the first time in human history we saw specialization. " (Article 1)	Job specialization is the most significant benefit brought by the agricultural revolution because it allowed humans to become experts, which allowed societies to run more efficiently and become more developed.
1			
2			
3			

<i>Rank</i>	<i>Con</i>	<i>Evidence/Source</i>	<i>Reason: Why was this one of the top three most harmful dangers brought about by the agricultural revolution?</i>
1			
2			
3			

Reflection Question: Which side do you feel presented the strongest claims, the pros or the cons? Why?

Rank & Reason (Completed)

Directions: With a partner, and using all of your notes, graphic organizers, and articles, rank the **top three most significant pros and cons** in the chart below. For example, your #1 pro will be the most beneficial change brought about by the agricultural revolution. Then, support your pro or con with supporting evidence/details from the articles and provide which source you used so that you can quote it again in your argumentative essay. Lastly, explain why one/both of the Pros/Cons was the most significant in thinking about the pros and cons of the agricultural revolution as a whole.

<i>Rank</i>	<i>Pro</i>	<i>Evidence/Source</i>	<i>Reason: Why was this one of the top three greatest benefits brought about by the agricultural revolution?</i>
EXAMPLE	Job Specialization	"...a farmer was able to grow more food than he needed to feed his family, so for the first time in human history we saw specialization. " (Article 1)	Job specialization is the most significant benefit brought by the agricultural revolution because it allowed humans to become experts, which allowed societies to run more efficiently and become more developed.
1	New Technologies	"New technologies developed in response to the need for better tools and weapons to go along with the new way of living." (Article 2)	New technologies brought on by the agricultural revolution are among the most important benefits because they allowed people to support their new lifestyles in more convenient and easier methods and tools.
2	Creation of Civilization	Agriculture basically created civilization, as we know it. "...using anthropologists' definition of civilization , farming was a prerequisite for civilization in every part of the world. (Article1)	Agriculture is credited for changing the way humans live. It lead to humans settling down in various places and building societies.
3	Domestication of crops	"...you can follow the trail of agriculture all the way to present, tracing the domestication of wheat, maize (corn), and rice forward to most of humanity's most striking accomplishments. (Article 1)	Cultivation of crops was a significant benefit brought by the agricultural revolution because it lead to the development of permanent settlements and the forming of societies.

Rank	Con	Evidence/Source	Reason: Why was this one of the top three most harmful dangers brought about by the agricultural revolution?
1	Decline in women's social class	"Neolithic villages continued to divide work between men and women." "... women's status declined as men took the lead in most areas of these early societies." (Article 2)	A decline in women's social class has proven to be one of the most harmful dangers brought about by the agricultural revolution because a person's social class continues to be largely determined by the work they do. The struggle to be treated as a valuable member of society still continues for many people.
2	Domestication of Specific Animals	"...people of the oldest levels of the site originally ate a broad diet of meat from creatures that populated the plains and meadows along the Melendiz River." "... the meat in the diet shifted overwhelmingly to sheep and goats."	The shift from hunting to herding is a harmful development of the agricultural revolution in that holding animals captive in a populated place can bring problems of disease from livestock and exhaustion of natural resources.
3	Sedentary Lifestyle	"If people become more sedentary to take advantage of grains, they have a tendency to eat what's nearby, and the best and largest kinds of game will be targeted first." (Article 3)	Adopting a sedentary lifestyle is a harmful development of the agricultural revolution because agriculture ties the people to the land and concentrates them in the most fertile areas. This puts a lot of stress on local resources. Fresh water is needed and it gets contaminated by waste from lots of humans and livestock.

Reflection Question: Which side do you feel presented the strongest claims, the pros or the cons? Why?

I believe the cons outweigh the pros because the negatives of agriculture seem to have more significant effects on the population of early settled people. The gender inequality that resulted from the shift to agriculture has impacted human society into modern times. Disease is also an ongoing problem in modern societies. Most significant, however, is the environmental damage and physical toll that agricultural life had on human beings and the earth.

Unit One Assessment

Description: Students create a powerpoint or other digital presentation that demonstrates their response to the question, “How do environmental changes impact human life and settlement?” Students use evidence from the various sources studied throughout the unit.

Suggested Timeline: 7 class periods

Student Directions: Write a 1-2 minute presentation in which you describe how environmental changes impact human life and settlement.

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 6.1.1, 6.2.1, 6.3.4, 6.4.1-3. They also meet the expectations for [ELA/Literacy Standards](#): SL.6.4-6, WHST.6.2a-f, WHST.6.4-5.

Use the [LEAP assessment social studies extended response rubric](#) to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

Unit Two Overview

Description: Students explore the critical role of geography in the development of the ancient river valley civilizations.

Suggested Timeline: 6 weeks

Grade 6 Content	
The Ancient River Valleys: Geography and Civilization	How do geography and environment impact civilization?

Topics (GLEs):

1. [Geography and Civilizations](#) (GLEs: 6.1.1-4, 6.2.1-3, 6.2.6, 6.3.1-4, 6.4.1-3, 6.6.1-4)

Unit Assessment: Students write a one-page essay in response to the following question: How do geography and environment impact civilization?

Unit Two: The Ancient River Valleys: Geography and Civilization	Topic One: Geography and Civilizations
<p>Key Connections</p> <ul style="list-style-type: none"> • <i>Geographic factors shaped the development of ancient civilizations.</i> • <i>Innovations and technologies aided the advance of civilizations.</i> • <i>Resources and land use contributed to the development and expansion of trade between civilizations.</i> • <i>Human achievements and systems impact the environment.</i> • <i>Political factors influenced the economic, social, and cultural development of ancient civilizations.</i> 	
Grade-Level Expectations (GLEs)	Priority Content and Concepts
<p>6.2.1 Analyze the relationship between geographical features and early settlement patterns using maps and globes</p>	<ul style="list-style-type: none"> • Use maps to compare geographical features and areas of settlement in ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, China) to draw conclusions about the relationship between settlement patterns and geographical features (natural and man-made).
<p>6.2.3 Describe the characteristics and achievements of the ancient river civilizations of Mesopotamia, Egypt, Indus Valley, and China</p>	<ul style="list-style-type: none"> • Explain why Mesopotamia is referred to as the cradle of civilization and fertile crescent. • Explain the factors that gave rise to the ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, China). • Explain the importance of achievements and characteristics (large population centers, monumental architecture and unique art, writing and record keeping, complex institutions, specialization/complex division of labor, and social classes/structures) related to ancient river valley civilizations. <ul style="list-style-type: none"> ○ Mesopotamia (Tigris and Euphrates River Valley): ziggurats, cuneiform, kings and their rule (Sargon, Hammurabi), law/legal codes (Hammurabi’s code), irrigation systems, the wheel, the plow, bronze making ○ Egypt (Nile River Valley): pyramids, Sphinx, hieroglyphics, pharaohs and their rule (Hatshepsut, Amenhotep, Tutankhamun, and Ramesses), irrigation systems, papyrus, mummification ○ Indus Valley (Indus River Valley): Harappan seals, planned cities, irrigation systems ○ China (Yellow/Huang He River Valley): oracle bones, planned cities, rule of the Xia and Shang dynasties, irrigation systems, bronze making, glazed pottery, militaries • Compare and contrast the characteristics and achievements of ancient river valley civilizations.

	<ul style="list-style-type: none"> • Explain what law/legal codes (Hammurabi’s Code) tell us about ancient societies, and analyze similarities and differences with modern-day laws in the United States..
<p>6.2.6 Analyze the origin and spread of major world religions as they developed throughout history</p>	<ul style="list-style-type: none"> • Analyze the role and importance of key people/groups (Abraham, Moses, the three kings), places (Canaan, Israel, Jerusalem), and texts (Hebrew Bible: Torah, Talmud) in the origin and spread of Judaism. • Explain the reasons for Jewish migration in the ancient world, including factors that pushed and pulled Hebrews to different areas (geographic and environmental factors such as famine, as well as social factors such as the exodus, expulsions, and persecution). • Explain how migration and the Jewish diaspora contributed to the spread of Judaism.
<p>6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes</p>	<ul style="list-style-type: none"> • Use maps to locate political boundaries, including major civilizations, city-states, and cities of the ancient river valley civilizations (Mesopotamia: Sumerian, Akkadian, Assyrian, Babylonian, Babylon, Ur; Egypt: Lower Egypt, Upper Egypt, Cairo, Giza, Memphis, Thebes; Indus Valley: Harappa, Lothal, Mohenjo-Daro; China: Xia and Shang dynasties, Anyang, Luoyang), and explain changes to political boundaries over time. • Use maps to locate the major physical features (bodies of water, deserts, mountains ranges) of ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, and China) along with their major civilizations, city-states, and cities, and explain how physical features influenced political boundaries. • Describe how geography isolated civilizations from each other
<p>6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs</p>	<ul style="list-style-type: none"> • Use maps to analyze migration patterns in ancient river valley civilizations. • Explain the connections between trade and population growth in areas impacted by trade (port cities, cities along trade routes).
<p>6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world</p>	<ul style="list-style-type: none"> • Use maps to locate major physical features associated with ancient river valley civilizations and surrounding areas, including bodies of water, deserts, mountain ranges, and other features. <ul style="list-style-type: none"> ○ Mesopotamia: bodies of water (Tigris River, Euphrates River, Black Sea, Caspian Sea, Mediterranean Sea, Persian Gulf), deserts (Arabian), mountain ranges (Caucasus, Taurus, Zagros) ○ Egypt: bodies of water (Mediterranean Sea, Nile River, Red Sea), deserts (Arabian, Eastern, Nubian, Western, Sahara), and peninsulas (Sinai)

	<ul style="list-style-type: none"> ○ Indus Valley: bodies of water (Arabian Sea, Ganges River, Indus River, Indian Ocean), deserts (Thar), and mountain ranges (Himalayas, Hindu Kush) ○ China: bodies of water (East China Sea, Pacific Ocean, Yangtze River, Yellow/Huang He River, Yellow Sea), deserts (Gobi, Taklamakan), mountain ranges (Himalayas) • Explain how physical features and climate conditions influenced settlement in ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, China). • Compare and contrast the physical features of the ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, and China) that supported early settlement.
<p>6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement</p>	<ul style="list-style-type: none"> • Use maps to identify the presence or absence of migration and trade routes in ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, China), and explain the reasons for their development or lack thereof. • Explain the connection between migration along trade routes, cultural diffusion, and settlement in ancient river valley civilizations.
<p>6.4.3 Explain the connection between physical geography and its influence on the development of civilization</p>	<ul style="list-style-type: none"> • Explain the importance of geography, emphasizing the role of rivers, to ancient river valley civilizations, and analyze how each civilization used geography and the environment to develop and support their civilization (agriculture, trade). • Explain the relationship between physical geography and the political development of ancient river valley civilizations (scarcity influences severity of laws under Hammurabi’s Code, desire to acquire resources influences decision-making of rulers such as Sargon). • Compare and contrast the ways geography influenced ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, China). • Explain how physical geography and climate compelled so many outside cultures to invade Egypt, taking into consideration the geographic factors of both Egypt and the invading cultures.
<p>6.6.1 Explain the impact of job specialization in the development of civilizations</p>	<ul style="list-style-type: none"> • Analyze the role, importance, and benefits of job specialization in river valley civilizations (artisans, scribes, merchants, farmers, engineers, and laborers). • Analyze the influence of job specialization on the growth of social classes in river valley civilizations, including the role of women.
<p>6.6.2 Analyze the progression from barter exchange to monetary exchange</p>	<ul style="list-style-type: none"> • Explain reasons for the use of bartering when trading in river valley civilizations, its disadvantages, and why bartering was replaced with currency.

<p>6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts</p>	<ul style="list-style-type: none"> • Use economic terms to explain why ancient river valley civilizations expanded trade (terms include: goods, services, producers, consumers, supply, demand, scarcity, shortage, surplus, markets, import, and export). • Explain the reasons certain goods were traded by ancient river valley civilizations, factors that influenced the growth of trade, and why some civilizations relied heavily on trade (Mesopotamia)
<p>6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world</p>	<ul style="list-style-type: none"> • Explain how trade was conducted in ancient river valley civilizations (by land and by water) • Explain the importance and effects of trade and taxation in ancient river valley civilizations.
<p>6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product 	<p><i>Options to address 6.1.1 in Unit 2:</i></p> <ul style="list-style-type: none"> • Use technology to research topics including, but not limited to: <ul style="list-style-type: none"> ○ the impact of geography and climate on river valley civilizations ○ Achievements and technology during the early river valley civilizations ○ Origins of Judaism ○ Migration factors for the early river valley people (push and pull factors) • Analyze artifacts from ancient River Valley Civilizations • Compare and contrast various aspects of ancient river valley civilizations • Produce written claims on how geography and environment impact civilization
<p>6.1.2 Construct and interpret a parallel timeline of key events in the ancient world</p>	<ul style="list-style-type: none"> • Create a parallel timeline showing the rise and fall of river valley civilizations (Mesopotamia, Egypt, Indus Valley China). • Create a timeline using appropriate dates, including B.C.E./B.C. and C.E./A.D.
<p>6.1.3 Analyze information in primary and secondary sources to address document-based questions</p>	<ul style="list-style-type: none"> • Read and analyze Hammurabi’s Code to answer questions about how the code shaped various aspects of society.
<p>6.1.4 Identify and compare measurements of time in order to understand historical chronology</p>	<ul style="list-style-type: none"> • Identify historical time periods and eras (Egypt: Old, Middle, and New Kingdoms, China: Xia and Shang dynastic periods). • Review terms related to measurements of time as needed (B.C.E./B.C., C.E./A.D., circa or c.). • Examine timelines of key Unit 2 content recognizing measurements of time, sequencing, chronology, location, distance, and duration.

<p>6.2.2 Examine how the achievements of early humans led to the development of civilization</p>	<ul style="list-style-type: none"> Describe the factors that led to permanent settlement in the ancient river valley civilizations (relationship between development of agriculture and permanent settlements).
<p>6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones</p>	<ul style="list-style-type: none"> Review the location of major lines of latitude (Equator, Tropic of Capricorn, Tropic of Cancer, Arctic Circle), climate zones and types (tropical, dry, mild, continental, polar), and the relationship between latitude and climate as necessary. Using a climate map, describe the type of climate(s) present in ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, and China).
<p>6.3.2 Plot coordinates of latitude and longitude to determine location or change of location</p>	<ul style="list-style-type: none"> Review how to find latitude and longitude as necessary by using maps to plot coordinates of latitude and longitude for important locations in ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, China) and recognize hemispheres, continents, and oceans.

Unit Two Instruction

Topic One: Geography and Civilizations (GLEs: 6.1.1-4, 6.2.1-3, 6.2.6, 6.3.1-4, 6.4.1-3, 6.6.1-4)

Connections to the unit content: Students examine the ancient river valley civilizations in an effort to discover the impact geography and environment have on civilization. This is key to helping them to visualize the organic growth of civilization.

Suggested Timeline: 25 class periods

Use this sample task:

- [Cradle of Civilization](#)
- [Comparing River Valleys](#)

To explore these key questions:

- How are each of the ancient river valley civilizations similar and different?
- How does geography and environment impact the development of each of the ancient river valley civilizations?

That students answer through these assessments:

- Students create a map of River Civilization regions that includes climate, physical and political features, which can be collected for a grade.
- Students complete a [Characteristics of Civilizations handout](#) on each River Civilization, which can be collected for a grade.
- Students complete the [Interactive Map Organizer](#), which can be collected for a grade.
- Students create timelines of River Civilizations, which can be collected for a grade.
- Students participate in various class discussions. Use a [discussion tracker](#) to keep track of students' contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.6.1a-d, SL.6.6)
- Students complete the [Trade and Transport Guided Reading Organizer](#), which can be collected for a grade.
- Students write a paragraph on how to be a good merchant. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)
- Students complete the "Judaism" column of the [World Religions organizer](#), which can be collected for a grade.
- Students write a response paragraph about the ancient Hebrews. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)
- Students write a summary of the similarities and differences as they learn about each river valley civilization. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)

- Students work in a group to research a component of civilization as seen in the river valley civilizations. Various work during the research process can be graded, such as notes taken from the sources, a list of sources used, using resources (including technology) appropriately during research, etc. ([ELA/Literacy Standards](#): W.6.7-9)
- Students write and deliver a presentation on the characteristics of civilization evident in the river valleys. Grade the written presentation for accuracy and organization of information and the delivery of the presentation with a presentation rubric, focusing on the quality of the delivery. ([ELA/Literacy Standards](#): W.6.2a-b, SL.6.4-6)
- Students write a paragraph comparing and contrasting the geographical features of each of the river valley civilizations. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)

Grade 6 Instructional Task: Cradle of Civilization²⁰

Unit Two: The Ancient River Valleys: Geography and Civilization, Topic One: Geography and Civilizations

Description: Students examine various aspects of civilization in the Fertile Crescent as they analyze the role of geography in the development of civilizations.

Suggested Timeline: 10 class periods

Materials: [Latitude and Longitude map](#), [Mesopotamian Civilizations](#), [Time Zone map](#), [Climate map](#), [Labeled Physical map](#), [Major rivers](#), [Mountain ranges](#), [Blank Map of the World](#), [Fertile Crescent](#), [Map of the Fertile Crescent](#), Interactive Map organizer ([blank](#) and [completed](#)), [Map of Mesopotamia](#), [Life in Mesopotamia](#), Characteristics of Civilizations organizer ([blank](#) and [completed](#)), [Life in Sumer](#), [Babylon](#), [Hammurabi’s Code: An Eye for an Eye](#), [Hammurabi’s Code](#), [Hammurabi the Lawgiver](#), [Sargon the Conqueror](#), [Mesopotamia](#), Trade and Transport Guided Reading Organizer ([blank](#) and [completed](#)), [Life in Old Babylonia: The Importance of Trade](#), World Religions organizer ([blank](#) and [completed](#)), Excerpt from [“Religion: Three Religions, One God,”](#) [“Hebrews and the Land of Milk and Honey,”](#) [Jewish Diaspora](#)

Instructional Process:

1. Say: “In the last unit, we examined the impact of climate and environment on the development of civilizations. We also learned how changing climate encouraged the agricultural revolution and allowed early humans to begin establishing permanent settlements. In this task, we will examine how geography continued to impact human development in the earliest permanent human settlements.”
2. Provide each student with access to a [latitude and longitude map](#) of the world. Review the concepts of parallels and meridians with students as well as the major lines of latitude and longitude and how to read a latitude and longitude map.
3. Say: “Next, we will begin exploring the natural environments in which major world civilizations emerged. We will use our latitude and longitude skills to identify the specific part of the globe in which we will explore.”
4. Determine if you want students to work independently or in pairs and display the following latitude and longitude coordinates: 35°N, 50°E
5. Have students identify their location using the [latitude and longitude map](#) of the world. Students who struggle with executing this skill should be provided with intervention or [additional practice](#) as needed.
6. Distribute a blank map of [Mesopotamian Civilizations](#) to students.
7. Review the main components of a map with students:
 - a. Title - Have students point to and identify the title of their map activity
 - b. Compass Rose - Have students draw a compass rose with cardinal and intermediate directions near their map
 - c. Map Key or Legend - review the concept

²⁰ This task is adapted from the [What Defines a People? Task](#) developed for the New York State Social Studies Resource Toolkit. The task is licensed under a [Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License](#), which allows for it to be shared and adapted as long as the user agrees to the terms of the license.

8. Use the [latitude and longitude map](#) to review hemispheres. Have students draw a circle to represent the world in the hemisphere section of the chart on their [Mesopotamian Civilizations](#) worksheet. Then have students identify where Mesopotamia is on the [latitude and longitude map](#). Have students draw an equator and a prime meridian through the circle in the hemisphere section of the chart on their [Mesopotamian Civilizations](#) worksheet and draw an “x” in Mesopotamia’s approximate location. Have students record the hemispheres in which Mesopotamia is located (northern and eastern) in the hemisphere section of the chart on their [Mesopotamian Civilizations](#) worksheet.
9. Distribute or display a [time zone map](#) of the world. Review the concept of time zones, then have students determine how many time zones are present in their assigned part of the world and record it on their [Mesopotamian Civilizations](#) worksheet.
10. Distribute or display a [climate map](#) of the world. Have students determine what climate zones are present in their assigned part of the world and record it on their [Mesopotamian Civilizations](#) worksheet.
11. Distribute crayons or colored pencils so students may lightly shade in the climate zones on their maps. Instruct students to create a map key or legend of Mesopotamian climate regions in the climate zones section of the chart on their [Mesopotamian Civilizations](#) worksheet.
12. Allow students time to [research](#) their climate zones (the research website is more detailed than the climate map but students should be able to identify their climate zones, model where necessary). Encourage students to research using the tabs on the side for each climate zone in Mesopotamia (Mediterranean and arid) to investigate the characteristics of each climate zone including temperature, common plants and animals, etc.
13. Display and discuss the definitions of [political](#), and [physical](#) maps with students.
14. Have students reference a [labeled physical map](#) of the world and add the [major rivers](#) and [mountain ranges](#) that are present in Mesopotamia onto their map in marker or sharpie pen. Instruct students to add symbols in the physical features section of the chart on their [Mesopotamian Civilizations](#) worksheet.
15. Conduct a discussion in which students predict the impact of climate on human settlement patterns in this region. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What would attract a group of humans to settle in this area?
 - b. What climate zones contain the best conditions for human settlement?
 - c. What physical features would attract or repel human settlement?
16. Project a [blank map of the world](#) onto the front board. Allow students to identify on the projected map where they expect human settlement to occur.
17. Instruct students to develop a claim identifying the area in Mesopotamia that presents the best environment for human settlement to develop. Students should reference climate and geographic features in their response, and include details from task materials and class discussions. Grade paragraphs using the [claims rubric](#).
18. Have students read about the [Fertile Crescent](#).
19. Have students examine the [Map of the Fertile Crescent](#) and draw an outline for this area on their [Mesopotamian Civilizations](#) worksheet using a marker or sharpie pen.
20. Explain to students that Mesopotamia is often referred to as the “cradle of civilization.” Ask students: “What geographical features might have encouraged the development in civilizations in this area?”
21. Provide each student with a copy of the [Interactive Map Organizer](#).
22. Provide students with access to the interactive [Map of Mesopotamia](#).

23. Have students work with a partner to explore the [Map of Mesopotamia](#) using the arrows provided on the interactive map and answer the questions on the [Interactive Map Organizer](#).
24. Have students add the Syrian Desert and Persian Gulf to their [Mesopotamian Civilizations](#) worksheet (map and map key).
25. Conduct a discussion in which students review the information recorded in their graphic organizers. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. How did geography led to the development of Mesopotamia?
 - b. How were the Tigris and Euphrates important to Mesopotamia?
 - c. Why did people choose to settle in this region?
 - d. How did climate and the geography affect farmers?
 - e. What factors helped give rise to ancient city-states like Sumer?
 - f. What factors led to the achievements of Sumer?
26. Provide students with access to [Life in Mesopotamia](#).
27. Distribute the [Characteristics of Civilizations organizer](#) to students and instruct students to work in pairs to research information from the source and complete their graphic organizer.
28. Divide students into jigsaw groups and assign a student from each home group one of the texts below.
 - a. Group 1: [Life in Sumer](#)
 - b. Group 2: [Babylon](#)
 - c. Group 3: [Hammurabi's Code: An Eye for an Eye](#)
29. Have students read their assigned text based on their expert group. As students read, have them annotate using the following symbols:
 - a. Underline significant details
 - b. **Highlight** key terms and vocabulary
 - c. Draw an exclamation point (!) in the margin next to key ideas
 - d. Draw a question mark (?) in the margin next to confusing statements, paragraphs, or sections
30. After students complete their reading, allow students to work in their expert groups to organize notes that can be shared with their home groups.
31. Have each student return to their home group. Provide time for each student to present their information in their home group and outline notes from their classmates' presentations.
32. Facilitate a whole-class discussion. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What are the characteristics of a civilization?
 - b. How do people work together to make a civilization successful?
 - c. How is geography related to the success Mesopotamia?
 - d. What are some important tools they used?
 - e. What forms of religion was practiced here?
 - f. How did the people communicate?
 - g. How was Mesopotamia organized politically to achieve social order?
 - h. What are some achievements of this civilization?

33. Say: “One of the most important achievements of this civilization is their legal code. Let’s explore more about life in Babylonia by examining their law code.”
34. Have students conduct a popcorn reading of the [document excerpts from Hammurabi’s Code](#) (click on the Quick View for Original Documents underneath the picture) to learn more about the Babylonian legal system.
35. Conduct a class discussion to summarize what students have learned about how the code shaped various aspects of society. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. Why are these laws referred to as an “eye for an eye” or a “tooth for a tooth”?
 - b. Ask student what these laws tell us about this society.
 - c. How might the severity of the laws reflect the geography or environment of Mesopotamia?
 - d. How are these laws similar or different to our laws in society today?
36. Say: “We’ve seen that Mesopotamia was home to many city-states, such as Sumer and Babylon. Hammurabi of Babylon was not Mesopotamia’s only famous ruler. Next, we will learn about another key ruler in Mesopotamia and compare their rule to Hammurabi’s.”
37. Have students review [Hammurabi the Lawgiver](#) and record notes on how Hammurabi ruled Babylon.
38. Then have students read [Sargon the Conqueror](#) and record notes comparing Sargon’s rule to Hammurabi’s rule.
39. Conduct a class discussion to summarize what students have learned about how the code shaped various aspects of society. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. How would you characterize Hammurabi as a ruler?
 - b. How would you characterize Sargon as a ruler?
 - c. Which ruler came to power first in their city-state?
 - d. How is each ruler impacted by their geography or environment?
 - e. Who seemed to be the more effective ruler for their city-state? Explain.
40. Explain to students that Mesopotamia is the first of four river valley civilizations they will be studying. Introduce the concept of a [parallel timeline](#).
41. Have students create a parallel timeline that includes:
 - a. **3,500 BCE:** Sumer founded
 - b. **3,100 BCE:** Cuneiform invented
 - c. **2,300 BCE:** Sargon rules Akkad
 - d. **1,770 BCE:** Hammurabi rules Babylon
42. Inform students that they will add three other river civilizations to their timeline throughout this unit.
43. Provide students with access to [Mesopotamia](#).
44. Divide the class into pairs and instruct student pairs to click on the “[Trade and Transport](#)” link under “Babylonia.”
45. Have students read the passage on trade and transport and record 5 important facts about trade and transporting goods from their reading.
46. Provide each student with a copy of the [Trade and Transport Guided Reading Organizer](#).
47. Have students click on the “[explore link](#)” and read the passage.

48. Have students click on each of the subtopics (foot, donkey, gulf boat, raft, coracle, river boat and cart) and record information on their [Trade and Transport Guided Reading Organizer](#) on each topic about transporting goods in Mesopotamia.
49. Have students complete the [challenge](#) activity with their partners and write a paragraph using the information throughout the source on how to be a good merchant.
50. Facilitate a discussion on student findings. Possible questions:
 - a. How does environment impact trade in Mesopotamia?
 - b. Why did Mesopotamians rely heavily on trading?
 - c. What were some goods traded and transported?
 - d. What were some methods used in Mesopotamia to transport goods?
 - e. Which of the methods do you think was most successful?
51. Have students complete the [Life in Old Babylonia: The Importance of Trade](#) task to explore why Mesopotamian trade was critical to the development of their civilization.
52. Say: “We have now examined various aspects of Mesopotamian culture. In the next task, we will be looking at other river valley civilizations. We will use our study of Mesopotamia as a model for the kind of information we want to gather to learn about the civilizations of the other river valleys.”
53. Say: “The Fertile Crescent is not only the home of some of the earliest civilizations, it is also the birthplace for three of the world’s major religions. In this unit, we will learning about the Ancient Hebrews and Judaism. We will be learning about the other major world religions as we explore the geography of the ancient world throughout the year.”
54. Distribute the [World Religions organizer](#) and review the rows on the organizers with students. Inform students that they will listen to a video segment describing the Ancient Hebrews and Judaism and that students will have to actively listen to the video segment in order to complete the Judaism column of their organizer.
55. Play the section from minute 2:20 to minute 4:20 of the video on “[World Religions](#)” for students.
56. Provide each student with a copy of “[Religion: Three Religions, One God](#)” and “[Hebrews and the Land of Milk and Honey](#).”
57. Have students work with a partner to read “[Religion: Three Religions, One God](#)” and “[Hebrews and the Land of Milk and Honey](#).”
58. Say: “Although the followers of Judaism originated in the Fertile Crescent, we should note that they migrated throughout the Fertile Crescent during their early history. Over time, Jewish communities continued to scatter throughout many areas of the world and were governed by non-Jewish rulers and non-Jewish governments or laws. Each Jewish community that maintained its ancient Jewish cultural practices and laws while living under a non-Jewish ruler or political system is known as a Jewish Diaspora. Jewish Diasporas were typically disliked by native people in each area where they existed because Jewish people living in those diasporas refused to follow native laws or cultural practices that conflicted with ancient Jewish teachings. Because this concept can be complex, we will examine resources together to clarify our knowledge.”
59. Provide students with access to [Jewish Diaspora](#).
60. Have students work with a partner to explore [Jewish Diaspora](#) by clicking the arrow and reading the text.
61. Have students write a response in paragraph form to the following questions: “Why did ancient Hebrews establish diasporas throughout the world? What geographic or environmental factors might have attracted Jewish migration to an area?” Grade paragraphs using the [claims rubric](#).

Mesopotamian Civilizations

Location (hemispheres)		Major Climate Zones	
Major Physical Features		Major Political Features	
How many Time Zones in this region?		Major Civilizations in this region	



Map of the Fertile Crescent²¹



²¹ Map by NormanEinstein. Licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported license](http://www.creativecommons.org/licenses/by-sa/3.0/). Available online at <http://www.ancient.eu/image/169/>.

Interactive Map Organizer

Map Section	Questions
First Arrow Information	<p>What does Mesopotamia mean?</p> <p>What are the two major rivers that flow through Mesopotamia?</p>
Second Arrow Information	<p>What geographical features are to the north and south of Mesopotamia?</p> <p>What caused the silt to be deposited?</p>
Third Arrow Information	<p>Why were crops able to be farmed here?</p>
Fourth Arrow Information	<p>How did the adoption of farming lead to villages, and cities?</p>
Fifth Arrow Information	<p>What is considered to be the world's first major city?</p> <p>What are city-states and where were they located?</p>
Sixth Arrow Information	<p>What are some achievements of Sumerian civilization?</p>

Interactive Map Organizer (Completed)

Map Section	Questions
First Arrow Information	<p>What does Mesopotamia mean? “land between the rivers”</p> <p>What are the two major rivers that flow through Mesopotamia? The Tigris and the Euphrates Rivers</p>
Second Arrow Information	<p>What geographical features are to the north and south of Mesopotamia? The Syrian Desert and the Zagros Mountains</p> <p>What caused the silt to be deposited? As the rivers flowed down the mountains to the Persian Gulf, they picked up silt and carried it downstream.</p>
Third Arrow Information	<p>Why were crops able to be farmed here? The fertile silt, which is good for growing crops, was deposited onto the floodplain.</p>
Fourth Arrow Information	<p>How did the adoption of farming lead to villages, and cities? Farming meant that people were able to settle in the villages. Villages grew into cities with complex cultures.</p>
Fifth Arrow Information	<p>What is considered to be the world’s first major city? Sumer</p> <p>What are city-states and where were they located? City-states are communities that included a city and surrounding farmlands. They were located along river systems and trade routes.</p>
Sixth Arrow Information	<p>What are some achievements of Sumerian civilization? Some of the achievements of Sumerian civilization are wheeled chariots, the first alphabet, and a form of government in which each city-state ruled itself.</p>

Characteristics of Civilizations

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/ state systems		
Organized religion		
Economy and job specialization		
System of tribute		
Surplus food		
Planned infrastructure		
Trade		
Accumulated learning		
Arts		

Characteristics of Civilizations (Completed)

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/state systems	City-states - a city of village and its surrounding farmland The Laws of Hammurabi - lists offenses and penalties	Metropolitan area like New Orleans The Constitution or State and local laws
Organized religion	Many gods, each city-state had a patron god/goddess; main gods shared by all city-states	Hinduism
Economy and job specialization	Farming-based; rulers are also military leaders	America (farming large part of our economy) President & Commander in Chief of the military
System of tribute	No money; trade was recorded and a measurement system with weights was used to keep track of the value of different goods.	Bitcoin (online money) or the Stock Market
Surplus food	Big eaters! - 300 words for bread, made beer from grain, had meat, fish, fruit, even ate bugs!	Asian markets where exotic fruits and bugs are sold alongside meat and breads
Planned infrastructure	River ran through cities, ziggurats at center, planned streets lead away from the ziggurat to walls which surround the city for protection	Baton Rouge or any other planned city with a river and government building at its center
Trade	Trade was common and detailed records were kept	Receiving receipts for purchased goods or services
Accumulated learning	Mathematics was developed and widely used in trade and architecture, practical inventions, like the plow	STEM
Arts	Religious sculptures, cylindrical seals/pictographs, mosaic murals, epic literature -- The Epic of Gilgamesh	Church sculpture, ink stamps, multi-part novels like Hunger Games series

Life in Sumer²²

The first writing system. The plow. The sailboat. The first lunar calendar.

These accomplishments and more were the products of the city-states of Sumer, which arose on the floodplains of the Tigris and Euphrates Rivers in what is now modern-day Iraq. The Sumerians began to build their walled cities and make significant advances beginning around 3500 B.C.E.

Their domination of this region lasted until around 2000 B.C.E, when the Babylonians took control. Sumerian culture and technology did not disappear but were adopted by its conquerors.

Located in what the ancient Greeks called Mesopotamia, which literally means "the land between the rivers," Sumer was a collection of city-states that occupied the southernmost portion of Mesopotamia. Most were situated along the Tigris and Euphrates Rivers, lying just north of the Persian Gulf.

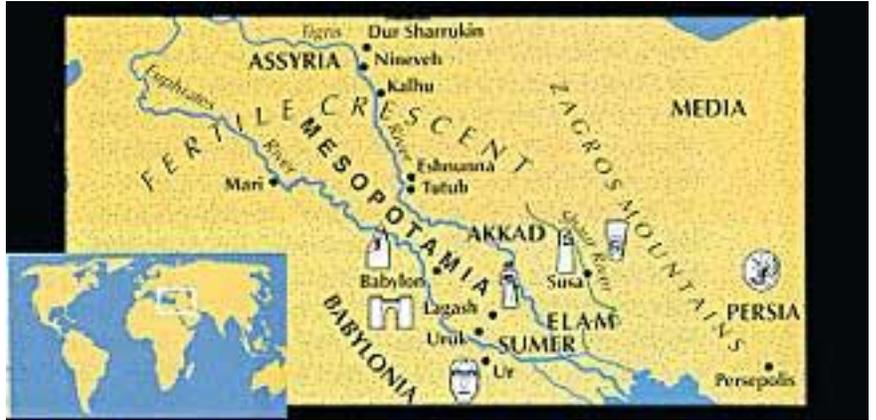


Courtesy University of Pennsylvania Museum of
Archaeology and Anthropology

This beautiful artifact, called by archaeologists "Ram in the Thicket," was squashed for 4,500 years or so before Sir Leonard Woolley excavated it from the Royal Cemetery at Ur in Mesopotamia. How did he know how to piece it together?

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The physical environment there has remained relatively the same since about 8000 B.C.E. The landscape is flat and marshy. The ground is primarily made up of sand and silt, with no rock. The climate is very dry, with only about 16.9 centimeters of rain falling per year. Natural vegetation is sparse, and no trees other than palm trees grow there. The rivers overflow their banks in the spring, sometimes violently and destructively. During this process, they deposit a rich layer of silt on the surrounding floodplain.



Bordered by the Tigris and Euphrates Rivers, ancient Sumer was located in southern Mesopotamia. Mesopotamia is a Greek word meaning "between two rivers."

The Cradle of Civilization

Considering the harsh and forbidding natural environment, how did the first civilization arise in Sumer? Surprisingly, the environment was part of what made civilization possible.

The silt carried by the rivers down from the northern mountains provided rich fertilizer for growing crops when the rivers overflowed. The constant sunshine was also good for crops. But without water, they would have easily dried up and died. Through the leadership of priest-kings, Sumerians organized farmers in each city-state to build extensive irrigation systems of canals and dams. Before long, the desert was blooming with a surplus of barley, dates, and other crops.

This surplus allowed many people to pursue occupations other than farming, while still being able to meet their basic needs. These people became artisans, merchants, and craftspeople. They helped build the cities and increase the wealth of the city-states through trade with neighboring societies.

Sumerians also developed high-quality crafts, evidence of which was found in the royal tombs of Ur, excavated by Sir Leonard Woolley in the 1920s. Trade also helped the Sumerians to secure vital items such as timber from Lebanon and luxury goods such as the semiprecious stone lapis lazuli from the Indus River Valley.

Gettin' Ziggy with It

Because of the surplus grain, the government could grow in size to support numerous officials and priests. It could also pay thousands of workers with barley while they were building canals, city walls, and ziggurats or while they were fighting to defend their city-state or extend its influence over the region. The barley was collected as a tax from the farmers. Farmers were also required to give some time to the government to work on projects. Slaves and hired workers also contributed.

As the government and economy grew in size and complexity, officials and merchants required a sophisticated writing system to record transactions. First came number markings and simple pictograms, the writing system began to incorporate pictures representing a physical object or idea (such as a picture of the sun to represent the sun).

As trade and government activity increased, the writing system began to incorporate more abstract pictograms and phonograms, or symbols representing sounds. These new forms provided greater flexibility and speed in writing. They were adopted by other cultures (such as the Assyrians) who did not even speak Sumerian.

Sumerian Wisdom

The Sumerians wrote on clay tablets, using a reed pen called a stylus. Once dried, these tablets became hard and, fortunately for today's researchers, endured for millennia in the hot, dry climate.

Thousands of these tablets have been unearthed. Some libraries have even been discovered with over 10,000 of these clay tablets. And although the vast majority of these tablets contain records of goods collected and distributed by the governments and trade transactions, some contain myths, stories, and letters. These documents have provided much information about the culture and history of the Sumerian people.

With their ingenuity, the Sumerian people developed complex irrigation system and a written language. They were the first people to use the plow to lift the silt-laden soil of their crop fields and they invented the sailboat. They were the first people to design a calendar based on the phase of the moon and they developed a numerical system, based on the number 60, that is still used to measure seconds and minutes.



This clay plaque (c. 17th century B.C.E.) depicts what some archaeologists believe is the Sumerian goddess Inanna, patron deity of fertility. Makes you wonder who'll find those Barbie dolls you buried in the backyard.

Gilgamesh

Gilgamesh was likely an actual king of Uruk in Babylonia who lived about 2700 B.C.E.

Sumerians recorded stories and myths about Gilgamesh, which were written on clay tablets. The stories were combined into an epic tale. Versions of this tale were translated into other languages including Akkadian, which was spoken by the Babylonians.

The fullest surviving version is derived from twelve stone tablets, in the Akkadian language, which were found stored in the famous library at Nineveh of Assyrian King Assurbanipal.

The epic relates the heroic deeds of Gilgamesh, who is the king of Uruk. His father is mortal and his mother is a goddess. Since Gilgamesh is part mortal, he knows he must die one day. However, he longs for immortality, whether through doing great deeds or discovering the secret of eternal life. He roams the earth on this quest and meets Utnapishtim, the only human granted eternal life by the gods. He tells Gilgamesh many stories, including one of a great flood that covered the Earth.

What happens to Gilgamesh? Read the tale and find out. The following is an excerpt from Gilgamesh.

O man of Shuruppak, son of Ubartutu:
Tear down the house and build a boat!
Abandon wealth and seek living beings!
Spurn possessions and keep alive living beings!
Make all living beings go up into the boat.
The boat which you are to build,
its dimensions must measure equal to each other:
its length must correspond to its width.
Roof it over like the Apsu.

From Tablet XI — translation by Maureen Gallery Kovacs, 1998

A culture of many firsts, the Sumerians led the way for other societies that followed them.

Babylon²³

The Babylonians used the innovations of the Sumerians, added to them, and built an empire that gave the world, among other things, codified laws, a tower that soared above the earth, and one of the Seven Wonders of the World.

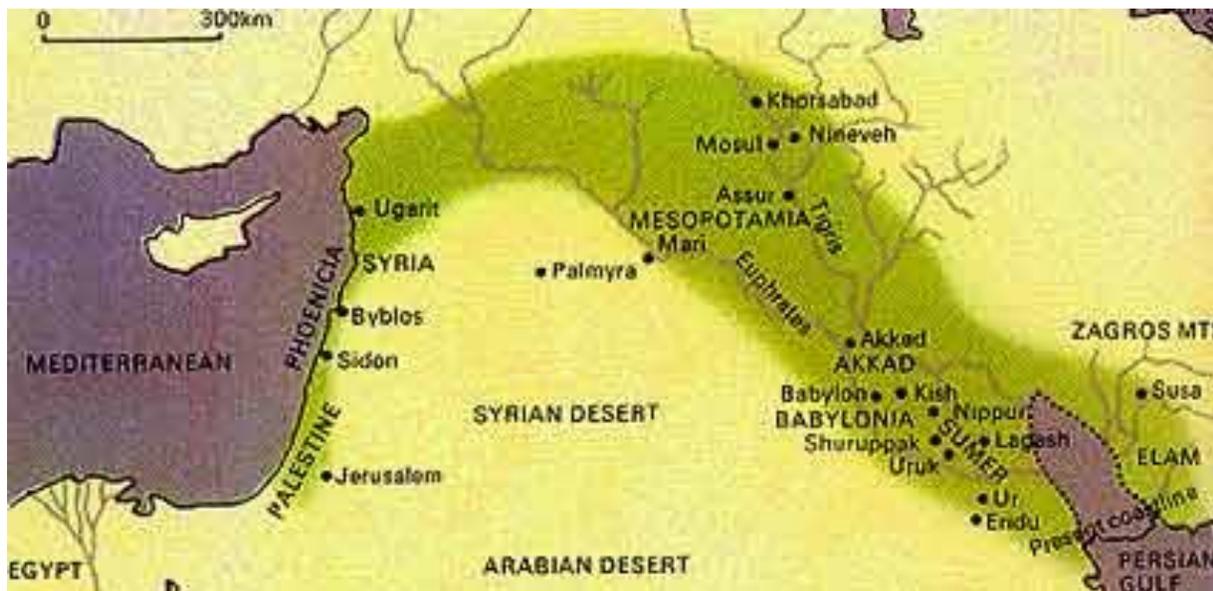


Geographically, the empire of Babylonia occupied the middle and southern part of Mesopotamia. Situated between the Tigris and Euphrates Rivers, it stretched from the present-day city of Baghdad south to the Persian Gulf.



Ancient Babylonia left behind some wonderful artifacts.

The first written mention of Babylonia's famous capital city, Babylon, dates to about 3800 B.C.E. During that time, most of Mesopotamia was made up of Sumerian city-states. The king of Babylonia Sargon I, however, was of Semitic background. During his reign, Semitic literature, art, and architecture flourished. He ruled from Susa and conquered lands as far away as Syria.



The late Babylonian Empire controlled the Fertile Crescent, including most of modern-day Iraq, Syria, Lebanon, and Israel.

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The First Empire



Sargon I, known as Sargon the Great, was a Semitic king who ruled the earliest Babylonian Empire.

Over the next 1,500 years, the Mesopotamia city-states vied with each other for power and influence. It was not until Hammurabi (ruled 1792-1750 B.C.E.) united most of this area after a triumphant military campaign that the city of Babylon reached its first great glory. In the years during and following Hammurabi's reign (known as the First Empire), Babylonian rulers constructed temples, roads, and an extensive canal system. They also codified laws.

The rule of the Babylonian kings contrasts favorably with the rule of the Assyrian kings who destroyed the first Babylonian Empire and left a legacy of war and destruction. After Assyrian dominance in Mesopotamia, which lasted from approximately 1400-600 B.C.E., the Babylonians established a second great Empire.

King Nabopolassar, a Chaldean, (Chaldea was a region of southern Mesopotamia), helped to conquer the Assyrian capital of Nineveh in 606 B.C.E. and used the opportunity to establish his own kingdom in Babylon.

Nabopolassar's son, Nebuchadnezzar, succeeded his father in 604 B.C.E. During Nebuchadnezzar's reign, the Tower of Babel reached its apex, the Hanging Gardens of Babylon were constructed, Babylonians destroyed the Great Temple in Jerusalem and 7,000 Jews were brought back to Babylonia in captivity.

The Tower of Babel

The Tower of Babel was a ziggurat, a pyramid-shaped temple built to a local god. The most important god of Babylon was Marduk, who outshone all other gods in the Babylonian pantheon.

Construction on the Tower of Babel had begun about 1100 B.C.E., and when Nebuchadnezzar finished it, the tower reached a height of 91 meters (295 feet). According to a tablet left by the king, the tower was made of "baked brick enameled in brilliant blue."



According to legend, the magnificent ziggurat known as the Tower of Babel needed constant maintenance to keep the baked bricks from eroding away in the rain. When King Xerxes of Persia took over Babylon in 478 B.C.E., the tower began its descent into history as a pile of debris and broken bricks on the ground.

The Hanging Gardens

Nebuchadnezzar built the Hanging Gardens of Babylon, one of the Seven Wonders of the World, for his wife who missed her lush homeland.

The gardens did not "hang" literally — that is, its plants or trees didn't dangle from ropes. "Hanging" refers to the garden's terraces which *overhung* one another.

But what makes a terraced garden special enough to be one of the Seven Wonders of the World?

Babylon received little rain, and stone slabs needed to hold terraces in place were almost nonexistent in the region. Ingenious engineers devised a chain pump that brought water from the nearby Euphrates River to irrigate the gardens. Specially designed bricks kept the flora in place.

The result was a green oasis that today's scholars believe rose between 80 and 300 feet into the air. The gardens were a lush mountain of foliage in the middle of a flat, dry desert.

Ultimately, the Hanging Gardens of Babylon disappeared, and the Tower of Babel and the Babylonian Empire were destroyed by the Persians around the year 478 B.C.E.

PICTOGRAPHIC SIGN c. 3100 BC						
INTERPRETATION	Star	Stream	Barley	Bull's head	Bowl	Head and bowl
EARLY CUNEIFORM SIGN c. 2400 BC						
LATER CUNEIFORM SIGN c. 700 BC						
MEANING	God, sky	Water, seed, son	Barley	Ox	Food, bread	To eat

Babylonian language evolved from pictographs to cuneiforms throughout the life of the civilization.

But the sands of time cannot hide the magnificent accomplishments in engineering, law, art, and architecture that the Babylonians left as their legacy to the world.

Hammurabi's Code: An Eye for an Eye²⁴

"An eye for an eye, and a tooth for a tooth."

This phrase, along with the idea of written laws, goes back to ancient Mesopotamian culture that prospered long before the Bible was written or the civilizations of the Greeks or Romans flowered.

"An eye for an eye ..." is a paraphrase of Hammurabi's Code, a collection of 282 laws inscribed on an upright stone pillar. The code was found by French archaeologists in 1901 while excavating the ancient city of Susa, which is in modern-day Iran.

Hammurabi is the best known and most celebrated of all Mesopotamian kings. He ruled the Babylonian Empire from 1792-50 B.C.E. Although he was concerned with keeping order in his kingdom, this was not his only reason for compiling the list of laws. When he began ruling the city-state of Babylon, he had control of no more than 50 square miles of territory. As he conquered other city-states and his empire grew, he saw the need to unify the various groups he controlled.



"Hammurabi, the king of righteousness, on whom Shamash has conferred the law, am I."

A Need for Justice

Hammurabi keenly understood that, to achieve this goal, he needed one universal set of laws for all of the diverse peoples he conquered. Therefore, he sent legal experts throughout his kingdom to gather existing laws. These laws were reviewed and some were changed or eliminated before compiling his final list of 282 laws. Despite what many people believe, this code of laws was not the first.

Oldest Code Known

The oldest known evidence of a law code are tablets from the ancient city Ebla (Tell Mardikh in modern-day Syria). They date to about 2400 B.C.E. — approximately 600 years before Hammurabi put together his famous code.

The prologue or introduction to the list of laws is very enlightening. Here, Hammurabi states that he wants "to make justice visible in the land, to destroy the wicked person and the evil-doer, that the strong might not injure the weak."

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The laws themselves support this compassionate claim, and protect widows, orphans and others from being harmed or exploited.

The phrase "an eye for an eye" represents what many people view as a harsh sense of justice based on revenge. But, the entire code is much more complex than that one phrase. The code distinguishes among punishments for wealthy or noble persons, lower-class persons or commoners, and slaves.

The Laws

The Laws



Don't mess with the serpent-headed, scorpion-tailed mythical dragon of the god Marduk!

Hammurabi's Law Code

"Anu and Bel called by name me, Hammurabi, the exalted prince, who feared God, to bring about the rule of righteousness in the land, to destroy the wicked and the evil-doers; so that the strong should not harm the weak; so that I should rule over the black-headed people like Shamash, and enlighten the land, to further the well-being of mankind ..."

So begins the Law Code of Hammurabi, a list of nearly 300 laws etched into a two and one-half meter high black diorite pillar, discovered in 1902 but dating back to the time of Hammurabi himself (1792-1750 B.C.E).

Some laws were quite brutal, others rather progressive. Members of the upper-class often

received harsher punishments than commoners, and women had quite a few important rights.

Most of the nearly 300 laws written on the pillar pertain to property rights of landowners, slavemasters, merchants, and builders.

Here are some of the more unusual laws that seem very foreign to a modern society:

If any one finds runaway male or female slaves in the open country and bring them to their masters, the master of the slaves shall pay him two shekels of silver.

If any one is committing a robbery and is caught, then he shall be put to death.

If a son strike his father, his hands shall be hewn off.

If a man knock out the teeth of his equal, his teeth shall be knocked out.

If a barber, without the knowledge of his master, cut the sign of a slave on a slave not to be sold, the hands of this barber shall be cut off.

If a slave says to his master: "You are not my master," if they convict him his master shall cut off his ear.

Hammurabi's own words illustrate this point: "If a man has destroyed the eye of a man of the gentleman class, they shall destroy his eye If he has destroyed the eye of a commoner ... he shall pay one mina of silver. If he has destroyed the eye of a gentleman's slave ... he shall pay half the slave's price." The Babylonians clearly did not live under a social system that treated all people equally.

The code deals with many topics of concern other than assault. It outlines rules for witnesses and those making accusations of crimes. For example, "If any one bring an accusation of any crime before the elders, and does not prove what he has charged, he shall, if it be a capital offense charged, be put to death." It details how theft or destruction of property should be handled and gives guidelines for dealing with trade and business problems.

In some cases, these rules are quite reasonable and fair: "If any one owe a debt for a loan, and a storm prostrates (kills) the grain, or the harvest fail, or the grain does not grow for lack of water, in that year he need not give his creditor any grain; he washes his debt-tablet in water and pays no rent for this year."

The code also gives rules for family matters, such as marriage, divorce, and adoption. Payment amounts for the work of doctors and other professionals are outlined. Although the pay for doctors was good, they suffered severe punishments for fatal errors. The code states that "if a physician make a large incision with the operating knife, and kill him, ... his hands shall be cut off."

The Code covers all types of issues related to farming and herding animals, and it also lays out rules on the ownership and sale of slaves.

Go Jump in a River!

Hammurabi's Code may not seem very different from more recent laws and precedents that guide the processes of a trial. But, there are a few major differences between ancient Babylonians and today's laws. Hammurabi's Code required accusers to bring the accused into court by themselves.

A number of the laws refer to jumping in the Euphrates River as a method of demonstrating one's guilt or innocence. If the accused returned to shore safely, they were deemed innocent; if they drowned, they were guilty. This practice follows the Babylonians' belief that their fates were controlled by their gods.

From the code, it is evident that the Babylonians did not believe all people were equal. The code treated slaves, commoners, and nobles differently. Women had a number of rights, including the ability to buy and sell property and to obtain a divorce. The Babylonians understood the need for honesty by all parties in a trial and for court officers to be free of corruption so that the justice system could function effectively.

Hammurabi's Code serves as a window into the prevailing values of ancient Babylon.

Trade and Transport Guided Reading

Topic	Notes
foot	
donkey	
gulf boat	
raft	
coracle	
river boat	
cart	

Trade and Transport Guided Reading (Completed)

Topic	Notes
foot	Some Babylonians traded goods locally and transported goods on foot. They carried small loads on their backs or used sling bags. Larger loads were placed on pallets and wrapped with cloth and the cloth was attached to the merchant's forehead. These merchants traded barley and wheat, meats like sheep, beef, and goat, and fish.
donkey	Donkeys were the most common method of transporting goods between cities, as far away as Turkey. Transported goods included textiles, precious metals such as gold and silver, precious stones, grains, a blue stone called Lapis lazuli, and wine in large pottery jars.
gulf boat	Gulf boats traveled from Southern Mesopotamia to the Gulf for trade. The boats were made of bundles of reed and wood covered in bitumen-a natural tar like substance. Gulf boats transported grain, stone, wood, pearls, carnelian, copper, reeds, textiles, and ivory.
raft	Rafts were used to transport goods downstream. They are made of logs and inflated animal skins. Once the rafts reached their destination they were unloaded, the skins were deflated, the raft was disassembled, and the materials were sold. Rafts transported grain, wine, beer, logs, reeds, and meat.
coracle	Coracles transported goods both upstream and downstream. They were made of animal skin and covered with bitumen to make them watertight. Coracles transported fish, grain, reeds and metal.
river boat	Riverboats transported goods downstream, with the current. After unloading, they were towed upstream by oxen, donkeys, or people. Riverboats transported beer, wine, meat, grain, trees, bricks, and reeds.
cart	Carts were made of local timber held together with copper or bronze nails or wooden pegs. Donkeys or oxen were used to pull carts. Carts transported metals such as copper, gold, and silver, fish, textiles, oil, and bricks.

World Religions

Notes	Judaism	Hinduism	Buddhism	Christianity	Islam
Important Texts					
Important People					
Important Places					
Beliefs and Practices					

World Religions (Completed)

Notes	Judaism	Hinduism	Buddhism	Christianity	Islam
Important Texts	Torah, Talmud				
Important People	Abraham				
Important Places	The kingdoms of Israel and Judah				
Beliefs and Practices	monotheistic Ten Commandments <i>Holidays--Rosh Hashana, Yom Kippur, Hanukkah, Passover</i> pray in synagogue				

Hebrews and the Land of Milk and Honey²⁵



Abraham is regarded by Jews as the founder of the Hebrew people. The twelve tribes of Israel were direct descendants of Abraham.

Empires rose and empires fell. The Babylonians, the Assyrians, and the Persians accumulated immense wealth and power that allowed them to build capital cities of striking beauty.

But their cities and palaces eventually fell into decay and were covered by thousands of years of sand and dust.

One of their relatively powerless contemporary groups outlived those great empires. These people were the Hebrews, known also as Israelites or, later, Jews.

Their early contribution to humankind was not wealthy empires or groundbreaking technology. Rather, it was the revolutionary idea that there was only one god, a belief known as monotheism. This one Hebrew god was called Yahweh. To the Hebrews, Yahweh was all powerful and all knowing, yet beyond human understanding. The religion based around this

god influenced the founding of Christianity and Islam.

Abraham and the Torah

The history of the early Hebrews is known primarily from one of their sacred texts, the Torah, which comprises the first five books of the Old Testament of the Bible. According to the Torah, Abraham is the ancestral patriarch of the Hebrew people.

Abraham was born in the Sumerian city of Ur. After Abraham's father died, Yahweh visited Abraham and instructed him to smash the idols of his father's gods, to worship the one and only true god, Yahweh, and to move his family to Canaan. Yahweh promised Abraham that if he followed these laws, he would found a great nation that would live in a land flowing with milk and honey.

This land, known as Canaan in ancient times, is roughly located in the same place as modern-day Israel.

Abraham's migration took place some time between 2000 B.C.E. and 1700 B.C.E. It occurred at a time when the Canaanites lived in relatively small, independently governed, walled cities. They were accustomed to outsiders coming into their territory. The Hebrews, who were nomadic herders, were tolerated by the Canaanites.



In the years after David and Solomon ruled, the kingdom of the Hebrews was divided into two separate lands, Israel and Judah.

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The land that Abraham and his followers found did not flow so easily with milk and honey. The dry climate and rough environment required considerable effort to survive. Drought forced Abraham and his family to move to Egypt.

The Twelve Tribes



Jewish hikers lie down in this ancient tomb. The tomb was originally used to hold more than a single body, but over the centuries the roof caved in and exposed the burial place.

The Torah tells how Abraham had two sons: Isaac by his wife Sarah, and Ishmael by his concubine Hagar. The Hebrews trace their heritage through Isaac. Isaac had a son Jacob, who in turn had 12 sons. These sons became the leaders of the 12 tribes of Israel. Jacob's most beloved son, Joseph, was sold into slavery by his jealous brothers. While in captivity, Joseph rose to be the Egyptian pharaoh's chief minister of the land.

When a severe drought plagued Canaan, his same brothers came to Egypt, begging for grain. Ignoring their past mistreatment of him, Joseph gave them grain and convinced them to stay in Egypt.

There, the Hebrews prospered and became a great nation. They became so numerous, that a pharaoh "who did not know Joseph" enslaved the Hebrews. This pharaoh is believed to be Ramses II (1290-1224 B.C.E.)

The Exodus to Canaan

The Torah then recounts the story of Moses, who led the Hebrews out of Egypt and slavery. This event, known as the Exodus, most likely occurred during the reign of the pharaoh Merneptah, between 1224 and 1211 B.C.E. Archaeologists have found an Egyptian document written on papyrus from this time period that describes Jews being forced to leave, further authenticating this story. After what the Hebrews believed were a series of acts by Yahweh on their behalf, including various plagues on the Egyptians and their crops and livestock, Moses led his people out of Egypt. The Egyptian Exodus lasted approximately from 1600 to 1200 B.C.E.

According to the Old Testament, the Hebrews wandered in the desert of the Sinai Peninsula (which is between Egypt and Canaan) for 40 years. Moses received the Ten Commandments during this time, which outlined some basic laws governing behavior. He also struggled to keep his people from worshiping gods other than Yahweh. Moses died before he could enter Canaan.



Even in the modern world, Jewish children still learn to read the Torah according to ancient tradition. The Yemeni Jews here are practicing the Hebrew that they have learned from the village *mari*, or teacher.

Joshua led the Hebrews back into Canaan, where they settled among the Canaanites and the Philistines. The Old Testament tells of Joshua's victorious battles against these people. Archaeologists have found that a number of towns were destroyed around this time. But,

they do not agree as to whether such destruction was the work of the Hebrews or others. Over time, the Hebrews began to learn the ways of the Canaanites and settled down to a life of farming and herding.

In 722 B.C.E., the northern half of Hebrew lands known as Israel was invaded and mostly destroyed by the Assyrians. The southern half, known as Judea, survived until around 597 B.C.E., when the Babylonians defeated the Judeans and carried most of them back as captives to Babylon.

During their captivity in Babylon, Hebrew scribes recorded the history of their people and their relationship with their god Yahweh. After 539 B.C.E., the Persians under Cyrus II conquered Babylon. He allowed the Hebrews to return to their holy city of Jerusalem. But, the Hebrews continued to fall under the domination of other empires. In 70 C.E., the Romans destroyed Jerusalem and sent most of the Jews into an exile that lasted until the 20th century.

Religion: Three Religions, One God

Three of the world's major religions -- the [monotheist](#) traditions of Judaism, Christianity, and Islam -- were all born in the Middle East and are all inextricably linked to one another. Christianity was born from within the Jewish tradition, and Islam developed from both Christianity and Judaism.

While there have been differences among these religions, there was a rich cultural interchange between Jews, Christians, and Muslims that took place in Islamic Spain and other places over centuries.

Judaism

A brief history of Judaism

Judaism is the oldest surviving monotheistic religion, arising in the eastern Mediterranean in the second millennium [B.C.E.](#) Abraham is traditionally considered to be the first Jew and to have made a covenant with God. Because Judaism, Christianity, and Islam all recognize Abraham as their first prophet, they are also called the Abrahamic religions. While there was always a small community of Jews in historic [Palestine](#), in 73 [C.E.](#) the Roman Empire dispersed the Jews after an insurrection against Roman authority. Most Jews then lived in [Diaspora](#), as minorities in their communities, until the founding of the state of Israel in 1948.

When Jews from all over the world came to settle in modern Israel, they found that various subcultures had developed in different areas with distinctive histories, languages, religious practices, customs, and cuisine.

Jewish cultural groups

Jews from Germany and Eastern Europe were known as Ashkenazim (from "Ashkenazic" the Hebrew word for Germany). Yiddish, a fusion of German and Hebrew, was the spoken language of the Ashkenazi. In Europe, Jews had tended to be segregated -- voluntarily or not -- from the Christian population. From the late 19th and through first half of the 20th century, many Ashkenazi Jews came to Palestine to escape the persecution and discrimination they faced because of their religion.

Sephardic Jews trace their ancestry to the Iberian Peninsula (modern-day Spain and Portugal; "Sephardic" comes from the Hebrew word for Spain). They once spoke Ladino, a mixture of Hebrew and Spanish.

Mizrahi Jews (from the Hebrew word for Eastern, also sometimes called Oriental Jews) trace their origin to North Africa and Asia. Mizrahi and Sephardic Jewish communities tended to be integrated into their respective societies.

Judaism in Israel and America

There is great difference of opinion among Israeli Jews over the role Jewish religious law should play in the state. Until recently, Orthodox Judaism was the only form of the religion formally and legally recognized in Israel. Although less conservative branches of Judaism now have partial recognition, Orthodoxy remains dominant politically and legally. Many Israeli Jews describe themselves in terms of their degree of observance of Jewish law. About half call themselves [secular](#); about 15 to 20 percent see themselves as Orthodox or ultra-Orthodox; and the rest describe themselves as traditionally observant, but not as strict as the Orthodox.

In the United States, debate over the necessity of observing Jewish law has led to the development of three major movements. Orthodox Jews believe that Jewish law is unchanging and mandatory. Conservative Jews argue that God's laws change and evolve over time. Reform and Reconstructionist Jews believe that these laws are merely guidelines that individuals can choose to follow or not. In addition, there are many Jews in the United States who are secular or atheist. For them, their Judaism is a culture rather than a religion.

What Jews believe

Jews believe in one god and his prophets, with special respect for Moses as the prophet to whom God gave the law. Jewish law is embodied in the [Torah](#) (also known as the Pentateuch) and the Talmud (collected commentary on the Torah completed in the fifth-century C.E.).

Judaism is more concerned with actions than dogma. In other words, observance of rules regulating human behavior has been of more concern than debates over beliefs in the Jewish tradition. According to Orthodox Judaism, Jewish law, or *halakhah*, includes 613 commandments given by God in the Torah, as well as rules and practices elaborated by scholars and custom. Jewish law covers matters such as prayer and ritual, diet, rules regulating personal status (marriage, divorce, birth, death, inheritance, etc.), and observance of holidays (like Yom Kippur, the Day of Atonement; and Passover, the feast celebrating the exodus of the Jews from slavery in Egypt).

Accessed from: <http://www.pbs.org/wgbh/globalconnections/mideast/themes/religion/>

Grade 6 Instructional Task: Comparing River Valleys

Unit Two: The Ancient River Valleys: Geography and Civilization, Topic One: Geography and Civilizations

Description: Students investigate additional ancient river valley civilizations using their study of Mesopotamia as a model.

Suggested Timeline: 15 class periods

Materials: [Latitude and Longitude map](#), [African Civilizations](#), [Time Zone map](#), [Climate map](#), [Labeled Physical map](#), [Major rivers](#), [Mountain ranges](#), [Map of Upper and Lower Egypt](#), [Blank Map of the World](#), Characteristics of Civilizations organizer ([blank](#) and completed for [Nile River Valley](#), [Indus River Valley](#), and [Yellow River Valley](#)), [Map of the Fertile Crescent](#), [Interactive Map of Ancient Egypt](#), [Natural Resources](#), [Life Along the Nile](#), Paragraphs 2 - 3 of the section entitled "Inundation" from [Harnessing the Nile](#), [Egypt's Greatest Leaders](#), [Egyptian Pyramids](#), [South Asian Civilizations](#), [Indus River Valley](#), [Geography](#), [East Asian Civilizations](#), [Yellow River Valley Civilization](#), [The Yellow River of China](#), [Geography](#), [The Middle Kingdom](#), [Formation of Chinese Civilization](#), [The Four Great Inventions](#)

Instructional Process:

1. Say: "In the previous task, we learned about the river valley civilization of Mesopotamia. In this task, we will learn about the three other river valley civilizations and compare their similarities and differences."
2. Have students revisit the [Map of the Fertile Crescent](#) from the previous task.
3. Instruct students to locate Egypt within the Fertile Crescent.
4. Ask: "Based on what you know about the Fertile Crescent and Mesopotamia, what do you expect the geographic characteristics of Egypt to be?"
5. Allow students to brainstorm their predictions and share with the class; record student responses on the board.
6. Provide each student with access to a [latitude and longitude map](#) of the world. Review the concepts of parallels and meridians with students as well as the major lines of latitude and longitude and how to read a latitude and longitude map.
7. Determine if you want students to work independently or in pairs and distribute latitude and longitude coordinates for students to identify the part of the globe that they will be researching: 30°N, 30°E
8. Have students identify their location using the [latitude and longitude map](#) of the world. Students who struggle with executing this skill should be provided with intervention or [additional practice](#) as needed.
9. Provide each student with a map of [African Civilizations](#).
10. Review the main components of a map with students:
 - a. Title - Have students point to and identify the title of their map activity
 - b. Compass Rose - Have students complete the compass rose at the bottom of their map by adding cardinal and intermediate directions
 - c. Map Key or Legend - review the concept
11. Use the [latitude and longitude map](#) to review hemispheres. Have students draw a circle to represent the world in the hemisphere section of the chart on their [African Civilizations](#) worksheet. Then have students identify where Egypt would be on the [latitude and longitude map](#). Have students draw an equator and a prime meridian through the circle in the hemisphere section of the chart on their [African Civilizations](#) worksheet and draw an

- “x” in Egypt’s approximate location. Have students record the hemispheres in which Egypt is located (northern and eastern) in the hemisphere section of the chart on their [African Civilizations](#) worksheet.
12. Distribute or display a [time zone map](#) of the world. Review the concept of time zones, then have students determine how many time zones are present in their assigned part of the world and record it on their [African Civilizations](#) worksheet.
 13. Ask: “If a modern person living in Baghdad, Iraq called their friend in Cairo, Egypt at 1pm (Iraqi time), at what time in Cairo would their friend receive the call?”
 14. Model for student how to break down the question, then allow time for students to reference the displayed [time zone map](#) and determine their answer. Call on a student to share their answer, then have a different student approach the map to illustrate how the solution was determined.
 15. Distribute or display a [climate map](#) of the world. Have students determine what climate zones are present in their assigned part of the world and record it on their [African Civilizations](#) worksheet.
 16. Distribute crayons or colored pencils so students may lightly shade in the climate zones on their maps. Instruct students to create a map key or legend of Egyptian climate regions in the climate zones section of the chart on their [African Civilizations](#) worksheet.
 17. Allow students time to [research](#) their climate zones (the research website is more detailed than the climate map but students should be able to identify their climate zones, model where necessary). Encourage students to research using the tabs for each climate zone in their assigned part of the world to investigate the characteristics of each climate zone including temperature, common plants and animals, etc.
 18. Display and discuss the definitions of [political](#) and [physical](#) maps with students.
 19. Have students reference a [labeled physical map](#) of the world and add the [major rivers](#) and [mountain ranges](#) that are present around Egypt onto their map in marker or sharpie pen. Instruct students to add symbols in the physical features section of the chart on their [African Civilizations](#) worksheet.
 20. Have students reference the [map of Upper and Lower Egypt](#). Instruct students to draw a representation of the Nile River, including a delta, in the political features sections of the cart on their [African Civilizations](#) worksheet, then have students label Lower and Upper Egypt in both the political features section and on their map.
 21. Conduct a discussion in which students predict the impact of climate on human settlement patterns in this region. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What would attract a group of humans to settle in this area?
 - b. How might this area’s climate zone affect conditions for human settlement?
 - c. What physical features would attract or repel human settlement?
 22. Project a [blank map of the world](#) onto the front board. Allow students to identify on the projected map where they expect human settlement to occur.
 23. Instruct students to develop a claim identifying the areas around and within Egypt that present the best environment for human settlement to develop? Students should reference climate and geographic features in their response, and include details from task materials and class discussions. Grade paragraphs using the [claims rubric](#).
 24. Provide each student with a copy of the [Characteristics of Civilizations organizer](#).
 25. Have students explore the [Interactive Map of Ancient Egypt](#) and [Natural Resources](#) to gain an understanding of the physical features that influenced the development of Egypt.

26. Conduct a discussion in which students evaluate the similarities and differences between Egypt and Mesopotamia. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What physical features are present in Egypt?
 - b. What similarities are there between the climate and physical geography and Mesopotamia and Egypt?
 - c. What significant differences are present in these culture’s climate or geography?
27. Say: “Although the climate around Egypt is arid desert, the area along the Nile River is rich and fertile, especially near the river’s delta. In ancient times, as well as today, Egyptian civilization was based along this river. People have always depended on the Nile for food and transportation.”
28. Have students read [Life Along the Nile](#) to examine the importance of the Nile River on Egyptian civilization.
29. Have students read Paragraphs 2 - 3 of the section entitled “Inundation” from [Harnessing the Nile](#) to explore how Egyptians learned to use the floods to their benefit.
30. Have students complete the [Characteristics of Civilizations organizer](#).
31. Conduct a discussion in which students evaluate the similarities and differences between Egypt and Mesopotamia. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. Why was the Nile River important to the ancient Egyptians?
 - b. How did the Egyptians use the Nile?
 - c. How was the development of Egypt’s culture influenced by its physical geography?
 - d. How was the influence of the Nile River on the Egyptians different from the influence of the Tigris and Euphrates Rivers on Mesopotamia?
32. Ask students to brainstorm images and people that come to mind when they think of Ancient Egypt (e.g. pyramids, the Sphinx, the Nile, mummies, and pharaohs).
33. Explain that many of these things reflect the height of the ancient Egyptian civilization, from about 3000 to 1000 B.C., when pharaohs ruled Egypt.
34. Have students complete the [Egypt’s Greatest Leaders](#) task to learn about the pharaohs of ancient Egypt (**NOTE** alternate links for the videos in the task available here: [Episode 2](#) and [Episode 3](#)).
35. Have students retrieve their Mesopotamian timelines from the previous task. Review the concept of parallel timelines as needed, and instruct students to add the following dates:
 - a. **3000 BCE**: Upper and Lower Egypt united: first pharaohs
 - b. **2670 BCE – 2181 BCE**: Egypt’s Old Kingdom: Pyramids built at Giza
 - c. **2181 BCE – 2060 BCE**: Egypt ruled as separate Upper (Thebes) and Lower (Memphis) kingdoms
 - d. **2055 BCE – 1802 BCE**: Egypt’s Middle Kingdom: Upper and Lower Egypt reunited
 - e. **1802 BCE – 1550 BCE**: Egypt ruled by Hyksos invaders
 - f. **1550 BCE – 1077 BCE**: Egypt’s New Kingdom: King Tut rules (9 years)
 - g. **1077 BCE – 332 BCE**: Egypt ruled by Libya, then Nubia, then Persia
 - h. **332 BCE – 309 BCE**: Egypt ruled by Macedonia (Alexander the Great), then Rome (Cleopatra)
36. Have students use their timelines to list the different cultures who ruled Egypt in the major civilizations section of their [African Civilizations](#) worksheet.
37. Divide the class into groups. Assign each group one aspect of daily life in ancient Egypt from the following list:
 - a. religious beliefs

- b. fishing/hunting
 - c. burial customs
 - d. architecture/housing
 - e. farming/agriculture
 - f. government
 - g. food/drink
 - h. writing/song/dance/games
 - i. clothing/jewelry/cosmetics
 - j. inventions/achievements
38. Have students conduct research on the Egyptian Old Kingdom. Possible topics for research.
39. Have each group give a brief presentation about their assigned aspect of Egyptian life. The presentations should include as many details as possible including pictures or drawings of at least five relevant artifacts.
40. As students listen to peers' presentations, have them record details of Egyptian civilization on the [Characteristics of Civilizations organizer](#).
41. Have students complete the [Egyptian Pyramids](#) task to determine who built the famous structures and the importance of the pyramids.
42. Have students work with a partner to review what they learned about the geography of Mesopotamia and Egypt. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
- a. Why were so many outside cultures compelled to invade and conquer Egypt?
 - b. What about the physical geography, climate, or environment of the homelands of invading cultures might have driven them towards Egypt?
43. Provide each student with access to a [latitude and longitude map](#) of the world. Review the concepts of parallels and meridians with students as well as the major lines of latitude and longitude and how to read a latitude and longitude map.
44. Determine if you want students to work independently or in pairs and display latitude and longitude coordinates for students: 20°N, 80°E - [South Asian Civilizations](#)
45. Have students identify their location using the [latitude and longitude map](#) of the world. Students who struggle with executing this skill should be provided with intervention or [additional practice](#) as needed.
46. Review the main components of a map with students:
- a. Title - Have students point to and identify the title of their map activity
 - b. Compass Rose - Have students draw a compass rose with cardinal and intermediate directions near their map
 - c. Map Key or Legend - review the concept
47. Use the [latitude and longitude map](#) to review hemispheres. Have students draw a circle to represent the world in the hemisphere section of the chart on their [South Asian Civilizations](#) worksheet. Then have students identify where South Asia (India) is on the [latitude and longitude map](#). Have students draw an equator and a prime meridian through the circle in the hemisphere section of the chart on their [South Asian Civilizations](#) worksheet and draw an "x" in India's approximate location. Have students record the hemisphere in which South Asia is located (northern and eastern) in the hemisphere section of the chart on their [South Asian Civilizations](#) worksheet.

48. Distribute or display a [time zone map](#) of the world. Review the concept of time zones, then have students determine how many time zones are present in their assigned part of the world and record it on their [South Asian Civilizations](#) worksheet. **NOTE:** South Asia is labeled with an asterisk because its time zone includes an additional 30 minutes.
49. Ask: “If a modern person living in Cairo, Egypt called their friend in Mumbai, India at 10:30pm (Cairo time), at what time in Mumbai would their friend receive the call? Don’t forget to calculate the extra 30 minutes for India’s time zone.”
50. Model for student how to break down the question, then allow time for students to reference the displayed [time zone map](#) and determine their answer. Call on a student to share their answer, then have a different student approach the map to illustrate how the solution was determined.
51. Distribute or display a [climate map](#) of the world. Have students determine what climate zones are present in their assigned part of the world and record it on their [South Asian Civilizations](#) worksheet.
52. Distribute crayons or colored pencils so students may lightly shade in the climate zones on their maps. Instruct students to create a map key or legend of South Asian climate regions in the climate zones section of the chart on their [South Asian Civilizations](#) worksheet.
53. Allow students time to [research](#) their climate zones (the research website is more detailed than the climate map but students should be able to identify their climate zones, model where necessary). Encourage students to research using the tabs for each climate zone in their assigned part of the world to investigate the characteristics of each climate zone including temperature, common plants and animals, etc.
54. Display and discuss the definitions of [political](#) and [physical](#) maps with students.
55. Have students reference a [labeled physical map](#) of the world and add the [major rivers](#) and [mountain ranges](#) that are present in South Asia onto their map in marker or sharpie pen. (Students should include both the Indus and Ganges rivers on their maps.) Instruct students to add symbols in the physical features section of the chart on their [South Asian Civilizations](#) worksheet.
56. Conduct a discussion in which students predict the impact of climate on human settlement patterns in this region. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What would attract a group of humans to settle in this area?
 - b. What climate zones contain the best conditions for human settlement?
 - c. What physical features would attract or repel human settlement?
57. Project a [blank map of the world](#) onto the front board. Allow students to identify on the projected map where they expect human settlement to occur.
58. Instruct students to develop a claim identifying the region on the globe that presents the best environment for human settlement to develop? Students should reference climate and geographic features in their response, and include details from task materials and class discussions. Grade paragraphs using the [claims rubric](#).
59. Provide each student with a copy of the [Characteristics of Civilizations organizer](#).
60. Have students explore the [Indus River Valley](#) and [Geography](#) to gain an understanding of the physical features that influenced the development of the Indus Valley. As they examine the sources, have students record details on their [Characteristics of Civilizations organizer](#).
61. Have students add the Indus River Valley to their [South Asian Civilizations](#) worksheet in marker or sharpie pen and label the Political features section in the chart on their [South Asian Civilizations](#) worksheet.

62. Have students create a Venn diagram that compares and contrasts the geographical features of the Indus Valley with those of ancient Egypt.
63. Have students review the following [Indus Valley myth](#), then conduct a discussion on the geographic changes outlined in the myth. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
- How is geography, climate, and weather portrayed at the beginning of the myth?
 - What changes the geographic, climate, or weather conditions of the Indus River Valley according to the myth?
 - Why are the people of the Indus River Valley upset with this change in geography, climate, or weather?
 - What happens to the geography, climate, and weather of the Indus River Valley at the end of the myth?
 - What are the “cloud cattle”?
64. Divide the class into groups and assign each group one aspect of daily life in the Indus Valley to [research](#). Possible topics include:
- religious beliefs
 - fishing/hunting
 - homes
 - art
 - clothing/jewelry
 - plumbing
 - food/cooking
 - writing system
 - games/entertainment
 - achievements
65. Have each group give a brief presentation about their assigned aspect of Indus Valley life. The presentations should include as many details as possible including pictures or drawings of at least five relevant artifacts.
66. As students listen to peers’ presentations, have them record details of the Indus River Valley civilization on the [Characteristics of Civilizations organizer](#).
67. Have students retrieve their timelines from previous tasks and add the following dates for South Asian cultures:
- 3300 BCE - 2600 BCE:** Harappa established (Indus River Valley)
 - 2600 BCE - 1900 BCE:** Mohenjo-daro established (Indus River Valley)
 - 1900 BCE - 1300 BCE:** Indus River Valley civilizations collapse
68. Have students list the Major Civilizations (Harappa and Mohenjo-daro) in that section of the chart on their [South Asian Civilizations](#) worksheet.
69. Provide each student with access to a [latitude and longitude map](#) of the world. Review the concepts of parallels and meridians with students as well as the major lines of latitude and longitude and how to read a latitude and longitude map.
70. Determine if you want students to work independently or in pairs and display the following latitude and longitude coordinates: 30°N, 115°E.
71. Have students identify their location using the [latitude and longitude map](#) of the world. Students who struggle with executing this skill should be provided with intervention or [additional practice](#) as needed.
72. Review the main components of a map with students:

- a. Title - Have students point to and identify the title of their map activity
 - b. Compass Rose - Have students draw a compass rose with cardinal and intermediate directions near their map
 - c. Map Key or Legend - review the concept
73. Use the [latitude and longitude map](#) to review hemispheres. Have students draw a circle to represent the world in the hemisphere section of the chart on their [East Asian Civilizations](#) worksheet. Then have students identify where China is on the [latitude and longitude map](#). Have students draw an equator and a prime meridian through the circle in the hemisphere section of the chart on their [East Asian Civilizations](#) worksheet and draw an “x” in China’s approximate location. Have students record the hemispheres in which China is located (northern and eastern) in the hemisphere section of the chart on their [East Asian Civilizations](#) worksheet.
74. Distribute or display a [time zone map](#) of the world. Review the concept of time zones, then have students determine how many time zones are present in their assigned part of the world and record it on their [East Asian Civilizations](#) worksheet.
75. Ask: “If a modern person living in Mumbai, India called their friend in Beijing, China at 3:30pm (Mumbai time), at what time in Beijing would their friend answer their phone? **NOTE:** India’s time zone contains an asterisk because this time zone contains an additional 30 minutes.”
76. Model for student how to break down the question, then allow time for students to reference the displayed [time zone map](#) and determine their answer (6pm, because of India’s 30 minute time zone). Call on a student to share their answer, then have a different student approach the map to illustrate how the solution was determined.
77. Distribute or display a [climate map](#) of the world. Have students determine what climate zones are present in their assigned part of the world and record it on their [East Asian Civilizations](#) worksheet.
78. Distribute crayons or colored pencils so students may lightly shade in the climate zones on their maps. Instruct students to create a map key or legend of China’s climate regions in the climate zones section of the chart on their [East Asian Civilizations](#) worksheet.
79. Allow students time to [research](#) their climate zones (the research website is more detailed than the climate map but students should be able to identify their climate zones. NOTE: there will be differences when comparing China on both maps, model where necessary). Encourage students to research using the tabs for each climate zone to investigate the characteristics of each climate zone including temperature, common plants and animals, etc.
80. Display and discuss the definitions of [political](#) and [physical](#) maps with students.
81. Have students reference a [labeled physical map](#) of the world and add the [major rivers](#) and [mountain ranges](#) that are present in China onto their map in marker or sharpie pen. Instruct students to add symbols in the physical features section of the chart on their [East Asian Civilizations](#) worksheet.
82. Conduct a discussion in which students predict the impact of climate on human settlement patterns in this region. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
- a. What would attract a group of humans to settle in this area?
 - b. What climate zones contain the best conditions for human settlement?
 - c. What physical features would attract or repel human settlement?

83. Project a [blank map of the world](#) onto the front board. Allow students to identify on the projected map where they expect human settlement to occur.
84. Instruct students to develop a claim identifying the best environment for human settlement to develop in China. Students should reference climate and geographic features in their response, and include details from task materials and class discussions. Grade paragraphs using the [claims rubric](#).
85. Have students explore the [Geography](#), [The Yellow River of China](#) (first two sections only), and [Yellow River Valley Civilization](#). As they examine the sources, have students record details on their [Characteristics of Civilizations organizer](#).
86. Have students read [The Middle Kingdom](#) and [Formation of Chinese Civilization](#) to build understanding of how ancient Chinese civilization emerged. As students read, have them record key information about ancient China on their [Characteristics of Civilizations organizer](#).
87. Have students read [The Four Great Inventions](#). Have students make a list of achievements of the Yellow River Valley as well as descriptions of why those achievements are significant in history.
88. Have students reference the [map of the Great Wall](#) and add this location to their [East Asian Civilizations](#) worksheet in marker or sharpie pen, and the political features section of the chart of their [East Asian Civilizations](#) worksheet.
89. Have students reference the [Yellow River dynasties](#) map and add the locations to their [East Asian Civilizations](#) worksheet in marker or sharpie pen, and the major civilizations section of the chart of their [East Asian Civilizations](#) worksheet.
90. Have students retrieve their timelines from previous tasks and add pertinent dates to their ongoing timelines including:
 - a. **5500 BCE**: First farming settlements on the Yellow River
 - b. **2070 BCE**: China's first dynasty
 - c. **771 BCE - 478 BCE**: Confucius
 - d. **771 BCE - 476 BCE**: Construction of the Great Wall
 - e. **475 BCE - 221 BCE**: Period of the "warring states"

African Civilizations

Location (hemispheres)		Major Climate Zones	
Major Physical Features		Major Political Features	
How many Time Zones in this region?		Major Civilizations in this region	



Characteristics of Civilizations

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/ state systems		
Organized religion		
Economy and job specialization		
System of tribute		
Surplus food		
Planned infrastructure		
Trade		
Accumulated learning		
Arts		

Characteristics of Civilizations (Completed: Nile River Valley)

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/state systems	Theocracy - government centered around a political and religious leader called a pharaoh	Imams
Organized religion	Many gods	Hinduism
Economy and job specialization	Strict social hierarchy	Hindu castes
System of tribute	Taxes and religious tribute paid to the state	Income taxes and tithes for churches
Surplus food	Provided by the Nile River	Mississippi floodplains and other river floodplains
Planned infrastructure	Cities planned along the Nile River; sections of the city divided between temples, merchant areas, and housing for the upper and lower classes	Baton Rouge or any other planned city with a river and government building at its center
Trade	Trade was common, controlled or regulated by the state	US trade laws or US customs offices
Accumulated learning	Learning was only for scribes and religious leaders	Medieval Ages
Arts	Many sculptures and wall paintings on temples, palaces and tombs (pyramids); extremely developed religious mythology	Ancient Greek temples and pantheon

Life Along the Nile²⁶



The ancient Egyptian writing system, hieroglyphics, was advanced by 3100 B.C.E. The complex system included numbers and an alphabet as well as other symbols.

None of the achievements of the remarkable ancient Egyptian civilization would have been possible without the Nile River. There is always a connection between landscape and how a people develop. It does not take the wisdom of a sphinx to understand why.

Archaeologists and historians don't know exactly how Egyptian civilization evolved. It is believed that humans started living along the Nile's banks starting in about 6,000 B.C.E. For the earliest inhabitants of the Nile Valley food was not easy to find. There were no McTut's selling burgers, and, though there were a lot of crocodiles, those critters were pretty hard to catch.

Food for Thought

Over time, however, despite being in the midst of desert surroundings, people discovered that the Nile River provided many sources of food. Along the river were fruit trees, and fish swam in the Nile in great numbers.

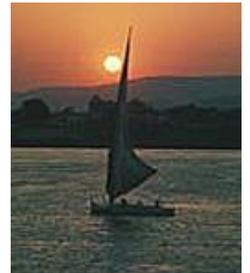
Perhaps most importantly, they discovered that, at the same time each year, the Nile flooded for about six months. As the river receded, it deposited a rich, brown layer of silt that was suitable for growing wheat, beans, barley, or even cotton. Farmers learned to dig short canals leading to fields near the Nile, thus providing fresh water for year-round irrigation. Planting immediately after a flood yielded harvests before the next year's flood.

Prime Time

In order to know when to plant, the Egyptians needed to track days. They developed a calendar based on the flooding of the Nile that proved remarkably accurate. It contained a year of 365 days divided into 12 months of 30 days each. The five extra days fell at the end of the year.

Here's a problem that the sphinx might have trouble answering: How did the ancient Egyptians make their calendars? What material did they use? Remember, there was no paper. Need a clue? Take a dip in the Nile.

Large reeds called papyrus grew wild along the Nile. The Egyptians developed a process that turned these reeds into flattened material that could be written on (also called papyrus). In fact, the English word "paper" has its root in the ancient Greek word "papyrus." Among the first things written on papyrus were calendars that tracked time.



The Nile — the longest river in the world at 4,187 miles — defines Egypt's landscape and culture. A common Egyptian blessing is "May you always drink from the Nile."

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Papyrus had many other uses. Boats were constructed by binding the reeds together in bundles. Baskets, mats, rope, and sandals were also fashioned from this multipurpose material.

Sand, Land, and Civilization



The Sahara, the world's largest desert, encroaches on the western shore of the Nile River. Other deserts lie to the Nile's east. Egypt's location within the world's driest region helped protect it from invaders throughout the centuries.

Even today, the world around the Nile is quite barren. Outside of the narrow swath of greenery next to the river, there is sand as far as the eye can see. To the Nile's west exists the giant Sahara Desert, the largest desert in the world.

From north to south, the Sahara is between 800 and 1,200 miles wide; it stretches over 3,000 miles from east to west. The total area of the Sahara is more than 3,500,000 square miles. It's the world's biggest sandbox.

And, as if there weren't enough sand in the Sahara, east of the Nile are other deserts.

Although sand had limited uses, these deserts presented one tremendous strategic advantage: few invaders could ever cross the sands to attack Egypt — the deserts proved too great a natural barrier.

After learning to take advantage of the Nile's floods — and not having to fear foreign attacks — the Egyptians concentrated on improving farming techniques. As the years passed, Egyptians discovered that wheat could be baked into bread, that barley could be turned into soup (or even beer), and that cotton could be spun into clothing.

With many of life's necessities provided, the Egyptians started thinking about other things, such as art, government, religion, and philosophy — some of the basics needed to create a civilization. Eventually, pyramids, mummies, Cleopatra, and the Sphinx of Giza became touchstones of this flourishing culture.

South Asian Civilizations

Location (hemispheres)		Major Climate Zones	
Major Physical Features		Major Political Features	
How many Time Zones in this region?		Major Civilizations in this region	



Characteristics of Civilizations (Completed - Indus River Valley)

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/state systems	China is divided into different states that were sometimes unified and sometimes divided; a	The Vatican - religious center with a military, technically a state but less emphasized than other roles
Organized religion	Citadels built at city centers to serve as military and religious centers	Mosques and churches built at the center of many medieval or ancient cities
Economy and job specialization	Majority of the population was artisans or merchants	Gypsy culture
System of tribute	Taxes were organized and recorded until 1800 BCE	IRS
Surplus food	Some of the largest structures in the cities of the Indus River Valley were granaries	silos on farms
Planned infrastructure	Cities purposely planned along an urban grid system, including residential and non-residential structures and plumbing systems; sanitation was incredibly important in this civilization	Baton Rouge or any other planned city with a river and government building at its center
Trade	Traded with Mesopotamia until 1800 BCE; first civilization to standardize weights and measures for trade; trade records were marked with seals, seal merchant had a unique seal design; traded by sea	NAFTA - trade between North American neighbors company logos on merchandise
Accumulated learning	Writing disappeared after 1800 BCE; advanced infrastructure technology; first wheeled carts; writing was right to left	modern nations where education is widely available to the public and the arts are incorporated
Arts	Artisans were common and important	Renaissance

East Asian Civilizations

Location (hemispheres)		Major Climate Zones	
Major Physical Features		Major Political Features	
How many Time Zones in this region?		Major Civilizations in this region	



Characteristics of Civilizations (Completed - Yellow River Valley)

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/state systems	China is divided into different states which were sometimes unified and sometimes divided; government was sometimes organized under a single emperor who held power through dynasties, at other times power was decentralized from the emperor in a web connecting state and local governors	American federal and state system
Organized religion	Oracles used bones to predict the future; practiced ancestor worship and believed in spiritual intervention from gods and spirits	Some Native American belief systems
Economy and job specialization	Careers were selected for male children by their father	Medieval Europe
System of tribute	Offerings were made to the state for protection	Persian tribute system
Surplus food	Rice grown south along the Yangtze river; irrigation canals along the Yellow river allowed for agricultural surpluses	America's agricultural south and Midwest
Planned infrastructure	Villages emerged organically, mostly unplanned	African tribal villages
Trade	Trade records are uncommon; geography suggests that most communities or states were self-sufficient	African kingdoms
Accumulated learning	Education was controlled by the father or male leader of a family; roles in society were spelled out in several books, each specific to the group being addressed	Medieval Europe The Caste System
Arts	Jade carvings	Indus River Valley seals

The Middle Kingdom²⁷

From the misty veil of prehistory emerged the myths of ancient China. Heroes turned to gods, and men and beasts performed miraculous feats. Their myths explain the discoveries of the tools and practices used by the Chinese to the present-day.

Yet Chinese mythology has never contained any clear-cut creation stories. The people of China existed long before creation myths became popular. Instead, the earliest Chinese myths center on issues that everyday people had to face. One example involves a man named Yu.

The Legend of Yu

Flooding worried Emperor Shun. The Yellow River and its springs had overflowed, destroying farmland and putting people in danger. So the emperor consulted his advisors to find a way to stop the flooding. They all agreed that a man by the name of Yu, who could transform into a dragon or a bear, was the only one who could succeed where others had failed.

Yu's own father, Kun, had tried for ten years to build dams and dig ditches without success, the waters always overflowing any attempts to tame them. Upon the emperor's request, Yu came up with a plan. Yu knew that in Heaven there was a special "swelling soil" that multiplied when it touched water. He humbly asked the gods for the soil, and received it with their blessings.

With the help of a winged dragon, Yu flew all over the land, using the soil to plug 250,000 springs, the sources of the water.



To prevent flooding of the north China plain by the Yellow River, Yu the Great organized large-scale projects in irrigation and dike-building. Yu then went on to found the first dynasty of China, the Xia.



The Yellow River, said to be the "Mother of the Chinese People," gets its color from the huge amounts of silt pulled from its banks and riverbed. YRCC, Huanghe Feng, Yellow River Pub House, 1996.

That problem solved, Yu turned his attention to the Yellow River and the flood waters that still remained. Amazingly, the solution came not from the mind of Yu, but in the form of a map on the back of a tortoise shell. Using the map, and later the help of the gods, Yu and his dragon were able to dig irrigation ditches that finally diverted the water off the farmland and saved the day. As a reward for his diligence, upon the death of Shun, Yu the Great became the first emperor of the Xia dynasty.

The Real Xia

Although the myths of Yu and others made great stories, for centuries they had no archaeological evidence to support them. So what is actually known about ancient China? Until 1928 when archaeologists excavated a site at Anyang in the Henan Province of China, no one knew what parts, if any, of these ancient tales were true. However at Anyang, remnants of cities, bronze

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tools, and tombs were found in the same places spoken of in ancient Chinese myths. These sites and artifacts proved the existence of the first dynasty established by Yu.

The Xia were able to harvest silk for clothing and artwork, created pottery using the potter's wheel, and were very knowledgeable about farming practices such as irrigation. The Xia dynasty lasted approximately five hundred years, from the 21st to the 16th century B.C.E. It connected the Longshan people, who were the earliest culture of China known for their black-lacquered pottery, with the Shang dynasty that came much later.

An Impenetrable Land

The Chinese are the longest continuous civilization in the world, spanning 7,000 years of history. How could Chinese civilization survive when so many other cultures have come and gone? One possible answer lies in the physical geography of the region.

With vast mountain ranges including the Himalayas standing imposingly to the southwest, the Gobi Desert to the north, and the Pacific Ocean stretching out to the east, the Chinese were in relative isolation from the rest of the world until the 1800s. In fact, because they believed they were in the middle of the world, surrounded by natural barriers on all sides, the Chinese thought of themselves as "Zhong Guo" — the Middle Kingdom.

Foreign invaders had great difficulty reaching China, and many of the most important discoveries, inventions, and beliefs of the West remained unknown to the Middle Kingdom. In the early years of their civilization, the Chinese developed a unique writing system, began using bronze for both tools and art, and created folk religions that later evolved into the philosophies of Taoism and Confucianism. These discoveries enabled the Chinese to develop a culture unlike any other the world has ever known.



The Yellow Emperor, Huang Di, is supposed to have founded China in approximately 4000 B.C.E. There is no archaeological evidence to support that claim however, leaving Huang Di obscured through the veil of history and Chinese mythology as a part-real, part-legendary figure.

Unit Two Assessment

Description: Students write a one-page essay in response to the following question: How did geography and environment impact the development of civilization?

Suggested Timeline: 5 class periods

Student Directions: Using your understanding of the development of early civilizations and the sources from this unit, write an essay which explains how geography and environment impact civilization. Use evidence gathered throughout the unit and your knowledge of social studies to develop and support your explanation.

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 6.1.1, 6.1.3, 6.2.3, 6.4.1, 6.4.3. They also meet the expectations for [ELA/Literacy Standards](#): WHST.6.2a-f, WHST.6.4-5.

Use the [LEAP assessment social studies extended response rubric](#) to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

Unit Three Overview

Description: Students explore how permanent settlements can only thrive with common rules and organizational structures. They will also explore the role war plays in advancing civilizations.

Suggested Timeline: 11 weeks

Grade 6 Content	
Ancient Greece and Rome: Common Rule and Government	What factors make a civilization influential?

Topics (GLEs):

1. [Ancient Greece](#) (6.1.1-4, 6.2.4, 6.3.1-4, 6.4.1-3, 6.5.1, 6.6.1-3)
2. [Ancient Rome](#) (6.1.1-4, 6.2.5, 6.2.6, 6.3.1-4, 6.4.1-3, 6.5.2, 6.6.1-3)

Unit Assessment: Students write a one-page essay in response to the following question: What factors make a civilization influential?

<p>Unit Three: Ancient Greece and Rome: Common Rule and Government</p>	<p>Topic One: Ancient Greece Topic Two: Ancient Rome</p>
<p>Key Connections:</p> <ul style="list-style-type: none"> • <i>Geographic factors shaped the development of ancient civilizations.</i> • <i>Resources and land use contributed to the development and expansion of trade between civilizations and world regions.</i> • <i>Political factors influenced the economic, social, and cultural development of ancient civilizations.</i> • <i>Territorial expansion and the growth of trade and taxation influenced migration patterns and the spread of cultures, ideas, and religion.</i> • <i>The Greek city-states and the Roman Republic influenced the development of democracy.</i> 	
<p>Grade-Level Expectations (GLEs)</p>	<p>Priority Content and Concepts</p>
<p>6.2.4 Describe the development of the Greek city-state, the culture and achievements of Athens and Sparta, and the impact of Alexander the Great’s conquests on the spread of Greek culture</p>	<ul style="list-style-type: none"> • Discuss the rise and fall of Aegean civilizations (Minoans, Mycenaeans, Dorians). • Explain the purpose and themes of Greek epics (Homer’s Iliad and Odyssey) and mythology (12 Olympian Gods), how it shaped life in ancient Greece, and how literary/mythical figures were a reflection of Greek society. • Describe the political, economic, social, and cultural characteristics of ancient Greece, including the polis/city-state (Athens and Sparta), agriculture and trade, job specialization, social classes and gender roles (role of women, enslaved people), importance of military and education (use of phalanx style warfare, philosophy as education), arts and architecture (Parthenon, columns, perfect human form), recreation and entertainment (festivals, sports, Olympics), and writing systems (Greek alphabet). • Compare and contrast the characteristics of ancient Greek city-states (Athens and Sparta). • Explain the causes, major developments, and effects of the Persian Wars • Explain the causes, major developments, and effects of the Peloponnesian Wars • Explain the causes and effects of Alexander the Great’s conquests and expansion of the empire. • Explain the benefits and drawbacks of the Hellenization of Alexander’s empire.
<p>6.2.5 Describe the characteristics of Roman civilization; its cultural, political, and technological achievements; and its</p>	<ul style="list-style-type: none"> • Discuss how the Etruscans influenced the Romans. • Describe the political, economic, social, and cultural characteristics of the Roman Republic, including agriculture and trade, law/legal codes (Twelve Tables), importance of the military, influential people/leaders (Julius Caesar, Antony, Octavian/Augustus, Polybius), and beliefs and mythology (Romulus and Remus).

<p>influence on other later cultures</p>	<ul style="list-style-type: none"> • Explain the factors that weakened Roman Republic and the reasons for the fall of the Republic (social inequality, decisions of Julius Caesar, Pompey, and the Senate). • Discuss the fall of the Carthaginian Empire and the rise of the Roman Empire (Punic Wars, Hannibal). • Explain how the Pax Romana period both contradicted and exemplified “Roman Peace.” • Describe the political, economic, social, and cultural characteristics and achievements of the Roman Empire, including architecture (roads, columns, arches, domes, aqueducts, baths, forums, amphitheaters: the Colosseum, Pantheon), laws (Justinian’s Code), beliefs and mythology (Roman deities/gods and goddess), social structures (plebeians and patricians), recreation and entertainment (Gladiators). • Analyze the social, economic, military, and political factors that contributed to the fall of the Roman Empire and attempts at solutions (challenges with food and transportation, over-expansion and over spending, arrival of the Huns and Germanic Tribes, weakening of Roman Legions). • Analyze the legacy of the Roman Empire through its influence on later cultures (road network, infrastructure, legal principles and rights of the citizenry).
<p>6.2.6 Analyze the origin and spread of major world religions as they developed throughout history</p>	<ul style="list-style-type: none"> • Analyze the role and importance of important people (Abraham, Moses, kings, prophets, Jesus, apostles, Muhammad, caliphs) and texts (Hebrew Bible, Bible, Qur’an) in the origins and early spread of the three major monotheistic religions (Judaism, Christianity, Islam). • Explain how factors influenced the spread of monotheistic religions (forced and voluntary migration, conversion, trade, conquest, Constantine). • Use maps to locate places related to the origin and spread of the major monotheistic religions (Canaan, Israel, Jerusalem, Egypt, Babylon, Mecca, Medina, Spain, Europe, Mediterranean region, Arabian Peninsula, North Africa, Southeast Asia), including important religious sites (synagogues, temples, churches, mosques) and places of shared importance (Israel, Jerusalem, Middle East). • Compare/contrast the major monotheistic religions (Judaism, Islam, Christianity), including the reason why Judaism, Christianity, and Islam are referred to as the Abrahamic religions.
<p>6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes</p>	<ul style="list-style-type: none"> • Use maps to locate the major physical features (bodies of water, mountains ranges, deserts, coastlines, islands) of Greece and Rome, along with their city-states (Athens, Sparta) and colonies/territories (Anatolia, Britain, Egypt, Gaul, Greece, Italy, Macedonia, Spain) and explain how political boundaries changed over time. • Compare the boundaries of the ancient Greek city-states of Athens and Sparta. • Use maps to locate Alexander the Great’s conquests and the extent of his empire, noting how the boundaries changed over time. • Locate the extent of the Roman Republic and Roman Empire on a map.

<p>6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world</p>	<ul style="list-style-type: none"> • Use maps to locate major geographic and physical features associated with ancient Greece and Rome, including bodies of water, deserts, mountain ranges, and other features. <ul style="list-style-type: none"> ○ Ancient Greece: bodies of water (Adriatic Sea, Aegean Sea, Black Sea, Ionian Sea, Mediterranean Sea), mountains (Mount Olympus), islands (Crete), and peninsulas (Anatolian, Balkan, Peloponnese/Peloponnesus). ○ Ancient Rome: bodies of water (Adriatic Sea, Atlantic Ocean, Black Sea, Mediterranean Sea, Tiber River), mountain ranges (Alps, Apennines, Atlas, Carpathian, Caucasus, Pyrenees), and peninsulas (Anatolian, Balkan, Iberian, Italian/Apennine). • Describe the physical features and climate conditions in ancient Greece and Rome (coastlines, harbors, mountains, fertile/arable land, natural resources, mild/moderate climate), and explain how they influenced settlement. • Analyze the geographical reasons that made Greece and Rome trading and colonizing civilizations (islands, poor soil, very long coastlines)
<p>6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement</p>	<ul style="list-style-type: none"> • Explain how migration related to Alexander the Great’s conquests led to the spread of Greek thought and culture (Hellenism) throughout his empire of Asia, Europe, Eurasia, and Middle East. • Explain the relationships between migration along trade routes, the spread of culture/cultural diffusion, and settlement in the Roman Empire.
<p>6.4.3 Explain the connection between physical geography and its influence on the development of civilization</p>	<ul style="list-style-type: none"> • Explain how physical geography influenced the development of ancient Greece (agriculture, trade, protection, social interactions). • Explain how geography and natural resources affected the fall of the Roman Empire.
<p>6.5.1 Describe the essential elements of Greek city-state government that influenced the development of democracy</p>	<ul style="list-style-type: none"> • Describe the different types of government structures in ancient Greece (monarchy, aristocracy, oligarchy, tyranny, democracy). • Describe the governmental changes and transition to democracy in ancient Greece, and lessons learned from each type of government adopted in Greece. • Describe the methods and philosophies of ancient Greek thinkers (Socrates, Plato, Aristotle) and explain how they influenced government in ancient Greece. • Explain how Athenian democracy was structured, including public officials/groups (Councils such as the Council of 500, Court/People’s Court, Assembly/People’s Assembly, magistrates, generals), influential leaders (Draco, Solon, Cleisthenes, Pericles), citizens (qualifications, rights such as voting, responsibilities), and elections (direct democracy). • Analyze the ways in which Athens was and was not democratic. • Compare and contrast Athenian democracy with later democratic governments (United States), noting elements of democracy that later governments adopted from ancient Athenian democracy.

<p>6.5.2 Describe the government of the Roman Republic and how it influenced the development of democracy</p>	<ul style="list-style-type: none"> • Explain the rise and structure of the Roman Republic, including law/legal codes (Twelve Tables), branches of government (Consul, Senate, Assemblies: Centuriate, Tribal, Plebeians Council, Praetor), citizens (qualifications, rights, responsibilities), and social groups/classes and related power struggles (patricians, plebeians, tribunes). • Analyze evidence for and against the Roman Republic being fully democratic. • Compare and contrast features of the Roman Republic with features of Athenian democracy and later democratic governments (United States).
<p>6.6.1 Explain the impact of job specialization in the development of civilizations</p>	<ul style="list-style-type: none"> • Analyze the role, importance, and benefits of job specialization in ancient Greece and Rome (artisans/craftsmen, merchants, farmers, engineers, and laborers). • Analyze how job specialization influenced the growth of social classes in the Roman Empire.
<p>6.6.2 Analyze the progression from barter exchange to monetary exchange</p>	<ul style="list-style-type: none"> • Explain the transition from a barter system to a monetary system in ancient Greece and Rome, including the use of coins as currency. • Describe the benefits of using currency for trade in the Roman Republic and Roman Empire.
<p>6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts</p>	<ul style="list-style-type: none"> • Use economic terms to explain why ancient Greece and ancient Rome expanded trade (terms include: goods, services, producers, consumers, supply, demand, scarcity, shortage, surplus, markets, import, and export). • Explain the relationship between the territorial expansion and the acquisition of markets and resources, using examples from the empire of Alexander the Great and the Roman Empire.
<p>6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world</p>	<ul style="list-style-type: none"> • Explain the role of taxes and trade in the Roman economy (roles of merchants, taxed goods, and effects on society). • Explain the economic benefits of trade and how trade influenced economic growth in the Roman Empire. • Using the economic terms of revenues and expenditures, explain how the Roman system of taxes influenced growth of the Roman Empire.
<p>6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view 	<p><i>Options to address 6.1.1 in Unit 3:</i></p> <ul style="list-style-type: none"> • Use technology to research the achievements of ancient Greece and Roman civilization. • Analyze artifacts from ancient Greece and Roman civilizations. • Compare and contrast the long lasting influence of Greek and Roman culture. • Produce written claims on the factors that make a civilization influential.

<ul style="list-style-type: none"> Determining the meaning of words and phrases from historical texts Using technology to research, produce, or publish a written product 	
<p>6.1.2 Construct and interpret a parallel timeline of key events in the ancient world</p>	<ul style="list-style-type: none"> Create parallel timelines of the rise and fall of ancient Greek city-states, Alexander the Great’s empire, the Roman Republic, and Roman Empire. Create a timeline using appropriate dates, including B.C.E./B.C. and C.E./A.D.
<p>6.1.3 Analyze information in primary and secondary sources to address document-based questions</p>	<ul style="list-style-type: none"> Analyze primary sources, artifacts, and secondary sources related to ancient Greece and Rome, including excerpts from influential Greek and Roman thinkers (Plutarch, Pericles, Socrates, Plato, Aristotle, Titus Livius/Livy, Polybius) to answer questions about the political, economic, social, and cultural achievements of ancient Greece and Rome.
<p>6.1.4 Identify and compare measurements of time in order to understand historical chronology</p>	<ul style="list-style-type: none"> Identify historical time periods and eras (classical antiquity, Pax Romana, Hellenistic Era). Review terms related to measurements of time as needed (B.C.E./B.C., C.E./A.D., circa or c.). Examine timelines of key Unit 3 content recognizing measurements of time, sequencing, chronology, location, distance, and duration.
<p>6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones</p>	<ul style="list-style-type: none"> Review the location of major lines of latitude (Equator, Tropic of Capricorn, Tropic of Cancer, Arctic Circle), climate zones and types (tropical, dry, mild, continental, polar), and the relationship between latitude and climate as necessary. Using a climate map, describe the type of climate(s) present in ancient Greece and Rome. Determine time zones by locating and identifying lines longitude using maps.
<p>6.3.2 Plot coordinates of latitude and longitude to determine location or change of location</p>	<ul style="list-style-type: none"> Review how to find latitude and longitude as necessary by using maps to plot coordinates of latitude and longitude for important locations in ancient Greece and Rome, and recognize hemispheres, continents, and oceans.
<p>6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs</p>	<ul style="list-style-type: none"> Explain the relationship between migration patterns, population trends, and the expansion of empires (Alexander the Great, Roman Empire).

Unit Three Instruction

Topic One: Ancient Greece (6.1.1-4, 6.2.4, 6.3.1-4, 6.4.1-3, 6.5.1, 6.6.1-3)

Connections to the unit content: Students examine various primary and secondary sources about life in Ancient Greece. They will use information collected from these sources to demonstrate their understanding of how permanent settlements can only thrive with common rules and organizational structures.

Suggested Timeline: 21 class periods

Use this sample task:

- [Ancient Greek Civilization](#)
- [Athenian Democracy](#)
- [Greek Legacy](#)

To explore these key questions:

- How were the ideas of ancient Greece spread across vast territories?
- How have the achievements of ancient Greece impacted the modern world?

That students answer through these assessments:

- Students complete the [Characteristics of Civilizations organizer](#) for Ancient Greece, which can be collected for a grade.
- Students complete the [Greek City-State Venn diagram](#) for Ancient Greece, which can be collected for a grade.
- Students participate in various class discussions. Use a [discussion tracker](#) to keep track of students' contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.6.1a-d, SL.6.6)
- Students create a timeline to understand the development of Greek civilization. Check these for accuracy.
-
- Students participate in a structured academic controversy discussion. Use a [discussion tracker](#) to keep track of students' contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.6.1a-d, SL.6.6)
- Students complete the [Greeks at War T-Chart](#), which can be collected for a grade.
- Students complete the [Peloponnesian War DBQ](#). Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)
- Students write a response to the following question: What benefits and drawbacks might have arose from the Hellenization of Alexander's empire? Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)

Grade 6 Instructional Task: Ancient Greek Civilization

Unit Three: Ancient Greece and Rome: Common Rule and Government, Topic One: Ancient Greece

Description: Students investigate various characteristics of civilization as seen in Ancient Greece. Students examine how Greek city-states differed from one another and the impacts of those differences.

Suggested Timeline: 8 class periods

Materials: [Latitude and Longitude map](#), [Mesopotamian Civilizations](#), [Time Zone map](#), [Climate map](#), [Labeled Physical map](#), [Major rivers](#), [Mountain ranges](#), [Blank Map of the World](#), Characteristics of Civilizations organizer ([blank](#) and [completed](#)), [Ancient Greeks: Home Life](#), [Ancient Greek Everyday Life](#), [Rise of City-States: Athens and Sparta](#), [Zoom In](#), Greek City-State Venn diagram ([blank](#) and [completed](#)), [Athens](#), [Sparta](#), [Greek Mythology](#), [Mythology](#), [It Came From Greek Mythology](#), [Olympics](#), [The Olympic Games](#), [Live from Ancient Olympia](#), [Greek Literature](#), [Greek Art and Architecture](#), [Greek Thinkers](#)

Instructional Process:

1. Say: "In the last unit, we examined how climate and geography impacted settlement in major river valley civilizations. In this unit we will focus on the major civilizations that developed in the Mediterranean."
2. Provide each student with access to a [latitude and longitude map](#) of the world. Review the concepts of parallels and meridians with students as well as the major lines of latitude and longitude and how to read a latitude and longitude map.
3. Determine if you want students to work independently or in pairs and display the following latitude and longitude coordinates: 40°N, 20°E
4. Have students identify their location using the [latitude and longitude map](#) of the world. Students who struggle with executing this skill should be provided with intervention or [additional practice](#) as needed.
5. Review the main components of a map with students:
 - a. Title - Have students point to and identify the title of their map activity
 - b. Compass Rose - Have students draw a compass rose with cardinal and intermediate directions near their map
 - c. Map Key or Legend - review the concept
6. Use the [latitude and longitude map](#) to review hemispheres. Have students draw a circle to represent the world in the hemisphere section of the chart on their [Mediterranean Civilizations](#) worksheet. Then have students identify where Greece is on the [latitude and longitude map](#). Have students draw an equator and a prime meridian through the circle in the hemisphere section of the chart on their [Mediterranean Civilizations](#) worksheet and draw an "x" in Greece's approximate location. Have students record the hemispheres in which Greece is located (northern and eastern) in the hemisphere section of the chart on their [Mediterranean Civilizations](#) worksheet.
7. Distribute or display a [time zone map](#) of the world. Review the concept of time zones, then have students determine how many time zones are present in their assigned part of the world and record it on their [Mediterranean Civilizations](#) worksheet.

8. Ask: “If a modern person living in Beijing, China called their friend in Athens, Greece at 11am (Beijing time), at what time in Athens would their friend answer their phone?”
9. Model for student how to break down the question, then allow time for students to reference the displayed [time zone map](#) and determine their answer. Call on a student to share their answer, then have a different student approach the map to illustrate how the solution was determined.
10. Distribute or display a [climate map](#) of the world. Have students determine what climate zones are present in their assigned part of the world and record it on their [Mediterranean Civilizations](#) worksheet.
11. Distribute crayons or colored pencils so students may lightly shade in the climate zones on their maps. Instruct students to create a map key or legend of Greece’s climate regions in the climate zones section of the chart on their [Mediterranean Civilizations](#) worksheet.
12. Allow students time to [research](#) their climate zones (the research website is more detailed than the climate map but students should be able to identify their climate zones, model where necessary). Encourage students to research using the tabs for each climate zone in their assigned part of the world to investigate the characteristics of each climate zone including temperature, common plants and animals, etc.
13. Display and discuss the definitions of [political](#) and [physical](#) maps with students.
14. Have students reference a [labeled physical map](#) of the world and add the [major rivers](#) and [mountain ranges](#) that are present in Greece onto their map in marker or sharpie pen (Since there are no major rivers or mountain ranges in Greece, instruct students to label the major seas near Greece (Mediterranean and Black). Instruct students to add symbols in the physical features section of the chart on their [Mediterranean Civilizations](#) worksheet.
15. Conduct a discussion in which students predict the impact of climate on human settlement patterns in this region. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What would attract a group of humans to settle in this area?
 - b. What aspects of Greece’s climate zone are attractive for human settlement?
 - c. What physical features would attract or repel human settlement?
16. Project a [blank map of the world](#) onto the front board. Allow students to identify on the projected map where they expect human settlement to occur.
17. Instruct students to develop a claim identifying the locations that presents the best environment for human settlement to develop Greece? Students should reference climate and geographic features in their response, and include details from task materials and class discussions. Grade paragraphs using the [claims rubric](#).
18. Provide each student with a copy of the [Characteristics of Civilizations organizer](#).
19. Have students read [Ancient Greeks: Home Life](#) and [Ancient Greek Everyday Life](#) to explore daily life in Ancient Greece. As they read, have students record information on their [Characteristics of Civilizations organizer](#).
20. Provide students with an opportunity to discuss daily life in Ancient Greece with a partner. Allow students to add to their [Characteristics of Civilizations organizer](#) as they discuss.
21. Provide each student with a copy of [Rise of City-States: Athens and Sparta](#).
22. Have students read [Rise of City-States: Athens and Sparta](#) to learn about how Greek city-states emerged and how two of such city-states excelled in different aspects of life. As they read, have students record information about these Greek civilizations in the various sections of their [Characteristics of Civilizations organizer](#).

23. Provide students with an opportunity to discuss the similarities and differences between the city-states in Ancient Greece with a partner. Allow students to add to their [Characteristics of Civilizations organizer](#) as they discuss.
24. Have students reference the [map of major Greek city states](#), then label them on their [Mediterranean Civilizations](#) map and in the political features and major civilizations sections of the chart.
25. Read or display the following definitions of a *city-state*:
 - a. a city that with its surrounding territory forms an independent state
 - b. a sovereign state consisting of an autonomous city and its surrounding hinterland
 - c. an independent city and its surrounding land that maintains its own government
26. Discuss the definitions with students. Have students work in pairs to list the required characteristics of a city-state (i.e. independent from other city-states, contains a city, contain surrounding farmland, has its own government). Allow students to share their requirements. Record student's list on the board.
27. Explain to students that Greek city-states were called a *polis*. Have students write the word *polis* next to their definition.
28. Ask: "Which River Valley Civilization also contained city-states? (Mesopotamia) How were city-states there similar or different from Greek city-states, based on our definition and discussion?" Allow students to work in pairs creating a Venn diagram comparing Mesopotamian and Greek city-states.
29. Ask: "Based on our knowledge of how Mesopotamian city-states interacted with each other, what predictions can we make regarding how Greek city-states might interact?"
30. Allow students to brainstorm independently, then share their thoughts with a neighbor to verify or add details to their predictions. Allow students to share their thoughts with the class. Record student ideas on the board.
31. Have students engage in the [Zoom In](#) activity to consider how women were viewed in Ancient Greece. As they complete the [Zoom In](#) activity, have students record information about the role of Greek women on their [Characteristics of Civilizations organizer](#).
32. Provide students with an opportunity to discuss the similarities and differences between the city-states in Ancient Greece with a partner. Allow students to add to their [Characteristics of Civilizations organizer](#) as they discuss.
33. Provide students with access to [Athens](#) and [Sparta](#).
34. Provide each student with a copy of the [Greek City-State Venn diagram](#).
35. Have students read [Athens](#) and [Sparta](#) to deepen their understanding of each. Have students record information in the [Greek City-State Venn diagram](#) comparing and contrasting Sparta and Athens.
36. Provide students with access to [Greek Mythology](#) and [Mythology](#).
37. Have students read [Greek Mythology](#) and [Mythology](#) to build understanding of the belief system of Ancient Greece. As they read, have students record information about these Greek civilizations in the various sections of their [Characteristics of Civilizations organizer](#).
38. Have students complete the [It Came From Greek Mythology](#) task to explore how mythology shaped life in Ancient Greece as well as how those influences are still evident today.
39. Conduct a discussion in which students focus on mythology in Greek life. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:

- a. Why do you think Greeks formed such a complex mythology with such a multitude of gods, goddesses, and heroes?
 - b. What are Greek myths supposed to explain?
 - c. Why do you think relationships in Greek myths are so complex?
 - d. In what ways do Greek myths reflect Greek society?
 - e. In what ways do Greek myths reflect the geographic environment of Greece?
 - f. What connections in Greek mythology regarding relationships between humans, humans and gods or hero figures, or humans and their environment is still relevant for today's society?
40. Allow students to add to their [Characteristics of Civilizations organizer](#) as they discuss.
41. Say: "The ancient Greeks put a great deal of emphasis on their beliefs in their gods and goddesses. Another important aspect of Greek culture was also connected to their beliefs in the gods and goddesses. What do you know about the Olympics, modern or ancient?"
42. Allow students to brainstorm, then share with a neighbor, what they know about the Olympics. Record student responses on the board as they share their thoughts with the class.
43. Provide students with access to [Olympics](#) and [The Olympic Games](#).
44. Have students read [Olympics](#) and [The Olympic Games](#) to build understanding of the Ancient Greek Olympic Games.
45. Have students complete the [Live from Ancient Olympia](#) task to explore how mythology shaped life in Ancient Greece as well as how those influences are still evident today.
46. Conduct a discussion in which students consider the importance of the Olympics in Greek culture. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
- a. What was the connection between Greek mythology and the Olympic Games?
 - b. What were Olympic competitions meant to prove?
 - c. How did ancient Greek Olympic events differ from modern events, and why do you think the ancient Olympics included those specific events?
 - d. What influences of the Greek Olympics are evident for us today?
47. Say: "We will be dividing into groups to conduct research to complete the information about the ancient Greeks."
48. Divide students into jigsaw groups and assign a student from each home group one of the texts below.
- a. Group 1: [Greek Literature](#)
 - b. Group 2: [Greek Art and Architecture](#)
 - c. Group 3: [Greek Thinkers](#)
49. Have students read their assigned text based on their expert group. As students read, have them take notes focused on key details about Greek culture. Have students record the information they learn from their text in the [Characteristics of Civilizations organizer](#).
50. After they complete their reading, allow students to work in their expert groups to solidify their notes and determine the best way to share their information with their home groups.
51. Have each group give a brief presentation about their assigned achievement. The presentations should include as many details as possible. As groups present, have students add to their [Characteristics of Civilizations organizer](#).

52. Have each student return to their home group. Provide time for the students to compare the information they received from their text and presentations in their expert group with their home group. Allow students an opportunity to update the [Characteristics of Civilizations organizer](#) before moving on.
53. Provide materials for students to create a timeline on the development of Ancient Greek city-states. Inform students that they will add information to their timeline as the class continues to investigate the history of Ancient Greece.
54. Review the concept of a [vertical timeline](#) with students.
55. Have students add the following dates to their timeline:
 - a. **776 BCE**: First Olympic Games
 - b. **750 BCE**: First *polis*
 - c. **500 BCE**: Sparta becomes an oligarchy
 - d. **404 BCE**: Athens adopts democracy
56. Say: “In this task, we’ve looked at several aspects of Greek civilization. In the next task, we will focus on the government of ancient Greece.”

Mediterranean Civilizations

Location (hemispheres)		Major Climate Zones	
Major Physical Features		Major Political Features	
How many Time Zones in this region?		Major Civilizations in this region	



Characteristics of Civilizations

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/ state systems		
Organized religion		
Economy and job specialization		
System of tribute		
Surplus food		
Planned infrastructure		
Trade		
Accumulated learning		
Arts		

Characteristics of Civilizations (Completed)

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/state systems	Each city state had its own government system: Athens - democracy; Sparta - king and oligarchy	Renaissance Italian city-states
Organized religion	Many gods, city-states adopted some gods as city patrons	Hinduism
Economy and job specialization	Economy based on farming; Slaves common in wealthy households; Men trained for the military and participated in government; Women ran the household, including slaves, and weaved textiles	America (farming large part of our economy) Medieval Europe gender roles in society
System of tribute	Citizens paid tributes to their governments	State taxes
Surplus food	Farming was central to society; grapes, olives, wheat dominant, fruits vegetables and meat secondary	Hunter-gatherer societies
Planned infrastructure	Mud-brick homes with windows and courtyards; each city-state had unique planning structures, mostly organic rather than planned	Mesopotamian or Indus River Valley homes Chinese urban planning
Trade	Trade was common, specifically sea trade	Triangular Trade or modern global trade
Accumulated learning	For males, focused on science, philosophy, and history	Medieval university or tutoring system
Arts	The theatre was important -- plays and musical performances	Elizabethan/Shakespearean England

Rise of City-States: Athens and Sparta²⁸

Geography plays a critical role in shaping civilizations, and this is particularly true of ancient Greece.

The Greek peninsula has two distinctive geographic features that influenced the development of Greek society. First, Greece has easy access to water. The land contains countless scattered islands, deep harbors, and a network of small rivers. This easy access to water meant that the Greek people might naturally become explorers and traders.

Second, Greece's mountainous terrain led to the development of the polis (city-state), beginning about 750 B.C.E. The high mountains made it very difficult for people to travel or communicate. Therefore, each polis developed independently and, often, very differently from one another. Eventually, the polis became the structure by which people organized themselves. Athens and Sparta are two good examples of city-states that contrasted greatly with each other.

Athens: The Think Tank

Life was not easy for Athenian women. They did not enjoy the same rights or privileges as males, being nearly as low as slaves in the social system.

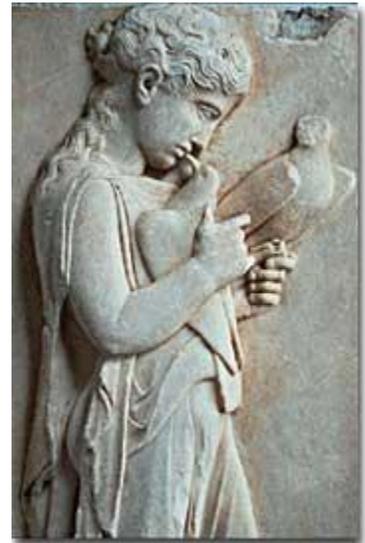
The city-state of Athens was the birthplace of many significant ideas. Ancient Athenians were a thoughtful people who enjoyed the systematic study of subjects such as science, philosophy, and history, to name a few.

Athenians placed a heavy emphasis on the arts, architecture, and literature. The Athenians built thousands of temples and statues that embodied their understanding of beauty. Today the term "classical" is used to describe their enduring style of art and architecture.

Athenians also enjoyed a democratic form of government in which some of the people shared power.



The Acropolis played an integral role in Athenian life. This hilltop not only housed the famous Parthenon, but it also included temples, theaters, and other public buildings that enhanced Athenian culture.



Life was not easy for Athenian women. They did not enjoy the same rights or privileges as males, being nearly as low as slaves in the social system.

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Sparta: Military Might

Life in Sparta was vastly different from life in Athens. Located in the southern part of Greece on the Peloponnese peninsula, the city-state of Sparta developed a militaristic society ruled by two kings and an oligarchy, or small group that exercised political control.



Ares Borghese, 420 B.C.E. Photo © Maicar Förlag — GML

Ares, the Greek god of war, was a particularly fitting patron for Sparta, which was known to be a rather warlike society. When they weren't fighting another city-state, Spartans were honing their military skills in preparation for the next battle.

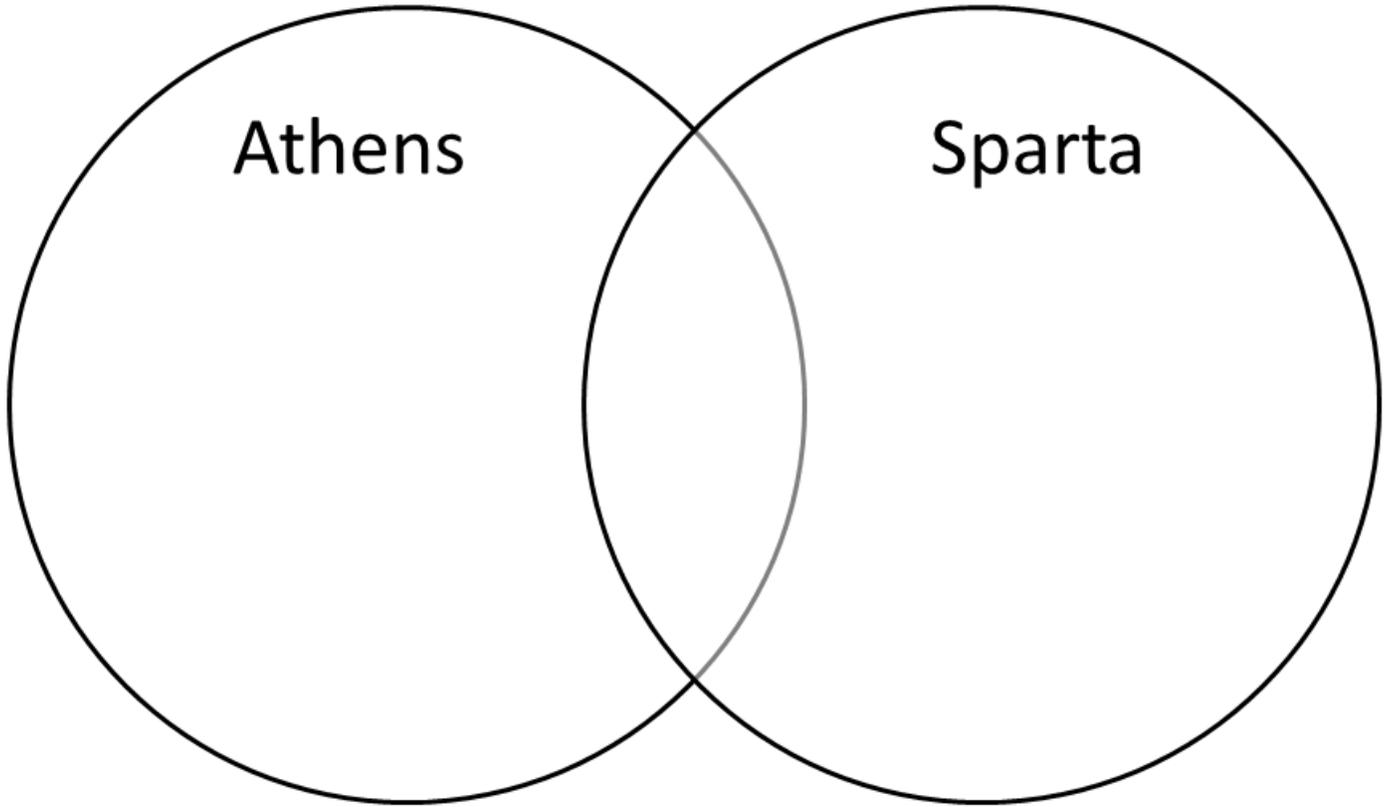
Ares, the Greek god of war, was a particularly fitting patron for Sparta, which was known to be a rather warlike society. When they weren't fighting another city-state, Spartans were honing their military skills in preparation for the next battle.

Early in their history, a violent and bloody slave revolt caused the Spartans to change their society. A Spartan, Lycurgus, drafted a harsh set of laws that required total dedication to the state from its people. The goal of Lycurgus' laws was to train citizens to become hardened soldiers so that they could fight off potential enemies or slave revolts. The result was a rigid lifestyle unlike any seen in Greece at the time. The devotion of Spartans to developing a military state left little time for the arts or literature.

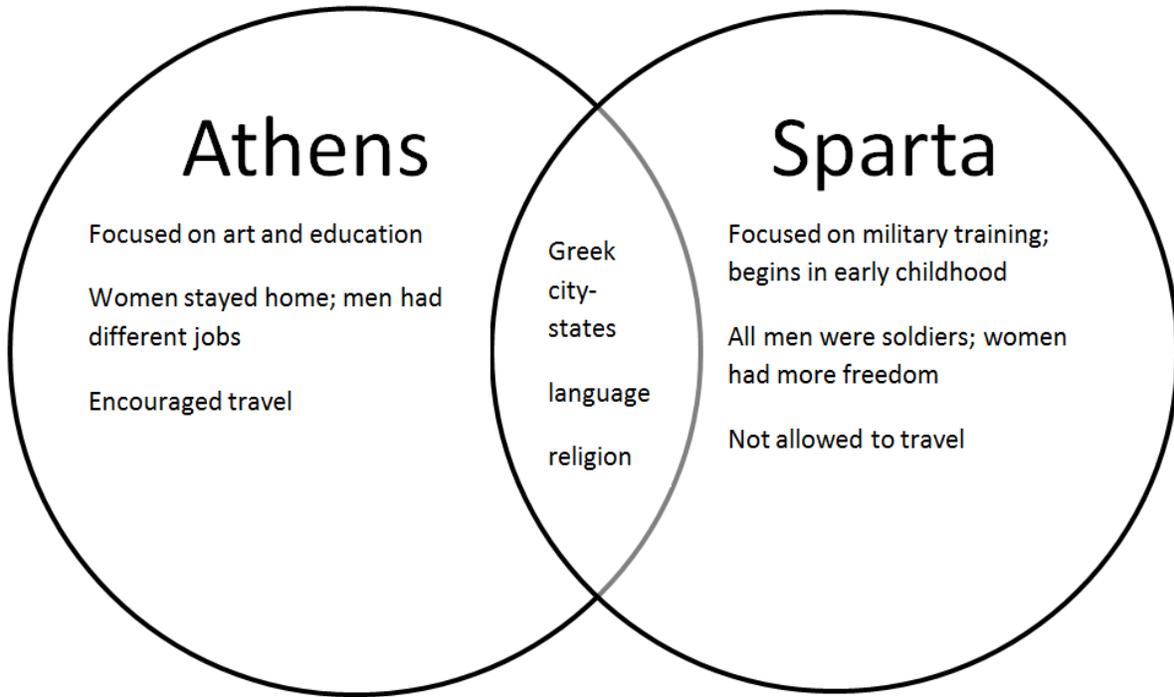
A Spartan baby had to be hardy and healthy. To test a baby's strength, parents would leave their child on a mountain overnight to see if it could survive on its own until the next morning. By age seven, Spartan boys were taken from their families and underwent severe military training. They wore uniforms at all times, ate small meals of bland foods, exercised barefoot to toughen their feet, and were punished severely for disobedient behavior. Boys lived away from their families in barracks until the age of 30, even after they were married. Men were expected to be ready to serve in the army until they were 60 years old.

Women, too, were expected to be loyal and dedicated to the state. Like men, women followed a strict exercise program and contributed actively to Spartan society. Although they were not allowed to vote, Spartan women typically had more rights and independence than women in other Greek city-states.

Greek City-State Venn Diagram



Greek City-State Venn (Completed)



Greek Literature²⁹



Greek theaters were built into the sides of hills. This not only provided excellent seating arrangements, but remarkable acoustics as well.

Thousands would come from far and wide to see the opening of the latest drama by Aeschylus, the most famous of Athenian playwrights. The citizens of Athens felt it was a part of their civic duty to attend as many dramas as possible.

The dramas typically dealt with important issues of the day, posed tough questions, and educated theatergoers. Attendance at dramas was considered such a valuable experience that sometimes the government would pay for the tickets.

Iliad, *Theogony*, and Poetry

Among the earliest Greek literature was Homer's epic poems, the *Iliad* and the *Odyssey*. The *Iliad* is a detailed telling of the Trojan War while the *Odyssey* recounts Odysseus' 20-year journey home following the Trojan War.

Created as early as 900 B.C.E., Homer's poems were not written down since Greek civilization lacked a written language at that time. Instead, these massive poems were passed down from generation to generation by word of mouth.

An Excerpt from the "Iliad"

The passage which follows is from Book XXII of the *Iliad*. It describes a scene from the Trojan War that occurs just before Achilles, the Greek warrior, slays the Trojan hero, Hector.

Old King Priam was the first to see Achilles rushing towards the Trojans over the fields. As Achilles ran, the bronze on his breast flashed out like the star that comes to us in autumn, outshining all its fellows in the evening sky — they call it Orion's Dog, and though it is the brightest of all the stars it bodes no good, bringing much fever, as it does, to us poor wretches. The old man gave a groan. He lifted up his hands and beat his head with them. In a voice full of terror he shouted entreaties to his beloved son, who had taken his stand in front of the gates in the fixed resolve to fight it out with Achilles.

"Hector!" the old man called, stretching out his arms to him in piteous appeal. "I beg you, my dear son, not to stand up to that man alone and unsupported. You are courting defeat and death at his hands. He is far stronger than you, and he is savage. The dogs and vultures would soon be



Immortalized on the walls of the Roman city, Pompeii, the Greek poet Sappho has been highly regarded for centuries. Some people consider Sappho to be the first modern poet. Rather than writing epic poetry of heroic deeds, she wrote short, very personal pieces about love and loss.

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feeding on his corpse (and what a load would be lifted from my heart!) if the gods loved him as little as I do — the man who has robbed me of so many splendid sons, killed them or sold them off as slaves to the distant isles. So come inside the walls, my child, to be the savior of Troy and the Trojans; and do not throw away your dear life to give a triumph to the son of Peleus. Have pity too on me, your poor father, who is still able to feel.

As he came to an end, Priam plucked at his gray locks and tore the hair from his head; but he failed to shake Hector's resolution. And now his mother in her turn began to wail and weep. "Hector, my child," she cried, "deal with your enemy from within the walls and do not go out to meet that man in single combat. He is a savage; and you need not think that, if he kills you, I shall lay you on a bier and weep for you, my own, my darling boy; nor will your richly dowered wife; but far away from both of us, beside the Argive ships, you will be eaten by the nimble dogs."



Originally used in religious rituals, Greek masks became an essential part of every Greek performance.

—Translated by Reverend William T. McNiff, *The Pageant of Literature: Greek and Roman Writers*

Greek Art and Architecture³⁰



One popular form of Greek art was pottery. Vases, vessels, and kraters served both practical and aesthetic purposes. This krater depicts Helios, the sun god, and dates from the 5th century B.C.E.

Greek Excellence: The Acropolis

In ancient Athens, Pericles ordered the construction of several major temples on the acropolis. Among these was a temple, the Parthenon, which many consider the finest example of Greek architecture.

Built as a tribute to Athena, the goddess of wisdom for whom the city-state Athens was named, the Parthenon is a marvel of design, featuring massive columns contrasting with subtle details.

The arts reflect the society that creates them. Nowhere is this truer than in the case of the ancient Greeks. Through their temples, sculpture, and pottery, the Greeks incorporated a fundamental principle of their culture: *arete*. To the Greeks, *arete* meant excellence and reaching one's full potential.

Ancient Greek art emphasized the importance and accomplishments of human beings. Even though much of Greek art was meant to honor the gods, those very gods were created in the image of humans.

Much artwork was government sponsored and intended for public display. Therefore, art and architecture were a tremendous source of pride for citizens and could be found in various parts of the city. Typically, a city-state set aside a high-altitude portion of land for an acropolis, an important part of the city-state that was reserved for temples or palaces. The Greeks held religious ceremonies and festivals as well as significant political meetings on the acropolis.



Photograph courtesy of www.sacredsites.com and Martin Gray

The Parthenon was built in honor of the goddess Athena, who represented the human aspiration for knowledge and the ideal of wisdom.

³⁰This work by The Independence Hall Association is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/). The original work is available at <http://www.ushistory.org/civ/5e.asp>.



Three different types of columns can be found in ancient Greek architecture. Whether the Doric, Ionic, or Corinthian style was used depended on the region and the purpose of the structure being built.

Many barely noticeable enhancements to the design of the Parthenon contribute to its overall beauty and balance. For example, each column is slightly wider in the middle than at its base and top. The columns are also spaced closer together near the corners of the temple and farther apart toward the middle. In addition, the temple's steps curve somewhat — lower on the sides and highest in the middle of each step.

Sadly, time has not treated the Parthenon well. In the 17th century, the Turks, who had conquered the Greeks, used the Parthenon to store ammunition. An accidental explosion left the Parthenon with no roof and in near ruin. In later years, tourists hauled away pieces of the Parthenon as vacation souvenirs.

Beauty in the Human Form

Ancient Greek sculptures were typically made of either stone or wood and very few of them survive to this day. Most Greek sculpture was of the freestanding, human form (even if the statue was of a god) and many sculptures were nudes. The Greeks saw beauty in the naked human body.

Early Greek statues called *kouros* were rigid and stood up straight. Over time, Greek statuary adopted a more natural, relaxed pose with hips thrust to one side, knees and arms slightly bent, and the head turned to one side.

Other sculptures depicted human action, especially athletics. A good example is Myron's *Discus Thrower*. Another famous example is a sculpture of Artemis the huntress.

The piece, called "Diana of Versailles," depicts the goddess of the hunt reaching for an arrow while a stag leaps next to her.

Among the most famous Greek statues is the Venus de Milo, which was created in the second century B.C.E. The sculptor is unknown, though many art historians believe Praxiteles to have created the piece. This sculpture embodies the Greek ideal of beauty.

The ancient Greeks also painted, but very little of their work remains. The most enduring paintings were those found decorating ceramic pottery. Two major styles include red figure (against a black background) and black figure (against a red background) pottery. The pictures on the pottery often depicted heroic and tragic stories of gods and humans.

Greek Thinkers³¹

The citizens of Athens were fed up with the old "wise" man. Socrates, one of ancient Greece's most learned philosophers, found himself on trial for his teachings. The prosecution accused Socrates of corrupting the youth of Athens. A jury of hundreds found Socrates guilty and sentenced him to death.

At the age of 70, Socrates willingly drank hemlock, a powerful poison that put an end to his controversial life. How did it happen that Athenians put to death a great philosopher such as Socrates?

Throughout his entire life, Socrates questioned everything from Athenian government to Greek religion and the gods themselves. His ultimate goal was finding the truth, which he believed could be reached through reason and knowledge.



The Metropolitan Museum of Art in New York.

This painting, *The Death of Socrates*, by the 18th-century artist, David, portrays the famous story of Socrates' death. He was convicted of religious heresy and contamination of the youth and died by drinking hemlock after the people of Athens turned against him.



In the Renaissance artist, Raphael's *School of Athens*, Plato (shown on the left) argues that one should search for truth from above, while his pupil Aristotle argues that answers can be found through observation on Earth.

Socrates was a

teacher, but he did not have a classroom, any books, or even a school. Instead, Socrates lectured publicly. Anyone interested in what he had to say was invited to listen.

Socrates practiced a style of teaching that has since become known as the Socratic method. Essentially, Socrates taught through questioning. He started with simple questions, then progressed to more complex, deeper questions. Through the application of reason and logic, Socrates revealed answers to many questions that led to a greater understanding of the world.

Problems arose because Socrates often questioned the very fundamentals and traditions of Greek society. His constant questioning and searching for the truth were seen as dangerous by many and ultimately led to his death.

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Plato's Republic

Plato, a student of Socrates, also achieved greatness as a philosopher. Unlike Socrates, however, Plato chose to write his ideas down. In one of his most renowned works, *The Republic*, Plato outlined his vision of the ideal state.

Surprisingly, Plato's republic was not very democratic. Plato was greatly disturbed at the way the mass of Athenians had agreed to put to death his brilliant teacher and mentor, Socrates. Plato believed that uneducated people should not have right to make important decisions for everyone.

Instead, Plato envisioned a society with many classes in which each class contributed what it could. In his ideal society, farmers grew the food for the republic, soldiers defended the republic, and a class of intelligent, educated philosophers ruled the republic. Not surprisingly, Plato lived at a time when democratic society in Athens was in decline.



Greek philosophers were quite prolific, and left behind many wonderful dialogues on life, morality, death, and religion.

Grade 6 Instructional Task: Athenian Democracy

Unit Three: Ancient Greece and Rome: Common Rule and Government, Topic One: Ancient Greece

Description: Students examine the emergence of democracy as a form of government in Greece. Students will evaluate the extent to which ancient Athens was truly a democracy.

Suggested Timeline: 7 class periods

Materials: [Greek Government](#), Excerpt from [The Rise of Classical Greek Civilization](#), [Athenian Democracy](#)

Instructional Process:

1. Say: “In the previous task, we learned about life in ancient Greece. One of the aspects of Greek life that they are most known for is their system of government. Over time, the system of government in Greece changed greatly.”
2. Provide students with access to [Greek Government](#).
3. Have students read [Greek Government](#) to learn more about the different types of government structures in Ancient Greece (democracy, monarchy, tyranny, oligarchy).
4. Have students create a [four square organizer](#) comparing the different types of Greek governments using details from [Greek Government](#).
5. Provide students with access to the Excerpt from [The Rise of Classical Greek Civilization](#).
6. Have students read the Excerpt from [The Rise of Classical Greek Civilization](#) to learn more about how the governmental changes occurred in Ancient Greece. Use an established annotation strategy to help students break down the reading (ex: first reading - have students highlight or underline words that they need clarified; discuss vocabulary needs, then conduct a second reading where students underline key ideas and draw question marks next to difficult passages).
7. Have students respond in writing to the following question: “How did Greek government transition to the development of democracy, and what lesson was learned from each type of government adopted in Greece?” Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#).
8. Have students complete the [Athenian Democracy](#) task to evaluate the democratic principles of Ancient Greece.
9. After the structured academic controversy, have students write a response to the following question: “Was ancient Athens truly democratic?” Grade responses using the [claims rubric](#).
10. Have students add the following dates to their timeline:
 - a. **750 BCE:** First republics formed
 - b. **700 BCE:** Greek alphabet invented

Excerpt from *The Rise of Classical Greek Civilization c. 800-500 BCE*³²

The traditional date for the beginning of Greek civilization is 776 BCE, the year of the first pan-Hellenic Olympic Games. Of course, an entire civilization did not suddenly spring into being in a single year, but this date does provide a convenient marker.

From about 800 BCE the Greek population began to expand. The causes of this are not known, but the effect was to create a shortage of good farmland. At the same time Phoenician merchants were developing their trade links with the Greeks. The inhabitants of several coastal Greek states responded by developing overseas trading connections of their own. Given the Phoenician dominance of the eastern Mediterranean, this meant looking to the west.

Colonization

The Ionians (that is, those Greeks who had migrated to the coast of Asia Minor, also known as Anatolia or modern Turkey, after 1200 BCE) were the first to take up this challenge, while the city-state of Kyme (key-may) despatched a colony to the west coast of Italy in around 750 BC. The aim was probably to establish a trading station in the west, but very soon the potential for solving the land shortage was recognized. Other states followed Kyme's example, and soon a string of Greek colonies had been founded along the coast of southern Italy and Sicily.

These new city-states, frequently situated on broad, fertile plains, flourished. In due course some of them, above all Syracuse in Sicily, grew to be amongst the wealthiest and most influential states in the Greek world, and almost immediately they were exporting corn to their mother cities. This stimulated commercial and industrial development in Greece and the Aegean, to produce the luxury goods to pay for the corn. (These Greek cities in southern Italy and Sicily also had a profound impact on the history of Italy, by carrying Greek cultural influence there.)

Greek craftsmanship and artistry reached new heights, maritime trade expanded enormously, and the wealth of the Greek cities rose. Greek colonies were soon established in the east as well, notably on the shores of the Dardanelles, the entrance to the Black Sea, and the northern African coast, west of the Nile Delta.

This process was accompanied by the rebirth of literacy amongst the Greeks. At first the new sea-going Greeks used the alphabet which the Phoenicians had perfected to aid them in their commercial transactions. However, by 700 BC at the latest they had adapted it to suit their own language better. As with most early scripts, this would first have been used for everyday business purposes, but within another hundred years the long, brilliant tradition of Greek literature had begun.

³² This work by TimeMap of World History is used with permission. The original work is available at <https://www.timemaps.com/encyclopedia/history-ancient-greece/#republics>.

Society Transformed

Population growth and the inflow of new wealth caused many cities to grow into true urban communities, with many thousands of inhabitants. Many people benefited from the economic expansion, but others suffered. The introduction of metal money sometime during the seventh century BC, streamlined business transactions, quickened economic activity and gave a large boost to the market economy; but it also led to more and more people falling into debt.

Social Tensions

Differences in wealth were becoming far more apparent than before. Many poorer people lost their farms, and some even had to sell themselves and their families into slavery. In the cities, numbers of landless aristocrats grew. So too did a new class of able, ambitious, often widely travelled merchants whose wealth challenged that of the old landed aristocracy.

Perhaps the most momentous changes happened in the political sphere, when most of the city-states the Greeks began to get rid of their kings.

The First Republics

It was the Greeks who invented republics. As greater wealth and higher material culture began to flow into the city-states in Greece and the Aegean, their kings began to enlarge their ambitions – it would have been natural to transform themselves into palace-based rulers, just like their Bronze-Age predecessors had done.

However, this was not the Bronze-Age. Iron, unlike bronze, was plentiful and cheap, and weapons were no longer expensive. This meant that every nobleman could arm his followers. So, alarmed by the growing ambitions of the king, the nobles organized and drastically reduced his power or, in most cases, ousted him altogether.

The result was the first republics. These began to appear by about 750 BC. These were originally oligarchies, ruled by small groups of aristocrats. However, iron weapons were not just affordable by aristocrats, and the ceaseless wars between the states meant that it was not long before they were arming ordinary farmers and forming them into armies – the extremely effective armies of Greek “hoplites”, or heavy-armed infantry.

This gave the common people a potential power they had never had before.

The Tyrants

The aristocrats, being human, governed in their own narrow interests, frequently at the expense of other groups within the state. For example, they used their control of the law courts to deal harshly with those in debt to them. They were able to extend their own estates at the expense of their poorer neighbours, and even to force them and their families into slavery.

The simmering resentment that this sort of rule had created was easily tapped by a bold and ambitious noble, and in city after city, backed by the common people – now armed – tyrants seized power.

The word “tyrant” did not then have the pejorative meaning it has today. It simply meant “leader”. Indeed, the Greek tyrants usually did a great deal of good for their states – at least in the first generation. They ensured that the larger landowners could not take ordinary farmers’ land, and many tyrants carried out some measure of land distribution in favour of the poorer sections of the community. Many of them also beautified the cities they ruled; it was above all these rulers who gave their cities their new temples, marketplaces, city walls and so on. This was not only to glorify themselves, but also to give employment to the poor, especially in times of famine. Also, they encouraged trade, and favoured the merchant classes at the expense of the old landed aristocracy.

Things often started to go wrong for the tyrants in the second generation, when a capable ruler was followed by his less capable sons. Too often these were quite unfit for their jobs, and in some cases fiendishly cruel to their opponents. All sections of society grew sick of them. So, another revolution would oust the tyrant and bring to power another group.

Towards Democracy

Sometimes this was a faction of the old group of aristocrats, in other cases it was members of the new merchant elite. In either case, intelligent leaders knew that power in the state had to take account of the common people, and so they set about creating a more broad-based constitution, moving the state down the road towards democracy. By no means did all city-states follow this pattern. Some never got rid of their monarchies; others fluctuate between tyranny and oligarchy. But many in the course of time developed a fully democratic form of government.

While these political developments were transforming the political landscape, the artistic, material and philosophical culture of the Greeks was going through revolutionary change. Hand in hand with the social and political transformation of the Greek world came a cultural revolution which was to have the most profound implications for the future of western civilization.

Grade 6 Instructional Task 3: Greek Legacy

Unit Three: Ancient Greece and Rome: Common Rule and Government, Topic One: Ancient Greece

Description: Students examine how classical ideas from ancient Greece have spread and influenced other cultures around the world.

Suggested Timeline: 6 class periods

Materials: Greeks at War T-Chart ([blank](#) and [completed](#)), [Persian Wars](#), [Peloponnesian Wars](#), [Peloponnesian War DBQ](#), Excerpt from [Alexander the Great](#), [Map of Alexander’s Conquests](#), Excerpt from [The Hellenistic World: The World of Alexander the Great](#)

Instructional Process:

1. Say: “Through our last tasks, we have learned many things about the ancient Greeks and how their culture developed. In this task, we will be exploring several important historic events and how they impacted civilization in and around the Greek world.”
2. Provide each student with a copy of the [Greeks at War T-Chart](#).
3. Provide students with access to [Persian Wars](#) and have them work with a partner to annotate while reading about the [Persian Wars](#). After reading, have students work with their partners to outline notes on important events during the Persian Wars on their [Greeks at War T-Chart](#).
4. Conduct a discussion in which students consider the role of geography and environment in the Persian Wars. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. NOTE: Students may need to reference additional maps to answer questions (See links in questions). Possible questions:
 - a. What seemed to cause conflict between Persia and Athens?
 - b. How did geography give Athens the upper hand at the [Battle of Marathon](#)?
 - c. How did geography give Persia the upper hand at the [Battle of Thermopylae](#)?
 - d. How did [geography](#) give Athens the upper hand at the [Battle of Salamis](#)?
 - e. How did the Persian Wars affect the relationship between Athens and Sparta?
5. Provide students with access to [Peloponnesian Wars](#) and have them work with a partner to read [Peloponnesian Wars](#). As they read, have students take notes on important details of the Peloponnesian Wars on their [Greeks at War T-Chart](#).
6. Have students complete the [Peloponnesian War DBQ](#).
7. Say: “The Peloponnesian Wars left the city-states of Greece weak and vulnerable to outside invasion.”
8. Provide each student with a copy of the excerpt from [Alexander the Great](#) and have them read the excerpt from [Alexander the Great](#) to gain an understanding of how he spread how Greek culture.
9. Display or provide each student with a copy of the [Map of Alexander’s Conquests](#).
10. Conduct a discussion about Alexander the Great. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What was Alexander’ the Great’s leadership style and how did it change throughout his campaigns?

- b. Alexander the Great is known for creating the Hellenistic World (Hellas is what the Greeks called Greece). What was the extent of this world and how did Alexander’s conquest change native cultures?
11. Provide each student with a copy of the excerpt from [The Hellenistic World: The World of Alexander the Great](#) and have them work in pairs to read through the excerpt.
12. Have students write a response to the following question: “What benefits and drawbacks might have arose from the Hellenization of Alexander’s empire?” Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#).
13. Have students add the following dates to their timeline:
- a. **492 BCE:** Persia invades Greece
 - b. **490 BCE:** Battle at Marathon: Athenian army defeats Persia
 - c. **480 BCE:** Battle at Thermopylae: Spartan army destroyed by Persia
Battle at Salamis: Athenian navy defeats Persia
 - d. **479 BCE:** Battle at Plataea: Combined Greek army wins the Persian Wars
 - e. **460 BCE - 446 BCE:** First Peloponnesian War: Athens vs Corinth
 - f. **431 BCE - 404 BCE:** Second Peloponnesian War: Athens vs Sparta
 - g. **338 BCE:** Alexander the Great conquers Greece
14. Have students add images next to major events on their timeline. Collect timelines for a grade.

Greeks at War T-Chart

Persian Wars	Peloponnesian Wars

Greeks at War T-Chart (Completed)

Persian Wars	Peloponnesian Wars
<p>Cause: Athens participated in a revolt (the Ionian revolt) in Persia</p> <p>Battles of the Persian War:</p> <ol style="list-style-type: none"> 1. Marathon - Athens corners Persia at the beach, Persia has no geographic advantage and is forced to retreat 2. Thermopylae - Persia corner the Spartan army inside a mountain pass, Sparta has no where to go and is completely destroyed 3. Salamis - Athens waits for the Persian navy to enter the straight, then corners Persia and destroys their fleet 4. Plataea - the Greek city-states combined forces into a hoplite phalanx that simply outfought Persia. <p>Greece wins the Persian Wars.</p> <p>Effects: Greece was scared of further Persian attacks and formed various leagues, some aligned with Athens and other aligned with Sparta.</p>	<p>Cause: Sparta was suspicious of Athens' behavior after the Persian Wars:</p> <ol style="list-style-type: none"> 1) Athens formed a league of alliances with other city-states (Athens claimed they needed protection from future Persian attacks) 2) Athens built walls around their city and down to their port (Athens claimed they wanted to have wall protection in case Persia tried to lay siege to the city again) <p>First Peloponnesian War: Athens vs Corinth - no large battles; ends with a peace/stalemate.</p> <p>Second Peloponnesian War: Athens vs Sparta</p> <ul style="list-style-type: none"> ● Athens claims rights to natural resources on land connected with Corinth and attacked Corinth's colony when denied access. ● Corinth asked Sparta for help and Sparta formed its own league and attacked Athens. ● Athens sues for peace after being hit with a plague. <p>Sparta technically wins the Peloponnesian Wars.</p> <p>Effects: Greek city-states weak and divided; Greece invaded by Macedonia.</p>

Excerpt from Alexander the Great³³

Alexander the Great (21 July 356 BCE – 10 or 11 June 323 BCE), was the son of King Philip II of Macedon. He became king upon his father's death in 336 BCE and went on to conquer most of the known world of his day. He is known as 'the great' both for his military genius and his diplomatic skills. He is further recognized for spreading Greek culture, language, and thought from Greece throughout Asia Minor, Egypt, and Mesopotamia to India and thus initiating the era of the "Hellenistic World".

ALEXANDER'S YOUTH

When Alexander was young, he was taught to fight and ride, as well as to endure hardships such as forced marches. His father, Philip, hired a tutor to teach the boy reading, writing, and to play the lyre. This tutelage would instill in Alexander a lifelong love of reading and music. At the age of 14 Alexander was introduced to the Greek philosopher Aristotle who Philip hired as a private tutor. Aristotle's influenced Alexander's later dealings with the people he conquered, in that Alexander never forced the culture of Greece upon the inhabitants of the various regions but merely introduced it in the same way Aristotle used to teach his students.

EARLY CAMPAIGNS

Alexander's military prowess was first noted at the Battle of Charonea in 338 BCE. Although only 18 years old, he helped in the decisive Macedonian victory over Greek allied city-states. When Philip II was assassinated in 336 BCE, Alexander assumed the throne and embarked on the great campaign his father had been planning: the conquest of the mighty Persian Empire. With an army of 32,000 infantry and 5,100 cavalry, in 333 BCE, Alexander defeated the larger force of King Darius III of Persia. In 332 BCE he conquered Syria and then Egypt in 331 BCE, where he founded the city of Alexandria.

Though he had conquered many empires, Alexander was not interested in imposing his own ideas of truth, religion, or behavior upon the people as long as they willingly kept the supply lines open. This does not mean, however, that he did not ruthlessly suppress uprisings. After designing the plan for the city of Alexandria, he left Egypt, easily conquering the land of Phoenicia.

THE PERSIAN CAMPAIGNS

In 331 BCE Alexander met King Darius III on the battlefield and again defeated Darius who was later assassinated. Alexander proclaimed himself the King of Asia and continued to march east. Alexander founded many cities bearing his name during this time to further his public image. The Macedonian troops became progressively uncomfortable with Alexander. Assassination plots were hatched only to be revealed and the conspirators executed, even if they were old friends.

³³ This passage is excerpted from a work by Joshua J. Mark which is licensed under a [Creative Commons Attribution 3.0 Unported License](https://creativecommons.org/licenses/by/3.0/). The original work is available at http://www.ancient.eu/Alexander_the_Great/.

INDIA & MUTINY

In 327 BCE, with the Persian Empire firmly under his control and newly married to the Bactrian noblewoman Roxana, Alexander turned his attention to India. Having heard of the exploits of the great Macedonian general, the Indian King submitted to his authority without a fight. Alexander intended to march on and cross the River Ganges, but his troops mutinied and refused to go further. Alexander tried to persuade his men to press on but, failing to win them over, finally assented to their wishes. He split his army in two, sending half back by sea and marching the other half back himself.

Upon his return he found that many of the satraps (governors) he had entrusted with rule had abused their power and so executed them. He ordered the ancient capital and tomb to be restored and took other measures to ingratiate and integrate his army with the people of the region and merge the cultures of Persia and Macedonia. Alexander held a mass marriage service in which he married members of his senior staff to Persian noblewomen. Many of his troops objected to this cultural merger. They further objected to the promotion of Persians over Macedonians in the army and to Alexander's order merging Persian and Macedonian units. Alexander responded by appointing Persians to prominent positions in the army and awarded traditional Macedonian titles and honors to Persian units. His troops backed down and submitted to Alexander's wishes, and in a gesture of goodwill, he returned the titles to the Macedonians and ordered a great communal feast at which he dined and drank with the army.

ALEXANDER'S DEATH

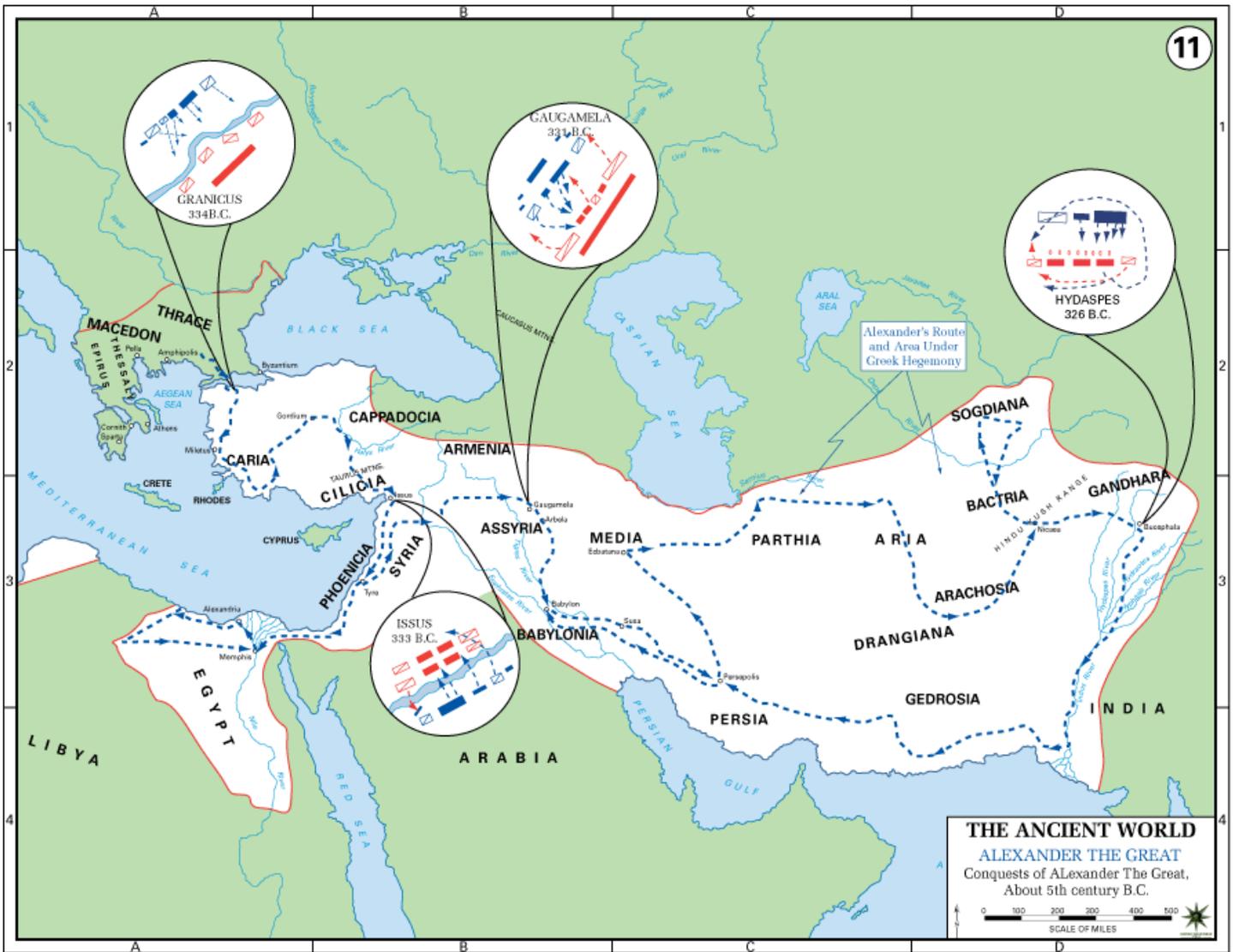
Alexander died in Babylon at the age of 32 in 323 BCE after suffering ten days of high fever. Theories concerning his cause of death have ranged from poisoning to malaria to meningitis to bacterial infection from drinking contaminated water (among others). When he was asked who should succeed him, Alexander said, "The strongest", which answer led to his empire being divided between four of his generals.

THE SUCCESSORS

- (1) Lysimachus took control of Asia Minor (modern Turkey).
- (2) His longtime comrade, Cassander, would order the execution of Alexander's wife Roxana, Alexander's son by her, and Alexander's mother Olympias to consolidate his power as the new King of Macedonia.
- (3) Ptolemy stole Alexander's corpse as it was en route to Macedon and spirited it away to Egypt to found the Ptolemaic Dynasty in Egypt which would last until 30 BCE, ending with the death of his descendant Cleopatra VII.
- (4) Seleucus founded the Seleucid Empire, comprising Mesopotamia, Anatolia, and parts of India.

None of his generals possessed Alexander's intelligence, understanding, or military genius but would found dynasties which, with exceptions, ruled their respective regions until the coming of Rome.

Map of Alexander the Great's Conquests³⁴



³⁴ Map by US Military Academy and is in the public domain. Available online at <http://www.ancient.eu/image/130/>.

Excerpt from The Hellenistic World: The World of Alexander the Great³⁵

The Hellenistic World ("Hellenistic" from the Greek word *Hellas* for Greece) is the known world after the conquests of Alexander the Great and corresponds roughly with the Hellenistic Period of ancient Greece, from 323 BCE (Alexander's death) to the annexation of Greece by Rome in 146 BCE.

Alexander the Great (356-323 BCE) of Macedon first followed in his father's (King Phillip II) footsteps in subduing the city-states of Greece and then lead his army on a series of campaigns which successfully conquered the then-known world from Macedon, through Greece, down to Egypt, and across Persia, to India. As Alexander traveled, he spread Greek thought and culture in his wake, thus "hellenizing" (to make 'Greek' in culture and civilization) those he conquered.

After Alexander's death his Empire was divided among his four generals: Lysimachus, Cassander, Ptolemy and Seleucus. Lysimachus took Asia Minor; Cassander, Macedonia and Greece; Ptolemy seized Egypt, Palestine, and Cyprus, while Seleucus took control of Syria, Babylon, Persia, and India.

Hellenic influence continued to spread. Greek language introduced Greek literature, thereby influencing the philosophical thought and writing of the region. The Great Library at Alexandria, Egypt, which is said to have been started by Ptolemy I, became the most important center for learning in the ancient world. Greek theatre flourished throughout the lands conquered by Alexander and the amphitheaters built during the Hellenistic Period show markedly Greek features no matter the nationality of the architect nor the country of construction.

Even after the rise of the Republic of Rome and then the Roman Empire, Greek language, attitudes, philosophy, understanding and overall culture spread from the civilizations conquered by Alexander the Great and his generals to others in the East and then north to Europe through trade and, further, by Roman conquest, thereby Hellenizing the entire world of antiquity and influencing virtually every culture of the earth today.

³⁵ This passage is excerpted from a work by Joshua J. Mark which is licensed under a [Creative Commons Attribution License](https://creativecommons.org/licenses/by/4.0/). The original work is available at <http://www.ancient.eu/article/94/>.

Unit Three Instruction

Topic Two: Ancient Rome (6.1.1-4, 6.2.5, 6.2.6, 6.3.1-4, 6.4.1-3, 6.5.2, 6.6.1-3)

Connections to the unit content: Students examine the rise and fall of the Roman Republic and Roman Empire. Students also consider how classical Roman ideas have influenced cultures throughout the world.

Suggested Timeline: 22 class periods

Use this sample task:

- [Roman Republic](#)
- [Monotheistic Religions](#)
- [Roman Empire](#)

To explore these key questions:

- How have the achievements of ancient Rome impacted the modern world?
- Why do people invade and conquer other people?

That students answer through these assessments:

- Students create a map of the Roman world.
- Students complete the [Characteristics of Civilizations](#) for Ancient Rome, which can be collected for a grade.
- Students participate in various class discussions. Use a [discussion tracker](#) to keep track of students' contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.6.1a-d, SL.6.6)
- Students work in groups to research a component of civilization as seen in ancient Rome. Various work during the research process can be graded, such as notes taken from the sources, a list of sources used, using resources (including technology) appropriately during research, etc. ([ELA/Literacy Standards](#): W.6.7-9)
- Students write and deliver a presentation on the characteristics of ancient Roman civilization. Grade the written presentation for accuracy and organization of information and the delivery of the presentation with a presentation rubric, focusing on the quality of the delivery. ([ELA/Literacy Standards](#): W.6.2a-b, SL.6.4-6)
- Students write a summary that describes how the influence of the Roman Republic is evident in the U.S. today. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)
- Students continue adding to their timeline to understand the development of Roman civilization. Check these for accuracy.
- Students complete the columns for monotheistic religions on the [World Religions Organizer](#), which can be collected for a grade.
- Students complete the [Old City Evidence Chart](#), which can be collected for a grade.
- Students complete the [Three Religions Evidence Chart](#), which can be collected for a grade.
- Students complete the [Three Religions Statistics Scavenger Hunt](#), which can be collected for a grade.

- Students write an argumentative response to the following question: “Did the Roman Empire suddenly fall or transform?” Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)

Grade 6 Instructional Task: Roman Republic

Unit Three: Ancient Greece and Rome: Common Rule and Government, Topic Two: Ancient Rome

Description: Students investigate the classical ideas of the Roman Republic and how those ideas have influenced other cultures around the world, including the influence it had on the development of the government of the United States.

Suggested Timeline: 7 class periods

Materials: [Latitude and Longitude map](#), [Mediterranean Civilizations](#), [Time Zone map](#), [Climate map](#), [Labeled Physical map](#), [Major rivers](#), [Mountain ranges](#), [Blank Map of the World](#), [The Founding of Rome](#), [The Etruscans](#), Characteristics of Civilizations organizer ([blank](#) and [completed](#)), [The Roman Republic](#), [Roman Republic](#)

Instructional Process:

1. Say: "In the previous tasks, we learned about the development of Greek government and how geography and warfare impacted the development of Greek culture. Next we will examine the development of Roman culture."
2. Provide each student with access to a [latitude and longitude map](#) of the world. Review the concepts of parallels and meridians with students as well as the major lines of latitude and longitude and how to read a latitude and longitude map.
3. Determine if you want students to work independently or in pairs and display the following latitude and longitude coordinates: 40°N, 15°E - [Mediterranean Civilizations](#)
4. Have students identify their location using the [latitude and longitude map](#) of the world. Students who struggle with executing this skill should be provided with intervention or [additional practice](#) as needed.
5. Review the main components of a map with students:
 - a. Title - Have students point to and identify the title of their map activity
 - b. Compass Rose - Have students draw a compass rose with cardinal and intermediate directions near their map
 - c. Map Key or Legend - review the concept
6. Use the [latitude and longitude map](#) to review hemispheres. Have students draw a circle to represent the world in the hemisphere section of the chart on their [Mediterranean Civilizations](#) worksheet. Then have students identify where Italy is on the [latitude and longitude map](#). Have students draw an equator and a prime meridian through the circle in the hemisphere section of the chart on their [Mediterranean Civilizations](#) worksheet and draw an "x" in Italy's approximate location. Have students record the hemisphere in which Italy is located (northern and eastern) in the hemisphere section of the chart on their [Mediterranean Civilizations](#) worksheet.
7. Distribute or display a [time zone map](#) of the world. Review the concept of time zones, then have students determine how many time zones are present in their assigned part of the world and record it on their [Mediterranean Civilizations](#) worksheet.
8. Ask: "If a modern person living in Athens, Greece called their friend in Rome, Italy at 8:30pm (Athens time), at what time in Rome would their friend answer their phone?"
9. Model for student how to break down the question, then allow time for students to reference the displayed [time zone map](#) and determine their answer. Call on a student to share their answer, then have a different student approach the map to illustrate how the solution was determined.

10. Distribute or display a [climate map](#) of the world. Have students determine what climate zones are present in their assigned part of the world and record it on their [Mediterranean Civilizations](#) worksheet.
11. Distribute crayons or colored pencils so students may lightly shade in the climate zones on their maps. Instruct students to create a map key or legend of Italy's climate regions in the climate zones section of the chart on their [Mediterranean Civilizations](#) worksheet.
12. Allow students time to [research](#) their climate zones (the research website is more detailed than the climate map but students should be able to identify their climate zones, model where necessary). Encourage students to research using the tabs for each climate zone in their assigned part of the world to investigate the characteristics of each climate zone including temperature, common plants and animals, etc.
13. Display and discuss the definitions of [political](#) and [physical](#) maps with students.
14. Have students reference a [labeled physical map](#) of the world and add the [major rivers](#) and [mountain ranges](#) that are present in Italy onto their map in marker or sharpie pen. Instruct students to add symbols in the physical features section of the chart on their [Mediterranean Civilizations](#) worksheet.
15. Conduct a discussion in which students predict the impact of climate on human settlement patterns in this region. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What would attract a group of humans to settle in this area?
 - b. What climate zones contain the best conditions for human settlement?
 - c. What physical features would attract or repel human settlement?
16. Project a [blank map of the world](#) onto the front board. Allow students to identify on the projected map where they expect human settlement to occur.
17. Instruct students to develop a claim identifying the region on the globe that presents the best environment for human settlement to develop? Students should reference climate and geographic features in their response, and include details from task materials and class discussions. Grade paragraphs using the [claims rubric](#).
18. Have students read about the legend of [The Founding of Rome](#) and the [Etruscans](#) to set the stage for their study of Rome. Provide each students with a copy of the [Characteristics of Civilizations organizer](#) to complete while reading.
19. Instruct students to reference the map found in the [Etruscans](#) and draw the boundaries for the Etruscan kingdom onto their [Mediterranean Civilizations](#) worksheet in marker or sharpie pen. Instruct students to complete the political features and major civilizations sections of the chart on their [Mediterranean Civilizations](#) worksheet.
20. Divide students into groups and assign each group a research topic related to Ancient Rome.
 - a. [Life in Roman Times](#)
 - b. [Social Structure](#)
 - c. [Gladiators, Chariots, and the Roman Games](#)
 - d. [Roman Mythology](#)
 - e. [Inventions and Innovations](#)
21. Have each group prepare a brief presentation about their assigned aspect of life. The presentations should include as many details as possible. Grade using the [oral presentation rubric](#).
22. As each group presents, have students take notes on their [Characteristics of Civilizations organizer](#).

23. Conduct a discussion about elements of Roman society. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
- How were the civilizations of ancient Greece and Rome similar and different?
 - In what ways was the influence of ancient Greece evident in Roman society?
 - How did geography affect the development of Roman culture and society?
24. Say: “When we looked at Greece, we looked at their distinct form of government. Rome is also known for the development of a special government type - the republic.”
25. Provide each student with a copy of [The Roman Republic](#).
26. Have students read [The Roman Republic](#) to learn about the structure of the republic. As students read, have them take notes on their [Characteristics of Civilizations organizer](#).
27. Have students complete the [Roman Republic](#) task to evaluate how democratic the government of ancient Rome was.
28. Have students respond in writing to the following question: “How are qualities of the Roman Republic evident in the United States today?” Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#).
29. Instruct students to reference the following [map of the Roman Republic](#) and draw the boundaries for the republic onto their [Mediterranean Civilizations](#) worksheet in marker or sharpie pen. Instruct students to add this detail to the political features and major civilizations sections of the chart on their [Mediterranean Civilizations](#) worksheet.
30. Review the concept of a [vertical timeline](#) with students.
31. Have students add the following dates to their timeline:
- 753 BCE: Rome founded**
 - 509 BCE: Overthrow of Etruscan kings/beginning of the Roman Republic**
 - 449 BCE: The Twelve Tables were created**
 - 264 BCE - 241 BCE: The First Punic War**
 - 218 BCE - 202 BCE: The Second Punic Wars: Hannibal crosses the Alps**
 - 149 BCE - 146 BCE: The Third Punic Wars: Rome defeats Carthage**

Mediterranean Civilizations

Location (hemispheres)		Major Climate Zones	
Major Physical Features		Major Political Features	
How many Time Zones in this region?		Major Civilizations in this region	



Characteristics of Civilizations

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/ state systems		
Organized religion		
Economy and job specialization		
System of tribute		
Surplus food		
Planned infrastructure		
Trade		
Accumulated learning		
Arts		

Characteristics of Civilizations (Completed)

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/state systems	Organized government, starts out with a king and Senate, becomes a republic with consuls and maintains the Senate	Greek city-states went through similar government shifts
Organized religion	Gods similar to Greece; religious worship was required by the state	Judaism and Christianity (share similar details)
Economy and job specialization	Government was for the patricians (elite nobility), military service was praised, merchant and artisan classes as well as religious classes were important to society; male family heads determined the occupation of their children; very little movement was allowed outside of your class and virtually no marriage outside of a class was allowed	Egyptian society or Medieval Europe
System of tribute	Roman citizens were expected to make regular tributes to the god and the state, taxes (monetary) and material	Taxes or church tithes
Surplus food	Hills and plains surrounding Rome were used for farming	American Midwest and Great Plains
Planned infrastructure	Rome was a planned city built on top of a hill, the remaining city was built around the 6 other hills	Baton Rouge or any other planned city with government building at its center
Trade	Strong trading culture, especially with Greece, strong road network used for land trade	NAFTA, US trade with neighboring countries or global trade networks
Accumulated learning	Literacy was prized	Most developed nations
Arts	Sculpture and wall frescos depicting the god, rulers, or daily life were common	Greece or Renaissance Europe

The Roman Republic³⁶

The Romans established a form of government — a republic — that was copied by countries for centuries. In fact, the government of the United States is based partly on Rome's model.



The ladder to political power in the Roman Senate was different for the wealthy patricians than for the lower-class plebeians.

It all began when the Romans overthrew their Etruscan conquerors in 509 B.C.E. Centered north of Rome, the Etruscans had ruled over the Romans for hundreds of years.

Once free, the Romans established a republic, a government in which citizens elected representatives to rule on their behalf. A republic is quite different from a democracy, in which every citizen is expected to play an active role in governing the state.

Citizen

The Roman concept of the citizen evolved during the Roman Republic and changed significantly during the later Roman Empire. After the Romans freed themselves from the Etruscans, they established a republic, and all males over 15 who were descended from the original tribes of Rome became citizens. Citizens of Rome distinguished themselves from slaves and other noncitizens by wearing a toga; most wore a white toga. During the Empire, each emperor wore a purple toga to distinguish himself as the princeps, or "first citizen."

Citizenship varied greatly. The full citizen could vote, marry freeborn persons, and practice commerce. Some citizens were not allowed to vote or hold public office, but maintained the other rights. A third type of citizen could vote and practice commerce, but could not hold office or marry freeborn women.

In the late Republic, male slaves who were granted their freedom could become full citizens. Around 90 B.C.E., non-Roman allies of the Republic gained the rights of citizenship, and by 212 C.E. all free people of the Roman Empire could become citizens.

³⁶ This work by The Independence Hall Association is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/). The original work is available at <http://www.ushistory.org/civ/6a.asp>.



Frescoes line the walls of long-forgotten Etruscan tombs. This painting, found in the Tomb of Augurs in Tarquinia, is titled *Hell's Door*.

The aristocracy (wealthy class) dominated the early Roman Republic. In Roman society, the aristocrats were known as patricians. The highest positions in the government were held by two consuls, or leaders, who ruled the Roman Republic. A senate composed of patricians elected these consuls. At this time, lower-class citizens, or plebeians, had virtually no say in the government. Both men and women were citizens in the Roman Republic, but only men could vote.

Tradition dictated that patricians and plebeians should be strictly separated; marriage between the two classes was even prohibited. Over time, the plebeians elected their own representatives, called tribunes, who gained the power to veto measures passed by the senate.

Gradually, the plebeians obtained even more power and eventually could hold the position of consul. Despite these changes, though, the patricians were still able to use their wealth to buy control and influence over elected leaders.

The Roman Senate

The history of the Roman Senate goes as far back as the history of Rome itself. It was first created as a 100-member advisory group for the Roman kings. Later kings expanded the group to 300 members. When the kings were expelled from Rome and the Republic was formed, the Senate became the most powerful governing body. Instead of advising the head of state, it elected the chief executives, called consuls.

Senators were, for centuries, strictly from the patrician class. They practiced the skills of rhetoric and oratory to persuade other members of the ruling body. The Senate convened and passed laws in the curia, a large building on the grounds of the Roman Forum. Much later, Julius Caesar built a larger curia for an expanded Senate.

By the 3rd century B.C.E., Rome had conquered vast territories, and the powerful senators sent armies, negotiated terms of treaties, and had total control over the financial matters of the Republic.

Senatorial control was eventually challenged around 82 B.C.E. and the Senate's membership was increased to 600, and included many non-patricians. Julius Caesar raised the number to 900 (it was reduced after his assassination). After the creation of the Roman Empire in 27 B.C.E., the Senate became weakened under strong emperors who



Hannibal marched his elephants south into the Italian peninsula during the

often forcefully coerced this ruling body. Although it survived until the fall of Rome, the Roman Senate had become merely a ceremonial body of wealthy, intelligent men with no power to rule.

Occasionally, an emergency situation (such as a war) arose that required the decisive leadership of one individual. Under these circumstances, the Senate and the consuls could appoint a temporary dictator to rule for a limited time until the crisis was resolved. The position of dictator was very undemocratic in nature. Indeed, a dictator had all the power, made decisions without any approval, and had full control over the military.

The best example of an ideal dictator was a Roman citizen named Cincinnatus. During a severe military emergency, the Roman Senate called Cincinnatus from his farm to serve as dictator and to lead the Roman army. When Cincinnatus stepped down from the dictatorship and returned to his farm only 15 days after he successfully defeated Rome's enemies, the republican leaders resumed control over Rome.

The Twelve Tables

One of the innovations of the Roman Republic was the notion of equality under the law. In 449 B.C.E., government leaders carved some of Rome's most important laws into 12 great tablets. The Twelve Tables, as they came to be known, were the first Roman laws put in writing. Although the laws were rather harsh by today's standards, they did guarantee every citizen equal treatment under the law.

Laws from the Twelve Tables

- Females shall remain in guardianship even when they have attained their majority.
- A spendthrift is forbidden to exercise administration over his own goods.
- It is permitted to gather fruit falling down on another man's farm.
- If any person has sung or composed against another person a song such as was causing slander or insult to another, he shall be clubbed to death.
- Quickly kill ... a dreadfully deformed child.

With respect to the law and citizenship, the Romans took a unique approach to the lands that they conquered. Rather than rule those people as conquered subjects, the Romans invited them to become citizens. These people then became a part of Rome, rather than enemies fighting against it. Naturally, these new citizens received the same legal rights as everyone else.

The Punic Wars

The early Roman Republic often found itself in a state of constant warfare with its surrounding neighbors. In one instance, when the Romans were fighting the Carthaginians, Rome was nearly conquered. The people of Carthage (a city in what is today Tunisia in north Africa) were a successful trading civilization whose interests began to conflict with those of the Romans.

The two sides fought three bloody wars, known as the Punic Wars (264-146 B.C.E.), over the control of trade in the western Mediterranean Sea. In the second war, Hannibal, a Carthaginian general, successfully invaded Italy by leading an

army — complete with elephants — across the Alps. He handed the Roman army a crushing defeat but was unable to sack the city of Rome itself. After occupying and ravaging Italy for more than a decade, Hannibal was finally defeated by the Roman general Scipio at the Battle of Zama in 202 B.C.E.

Why “Punic”?

How did the word "Punic" become an adjective meaning "relating to the people of Carthage?" "Punic" is derived from the Latin word *Poenicus*, meaning "an inhabitant of Carthage." Carthage was founded by Phoenicians, and *Poenicus* is the Latin word for "Phoenician."

By the Third Punic War, Rome was ready to end the Carthaginian threat for good. After a successful several-year siege of Carthage, the Romans burned the city to the ground. Legend has it that the Romans then poured salt into the soil so that nothing would ever grow there again. Carthage was finally defeated, and the Roman Republic was safe.

Grade 6 Instructional Task: Monotheistic Religions³⁷

Unit Three: Ancient Greece and Rome: Common Rule and Government, Topic Two: Ancient Rome

Description: Students examine the main monotheistic religions of the world. Students analyze the importance of the Old City within each faith.

Suggested Timeline: 7 class periods

Materials: [Side by Side Comparison](#), [Map of the Old City](#), Old City Evidence Chart ([blank](#) and [completed](#)), [Virtual Tour of Western Wall](#), [Judaism: The Old City](#), [Virtual Tour of Church of the Holy Sepulchre](#), [Old City's Importance to Christianity](#), [Virtual Tour of Temple Mount/Haram al Sharif](#), [Islam: Dome of the Rock](#), World Religions organizer ([blank](#) and [completed](#)), [Religion: Three Religions, One God](#), ["The Abrahamic Religions," "Quotes from Religious Texts,"](#) Three Religions Evidence Chart ([blank](#) and [completed](#)), [Comparison Fact Chart](#), Three Religions Statistics Scavenger Hunt ([blank](#) and [completed](#)),

Instructional Process:

1. Say: "In our study of Mesopotamia, we learned about the Ancient Hebrews. In this task, we will learn more about Judaism and the other major monotheistic religions present within and near the Roman world."
2. Have students access their [World Religions organizer](#) from the previous unit.
3. Say: "As we go through this task and you learn about each of these religions, continue to add that information to your [World Religions organizer](#)."
4. Have students read through [Side by Side Comparison](#) to gain background information on the origins of each of the three major monotheistic religions.
5. Provide students with access to the [Map of the Old City](#). Explain to students that the Old City of Jerusalem in Israel is a holy place to Jews, Christians, and Muslims. Have students work with a partner to brainstorm possible conflicts that could arise from sharing this space.
6. Provide each student with a copy of the [Old City Evidence Chart](#).
7. Have students complete a jigsaw activity based on sources. For each religion there is a reading and then a website source with a virtual tour of the holy place for that religion.
 - a. Judaism: [Judaism: The Old City](#) and [Virtual Tour of Western Wall](#)
 - b. Christianity: [Old City's Importance to Christianity](#) and [Virtual Tour of Church of the Holy Sepulchre](#)
 - c. Islam: [Islam: Dome of the Rock](#) and [Virtual Tour of Temple Mount/Haram al Sharif](#)Have students record their information on the [Old City Evidence Chart](#).
8. Once the jigsaw activity is complete and students have completed their portion of the chart, have students return to their home group and present their information, then listen to their classmates presentations as they fill out the remainder of their [Old City Evidence Chart](#).
9. Conduct a discussion in which students note the connectedness of the world's major monotheistic faiths. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources, their [Old City Evidence Chart](#), and their outside knowledge to support their answers. Possible questions:

³⁷ This task is adapted from the Three Religions, One Sacred Place Cornerstone developed for the District of Columbia Public Schools. The task is licensed under a [Creative Commons Attribution 4.0 International License](#), which allows for it to be shared and adapted as long as the user agrees to the terms of the license.

- a. What do the holy sites show about similarities between the three monotheistic religions?
 - b. What differences did you observe between these three religions and the holy sites connected to each faith?
 - c. What possible conflicts could arise from these three religions sharing connections to holy sites located in the same geographic area?
 - d. Imagine that you are a leader of one of the monotheistic faiths. What plan could you offer for sharing access to the site holy to each faith?
10. Have students read through [Religion: Three Religions, One God](#) to build background knowledge of the basics of each religion. As students read, have them record pertinent information on the [World Religions Organizer](#).
 11. After they complete their reading, allow students to work in pairs or trios to solidify their notes.
 12. Provide each student with a copy of [“The Abrahamic Religions”](#) and [“Quotes from Religious Texts”](#) and have them complete the [Three Religions Evidence Chart](#) as they read.
 13. After they complete their reading, allow students to work in pairs clarify their notes.
 14. Have students complete a quick write in response to the following question: “Why are these religions called Abrahamic religions?” Instruct students to provide evidence from the sources in their response. Grade using the [claims rubric](#).
 15. Have students work with a partner to review the origins of each religion from the previous task.
 16. Provide each student with a copy of the [Comparison Fact Chart](#) and the [Three Religions Statistics Scavenger Hunt](#).
 17. In pairs, have students use the [Comparison Fact Chart](#) to answer the questions on the [Three Religions Statistics Scavenger Hunt](#).
 18. Review the questions by soliciting answers from students in a class discussion.

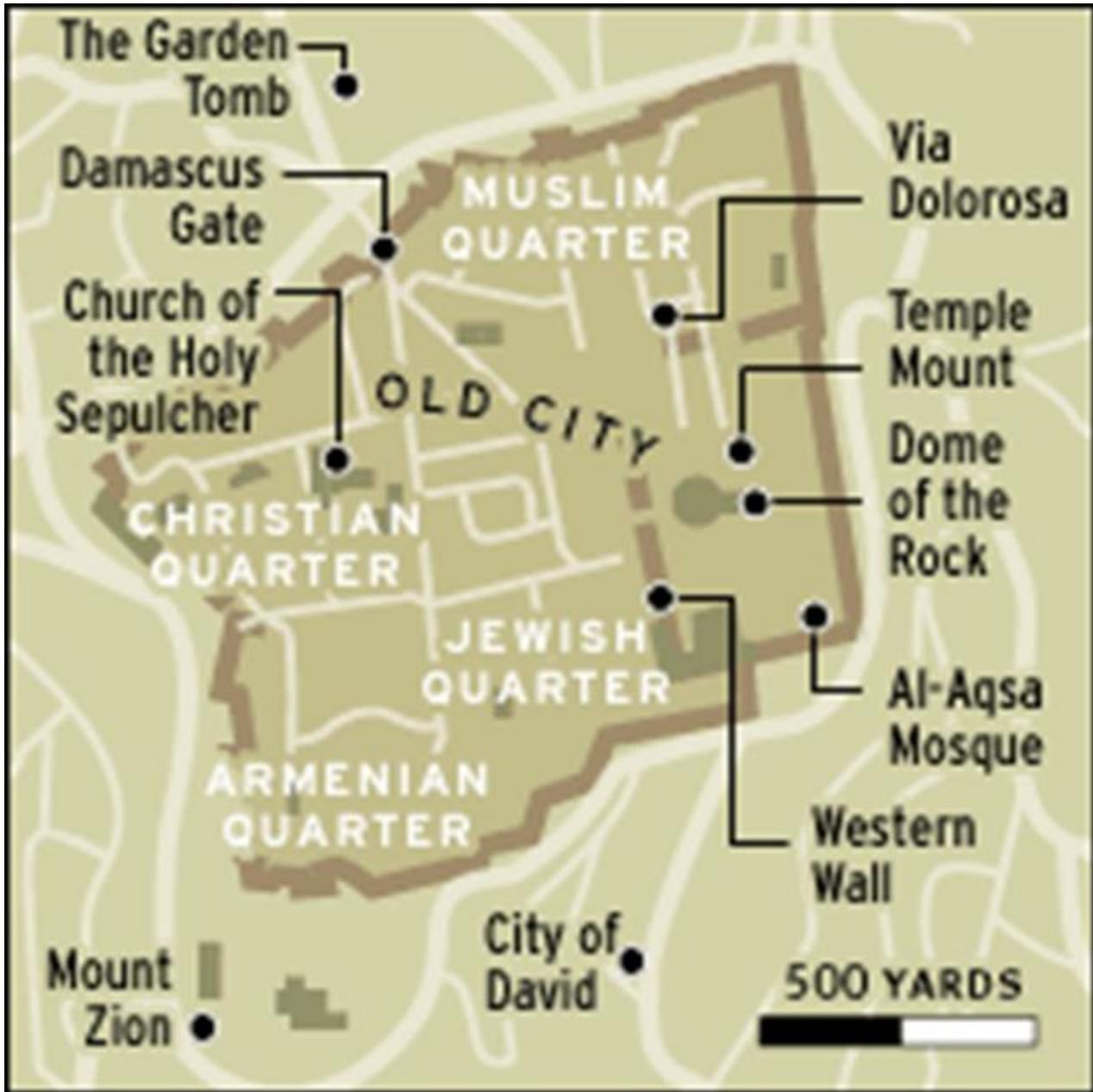
World Religions

Notes	Judaism	Hinduism	Buddhism	Christianity	Islam
Important Texts					
Important People					
Important Places					
Beliefs and Practices					

World Religions (Completed)

Notes	Judaism	Hinduism	Buddhism	Christianity	Islam
Important Texts	Torah, Talmud			Bible	Qur'an, hadith
Important People	Abraham			Jesus Christ Disciples	Mohammed
Important Places	The kingdoms of Israel and Judah			Roman occupied Jerusalem, the Ancient Near East, and the Mediterranean world	The Arabian Peninsula, the Ancient Near East, northern Africa and Spain
Beliefs and Practices	monotheistic Ten Commandments <i>Holidays</i> --Rosh Hashana, Yom Kippur, Hanukkah, Passover pray in synagogues			monotheistic 10 Commandments <i>Holidays</i> --Easter, Christmas pray in churches	monotheistic Five Pillars <i>Holidays</i> -- Ramadan - month of fasting Eld-al-Fitr pray in mosques

Map of the Old City



MSNBC

Old City Evidence Chart

Question	Judaism	Christianity	Islam
<p>What place in the Old City is important to this religion?</p>			
<p>Describe what the site looks like or draw a picture.</p>			
<p>Why is the Old City important to this religion? Think about beliefs, practices or rituals, and its role as a center of communities.</p>			

Old City Evidence Chart (Completed)

Question	Judaism	Christianity	Islam
What place in the Old City is important to this religion?	The Temple Mount The Western Wall or Wailing Wall	The Church of the Holy Sepulchre The Temple Mount	The Temple Mount The Dome of the Rock The al-Aqsa Mosque
Describe what the site looks like or draw a picture.	Only the Western Wall of the Temple remains, it is an ancient brick wall, quite weathered	Large, magnificent cathedral with white marble	The Temple Mount is a ruin structure with the Wailing Wall The al-Aqsa Mosque is elaborately decorated with Islamic symbols and writing The Dome of the Rock is an ancient foundation stone
Why is the Old City important to this religion? Think about beliefs, practices or rituals, and its role as a center of communities.	This was the location where God gathered dust to make Adam, where Abraham offered his son, and where the first Temple was built	This is where Jesus died and was resurrected from the dead This is where Jesus' parents brought him to be dedicated as a baby	This is where Muhammad appeared to pray with the prophets Abraham, Moses, and Jesus The Dome of the Rock is where Mohammad ascended to heaven

Judaism: The Old City

In the Old City, lies the Temple Mount. Jewish tradition holds that the Temple Mount is the site where God gathered the dust to create Adam and where Abraham nearly sacrificed his son to prove his faith. King Solomon, according to the Bible, built the First Temple of the Jews on the Temple Mount around 1000 BCE, only to have it torn down 400 years later by the Babylonian king Nebuchadnezzar, who sent many Jews into exile.[1] In the first century BCE, Herod—a king in the Roman Empire—expanded and refurbished[2] a Second Temple. This Temple was destroyed in 70 CE and marked the beginning of a new Jewish diaspora[3], or dispersion in which Jews left the land and went elsewhere to live.

According to Jewish tradition, the Temple contained the Holy of Holies, a site that is special to God. The Temple was also the location where priests performed sacred rituals. For centuries Jews have gathered at the ruins of the Temple—referred to as the Western Wall or Wailing[4] Wall—to mourn its destruction, to grieve over the loss of the priesthood and certain sacred rituals, and to get as close as possible to the original site of the Holy of Holies. The Western Wall is an unforgettable sight, the cracks of its chalky stone stuffed with prayers written on bits of paper; Jews stand chanting and swaying. It is managed by a rabbi[5] and every year hosts millions of visitors who come to pray and connect to their heritage, especially during the High Holidays.

Adapted from:

[What is Beneath the Temple Mount?](#)

[What Makes Jerusalem So Holy?](#)

[The Temple Mount](#)

Edited by Benjamin Marcus (Research Fellow, Newseum Institute)

[1] Exile (n) – a long separation from one’s country

[2] refurbish (n) –to renovate or restore to good condition

[3] diaspora (n) - a group of people living outside the area in which they had lived

[4] wailing – (v) making a very sad cry

[5] rabbi (n) – a Jewish teacher, scholar, and head religious official in a community

Old City's Importance to Christianity

The white marble circle in the Holy Sepulcher Church in Jerusalem's Old City is described in some literary sources and folkloric legends as the "center of the world." Jerusalem's centrality, however, comes not from geographic or scientific, but from spiritual and religious considerations. The Old City is the place where Jesus Christ died and was raised from the dead on the third day. Resurrection[1] in Christianity is the central and basic event, the core of Christian belief, without which Christianity doesn't exist and religion loses its meaning.

The Church of the Holy Sepulcher is believed, by Christians, to be the site where Jesus died and was resurrected. Every year thousands of Christian pilgrims[2] come to the Old City to retrace Jesus's steps he took when he was nailed to the cross. According to the New Testament the Temple Mount is also important to Christianity. The Temple of Jerusalem played a significant role in the life of Jesus. After his birth (around 4 BC), Jesus was dedicated at the Temple in accordance with the Law of Moses (Luke 2:22-28). Jesus was later tempted by Satan to jump off the Temple to prove his status (Matthew 4:1-11, Mark 1:12-13, and Luke 4:1-13, 11:15-19, Luke 19:45-48, John 2:14).

Adapted from:

[Temple Mount, Jerusalem](#)

[The Significance of Jerusalem: A Christian Perspective](#)

[1] Being raised from the dead

[2] people who travel to a place for religious reasons

Islam: Dome of the Rock

The Temple Mount—known to Muslims as *Haram al-Sharif* (the Noble Sanctuary)—contains the shrine of the Dome of Rock and the al-Aqsa Mosque. The mosque is the third holiest site in Islam and is under the administration of an Islamic trust or *waqf*.^[1]

Muslims believe the Prophet Muhammad travelled to the al-Aqsa mosque from Mecca during his night journey on a fabulous winged horse called *el-Burak* and prayed with the souls of all the prophets including Abraham, Moses, and Jesus.

A few steps away from the mosque, the shrine of the Dome of the Rock holds the foundation stone, where Muslims believe Muhammad ascended^[2] to heaven during his night journey from Mecca. In the earliest years of Islam, Muslims prayed in the direction of the Temple Mount.

Today Muslims visit the holy site all year round, but every Friday during the holy month of Ramadan, hundreds of thousands of Muslims come to pray at the mosque.

Adapted from:

[What Makes Jerusalem So Holy?](#)

[Dome of the Rock and Temple Mount](#)

Edited by Benjamin Marcus (Research Fellow, Newseum Institute)

[1] Trust here means an gift made by Muslims to a religious, educational, or charitable causes

[2] ascend (v) –go up, climb, rise

The Abrahamic Religions

Excerpts from [Global Connections: The Middle East](#)

Adaptations from [The Pluralism Project: Harvard University](#)

Edited by Benjamin Marcus (Research Fellow, Newseum Institute)

Three of the world's major religions -- the monotheist[1] traditions of Judaism, Christianity, and Islam -- were all born in the Middle East and are all inextricably[2] linked to one another. Christianity was born from within the Jewish tradition, and Islam developed from both Christianity and Judaism.

While there have been differences among these religions, there was a rich cultural interchange [3]between Jews, Christians, and Muslims that took place in Islamic Spain and other places over centuries. Judaism is the oldest surviving monotheistic religion, arising in the eastern Mediterranean in the second millennium B.C.E.[4]. Abraham is traditionally considered to be the first Jew and to have made a covenant[5] with God. Because Judaism, Christianity, and Islam all recognize Abraham as an important prophet[6] who had a close relationship with God, they are also called the Abrahamic religions.

Judaism

Judaism is best thought of as a triangle with three points: God, Torah, and the Jewish people. None is central; all are interdependent. Jews believe in one God, the God of all creation, with whom they have a special covenant.[7] Jews believe God gave the prophet, Moses, the Torah. The Torah[8] includes sacred texts as well as Judaism's intellectual culture, which focuses on the study, understanding, and interpretation of these texts. The Jewish people have a historical culture that includes specific customs, foods, arts, music, and dance that are part of a way of life.

Judaism is concerned not only with belief but also religious practices that regulate human behavior. According to Orthodox [9]Judaism, Jewish law, or *halakhah*, includes 613 commandments[10] given by God in the Torah, as well as rules and practices elaborated[11] by scholars and custom. Jewish law covers matters such as prayer and ritual, diet, rules regulating personal status (marriage, divorce, birth, death, inheritance, etc.), and observance of holidays (like Yom Kippur and Passover).

[1] Monotheist – (adj) religion with only one God

[2] Inextricably – (adv) impossible to escape from

[3] Interchange – (v) exchange things

[4] B.C.E. or Before Common Era is the time before we started using our current calendar. C.E. or Common Era refers to the calendar we currently use.

[5] Covenant – (n) agreement

[6] Prophet – (n) somebody who interprets divine will

[7] covenant- (n) relationship or agreement

[8] Torah literally means “instruction” or “teaching” and has a variety of meanings, often referring to the first five books of the Bible. Here it refers to the totality of Jewish teaching, culture, and practice.

[9] Orthodox – (adj) original or traditional

[10] commandments – (n) rules from God

[11] elaborated – (v) given more detail

Christianity

Christianity developed out of the monotheistic tradition of Judaism; Jesus, its founder, was a member of the Jewish community in Roman Palestine. Its holy scriptures^[1] are the Old Testament (the Jewish Bible with additions), and the New Testament (written by Jesus's followers after his death and containing the life story of Jesus and early Christian writings).

Today Christianity has three major branches, each possessing its own internal variety of beliefs, practices, and forms of community— the Catholic Church, Orthodox Christian Churches, and Protestant faiths. Despite their differences, each branch focuses on the life, teachings, crucifixion and resurrection of Jesus. Many Christians believe that there is one God in three persons:^[2] the Father, the Son (Jesus), and the Holy Spirit. Religious practices vary by denomination^[3] but may include baptism^[4] and communion.^[5]

While Christianity is growing most rapidly in Africa and Latin America, it is still the dominant religious tradition of Europe and North America. Despite the threat of war, small and ancient Christian communities continue to exist in the Middle East.

Islam

Muslims believe that God^[6] sent a revelation^[7], the Quran^[8], to the prophet Muhammad in the seventh century C.E. to share with mankind. The Quran contains verses about worshiping one god, and treating others properly. The Hadith^[9] describe Muhammad's life, elaborates on laws for the community based on the Quran, and explains how certain rituals^[10] should be performed.

Many Muslims follow five principles (pillars): orally declaring^[11] their faith in God and belief in Muhammad as a prophet; praying five times a day; fasting ^[12]in the daylight hours during the month of Ramadan; giving a share of their income for charity; and making a pilgrimage^[13] to Mecca at least once in their lifetime if they can afford it. Many Muslims also observe dietary rules, in origin similar to those of Judaism, that forbid certain foods (like pork), outlaw alcohol, and dictate how animals should be slaughtered for food.

Islam has several branches and much variety within those branches. The two divisions within the tradition are the Sunni and Shi'a, each of which claims different methods of maintaining religious authority.

[1] Scriptures – (n) holy books of Christianity

[2] persons here means “forms”

[3] denomination – (n) a branch of Christianity

[4] baptism – (n) a ritual of initiation into the Christian community

[5] communion –(n) a Christian practice that involves the sharing of a ritual meal

[6] the Arabic word for God is “Allah” and refers to the same God as that of Christians and Jews

[7] Revelation – divine (from God) information

[8] Quran – holy book of Islam

[9] Hadith – another holy book of Islam

[10] rituals – (n) performance of formal activities that are done in a certain way and usually at certain times of the day or year

[11] declaring – (v) announcing something clearly or loudly

[12] fasting – (n) going without food

[13] pilgrimage to Mecca – religious journey to the most sacred place in the Islamic religion

Quotes from Religious Texts

Judaism

“Now the Lord said to Abram, ‘Go from your country and your kindred and your father’s house to the land that I will show you. I will make of you a great nation, and I will bless you, and make your name great, so that you will be a blessing. I will bless those who bless you, and the one who curses you I will curse; and in you all the families of the earth shall be blessed.” (Genesis 12: 1-3)

Christianity

“You are the descendants of the prophets and of the covenant that God gave to your ancestors, saying to Abraham, ‘And in your descendants all the families of the earth shall be blessed’.” (Acts 3: 25)

Islam

“And remember that Abraham was tried by his Lord with certain commands, which he fulfilled; He said: ‘I will make thee an Imam^[1] to the nations’.” (Qur'an 2: 124)

[1] Imam – religious leader in Islam

Three Religions Evidence Chart

Question/Source	Judaism	Christianity	Islam
What do members of these faiths believe?			
How do they practice their religion?			
What are their communities like?			
What is the view of Abraham?			
Why are these religions called the “Abrahamic Religions”? Use text-based evidence to support your answer.			

Three Religions Evidence Chart (Completed)

Question/Source	Judaism	Christianity	Islam
What do members of these faiths believe?	They have a covenant with God	Jesus, God and the Holy Spirit are one	There is one God and Muhammad is His prophet
How do they practice their religion?	Strict adherence to the Torah, or law, passed from God to Moses	Baptism & Communion; Through the message left by Jesus and his followers in the New Testament	Strict adherence to the laws passed to Muhammad by God through the Quran
What are their communities like?	homogenous; they avoid cultural diffusion	World-wide; 3 varieties: Catholic, Orthodox, and Protestant	Abiding to the laws of the Quran, pious and charitable
What is the view of Abraham?	He established the covenant between God and the Jewish people	Christians believe they are part of the Abrahamic covenant	Abraham is a leader and prophet
Why are these religions called the “Abrahamic Religions”? Use text-based evidence to support your answer.	<i>All three religions consider Abraham to be the first prophet and first to make a covenant with God. “Abraham is traditionally considered to be the first Jew and to have made a covenant[5] with God...Judaism, Christianity, and Islam all recognize Abraham as an important prophet”.</i>		

Comparison Chart: Islam, Judaism, & Christianity

Source: Excerpted from http://www.religionfacts.com/islam/comparison_charts/islam_judaism_christianity.htm

Excerpted from <http://www.patheos.com/Library/Lenses/Side-By-Side>

Statistics and Basics

	Islam	Judaism	Christianity
followers are called	Muslims	Jews	Christians
current followers	1.3 billion	14 million	2 billion
current size rank	2nd largest	12th largest	largest
where a majority of followers live	Middle East, Southeast Asia	Israel, Europe, USA	Europe, North and South America, rapid growth in Africa and Asia
sacred text	Qur'an (Koran)	Torah	Bible
clergy[1]	imams	rabbis	priests, ministers, pastors, bishops
house of worship	mosque	synagogue	church, chapel, cathedral
main day of worship	Friday	Saturday	Sunday

Comparison of Origins and History

	Islam	Judaism	Christianity
date founded	c. 622 CE[2]	c. 2000 BCE	c. 33 CE
place founded	Saudi Arabia	Palestine[3]	Palestine
founder	Muhammad	Moses or Abraham	Jesus
original language(s)	Arabic	Hebrew	Aramaic, Greek
early expansion	within 12 years, entire Arabian peninsula; within 100 years, Muslim world stretched from the Atlantic to China	little expansion; mostly confined to Palestine	within 60 years, churches in major cities in Palestine, Turkey, Greece and Rome; entire Roman Empire by end of 4th cent.

[1] Clergy – The people who lead the mosque, synagogue, or church. Note that religious leaders have different duties between religions and within different sub-groups of Islam, Christianity, and Judaism.

[2] CE – Current Era (when our current calendar began) BCE - Before Current Era (before we started using the current calendar) Note: The calendar that we use in the United States uses the date traditionally given for the birth of Jesus as Year 1 CE.

[3] Palestine - a conventional name, among others, for the geographic region between the [Mediterranean Sea](#) and the [Jordan River](#)

The Three Religions Scavenger Hunt

Directions: Use the statistics about Judaism, Christianity, and Islam in order to find the answers to the following questions with a partner.

1. Which of the three religions has the most followers?

JUDAISM CHRISTIANITY ISLAM

2. Which of the three religions is the oldest?

JUDAISM CHRISTIANITY ISLAM

3. Which of the three religions was founded most recently?

JUDAISM CHRISTIANITY ISLAM

4. Do any of the three religions share the same day of worship?

YES NO

5. Which of the three religions share the same place of origin? (circle two)

JUDAISM CHRISTIANITY ISLAM

6. Which of the three religions experienced the least expansion from its place of origin?

JUDAISM CHRISTIANITY ISLAM

7. Do the three religious groups share territory today, or are they isolated (*kept separate*) from each other?

SHARE SPACE ISOLATED

The Three Religions Scavenger Hunt (Completed)

Directions: Use the statistics about Judaism, Christianity, and Islam in order to find the answers to the following questions with a partner.

1. Which of the three religions has the most followers? **CHRISTIANITY**
2. Which of the three religions is the oldest? **JUDAISM**
3. Which of the three religions was founded most recently? **ISLAM**
4. Do any of the three religions share the same day of worship? **NO**
5. Which of the three religions share the same place of origin? **JUDAISM & CHRISTIANITY**
6. Which of the three religions experienced the least expansion from its place of origin? **JUDAISM**
7. Do the three religious groups share territory today, or are they isolated (*kept separate*) from each other?
SHARED SPACE

Grade 6 Instructional Task: Roman Empire³⁸

Unit Three: Ancient Greece and Rome: Common Rule and Government, Topic Two: Ancient Rome

Description: Students examine the period known as the *Pax Romana* and investigate the rise and decline of the Roman Empire.

Suggested Timeline: 8 class periods

Materials: [Julius Caesar](#), [Pax Romana](#), [Western Mediterranean 264 BC](#), [Roman Empire in 117 AD](#), [Can Math Predict the Rise and Falls of Empires?](#), [No, Math Cannot Predict the Rise and Falls of Empires](#), [8 Reasons Why Rome Fell](#), Fall of the Roman Empire T-chart ([blank](#) and [completed](#))

Instructional Process:

1. Say: “In previous tasks, we learned about the founding and development of the Roman Republic. Next we will examine how the decline of the Roman Republic led to the rise of the Roman Empire.”
2. Have students review [The Roman Republic](#) from task 1 to remind themselves of the structure and history of the republic.
3. Provide each student with a copy of [Julius Caesar](#).
4. Have students work with a partner to annotate [Julius Caesar](#) using an established classroom strategy.
5. Conduct a brief discussion about Julius Caesar. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. How was government organized in the Republic?
 - b. How did social inequality weaken the Republic?
 - c. Did Caesar manipulate the system to gain power, or did he operate within the system and simply benefit from it?
 - d. What mistakes did Caesar, Pompey and the Senate make that ultimately led to the end of the Republic?
 - e. In what ways did Caesar’s dictatorship violate the ideas of the Republic?
 - f. Why didn’t Caesar’s assassination save the Republic?
6. Provide each student with a copy of [Pax Romana](#).
7. Have students work with a partner to annotate the [Pax Romana](#) using an established classroom strategy.
8. Have students construct a claim in which they respond to the question: “How did the period known as Pax Romana both exemplify and contradict its name”? Instruct students to use evidence from the [Pax Romana](#) outside knowledge to support their claim.
9. Have students locate their [Mediterranean Civilizations](#) worksheet. Instruct students to reference the map found in the [Pax Romana](#) and draw the boundaries for the Roman Empire onto their [Mediterranean Civilizations](#) worksheet in marker or sharpie pen. Instruct students to add this detail to the political features and major civilizations sections of the chart on their [Mediterranean Civilizations](#) worksheet.

³⁸ This task is adapted from the [Did the Roman Empire Fall? Task](#) developed for the New York State Social Studies Resource Toolkit. The task is licensed under a [Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License](#), which allows for it to be shared and adapted as long as the user agrees to the terms of the license.

10. Say: “Roman military conquests added many territories to Roman control. Next we will examine a few maps that can show us the change in Roman political geography as a result of their conquests.”
11. Provide each student with copies of [Western Mediterranean 264 BC](#) and [Roman Empire in 117 AD](#).
12. Have students work with a partner to compare the growth of Roman lands during the Roman Empire and to make connections to previously covered material.
13. Conduct a brief discussion. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What happened to the Carthaginian Empire? (students should reference the Punic Wars; if not, facilitate a review from task 1)
 - b. Why do you think the Roman Empire was divided into Senatorial and Imperial Provinces during the Pax Romana?
 - c. What difficulties might arise in governing such a large and diverse empire?
 - d. What historical examples could Roman Senators and Emperors reference to determine positive actions for the Roman Empire, or to avoid negative actions?
14. Say: “As the Roman Empire continued to expand, the challenge of maintaining control of such a vast expanse of land also increased. Although a decline definitely emerged in the order and protection of the Roman Empire, some people say it was more of a transformation than the fall of an empire. By exploring the next set of sources, you will be determining your own position to the question: “Did the Roman Empire Fall?”
15. Provide each student with a copy of [Can Math Predict the Rise and Falls of Empires?](#) and [No, Math Cannot Predict the Rise and Falls of Empires](#). Have students work with a partner to annotate both sources using an establish classroom strategy.
16. Conduct a brief discussion about the differing perspectives. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What makes an empire?
 - b. How does geography impact the fall of an empire?
 - c. What role do natural resources play in the growth and decline of empires?
 - d. Can the fall of an empire be predicted?
 - e. What does it mean when an empire falls?
17. Provide students with access to [8 Reason Why Rome Fell](#) and a copy of the [Fall of the Roman Empire T-chart](#).
18. Have students work with a partner to read the text and list the reasons for the fall of the Roman Empire in their appropriate column on the [Fall of the Roman Empire T-chart](#).
19. Have students construct an argument (e.g., detailed outline, poster, essay) that addresses the question: “Did the Roman Empire suddenly fall or transform?” using specific claims and relevant evidence from contemporary and historical sources while acknowledging competing views. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#).

20. Have students add the following dates to their timeline:
- a. **46 BCE:** Caesar becomes dictator of Rome
 - b. **44 BCE:** Caesar assassinated; Roman Republic ends
 - c. **27 BCE - 180 CE:** Pax Romana
 - d. **27 BCE - 68 CE:** Augustus and his family as Roman Emperors
 - e. **96 CE - 180 CE:** The Five Good Emperors
 - f. **378 CE - 410 CE:** Roman peace with Germanic invaders
 - g. **410 CE & 455 CE:** Germanic tribes sack Rome
 - h. **476 CE:** Last Roman Emperor; The Fall of the Roman Empire

Julius Caesar³⁹



Julius Caesar's military might, political savvy, and diplomatic genius made him supremely popular among the Roman citizenry.

The first conspirator greeted Caesar, then plunged a knife into his neck. Other stabbers followed suit. One by one, several members of the Senate took turns stabbing Julius Caesar (100-44 B.C.E.), the dictator of the entire Roman Empire.

Stunned that even his good friend Brutus was in on the plot, Caesar choked out his final words: "'kai su, teknon?" ("You too, my child?").

On the steps of the Senate, the most powerful man in the ancient world died in a pool of his own blood.

About "Et tu, Brute?"

In William Shakespeare's play *Julius Caesar*, the title character manages to utter "Et tu, Brute?" ("and you, Brutus?") as he is slain. This is not historically accurate.

According to the 1st century C.E. Roman historian Suetonius, Julius Caesar spoke mainly Greek and not Latin, as was the case with most patricians at the time. In his history about the life of Julius Caesar, Suetonius writes that as the assassins plunged their daggers into the dictator, Caesar saw Brutus and spoke the Greek phrase *kai su, teknon*, meaning "you too, my child."

There is still debate whether or not it was shouted in shock or said as a warning. On one hand, Caesar may have been amazed to find a close friend like Brutus trying to kill him; on the other hand, he may have meant that Brutus would pay for his crime in the future for this treachery. Either way, the words were Greek, so leave "Et tu, Brute" for Shakespeare.



Roman soldiers' appearance changed very little over the centuries. The army of Julius Caesar looked very similar to the soldiers in this 2nd-century B.C.E. carving.

³⁹ This work by The Independence Hall Association is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/). The original work is available at <http://www.ushistory.org/civ/6b.asp>.



Roman coins celebrated Caesar's military victories in Gaul (present-day France).

Long before Julius Caesar became dictator (from 47-44 B.C.E.) and was subsequently murdered, the Roman Republic had entered a state of rapid decline. The rich had become wealthier and more powerful as a result of Rome's many military successes.

Meanwhile, life for the average Roman seemed to be getting worse.

In addition, slavery was on the rise, and violent slave revolts were commonplace.



In this 19th-century painting by Abel de Pujol, Caesar leaves his wife on the Ides of March, the day of his murder.



Julius Caesar led his Roman legions as far north as Britain in 55 B.C.E. He and his army may have seen this view upon landing at Deal Beach.

A Revolting Development

Spartacus (109-71 B.C.E.) was a captured soldier who was sold into slavery to be a gladiator. But he escaped his captors and formed an army of rebel slaves. Against great odds, Spartacus's slave army defeated two Roman battalions.

Spartacus wanted to leave Italy, but his army and supporters of the slave revolt urged him to attack Rome. A Roman army led by Crassus finally defeated Spartacus and his men.

Over 5,000 men from Spartacus's army were crucified along Rome's main road, the Appian Way, as a warning to other slaves not to revolt.

Finally, a new practice developed in which the wealth accumulated through military success was passed down to soldiers as payment in gold or land. This caused a change in the motivations of the army. Soldiers no longer fought for the good of

the Republic but fought instead for tangible rewards. Gradually, soldiers became more loyal to the generals who could pay them than to the Roman Republic itself.

Julius Caesar was a man of many talents. Born into the lower patrician class, Caesar was intelligent and driven, but had to prove himself worthy of better patricians sponsoring his education and career. An excellent speaker, he possessed a sharp sense of humor, charm, and personality. All of these traits combined helped make him a skilled general and politician.

Caesar was a military genius. His many successful military campaigns gained him broad support and popularity among the common people. Caesar also won the undying loyalty of his soldiers.

Julius Caesar began his rise to power in 60 B.C.E. by forging an alliance with another general, Pompey, and a wealthy patrician, Crassus. Together, these three men assumed control of the Roman Republic, and Caesar was thrust into the position of consul (leader). Historians have since dubbed the period of rule by these three men the First Triumvirate. Over time, however, the triumvirate broke down. Crassus was killed in battle, and Pompey began entertaining ideas of ruling without the dangerously popular Caesar. While Caesar was fighting in Gaul (modern-day France), Pompey and the Senate ordered Caesar to return to Rome, without his loyal army. Caesar chosen instead to march his army across the Rubicon River in northern Italy. Pompey and the Senate saw this as an act of invasion and a civil war began between Caesar's army and the Senate. Caesar defeated Pompey and entered Rome in 46 B.C.E., triumphant and unchallenged.

Caesar was named dictator and absolute ruler of Rome and its territories. During his rule, he enacted several reforms. Caesar founded many colonies in newly conquered territories and provided land and opportunity for poor Romans who chose to migrate there. He reduced the number of slaves and opened citizenship up to people living in the provinces, greatly angering the Senate and Patrician class. Finally, he created a new calendar named the Julian calendar. This very calendar, with a few minor adjustments, is the same one used around the world today.

In 44 B.C.E., Julius Caesar ordered the Senate to make him dictator for life. Typically, dictators served for a limited time (usually six months), then stepped down. Caesar's actions threatened to end the Republic once and for all. Fearing this change, a group of senators plotted the assassination of Caesar on the Ides of March. Although the senators succeeded in ending Caesar's life, they did not realize at that time that the Republic had died with him.

Rome would now become an empire.

Timeline for General Gaius Julius Caesar (100-44 B.C.E.)

100	Born in Rome
84	Marries Cornelia, daughter of the powerful consul Cinna
75	Captured and ransomed by Mediterranean pirates. After his release, Caesar fulfills his promise to crucify the pirates.
67	Marries Pompeia after Cornelia's death
63	Elected Pontifex Maximus (High Priest)
61	Becomes governor of Spain
60	Forms triumvirate with Crassus and Pompey
59	Elected consul
58	Becomes governor of Gaul
53	Crassus killed at Battle of Carrhae in Mesopotamia
49	Caesar and his army cross the Rubicon into Italy, sparking civil war
48	Pompey murdered in Egypt; Caesar has affair with Cleopatra and makes her queen of Egypt
47	Cleopatra gives birth to Caesar's son, Caesarion
45	Wins title of dictator for life
44	Assassinated on the Ides of March by Brutus and Cassius

The Pax Romana⁴⁰

The term "Pax Romana," which literally means "Roman peace," refers to the time period from 27 B.C.E. to 180 C.E. in the Roman Empire. This 200-year period saw unprecedented peace and economic prosperity throughout the Empire, which spanned from England in the north to Morocco in the south and Iraq in the east. During the Pax Romana, the Roman Empire reached its peak in terms of land area, and its population swelled to an estimated 70 million people. Nevertheless, Rome's citizens were relatively secure, and the government generally maintained law, order, and stability.



This map depicts the Roman Empire in 117 C.E., at the height of the Pax Romana.

Civil War and More



The romance between Antony and Cleopatra has inspired the imaginations of artists for a millennium.

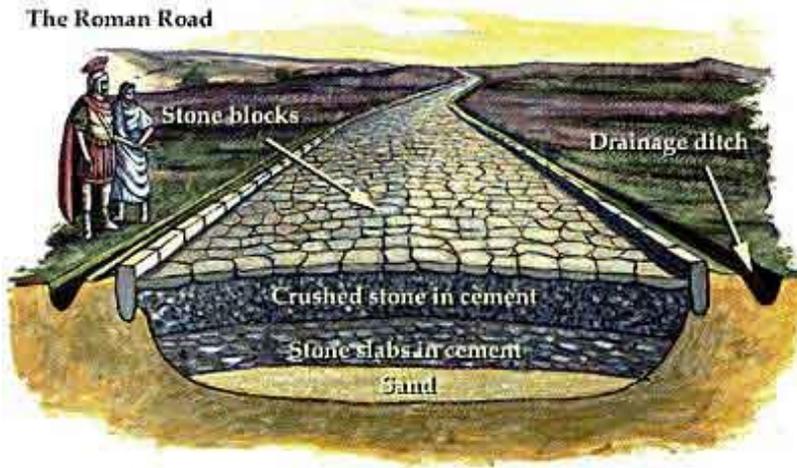
After the murder of Julius Caesar, a period of civil war erupted in Rome. Out of this turmoil emerged the Second Triumvirate, consisting of Lepidus, Marc Antony, and Octavian, who was Julius Caesar's nephew. This new triumvirate ruled Rome for a decade, but as happened with the First Triumvirate, differences among the leaders eventually emerged. Octavian defeated Lepidus in battle, and then turned his armies against the more powerful Marc Antony, who had married the Queen of Egypt, Cleopatra. At the Battle of Actium off the coast of Greece in 31 B.C.E., Octavian's navy defeated the navy of Antony and Cleopatra, who both committed suicide after their defeat.

Octavian returned to Rome triumphant and gave himself the title of princeps or "first citizen." Octavian was careful not to upset the Senate by declaring himself dictator as his uncle Julius Caesar had done. Even though Octavian ruled as a dictator, he maintained the Senate and other institutions of the republican government. In 27 B.C.E., the Senate bestowed the holy title of Augustus upon Octavian. Augustus, as he became known, ruled for 41 years, and the policies he enacted lay the groundwork for the peace and stability of the Pax Romana.

⁴⁰ This work by The Independence Hall Association is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/). The original work is available at <http://www.ushistory.org/civ/6c.asp>.

All Roads Lead to Rome

The 200 years of the Pax Romana saw many advances and accomplishments, particularly in engineering and the arts. To help maintain their sprawling empire, the Romans built an extensive system of roads. These durable road facilitated the movement of troops and communication. The Romans built aqueducts to carry water overland to cities and farms.



The Roman army built the roads that connected the vast Roman Empire. By layering sand, cement, and stone, they created durable roads that lasted long after the fall of Rome.

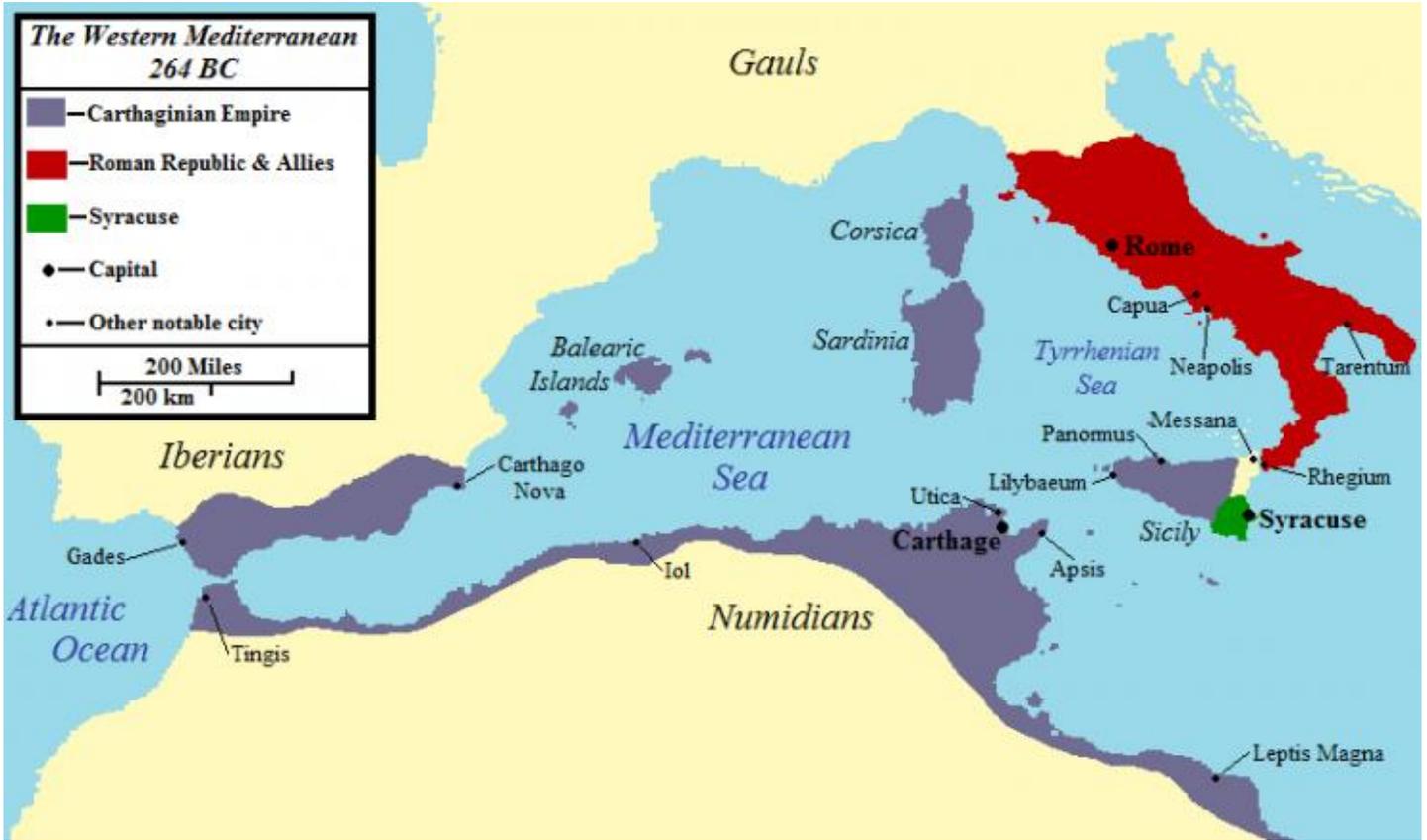
Many of the advances in architecture and building relied upon the Romans' discovery of concrete. Concrete made possible the creation of huge rounded arches and domes. One of the most famous structures built during the Pax Romana, the Pantheon in Rome, has one of the largest freestanding domes in the world to this day.

During the Pax Romana, many of Rome's finest writers (such as Horace, Virgil, Ovid, and Livy) produced literary and poetic masterpieces. Rome became the economic, political, and cultural capital of the entire Western world.

A Not-so-Peaceful End

In many ways, the Pax Romana ended with Augustus's death in 14 C.E. Members of Augustus' family succeeded him as emperor. By 41 C.E., these emperors had shown such abuse of power that the Senate was again in opposition to the leadership of Rome and used assassination, as they had with Caesar, to end the rule of tyrannical emperors. Not all emperors were unfit to rule, however. In fact, a series of leaders known as the Five Good Emperors ruled in succession and presided over a prolonged period of peace and prosperity. The last of these emperors, Marcus Aurelius, was the final emperor of the Pax Romana. His reign was followed by the disastrous reign of his brutal son Commodus (160-192 C.E.). By this time, the Empire was struggling to hold off attacking tribes on the frontiers.

Western Mediterranean 264 BC⁴¹



⁴¹ Map by Jon Platek. Licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported license](http://creativecommons.org/licenses/by-sa/3.0/). Available online at <http://www.ancient.eu/image/237/>.

Roman Empire in 117 AD⁴²



⁴² Map by Andrei Nacu. Licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported license](http://creativecommons.org/licenses/by-sa/3.0/). Available online at <http://www.ancient.eu/image/266/>.

Can Math Predict the Rise and Fall of Empires?

Two maps are side by side. Both depict Africa, Europe, and Asia in a time lapse: As centuries pass in seconds, red splotches emerge like blood stains spreading across continents, signifying the growth of empires. One map is the progression of actual history. The other, a computer's best guess at how and where on Earth empires *should* emerge, based on a few key assumptions. To the surprise of many, both simulations are incredibly close.

Spanning three millennia (1500 BCE to 1500 CE), the model used these three criteria to run simulations:

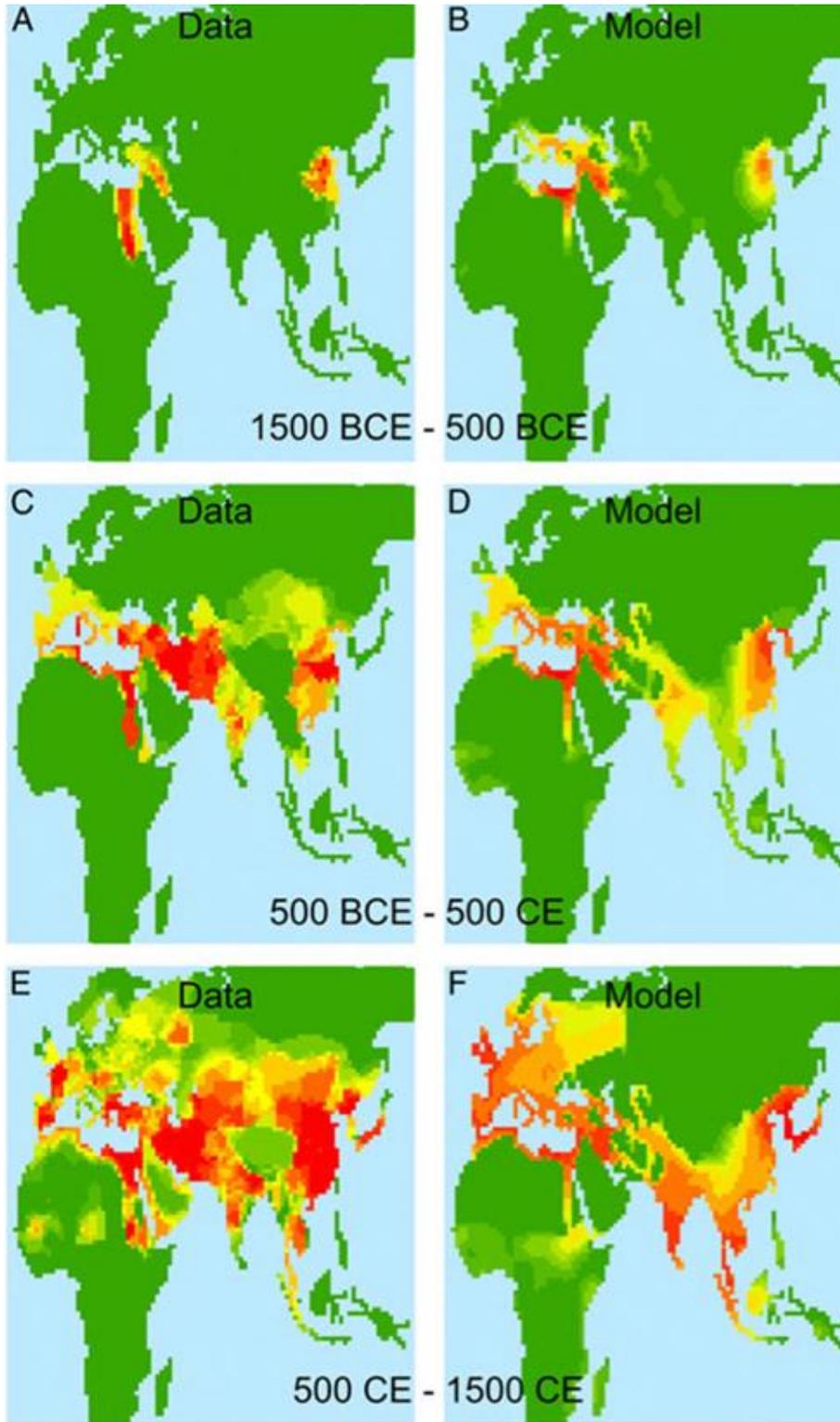
- (1) the presence of agriculture
- (2) the ruggedness of the terrain, and most importantly
- (3) the distance from the Steppe geographical area, a belt that extends throughout Eurasia. Many military technologies were invented in this Steppe area, including combat on horseback and metal weaponry. Nomads in this Steppe area developed war tech to pillage nearby agricultural societies. As centuries pass, these military advancements spread, and played a key role in the rise of new powers.

The computer model begins with 2600 small societies. When a stronger society encounters a weaker one, they assimilate the weaker society's culture and an empire begins to grow. Run this scenario a couple hundred times over 3000 years, influenced by massive amounts of historical data, and a facsimile of human history is recreated!

The first centuries are almost identical, with early empires forming out of Mesopotamia and ancient Egypt. The simulation is a slow crawl spreading from this center into Western Europe and Southeast Asia. True history is a little more erratic, with some empires disappearing in one century and reappearing the next. However, the general structure of humanity's social development remains similar between the two.

But is it possible for a computer to account for all the complexities of war? Can it predict the Spartans at Thermopylae or Hannibal crossing the Alps? Well, not yet.

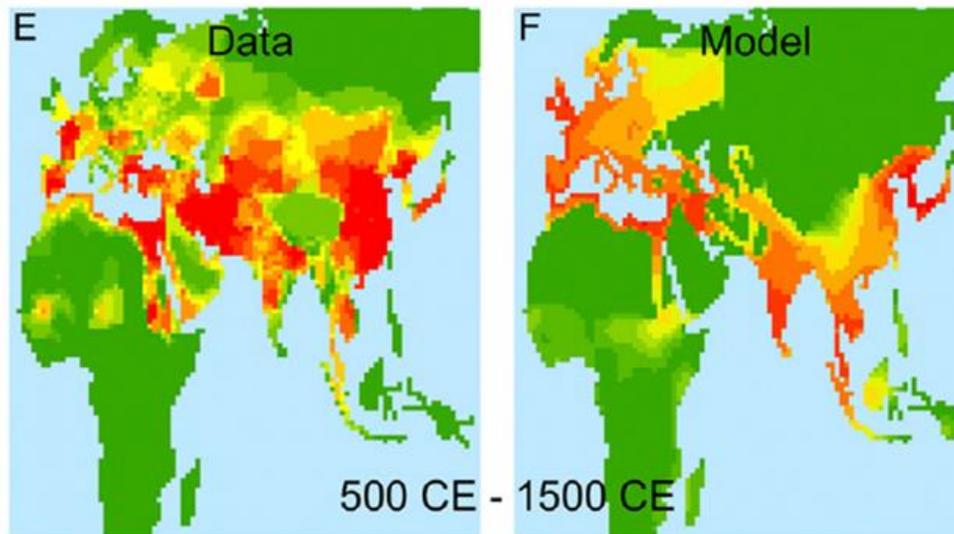
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Turchin, P., Currie, T. E., Turner, E. A., and Gavrillets, S. (2013). War, space, and the evolution of Old World complex societies. *Proceedings of the National Academy of Sciences*, 201308825. Used with permission.

No, Math Cannot Predict the Rise and Fall of Empires

Can math predict the rise and fall of empires? Wow! That sounds amazing. So how did they achieve this impressive result?



Source: Peter Turchin, Thomas E. Currie, Edward A. L. Turner, and Sergey Gavrilets War, space, and the evolution of Old World complex societies
PNAS 2013 : 1308825110v1-201308825.

Much of the work here is not done by “math,” but by understanding what factors contributed historically to the evolution of state formation. The math is used to model how these factors come together in a way that best fits the data. The math is important, but by itself cannot predict anything.

Erik Voeten “No, math cannot predict the rise and fall of empires,” Washington Post (2013). <http://www.washingtonpost.com/blogs/monkey-cage/wp/2013/09/25/no-math-cannot-predict-the-rise-and-fall-of-empires/>

Fall of Roman Empire T-Chart

Swift, Abrupt Changes	Slow Transformation

Fall of Roman Empire T-Chart (Completed)

Swift, Abrupt Changes	Slow Transformation
<p>Invasions by Barbaric tribes</p>	<p>Economic troubles and reliance on slave labor</p> <p>The rise of the Eastern Empire</p> <p>Overexpansion and military overspending</p> <p>Government corruption and political instability</p> <p>The arrival of the Huns and the migration of Barbarian tribes</p> <p>Christianity and the loss of traditional values</p> <p>Weakening of Roman legions</p>

Unit Three Assessment

Description: Students write a one-page essay in response to the following question: What factors make a civilization influential?

Suggested Timeline: 2 class periods

Student Directions: Using your understanding of the development of Greece and Rome and the sources from this unit, write an essay which explains the factors that make a civilization influential. Use evidence gathered throughout the unit and your knowledge of social studies to develop and support your explanation.

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 6.1.1, 6.1.3, 6.2.4-5, 6.4.2, 6.5.1-2, 6.6.1-2. They also meet the expectations for [ELA/Literacy Standards](#): WHST.6.2a-f, WHST.6.4-5.

Use the [LEAP assessment social studies extended response rubric](#) to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

Unit Four Overview

Description: Students explore the role of trade in the advancement of civilization by examining the development of civilizations in Asia and Africa. Students investigate the role of trade in the advancement of societies and how trade is responsible for the exchange of more than just goods.

Suggested Timeline: 7 weeks

Grade 6 Content	
Civilizations in Africa and Asia: Expanding Trade	Is trade necessary for advancing civilizations?

Topics (GLEs):

1. [Asian Civilizations](#) (6.1.1-4, 6.2.6, 6.2.8, 6.3.3, 6.6.4)
2. [West African Empires](#) (6.1.1-4, 6.2.6-7, 6.3.1-3, 6.4.1-3, 6.6.1-4)

Unit Assessment: Students write a one-page essay in response to the following question: Is trade necessary for advancing civilizations?

Unit Four: Civilizations in Africa and Asia: Expanding Trade	Topic One: Asian Civilizations Topic Two: West African Empires
<p>Key Connections:</p> <ul style="list-style-type: none"> • <i>Resources and land use contributed to the development and expansion of trade between civilizations and world regions.</i> • <i>Economic motivations influenced territorial conquests and led to the success of kingdoms.</i> • <i>Territorial expansion and the growth of trade and taxation influenced migration patterns and the spread of cultures, ideas, and religion.</i> 	
Grade-Level Expectations (GLEs)	Priority Content and Concepts
<p>6.2.6 Analyze the origin and spread of major world religions as they developed throughout history</p>	<ul style="list-style-type: none"> • Describe the origins of the major Eastern religions (Hinduism, Buddhism, Confucianism). • Analyze the role and importance of important people (Siddhartha/Buddha, Confucius), places (Asia, India, China), and texts (Vedas, Sutras) in the origin and spread of Eastern religions (Hinduism, Buddhism, Confucianism). • Explain the factors that influenced the spread of Eastern religions (Hinduism, Buddhism, Confucianism), including the ways geography affected the spread of the religions and why some religions spread further than others (Buddhism vs. Hinduism). • Using a map, identify the regions of origin for each major world religion (Judaism, and Christianity in Israel/Palestine, Islam in the Arabian Peninsula, Hinduism and Buddhism in India). • Explain factors that influenced the spread of Islam in West African kingdoms (trade, Mansa Musa).
<p>6.2.7 Summarize key features of ancient West African kingdoms (Ghana, Mali, and Songhai)</p>	<ul style="list-style-type: none"> • Describe the characteristics of West African kingdoms (Ghana, Mali, Songhai) • Explain how the development of West African kingdoms was influenced by trade with different regions and how trade was carried out (trans-Saharan, salt, gold, cultural diffusion, camels, caravans). • Compare and contrast the political, social, cultural, and economic features of the West African kingdoms under key leaders (Mali: Sundiata, Mansa Musa, Ibn Battuta. Songhai: Sunni Ali, Askia Muhammad) • Discuss the rise and decline of the West African kingdoms of Ghana, Mali, and Songhai.
<p>6.2.8 Identify key characteristics of Chinese dynasties' political, economic, and social structures</p>	<ul style="list-style-type: none"> • Discuss notable achievements and discoveries of the Zhou, Qin, and Han Dynasties of China (gunpowder, papermaking, printing, the compass, Great Wall of China, terracotta soldiers), and explain how these

	<p>achievements shaped each Chinese dynasty socially, culturally, economically, and politically.</p> <ul style="list-style-type: none"> • Discuss social structures of the Zhou, Qin, and Han Dynasties of China (king/nobles/farmers in Zhou, tyranny and forced labor in Qin, farmers/merchants in Han with wealth disparities), and explain how different social structures shaped each Chinese dynasty. • Compare and contrast leaders of the Zhou, Qin, and Han dynasties (Zhou King Wu, Qin Emperor Shi Huangndi, Han Emperor Liu Bang, Han Emperor Wudi/Wu) and how their philosophies shaped each dynasty (Mandate of Heaven, Confucianism, civil service, bureaucracy, legalism, autocracy, Taoism, tyranny). • Describe the dynastic cycle and explain how it applies to the rise and fall of the Zhou, Qin, and Han dynasties of ancient China.
<p>6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes</p>	<ul style="list-style-type: none"> • Use maps to locate the major physical features (bodies of water, mountains ranges, deserts) that influenced political boundaries. • Use maps to locate political boundaries and major cities of dynasties, kingdoms, and empires of ancient China (Shang, Zhou, Qin, Han) and West Africa (Ghana, Mali, Songhai), and explain changes to political boundaries over time.
<p>6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world</p>	<ul style="list-style-type: none"> • Use maps to locate major physical features associated with ancient Chinese dynasties and surrounding areas, including bodies of water (East China Sea, Pacific Ocean, Yangtze River, Yellow/Huang He River, Yellow Sea), deserts (Gobi, Taklamakan), and mountain ranges (Himalayas). • Use maps to locate major physical features associated with the West African kingdoms and surrounding areas, including bodies of water (Atlantic Ocean, Lake Chad, Mediterranean Sea, Niger River, Senegal River), deserts (Sahara), and mountain ranges (Atlas). • Explain how physical features and climate conditions influenced settlement, including major cities where settlement occurred in ancient China (Anyang, Chengzhou, Dunhuang, Hao, Luoyang) and West Africa (Djenne, Gao, Koumbi, Saleh, Timbuktu).
<p>6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement</p>	<ul style="list-style-type: none"> • Explain the connection between trade routes, cultural diffusion, and settlements in Chinese dynasties and West African kingdoms (Silk Road, Timbuktu, trans-Saharan trade). • Explain how interactions along the Silk Road influenced the exchange of ideas and technology among Asians and Europeans (shipbuilding, gunpowder, mathematical and scientific knowledge).
<p>6.4.3 Explain the connection between physical geography and its influence on the development of civilization</p>	<ul style="list-style-type: none"> • Explain the importance of geography and environment to the development of the societies in West Africa (Mali, Songhai, and Ghana). • Explain the relationship between physical geography and the development of ancient Chinese dynasties and West African kingdoms

	<p>(isolation of ancient China, plentiful resources influence management of people in West African kingdoms).</p> <ul style="list-style-type: none"> Explain how geography affected trade in West African kingdoms and Chinese Dynasties (the Silk Road, trans-Saharan trade).
<p>6.6.1 Explain the impact of job specialization in the development of civilizations</p>	<ul style="list-style-type: none"> Explain how job specialization was tied to social class in ancient China.
<p>6.6.2 Analyze the progression from barter exchange to monetary exchange</p>	<ul style="list-style-type: none"> Analyze the benefits of monetary trading on the Silk Road, and the reasons bartering was replaced by currency. Analyze the progression from barter to monetary exchange in the Chinese dynasties and West African kingdoms (use of shells, objects, and coins as currency), including the benefits of monetary exchange as opposed to bartering.
<p>6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts</p>	<ul style="list-style-type: none"> Use economic terms to explain why ancient Chinese dynasties and West African kingdoms expanded trade (terms include: goods, services, producers, consumers, supply, demand, scarcity, shortage, surplus, markets, import, and export). Explain the motivation for trade using the silk road (demand for chinese silk due to scarcity in other civilizations, opened access to new markets elsewhere.) Explain reasons for the expansion of trade by the West African kingdoms of Ghana, Mali, and Songhai and the benefits of expanding trade.
<p>6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world</p>	<ul style="list-style-type: none"> Analyze the influence of the Silk Road on Chinese dynasties, and discuss who traveled on the Silk Road and for what purpose. Discuss how trading on the Silk Road was tied to the development of social classes in ancient China Explain the reasons for and effects of trade and taxation for the West African kingdoms of Ghana, Mali, and Songhai.
<p>6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</p> <ul style="list-style-type: none"> Conducting historical research Evaluating a broad variety of primary and secondary sources Comparing and contrasting varied points of view Determining the meaning of words and phrases from historical texts 	<p><i>Options to address 6.1.1 in Unit 3:</i></p> <ul style="list-style-type: none"> Use technology to research the impacts of trade in West Africa and ancient China. Analyze artifacts from Southeast Asia/India to answer questions about the origin and spread of Eastern Religions. Compare and contrast the impacts of trade on West African Empires and Asian Civilizations Produce written claims on the necessity of trade in advancing civilizations.

<ul style="list-style-type: none"> Using technology to research, produce, or publish a written product 	
6.1.2 Construct and interpret a parallel timeline of key events in the ancient world	<ul style="list-style-type: none"> Create parallel timelines of West Africa and the Chinese dynasties including the rise and fall of the Shang, Zhou, Qin, and Han Dynasties of China, and the rise and fall of the Mali, Songhai, and Ghana empires. Create a timeline using appropriate dates, including B.C.E./B.C. and C.E./A.D.
6.1.3 Analyze information in primary and secondary sources to address document-based questions	<ul style="list-style-type: none"> Analyze writings and artifacts from West African civilizations to answer questions about the impact of trade on each empire. Analyze writings and artifacts from Chinese dynasties to answer questions about the factors that shaped each dynasty.
6.1.4 Identify and compare measurements of time in order to understand historical chronology	<ul style="list-style-type: none"> Identify historical time periods and eras (warring states period). Review terms related to measurements of time as needed (B.C.E./B.C., C.E./A.D., circa or c.). Examine timelines of key Unit 4 content recognizing measurements of time, sequencing, chronology, location, distance, and duration.
6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones	<ul style="list-style-type: none"> Review the location of major lines of latitude (Equator, Tropic of Capricorn, Tropic of Cancer, Arctic Circle), climate zones and types (tropical, dry, mild, continental, polar), and the relationship between latitude and climate as necessary. Using a climate map, describe the type of climate(s) present in China and West Africa. Review time zones as necessary.
6.3.2 Plot coordinates of latitude and longitude to determine location or change of location	<ul style="list-style-type: none"> Review how to find latitude and longitude as necessary by using maps to plot coordinates of latitude and longitude for important locations in ancient Chinese dynasties and West African kingdoms, and recognize hemispheres, continents, and oceans.
6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs	<ul style="list-style-type: none"> Use maps to analyze migration patterns in Chinese dynasties and West African kingdoms.

Unit Four Instruction

Topic One: Asian Civilizations (6.1.1, 6.1.3-4, 6.2.6, 6.2.8, 6.3.1-4, 6.4.2-3, 6.6.3-4)

Connections to the unit content: Students examine the social, political, and economic characteristics of the Chinese dynasties. Students explore the origin and spread of Eastern religions. Students also investigate the significance of the Silk Road.

Suggested Timeline: 18 class periods

Use this sample task:

- [Eastern Religions](#)
- [Chinese Dynasties](#)

To explore these key questions:

- How do religious beliefs impact social and political structures?
- How did China change under the control of different dynasties?
- How did trade, namely the Silk Road trade system, impact China?

That students answer through these assessments:

- Students complete the “Hinduism” and “Buddhism” columns of the [World Religions organizer](#), which can be collected for a grade.
- Students participate in various class discussions. Use a [discussion tracker](#) to keep track of students’ contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.6.1a-d, SL.6.6)
- Students write a summary of the similarities and differences between Hinduism and Buddhism. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)
- Students write a paragraph explaining how the physical geography of the eastern hemisphere affected the development and spread of the world’s five major religions. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)
- Students complete the [Chinese Dynasties organizer](#), which can be collected for a grade.
- Students work in groups to research one of the Chinese dynasties. Various work during the research process can be graded, such as notes taken from the sources. ([ELA/Literacy Standards](#): W.6.7-9)
- Students write a paragraph describing the Silk Road’s impacts on societies. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)

Grade 6 Instructional Task: Eastern Religions

Unit Four: Civilizations in Africa and Asia: Expanding Trade, Topic One: Asian Civilizations

Description: Students examine the origin and spread of Hinduism and Buddhism as well as the impact that these religions had on society.

Suggested Timeline: 5 class periods

Materials: [Latitude and Longitude map](#), [South Asian Civilizations](#), [Time Zone map](#), [Climate map](#), [Labeled Physical map](#), [Major rivers](#), [Mountain ranges](#), [Blank Map of the World](#), World Religions organizer ([blank](#) and [completed](#)), [Introduction to Hinduism](#), [History of Hinduism](#), [Hinduism](#), [Polytheism](#), [Origins of Hinduism map](#), [Buddhism: Basic Beliefs](#), [The Enlightenment of the Buddha](#), The Enlightenment of the Buddha ([blank](#) and [completed](#)), [The Spread of Hinduism and Buddhism](#)

Instructional Process:

1. Say: "In previous units, we have compared the major monotheistic religions of the world -- Judaism, Christianity and Islam, and discussed the shared and unique aspects of their religious traditions. In this task, we will examine two other major world religions, both originating from eastern Asia- Hinduism and Buddhism."
2. Provide each student with access to a [latitude and longitude map](#) of the world. Review the concepts of parallels and meridians with students as well as the major lines of latitude and longitude and how to read a latitude and longitude map.
3. Determine if you want students to work independently or in pairs and display the following latitude and longitude coordinates: 20°N, 80°E
4. Have students identify their location using the [latitude and longitude map](#) of the world. Students who struggle with executing this skill should be provided with intervention or [additional practice](#) as needed.
5. Review the main components of a map with students:
 - a. Title - Have students point to and identify the title of their map activity
 - b. Compass Rose - Have students draw a compass rose with cardinal and intermediate directions near their map
 - c. Map Key or Legend - review the concept
6. Use the [latitude and longitude map](#) to review hemispheres. Have students draw a circle to represent the world in the hemisphere section of the chart on their [South Asian Civilizations](#) worksheet. Then have students identify where India is on the [latitude and longitude map](#). Have students draw an equator and a prime meridian through the circle in the hemisphere section of the chart on their [South Asian Civilizations](#) worksheet and draw an "x" in India's approximate location. Have students record the hemisphere in which India is located (northern and eastern) in the hemisphere section of the chart on their [South Asian Civilizations](#) worksheet.
7. Distribute or display a [time zone map](#) of the world. Review the concept of time zones, then have students determine how many time zones are present in their assigned part of the world and record it on their [South Asian Civilizations](#) worksheet.
8. Ask: "If a modern person living in Rome, Italy called their friend in Kolkata, India at 10am (Roman time), at what time in Kolkata would their friend answer their phone? NOTE: the asterisk indicates that India includes an additional 30 minutes in their time zone."

9. Model for student how to break down the question, then allow time for students to reference the displayed [time zone map](#) and determine their answer. Call on a student to share their answer (2:30pm), then have a different student approach the map to illustrate how the solution was determined, including the extra 30 minutes for India's time zone.
10. Distribute or display a [climate map](#) of the world. Have students determine what climate zones are present in their assigned part of the world and record it on their [South Asian Civilizations](#) worksheet.
11. Distribute crayons or colored pencils so students may lightly shade in the climate zones on their maps. Instruct students to create a map key or legend of Mesopotamian climate regions in the climate zones section of the chart on their [South Asian Civilizations](#) worksheet.
12. Allow students time to [research](#) their climate zones (the research website is more detailed than the climate map but students should be able to identify their climate zones, model where necessary). Encourage students to research using the tabs for each climate zone in their assigned part of the world to investigate the characteristics of each climate zone including temperature, common plants and animals, etc.
13. Display and discuss the definitions of [political](#) and [physical](#) maps with students.
14. Have students reference a [labeled physical map](#) of the world and add the [major rivers](#) and [mountain ranges](#) that are present in Mesopotamia onto their map in marker or sharpie pen. Instruct students to add symbols in the physical features section of the chart on their [South Asian Civilizations](#) worksheet.
15. Conduct a discussion in which students predict the impact of climate on human settlement patterns in this region. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What would attract a group of humans to settle in this area?
 - b. What climate zones contain the best conditions for human settlement?
 - c. What physical features would attract or repel human settlement?
16. Project a [blank map of the world](#) onto the front board. Allow students to identify on the projected map where they expect human settlement to occur.
17. Instruct students to develop a claim identifying the region on the globe that presents the best environment for human settlement to develop? Students should reference climate and geographic features in their response, and include details from task materials and class discussions. Grade paragraphs using the [claims rubric](#).
18. Have students access their [World Religions organizer](#) from previous units.
19. Divide students into jigsaw groups and assign a student from each home group one of the sources.
 - a. [Introduction to Hinduism](#)
 - b. [History of Hinduism](#) (Introduction section only)
 - c. [Hinduism](#)
 - d. [Polytheism](#)
20. Have students read their assigned text based on their expert group. As students read, have them take notes on [key details](#) that can be shared with their group.
21. After they complete their reading, allow students to work in their expert groups to solidify their notes and determine the best way to share their information with their home groups. Have students record the information they learn from their text in the appropriate column of the [World Religions organizer](#).

22. Have each student return to their home group. Provide time for the students to present their information to their home group. As students share in their home groups, have students record information to complete the Hinduism column of their [World Religions organizer](#).
23. Define *polytheism* with students.
24. Conduct a discussion about Hinduism. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Question can include:
 - a. What makes Hinduism polytheistic, and how does it compare to the monotheistic faiths of the ancient near east (Judaism, Christianity, and Islam)?
 - b. What are the main beliefs of Hinduism, and how do they compare to the monotheistic beliefs of the ancient near east?
 - c. How do Hindus practice their beliefs, and how does that practice compare to the practice of the monotheistic faiths of the ancient near east?
 - d. What role do you think geography or climate played in forming some Vedic/Hindu beliefs, such as reincarnation?
25. Display the [origins of Hinduism map](#) and have students label the area on their map in marker or sharpie pen. Instruct students to add symbols in the political features and major civilizations sections of the chart on their [South Asian Civilizations](#) worksheet.
26. Have students complete the [Caste System](#) task to evaluate how Hindu society was organized.
27. Say: “Now that we have analyzed one example of an eastern polytheistic faith, we will compare that knowledge to the other major Eastern religion that originated near the same area as Hinduism.”
28. Have students locate their [South Asian Civilizations](#) worksheet.
29. Display the [origins of Buddhism map](#) and have students label the origin area for Buddhism on their map in marker or sharpie pen. Instruct students to add symbols in the political features and major civilizations sections of the chart on their [South Asian Civilizations](#) worksheet.
30. Have students locate their [World Religions organizer](#).
31. Have students annotate [Buddhism: Basic Beliefs](#) using an established classroom procedure to gain a general understanding of Buddhism. As they read, have students record information in the Buddhism column of their organizer.
32. Have students watch the following video on the [Enlightenment of the Buddha](#) and complete the [Enlightenment of the Buddha worksheet](#). After watching the video, allow students time to complete their worksheet, including the reflection questions at the bottom.
33. Have students continue to work in pairs to create a Venn diagram comparing the beliefs of Hinduism and Buddhism. Instruct students to use their [World Religions organizer](#) for reference.
34. Have students work with a partner to explore [The Spread of Hinduism and Buddhism](#) and answer the accompanying questions.
35. Conduct a discussion in which students analyze what they have learned about the two Eastern religions. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. Think about all of the cultures we have studied so far, from Mesopotamia through the end of the Roman Empire. Was it more natural for an ancient civilization to develop a monotheistic or polytheistic belief system?

- b. What ideas are common to Hinduism and Buddhism?
 - c. Display the [Spread of Hinduism and Buddhism map](#). Why do you think Buddhism spread further outside of India than Hinduism?
 - d. Replay [The Spread of Hinduism and Buddhism](#). How did geography impact the spread of Buddhism into central, eastern, and southeastern Asia?
 - e. Explain to students that India had a major Buddhist and a major Hindu Empire. Display the [map of Indian Empires](#). Explain to students that the Mauryan Empire was Buddhist and the Gupta Empire was Hindu. Ask: “How did geography impact the expansion of each empire?”
 - f. What role do you think trade played in the expansion of Indian Empires and religions?
36. Display the [labeled physical map of the world](#). Point out, or have students identify, where each major religion originated from on the globe (Judaism and Christianity in Israel/Palestine, Islam in the Arabian Peninsula, Hinduism and Buddhism in India).
37. Have students write a paragraph explaining how the physical geography of the eastern hemisphere affected the development and spread of the world’s five major religions. Instruct students to cite specific physical features in their response. Grade using the claims portion of the [LEAP assessment social studies extended response rubric](#).

South Asian Civilizations

Location (hemispheres)		Major Climate Zones	
Major Physical Features		Major Political Features	
How many Time Zones in this region?		Major Civilizations in this region	



World Religions

	Judaism	Hinduism	Buddhism	Christianity	Islam
Important Texts					
Important People					
Important Places					
Beliefs and Practices					

World Religions (Completed)

Notes	Judaism	Hinduism	Buddhism	Christianity	Islam
Important Texts		Vedas	Sutras		
Important People		unknown	Siddartha Gautama/ "the Buddha"		
Important Places		The Indus River Valley	The Ganges River Valley		
Beliefs and Practices		<p>polytheistic</p> <p>karma, dharma reincarnation worshipping deities</p> <p>Holidays—Holi, Diwali</p> <p>pray in temples, shrines</p>	<p>non-theistic</p> <p>Four Noble truths Eightfold path meditation, reincarnation, karma</p> <p>pray in temples have shrines</p>		

Hinduism⁴³

Unlike other religious traditions, Hinduism does not originate in a single founder, a single book or a single point in time. It contains many different beliefs, philosophies and viewpoints, not always consistent with each other. These apparent contradictions strike only those who are not familiar with this tradition: the Hindu insight claims that the Oneness expresses itself in many different forms.

Hinduism is often labelled as a religion, but it is actually more than that: it is a vast and complex socio-religious body which, in a way, reflects the complexity of Indian society. A rich geography, many languages and dialects, lots of different creeds, racial diversity, all these elements have shaped Hinduism and made it so heterogenic. The lack of unifying overall religious authority and the total absence of a book claiming supreme truth and dogmas have contributed to the diversity of Hinduism as well. It is fair to mention that even the texts we find in Hinduism that claim some sort of divine inspiration do not declare their view to be better than any other and they all exist together in a tolerant fashion. The many manifestations of Hinduism go from highly intellectual philosophies concerning numerous and puzzling metaphysical concerns, many rituals, mental and physical exercises such as Yoga to simple, almost childlike, tales and legends.

This tradition has come down to us from prehistoric times. The foundations of Hinduism can be found in the teachings of anonymous ancient sages or *rishis*, which were originally transmitted orally. We know very little about Hinduism beyond what can be learned from the Vedas, a collection of hymns and other ritual texts composed in different periods. These texts contain a lot of material including the teachings of the early stages. The oldest evidence of religious practices in India date back approximately to 5500 BCE. It is a mistake to reduce all early Hinduism to Vedic religion: there were many other non-Vedic religious traditions in early Hinduism which have left no early texts and that can be known to some extent by archaeological evidence.

⁴³ This passage is excerpted from a work by Cristian Violatti which is licensed under a [Creative Commons Attribution License](http://www.creativecommons.org/licenses/by/4.0/). The original work is available at <http://www.ancient.eu/hinduism/>.

Polytheism⁴⁴

MANY IS BETTER THAN ONE

Abrahamic religions are dominated by the notion that One is better than many: One God, One Book, One Son, One Church, One Nation of God. In Hinduism, the more the better: many gods, many books, many sages, many insights.

In this ever-growing community of endless gods and goddesses, the roles of the gods and even their hierarchy are somehow diffuse. Some gods get more attention than others and different accounts suggest different hierarchies. Olympian gods, who had a clear hierarchy, may look greedy and envious compared with the tolerant gods of Hinduism.

Agni, Indra, Shiva, Brahma, Vishnu and Ganesha are just a few examples of very important Hindu gods that were regarded at different times and by different sects as the most important gods. Shiva, Vishnu and Brahma were part of a holy Hindu trinity (trimurti). Shiva is sometimes associated with the destruction process and Vishnu as the creator who takes the remains destroyed by Shiva in order to regenerate what has been destroyed. For the Ganapatya Hindu sect, Ganesha is the most important deity. Ganesha is highly recognizable with his elephant head and human body, representing the soul (*atman*) and the physical (*maya*) respectively. He is also the patron of writers, travellers, students, commerce, and new projects (for which he removes obstacles from one's path) and is rather fond of sweets, to the slight detriment of his figure.



Krishna manifesting his full glory to Arjuna

⁴⁴ This passage is excerpted from a work by Cristian Violatti which is licensed under a [Creative Commons Attribution License](http://www.ancient.eu/hinduism/). The original work is available at <http://www.ancient.eu/hinduism/>.

The Enlightenment of the Buddha

Stage in the life of Siddhartha Gautama	What knowledge does Siddhartha gain with each experience of his life?
Palace life as a Young Prince	
Journey into the Streets	
With the Wise Men in the forest	
When presented with an offering while Meditating Alone	
As an Enlightened Being	
<p>Describe the two points of view presented in the video:</p> <p>The Narrator:</p> <p>The Buddha:</p> <p>With which perspective do you identify, and which do you believe is more truthful? Explain why.</p>	

The Enlightenment of the Buddha (Completed)

Stage in the life of Siddhartha Gautama	What knowledge does Siddhartha gain with each experience of his life?
Palace life as a Young Prince	<i>Knows only pleasure; no understanding of the outside world or suffering</i>
Journey into the Streets	<i>Learns that people suffer and that comfort and wealth hides this truth but doesn't solve it</i>
With the Wise Men in the forest	<i>Is taught that suffering is a form of sacrifice that will bring peace</i>
When presented with an offering while Meditating Alone	<i>Learns that suffering does not bring peace</i>
As an Enlightened Being	<i>Discovers a Middle Path - that peace can be attained by disconnecting oneself from the desires of the world and learning to be satisfied in a state of existence with the world</i>

Describe the two points of view presented in the video:

The Narrator: *Very negative; thinks Siddhartha will fail and that his efforts aren't worth-while*

The Buddha: *Perseverant; continuously believes that he can find success if he continues to try and is not afraid to abandon his ways and try another approach*

With which perspective do you identify, and which do you believe is more truthful? Explain why.

I don't think I would ever choose to give up wealth and comfort for poverty or starvation, or give up life in a palace to live in a forest, so I identify with the narrator, but I believe the Buddha is more truthful because the narrator's perspective will cause you to give up or not try while the Buddha's perspective allows people the opportunity to find happiness.

Grade 6 Instructional Task: Chinese Dynasties⁴⁵

Unit Four: Civilizations in Africa and Asia: Expanding Trade, Topic One: Asian Civilizations

Description: Students investigate the rise and fall of ancient Chinese dynasties. Students also explore the achievements of ancient China’s dynasties.

Suggested Timeline: 13 class periods

Materials: [Latitude and Longitude map](#), [East Asian Civilizations](#), [Time Zone map](#), [Climate map](#), [Labeled Physical map](#), [Major rivers](#), [Mountain ranges](#), [Blank Map of the World](#), Chinese Dynasties organizer ([blank](#) and [completed](#)), [Fall of the Qin Dynasty](#), [Ancient Chinese Dynasties: Advancements and Achievements](#), [Silk Road Video](#), [Silk Road Trade Routes Map](#), [Excerpt from Travels of Marco Polo](#), [Excerpt from Suleiman](#), [Excerpt from Letter to the West](#), [Excerpt from “The Great Silk Road,”](#) [Excerpt from “The Legacy of the Silk Road,”](#), Characteristics of Civilizations ([blank](#) and [completed](#))

Instructional Process:

1. Provide each student with access to a [latitude and longitude map](#) of the world. Review the concepts of parallels and meridians with students as well as the major lines of latitude and longitude and how to read a latitude and longitude map.
2. Determine if you want students to work independently or in pairs and display the following latitude and longitude coordinates: 30°N, 110°E
3. Have students identify their location using the [latitude and longitude map](#) of the world. Students who struggle with executing this skill should be provided with intervention or [additional practice](#) as needed.
4. Review the main components of a map with students:
 - a. Title - Have students point to and identify the title of their map activity
 - b. Compass Rose - Have students draw a compass rose with cardinal and intermediate directions near their map
 - c. Map Key or Legend - review the concept
5. Use the [latitude and longitude map](#) to review hemispheres. Have students draw a circle to represent the world in the hemisphere section of the chart on their [East Asian Civilizations](#) worksheet. Then have students identify where China is on the [latitude and longitude map](#). Have students draw an equator and a prime meridian through the circle in the hemisphere section of the chart on their [East Asian Civilizations](#) worksheet and draw an “x” in China’s approximate location. Have students record the hemisphere in which China is located (northern and eastern) in the hemisphere section of the chart on their [East Asian Civilizations](#) worksheet.
6. Distribute or display a [time zone map](#) of the world. Review the concept of time zones, then have students determine how many time zones are present in their assigned part of the world and record it on their [East Asian Civilizations](#) worksheet.
7. Ask: “If a modern person living in Kolkata, India called their friend in Shanghai, China at 8pm (Kolkata time), at what time in Shanghai would their friend answer their phone? Remember: India’s time zone is 30 minutes.”

⁴⁵ This task is adapted from the [Silk Road Task](#) developed for the New York State Social Studies Resource Toolkit. The task is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#), which allows for it to be shared and adapted as long as the user agrees to the terms of the license.

8. Model for student how to break down the question, then allow time for students to reference the displayed [time zone map](#) and determine their answer (10:30pm). Call on a student to share their answer, then have a different student approach the map to illustrate how the solution was determined.
9. Distribute or display a [climate map](#) of the world. Have students determine what climate zones are present in their assigned part of the world and record it on their [East Asian Civilizations](#) worksheet.
10. Distribute crayons or colored pencils so students may lightly shade in the climate zones on their maps. Instruct students to create a map key or legend of China’s climate regions in the climate zones section of the chart on their [East Asian Civilizations](#) worksheet.
11. Allow students time to [research](#) their climate zones (the research website is more detailed than the climate map but students should be able to identify their climate zones, model where necessary). Encourage students to research using the tabs for each climate zone in their assigned part of the world to investigate the characteristics of each climate zone including temperature, common plants and animals, etc.
12. Display and discuss the definitions of [political](#) and [physical](#) maps with students.
13. Have students reference a [labeled physical map](#) of the world and add the [major rivers](#) and [mountain ranges](#) that are present in China onto their map in marker or sharpie pen. Instruct students to add symbols in the physical features section of the chart on their [East Asian Civilizations](#) worksheet.
14. Conduct a discussion in which students predict the impact of climate on human settlement patterns in this region. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What would attract a group of humans to settle in this area?
 - b. What climate zones contain the best conditions for human settlement?
 - c. What physical features would attract or repel human settlement?
15. Project a [blank map of the world](#) onto the front board. Allow students to identify on the projected map where they expect human settlement to occur.
16. Instruct students to develop a claim identifying the region on the globe that presents the best environment for human settlement to develop? Students should reference climate and geographic features in their response, and include details from task materials and class discussions. Grade paragraphs using the [claims rubric](#).
17. Divide students into groups and assign each group one of the Chinese dynasties.
 - a. Group 1: [Shang](#)
 - b. Group 2: [Zhou](#)
 - c. Group 3: [Qin](#)
 - d. Group 4: [Han](#)
18. Say: “Each group will research an ancient Chinese dynasty to examine the characteristics of that dynasty’s civilization and its achievements. Your group will create a present your findings.”
19. Have students research their assigned dynasty and prepare a presentation for their classmates.
20. Once students have conducted their research, provide each group with poster paper and instruct students to create a poster presentation for a class Gallery Walk. Observe students as they create their posters and identify one “expert” student in each group.
21. Provide students with a copy of the [Chinese Dynasties organizer](#). As students complete their gallery walk, have students record information in the correct section of the [Chinese Dynasties organizer](#).

22. Organize students so that each member or a group is standing at a different Gallery Walk poster. (For example, if there were four members in Group 1, one member would stand at the Shang poster (their poster) while the others would stand at the Zhou, Qin and Han posters.) As students rotate, they will present the information on their poster.
23. After all students have rotated to all Gallery Walk posters, call the “expert” students to the front of the class and allow them to answer any clarifying questions from their classmates.
24. Before having students present on the Han dynasty, have students complete the [Fall of the Qin Dynasty](#) task to determine how the Qin Dynasty came to an end.
25. Conduct a discussion in which students consider the achievements of the Chinese dynasties. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What were the major achievements of each of the dynasties?
 - b. How did geography, trade, or military competition impact achievement in each of the dynasties?
 - c. Which of the dynasties had the greatest impact on China?
 - d. How is modern society impacted by the achievements of the Chinese dynasties?
26. Have students write a response in the bottom section of the [Chinese Dynasties organizer](#) in response to the question: Which dynasty do you feel most improved life for the Ancient Chinese?
27. Display [Chinese Dynasties map](#) and instruct students to add all political features present on the map key to their map in marker or sharpie pen. Instruct students to add symbols in the political features and major civilizations sections of the chart on their [East Asian Civilizations](#) worksheet.
28. Say: “What does the name “Silk Road” imply about the trade network? Pay attention to the implication of the individual words (“Silk” and “Road”), rather than just the meaning of the name itself.”
29. Provide each student with a copy of the [Silk Road Trade Routes Map](#).
30. Ask: “What do you notice about the Silk Road?” Note: Students should recognize that there is not one “road” but rather an extensive system of trade routes.
31. Have students view the [Silk Road Video](#) to gain a general understanding of the trade routes known as the Silk Road.
32. Say: “We will now look at a few sources to gain insight into the Silk Road. As you read the texts, be looking for information to help you fully answer the question: What was the Silk Road?”
33. Provide students with access to [Excerpt from “The Great Silk Road.”](#) Have students read through [Excerpt from “The Great Silk Road”](#) to gain additional knowledge about the trade routes.
34. Provide each student with a copy of the [Excerpt from Travels of Marco Polo](#), the [Excerpt from Suleiman](#), and the [Excerpt from Letter to the West](#). Have students work with a partner to analyze the primary sources using the [primary source analysis template](#). After they read, allow students an opportunity to discuss their primary sources and clarify their notes.
35. Have students use their map and the three texts to guide their thinking and conduct a discussion on the question: “Who travelled the Silk Road and for what purpose?”
36. Provide each student with a copy of [Excerpt from “The Legacy of the Silk Road”](#). Have students annotate the excerpt using an established classroom strategy.

37. Have students write a paragraph on the Silk Road’s impact on Chinese and Western societies. Instruct students to cite specific physical features in their response. Grade using the claims portion of the [LEAP assessment social studies extended response rubric](#). In their written response, have students address the following:
- the impact of trade on cultural diffusion between the East and the West
 - the impact of geography in the speed at which trade was conducted
 - the impact of technology on how trade was conducted
38. Provide each student with a copy of the [Characteristics of Civilizations organizer](#). Have students reflect on their readings, class discussions, and writings when completing their organizer.

East Asian Civilizations

Location (hemispheres)		Major Climate Zones	
Major Physical Features		Major Political Features	
How many Time Zones in this region?		Major Civilizations in this region	



Chinese Dynasties Organizer

Dynasty	Notable Characteristics	Achievements/ Discoveries
Shang _____ to _____		
Zhou _____ to _____		
Qin _____ to _____		
Han _____ to _____		
<p>Which dynasty do you feel most improved life for the Ancient Chinese? Use evidence to support your answer.</p>		

Chinese Dynasties Organizer (Completed)

Dynasty	Notable Characteristics	Achievements/ Discoveries
Shang 1600 BCE to 1046 BCE	<i>Located on Yellow River</i> <i>Used oracle bones</i> <i>King - Warlords - Soldiers - Peasants</i> <i>Collected taxes and tributes from allies</i> <i>practiced ancestor worship</i>	<i>Invented Chinese writing</i> <i>Used bronze spears and horse-drawn chariots in battle</i>
Zhou 1045 BCE to 256 BCE	<i>Located on the Yellow River</i> <i>Feudal farming system:</i> <i>king - nobles - farmers</i> <i>Kingdom split, west and east, leading to the Warring States Period</i>	<i>Overthrew Shang dynasty</i> <i>"Mandate of Heaven" - ruler chosen by the gods</i> <i>Confucianism and Taoism</i> <i>Iron weapons</i> <i>Crop rotation</i>
Qin 221 BCE to 210 BCE	Ruled by a tyrant Religion was outlawed, people worshipped the state Banned books and history	<i>Won the Warring States Period</i> <i>Divided the kingdom into districts</i> <i>Invented new currency</i> <i>Unified writing to one form</i> <i>Built roads, canals, and started the Great Wall of China</i>
Han 206 BCE to 220 CE	<i>Large divide between the rich and poor in cities</i> <i>Farmers were respected</i> <i>Merchants were not respected and paid higher taxes</i>	<i>Killed the Qin emperor in a peasant revolt</i> <i>Established a Civil Servant system</i> <i>Invented paper and acupuncture</i> <i>Reduced taxes</i> <i>The Silk Road was established</i> <i>Buddhism became popular</i>

Which dynasty do you feel most improved life for the Ancient Chinese? Use evidence to support your answer.

The Han dynasty seemed to do the most to improve the state. The Civil Service system made sure that government was controlled by trained and educated individuals. Lower taxes and the Silk Road would have provided a higher quality of life to middle and high income households, though the government could have done more to help the urban poor. Religious freedom must have been accepted since Buddhism was able to be introduced during this time.

Silk Road Trade Routes Map



Public domain. NASA Visible Earth via Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Silk_route.jpg

Excerpts from *The Travels of Marco Polo*

NOTE: Marco Polo, a Venetian merchant, achieved fame from his travelogue, The Travels of Marco Polo (c. 1300), wherein he described many of the cultural and economic activities of Asian societies. Though the authenticity of his experiences in China has come into question, his book nonetheless introduced Europe to Eastern cultures. In the following excerpts, Polo provides descriptions of Silk Road trading.

The people of Tabriz [Iran] live by trade and industry; for cloth of gold and silk is woven here in great quantity and of great value. The city is so favourably situated that it is a market for merchandise from India and Baghdad, from Mosul and Hormuz, and from many other places; and many Latin merchants come here to buy merchandise imported from foreign lands. It is also a market for precious stones, which are found here in great abundance. It is a city where good profits are made by travelling merchants....

Merchants come here by ship from India, bringing all sorts of spices and precious stones and pearls and cloths of silk and of gold and elephants' tusks and many other wares. In this city they sell them to others, who distribute them to various customers through the length and breadth of the world. It is a great centre of commerce, with many cities and towns subordinate to it, and the capital of the kingdom....

When the traveller rides through this province [Tenduc, Northeast China] for seven days towards the east in the direction of Cathay, he finds many cities and towns inhabited by Mahometans [follower of Muhammad], idolaters, and Nestorian Christians. They live by commerce and industry, weaving the cloths of gold called *nasich* and *nakh* and silk of various types. Just as we have woolen cloths of many different types, so have they of cloth of gold and silk. They are subject to the great Khan....

Ho-kien-fu [in Cathay province, China] is a great and splendid city, lying towards the south. The people are idolaters and burn their dead. They are subject to the Great Khan and use paper money. They live by trade and industry, for they have silk in plenty. They produce cloths of gold and silk and sandal in great abundance. This city has many cities and towns subject to its dominion. Through the midst of the city flows a great river, by which quantities of merchandise are transported to Khan-balik; for they make it flow thither through many different channels and artificial waterways.

Public domain. Polo, M., & Rugoff, M. (2004). *The Travels of Marco Polo*. New York, N.Y: Penguin.

Excerpt from *Suleiman*

NOTE: Suleiman, an Arab merchant, describes his travels through India and China. The excerpts below are his description of the Chinese use of silk.

Young and old Chinese all wear silk clothes in both winter and summer, but silk of the best quality is reserved for the kings....During the winter, the men wear two, three, four, five pairs of pants, and even more, according to their means. This practice has the goal of protecting the lower body from the high humidity of the land, which they fear. During the summer, they wear a single shirt of silk or some similar material.

Bentley, J. H., & Ziegler, H. F. (2006). *Traditions & Encounters: A Global Perspective on the Past*. Boston: McGraw-Hill.

Excerpt from *Letter to the West*

I, Friar John of Monte Corvino, of the Order of Friars Minor [The Franciscans], departed from Tauris, a city of the Persians, in the year of the Lord 1291, and proceeded to India. And I remained in the country of India, wherein stands the church of St. Thomas the Apostle, for thirteen months, and in that region baptized in different places about one hundred persons.... I proceeded on my further journey and made my way to Cathay [China], the realm of the emperor of the Tatars who is called the Grand Khan. To him I presented the letter of our lord the pope, and invited him to adopt the Catholic faith of our Lord Jesus Christ, but he had grown too old in idolatry. However he bestows many kindnesses upon the Christians, and these two years past I am abiding with him.

The Nestorians, a certain body who profess to bear the Christian name, but who deviate sadly from the Christian religion, have grown so powerful in those parts that they will not allow a Christian of another ritual to have ever so small a chapel, or to publish any doctrine different from their own....

I have built a church in the city of Khanbaliq [modern Beijing], in which the king has his chief residence. This I completed six years ago; and I have built a bell tower to it, and put three bells in it. I have baptized there, as well as I can estimate, up to this time some 6,000 persons; and if those charges against me of which I have spoken had not been made, I should have baptized more than 30,000. And I am often still engaged in baptizing.

Also I have gradually bought one hundred and fifty boys, the children of pagan parents, and of ages varying from seven to eleven, who had never learned any religion. These boys I have baptized, and I have taught them Greek and Latin after our manner.

Dated at the city of Khanbaliq in the kingdom of Cathay, in the year of the Lord 1305, and on the 8th day of January.

Public domain. Henry Yule, ed. and trans., *Cathay and the Way Thither*, 2nd ed., (rev. by H. Cordier), 4 vols. (London; Hakluyt Society, 1913-1916), pp. 45-51. Reprinted in: Alfred J. Andrea and James H. Overfield, *The Human Record: Sources of Global History*, 3rd ed., Vol. I: To 1700 (Boston; Houghton Mifflin, 1998) pp. 420-422.

Excerpt from “The Legacy of the Silk Road”

We use the term “Silk Road” to refer generally to the exchanges between China and places farther to the west, specifically Iran, India and, on rare occasions, Europe. Most vigorous before the year 1000, these exchanges were often linked to Buddhism.

Refugees, artists, craftsmen, missionaries, robbers and envoys traveled along these routes in Central Asia. The most influential people moving along the Silk Road were refugees. Waves of immigrants brought technologies from their respective homelands, practicing those skills or introducing motifs in their new homes. Frequent migrations of people fleeing war or political conflicts meant that some technologies moved east, others west. As techniques for making glass entered China from the Islamic world, the technology for manufacturing paper was transported westward. Paper, the most convenient and affordable material for preserving writing, encouraged great cultural change, including the printing revolution in Western Europe. Of course, the Chinese developed woodblock printing much earlier than Gutenberg, starting around 700 AD.

People who spoke different languages often encountered one another on the Silk Road. Some had learned multiple languages since childhood. Others had to learn foreign languages as adults, a more arduous process than it is today given how few study aids were available.

The most important legacy of the Silk Road is the atmosphere of tolerance fostered by rulers. Over the centuries these rulers welcomed refugees from foreign lands, granting them permission to practice their own faiths. Buddhism entered China, and so too did the Christianity of the East. Archeological sites and the preserved artifacts offer a glimpse into this once tolerant world.

Used by permission from *Yale Global Online*, a publication of the Macmillan Center for International and Area Studies at Yale University.
<http://yaleglobal.yale.edu/print/8362>.

Characteristics of Civilizations

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/ state systems		
Organized religion		
Economy and job specialization		
System of tribute		
Surplus food		
Planned infrastructure		
Trade		
Accumulated learning		
Arts		

Characteristics of Civilizations (Completed)

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/state systems	Sometimes organized under and an emperor or tyrant, sometimes organized with state or regional rulers with allegiance	Greek city-states who switched government systems multiple times
Organized religion	Used oracle bones to make predictions, practiced ancestor worship, adopted Buddhism	America, in that there are many types of religions practiced by different people living in the same area
Economy and job specialization	Farming-based; military service praised and necessary during Warring States period; economy strong when government is stable	America: farming large part of our economy, military service praised, economy more stable when government is stable
System of tribute	To ancestors and to the state/emperor	Taxes
Surplus food	Because of extended periods of warfare, surpluses uncommon but geography provided adequate food supply	
Planned infrastructure	Capitals planned but most settlements are unplanned farming villages	African nations
Trade	Trade was common and grew complex after the founding of the Silk Road	American trade over the course of history
Accumulated learning	Literacy common, learning organized mostly for those in civil service; learning common among Buddhist leaders	Medieval Europe
Arts	Jade carvings for religious purposes	Church sculpture

Unit Four Instruction

Topic Two: West African Empires (6.1.1-4, 6.2.6-7, 6.3.1-3, 6.4.1-3, 6.6.1-4)

Connections to the unit content: Students examine the development and expansion of the West African kingdoms. Students also consider the role of trade in the expansion of an empire.

Suggested Timeline: 12 class periods

Use this sample task:

- [West African Empires](#)

To explore these key questions:

- How did geography impact the West African kingdoms?
- How was each kingdom able to develop and expand?
- What impact does trade have on empires?

That students answer through these assessments:

- Students create a map of climate and physical geography that affected [African Civilizations](#).
- Students create a timeline to understand the development of civilizations of West Africa. Check these for accuracy.
- Students complete the questions for the [West African Trade Map](#), which can be collected for a grade.
- Students complete the [Split-Page Notes for Research on Ancient Ghana, Mali, and Songhai](#), which can be collected for a grade.
- Students participate in various class discussions. Use a [discussion tracker](#) to keep track of students' contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.6.1a-d, SL.6.6)
- Students complete the [Economies of West African Empires Organizer](#), which can be collected for a grade.
- Students write an essay that examines at least 3 factors which led to the rise in power of West African Kingdoms. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)
- Students complete a [Characteristics of Civilizations](#) organizer, which can be collected for a grade.

Grade 6 Instructional Task: West African Empires

Unit Four: Civilizations in Africa and Asia: Expanding Trade, Topic One: West African Empires

Description: Students investigate how the West African kingdoms used trade to gain power and wealth and to expand their empire.

Suggested Timeline: 12 class periods

Materials: [Latitude and Longitude map](#), [African Civilizations](#), [Time Zone map](#), [Climate map](#), [Labeled Physical map](#), [Major rivers](#), [Mountain ranges](#), [Blank Map of the World](#), [Africa 979 AD](#), [West African Trade Map](#), Split-Page Notes for Research on Ancient Ghana, Mali, and Songhai ([blank](#) and [completed](#)), [Ancient Ghana, Mali and Songhai](#), [Economy of African Kingdoms](#), Economies of West African Empires organizer ([blank](#) and [completed](#)), Characteristics of Civilizations organizer ([blank](#) and [completed](#))

Instructional Process:

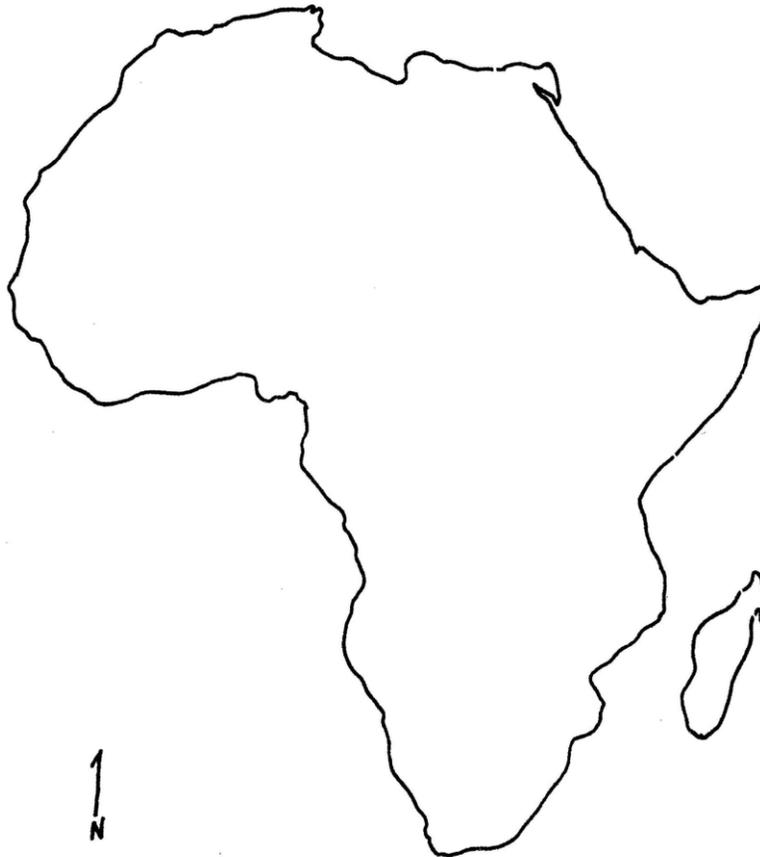
1. Say: "In the previous task, we looked at how trade helped to shape societies in Asia through the Silk Road. In this task, we will examine West African Kingdoms and investigate the role of trade in their development and expansion. Before we look at the civilizations, let's take a look at the area we will be studying."
2. Provide each student with access to a [latitude and longitude map](#) of the world. Review the concepts of parallels and meridians with students as well as the major lines of latitude and longitude and how to read a latitude and longitude map.
3. Determine if you want students to work independently or in pairs and display the following latitude and longitude coordinates: 10°N, 20°E
4. Have students identify their location using the [latitude and longitude map](#) of the world. Students who struggle with executing this skill should be provided with intervention or [additional practice](#) as needed.
5. Review the main components of a map with students:
 - a. Title - Have students point to and identify the title of their map activity
 - b. Compass Rose - Have students draw a compass rose with cardinal and intermediate directions near their map
 - c. Map Key or Legend - review the concept
6. Use the [latitude and longitude map](#) to review hemispheres. Have students draw a circle to represent the world in the hemisphere section of the chart on their [African Civilizations](#) worksheet. Then have students identify where Africa is on the [latitude and longitude map](#). Have students draw an equator and a prime meridian through the circle in the hemisphere section of the chart on their [African Civilizations](#) worksheet and draw a large "X" in Africa's approximate location. Have students record the hemispheres in which Africa is located (all) in the hemisphere section of the chart on their [African Civilizations](#) worksheet.
7. Distribute or display a [time zone map](#) of the world. Review the concept of time zones, then have students determine how many time zones are present in their assigned part of the world and record it on their [African Civilizations](#) worksheet.
8. Ask: "If a modern person living in Shanghai, China called their friend in Cape Town, South Africa at 4:30pm (Chinese time), at what time in Cape Town would their friend answer their phone?"

9. Model for student how to break down the question, then allow time for students to reference the displayed [time zone map](#) and determine their answer. Call on a student to share their answer, then have a different student approach the map to illustrate how the solution was determined.
10. Distribute or display a [climate map](#) of the world. Have students determine what climate zones are present in their assigned part of the world and record it on their [African Civilizations](#) worksheet.
11. Distribute crayons or colored pencils so students may lightly shade in the climate zones on their maps. Instruct students to create a map key or legend of African climate regions in the climate zones section of the chart on their [African Civilizations](#) worksheet.
12. Allow students time to [research](#) their climate zones (the research website is more detailed than the climate map but students should be able to identify their climate zones, model where necessary). Encourage students to research using the tabs for each climate zone in their assigned part of the world to investigate the characteristics of each climate zone including temperature, common plants and animals, etc.
13. Display and discuss the definitions of [political](#) and [physical](#) maps with students.
14. Have students reference a [labeled physical map](#) of the world to label the desert found in Africa, then add the [major rivers](#) and [mountain ranges](#) that are present in Africa onto their map in marker or sharpie pen. Instruct students to add symbols in the physical features section of the chart on their [African Civilizations](#) worksheet.
15. Conduct a discussion in which students predict the impact of climate on human settlement patterns in this region. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What would attract a group of humans to settle in this area?
 - b. What climate zones contain the best conditions for human settlement?
 - c. What physical features would attract or repel human settlement?
16. Project a [blank map of the world](#) onto the front board. Allow students to identify on the projected map where they expect human settlement to occur.
17. Instruct students to develop a claim identifying the region on the globe that presents the best environment for human settlement to develop? Students should reference climate and geographic features in their response, and include details from task materials and class discussions. Grade paragraphs using the [claims rubric](#).
18. Provide each student with a copy of [Africa 979 AD](#). Have students locate West Africa and the the empires in that area (Mali, Songhai, and Ghana) and label these empires in marker or sharpie on the [African Civilizations](#) map as well as the political features and major civilizations sections on the chart for their [African Civilizations](#) map.
19. Conduct a discussion about the role of geography in this area of Africa. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What physical features are located near these empires?
 - b. Why would these geographic features have importance to the societies that developed in West Africa?
 - c. Why would people living in the societies in eastern or southern Africa have limited contact with people living in the lands to the North?
20. Provide students with access to [West African Trade Map](#), either by projecting the map for the whole class or allowing students to access the map on their own on a computer.
21. Have students use the interactive map to complete the following directions:
 - a. Read aloud the overview on the map.

- b. Click on Ghana. (Note: If students have access to individual computers, direct them to follow these directions on their own computer.) Answer the following question in writing: “How did Ghana become a thriving trade center?”
 - c. Click on Mali. Answer the following question in writing: “Why was the location of Timbuktu important to trade?”
 - d. Click on Songhai. Answer the following question in writing: “What did the Songhai Empire do when they broke away from Mali?”
 - e. Click on trade routes on the map key. Answer the following question in writing: “Besides gold and salt, what else was carried on the trade routes?”
 - f. Finally, click on gold and salt. Answer the following question in writing: “Which resource was found in the north and which resource was found in the south? What is the significance of people living in the north and people living in the south?”
22. Provide each student with a copy of the [Split-Page Notes for Research on Ancient Ghana, Mali, and Songhai](#) and access to [Ancient Ghana, Mali and Songhay](#) and the [Economy of African Kingdoms](#). Divide the class into cooperative groups and have the groups independently read the information on the three civilizations using [Ancient Ghana, Mali and Songhay](#) to organize their information using the split-page notes.
23. Define *imports* and *exports* for students to set up for an understanding of the source reading.
24. Provide each student with a copy of the [Economies of West African Empires Organizer](#). Instruct students to complete the organizer based on class readings and discussions.
25. Conduct a discussion in which students discuss the impact trade has on civilizations. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
- a. What were some similarities between each of the empires’ economies?
 - b. What were some differences between each of the empires’ economies?
 - c. How did trade impact each of the kingdoms?
26. Provide students with a [Characteristics of Civilizations](#) organizer. Have students complete their organizer using class readings, organizers, and discussion notes.
27. Provide students with paper and review the concept of [vertical timelines](#)
28. Have students create a timeline including significant events from each of the three major empires of West Africa to their ongoing timelines. Instruct students to include four events for each kingdom that describes its rise, leadership, trade, and decline. Instruct students to complete their timeline by adding images in the margins.

African Civilizations

Location (hemispheres)		Major Climate Zones	
Major Physical Features		Major Political Features	
How many Time Zones in this region?		Major Civilizations in this region	



Africa 979AD⁴⁶



⁴⁶This map by TimeMap of World History is used with permission. The original work is available at <https://www.timemaps.com/history/africa-979ad/>.

Split-Page Notes for Research on Ancient Ghana, Mali, and Songhai

Civilization	Notes (Focus: Rise of empire, leaders, trade, decline)
<p>Ghana</p> <p>from _____</p> <p>to _____</p>	
<p>Mali</p> <p>from _____</p> <p>to _____</p>	
<p>Songhay (Songhai)</p> <p>from _____</p> <p>to _____</p>	

Split-Page Notes for Research on Ancient Ghana, Mali, and Songhai (Completed)

Civilization	Notes (Focus: Rise of empire, leaders, trade, decline)
<p>Ghana</p> <p>200 BCE - 1230 CE</p>	<ul style="list-style-type: none"> ● Soninke people came together under a leader with semi-divine status, called DingaCisse ● The Empire derived power and wealth from gold ● Introduction of the camel in the Trans-Saharan trade boosted the amount of goods that could be transported ● Slaves, salt and copper, in exchange for textiles, beads and finished goods ● The King lost his trading monopoly ● Pressure and invasion from outside forces ● Ghana was totally eclipsed by the Mali Empire of Sundiata
<p>Mali</p> <p>1230 CE - 1350 CE</p>	<ul style="list-style-type: none"> ● Emerged as Ghana declined ● 1235 Mansa Musa is leader of Mali ● Mansa Musa transformed Timbuktu into a center for trade and scholarship ● Mansa Musa showed off his wealth by building mosques ● Mali extended from the coast of West Africa, both above the Senegal River and below the Gambia River, taking in old Ghana, and reaching southeast to Gao and northeast to Tadmekka ● Gold and salt were its two most important products for trade ● Exported gold dust and agricultural products to the North ● Used cowrie shells as a form of currency for trading and taxation purposes ● Mali was taken over by the Songhai Empire
<p>Songhay (Songhai)</p> <p>1450 CE - 1618 CE</p>	<ul style="list-style-type: none"> ● Rose to power in the fifteenth century under Sonni Ali the Great ● Military forces consisted of a cavalry of expert horsemen, and fleets of canoes ● Great military leader, with a keen understanding of tactics on land and water - people thought he had magical powers ● Sonni Ali the Great expanded the territory of Songhai across the Niger valley, west to Senegal and east to Niger ● Gold, kola nuts and slaves (exports) ● Textiles, horses, salt and luxury goods (imports) ● In the late 16th century Songhai enters into civil war. Environmental change causing droughts and diseases took over ● The Moroccans invaded and took control the gold trade

Economy of African Kingdoms⁴⁷

Ghana Empire

Overview

Complex societies had existed in the region that became the Ghana Empire since about 1500 BCE. When Ghana's ruling dynasty began is uncertain, it is first mentioned in sources around 830 CE. The introduction of the camel, which preceded Muslims and Islam by several centuries, brought about a gradual change in trade, and for the first time, the extensive gold, ivory trade, and salt resources of the region could be sent north and east to population centers in North Africa, the Middle East and Europe in exchange for manufactured goods.

The Empire grew rich from the trans-Saharan trade in gold and salt. This trade produced an increasing surplus, allowing for larger urban centers. It also encouraged territorial expansion to gain control over the lucrative trade routes.

The first written mention of the kingdom comes from Arabic-language sources some time after the conquest of North Africa by Muslims, when geographers began compiling comprehensive accounts of the world known to Islam around 800 CE.

The Capital

The empire's capital is believed to have been at Koumbi Saleh on the rim of the Sahara desert. According to the description of the town left in 1067 CE, the capital was actually two cities six miles apart but "between these two towns are continuous habitations", so that they might be said to have merged into one.

The major part of the city was called El-Ghaba and was the residence of the king. It was protected by a stone wall and functioned as the royal and spiritual capital of the Empire. It contained a sacred grove of trees in which priests lived and used for religious rites. It also contained the king's palace, the grandest structure in the city.

The name of the other section of the city is not recorded. It was surrounded by wells with fresh water, where vegetables were grown. It was inhabited almost entirely by Arab Muslims along with twelve mosques, one of which was designated for Friday prayers, and had a full group of scholars, scribes and Islamic jurists. Because the majority of these Muslims were merchants, this part of the city was probably its primary business district.

⁴⁷ This work by TimeMap of World History is used with permission. The original work is available at <https://www.timemaps.com/civilizations/african-kingdoms/>.

Economy

Most of our information about the economy of Ghana comes from merchants, and therefore we know more about the commercial aspects of its economy, and less about the way in which the rulers and nobles may have obtained agricultural products through tribute or taxation. Merchants had to pay a one gold dinar tax on imports of salt, and two on exports of salt. Imports probably included products such as textiles, ornaments and other materials. Many of the hand-crafted leather goods found in old Morocco may also had their origins in the empire. The main centre of trade was the capital, Koumbi Saleh. The king claimed as his own all nuggets of gold, and allowed other people to have only gold dust. In addition to the influence of the king on local regions, tribute was also received from various tributary states and chiefdoms to the empire's periphery. The introduction of the camel played a key role in economic success as well, allowing products and goods to be transported much more efficiently across the Sahara. These factors all helped the empire remain powerful for some time, providing a rich and stable economy that was to last over several centuries.

Politics

Much testimony on ancient Ghana depended on how well disposed the king was to foreign travelers, from which the majority of information on the empire comes. Islamic writers often commented on the social-political stability of the empire based on the seemingly just actions and grandeur of the king.

The Arabic sources, the only ones to give us any information are sufficiently vague as to how the country was governed. It is mentioned that the king had officials who surrounded his throne when he gave justice, and these included the sons of the kings of his country. Detailed accounts on the geography of the region show that in 1067 CE Ghana was surrounded by independent kingdoms, and Sila, one of them located on the Senegal River was "almost a match for the king of Ghana."

Decline

Given the scattered nature of the Arabic sources and existing archaeological evidence, it is difficult to determine when and how Ghana declined and fell. A tradition in historiography maintains that Ghana fell when it was sacked in 1076 CE, but this interpretation has been questioned. Other argue that internal political instability, rather than military actions or conquest, was at fault for Ghana's decline.

While there is no clear cut account of a sack of Ghana in the contemporary sources, the country certainly did convert to Islam. They extended their domination over the Sudan, pillaged, charged poll taxes and other duties, and converted many to Islam. It is clear, however, that Ghana was eventually incorporated into the Empire of Mali, according to a detailed account written around 1340 CE.

Mali Empire

Overview

The Mali Empire was a West African empire from around 1230 to 1600 CE. The empire became renowned for the wealth of its rulers, especially Mansa Musa I. The Mali Empire had many profound cultural influences on West Africa, allowing the spread of its language, laws and customs along the Niger River. It extended over a large area and consisted of numerous vassal kingdoms and provinces.

Economy

The Mali Empire flourished because of trade above all else. It contained three immense gold mines within its borders, unlike the Ghana Empire which was only a transit point for gold. The empire taxed every ounce of gold or salt that entered its borders. By the beginning of the 14th century, Mali was the source of almost half the Old World's gold. There was no standard currency throughout the realm, but several forms were prominent by region. The Saharan towns of the Mali Empire were organized as both staging posts in the long-distance caravan trade and trading centers for the various West African products. At Taghaza, for example, salt was exchanged; at Takedda, copper. Ibn Battuta, a famous traveller and writer, observed the employment of slave labour in both towns. During most of his journey, Ibn Battuta traveled with a convoy that included slaves, most of whom carried goods for trade but would also be traded as slaves. On the return from Takedda to Morocco, his caravan transported 600 female slaves, suggesting that slavery was a substantial part of the commercial activity of the empire.

Gold

Gold nuggets were the exclusive property of the mansa (king), and were illegal to trade within his borders. All gold was immediately handed over to the imperial treasury in return for an equal value of gold dust. Gold dust had been weighed and bagged for use since the Ghana Empire, Mali borrowed the practice. Gold dust was used all over the empire, but was not valued equally in all regions.

Salt

The next great unit of exchange in the Mali Empire was salt. Salt was as valuable, if not more valuable as gold in Sub-Saharan Africa. It was cut into pieces and spent on goods with close to equal buying power throughout the empire. While it was as good as gold in the north, it was even better in the south. The people of the south needed salt for their diet, but it was extremely rare. The northern region on the other hand had no shortage of salt.

Copper

Copper was also a valued commodity in Mali. Copper, traded in bars, was mined from Takedda in the north and traded in the south for gold.

Military

The number and frequency of conquests in the late 13th century and throughout the 14th century indicate the mansas (kings) developed a capable military. Thanks to steady tax revenue and stable government beginning in the last quarter of the 13th century, the Mali Empire was able to project its power.

The Mali Empire maintained a semi-professional, full-time army in order to defend its borders. The entire nation was mobilized with each clan obligated to provide a quota of fighting age men. These men had to be freemen and appear with their own arms. Contemporary historians estimate that during the height and decline of the Mali Empire its army had approximately 100,000 warriors, with 10,000 of that number being made up of cavalry. With the help of the river clans, this army could be deployed throughout the realm on short notice.

Collapse

Around 1610 CE, the king died. Oral tradition states that he had three sons who fought over who would become king. No single person ever ruled Mali after the king's death, resulting in the end of the Mali Empire. The empire was divided into three parts: a northern sphere, a central region, and a southern sphere. Each part had a ruler who used the title of mansa, but their authority only extended as far as their own sphere of influence. The three states fought each other as much if not more than they did outsiders, but rivalries generally stopped when faced with invasion.

Songhai Empire

Overview

The Songhai Empire, also known as the Songhay Empire, was a state located in western Africa. From the early 15th to the late 16th century, Songhai was one of the largest Islamic empires in history. This empire bore the same name as its leading ethnic group, the Songhai. Its capital was on the bend of the Niger River.

The Songhai state has existed in one form or another for over a thousand years. The Songhai are thought to have settled in western Africa as early as 800 CE but did not establish it as the capital until the 11th century.

Economy

Economic trade existed throughout the Empire, due to the standing army stationed in the provinces. Central to the regional economy were independent gold fields. The merchants would form partnerships, and the state would protect these merchants and the port cities on the Niger. It was a very strong trading kingdom, known for its production of practical crafts as well as religious artefacts.

The Songhai economy was based on a clan system. The clan a person belonged to ultimately decided their occupation. The most common were metalworkers, fishermen, and carpenters. Lower caste participants consisted of mostly non-farm working immigrants, who at times were provided special privileges and held high positions in society. At the top were noblemen and direct descendants of the original Songhai people, followed by freemen and traders. At the bottom were war captives and European slaves obligated to labor, especially in farming.

Government

Upper classes in society converted to Islam while lower classes often continued to follow traditional religions. Sermons emphasized obedience to the king. Timbuktu was the educational capital of the Songhai Empire. Local chiefs were granted authority over their respective domains as long as they did not undermine Songhai policy.

Tax was imposed onto peripheral chiefdoms and provinces to ensure the dominance of Songhai, and in return these provinces were given almost complete autonomy. Songhai rulers only intervened in the affairs of these neighboring states when a situation became volatile; usually an isolated incident. Each town was represented by government officials.

Decline

Following the death of the emperor a civil war of succession weakened the Empire and the Songhai people, themselves, established the Dendi Kingdom.

Economies of West African Empires

West African Empire	Economy
Ghana	
Mali	
Songhai	

Economies of West African Empires (Completed)

West African Empire	Economy
<p>Ghana</p>	<ul style="list-style-type: none"> ● Ghana was trading center, but had no gold mines ● Merchants had to pay taxes on imports and exports of salt ● Little is known about the way it used taxation ● Imports- textiles, ornaments ● Center of trade was Koumbi Saleh ● King claimed all of the gold nuggets ● People only received gold dust ● The camel was key to efficient trading across the Sahara Desert ● The economy remained powerful, rich and stable and lasted for several centuries
<p>Mali</p>	<ul style="list-style-type: none"> ● Comprised of 3 gold mines ● Taxed every ounce of gold and salt that entered the empire ● Was the source of half of the old world's gold exported through its mines ● There were trading posts for the caravan trade throughout the kingdom exchanging salt, copper, and gold ● Gold nuggets were the property of Mansa Musa ● All gold given to him, people only received gold dust ● Salt was very valuable and rare in the South and used to purchase goods ● Copper was mined in the North and traded for gold in the South
<p>Songhai</p>	<ul style="list-style-type: none"> ● Economic trade was successful because of the army that was stationed throughout the empire ● Gold found in gold fields ● Very strong trading kingdom ● Successful trade partnerships were established ● Crafts and religious artifacts ● Economy based on clans ● Job depended on caste system ● Metal workers, fishermen, carpenters were most common ● At the top of caste system were the noblemen and direct descendants of original Songhai people ● At the bottom were war captives and slaves

Characteristics of Civilizations

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/ state systems		
Organized religion		
Economy and job specialization		
System of tribute		
Surplus food		
Planned infrastructure		
Trade		
Accumulated learning		
Arts		

Characteristics of Civilizations (Completed)

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/state systems	Empire controlled by a king; state and religious sites located in the same place but religion not controlled by the king	European kingdoms America: separation of church and state
Organized religion	Traditional religious practices until the introduction to Islam	Spain in Europe
Economy and job specialization	Trade-based with farming also an important occupation; in clan empires, your clan determined your role in society	Any developing nation The Caste System
System of tribute	Traders paid larger taxes for exporting than importing; neighboring state and chiefdoms paid tribute to the king; king controlled all gold, people were allowed gold dust only, therefore most bartered using salt	Tariffs paying a bully not to beat you up
Surplus food	Farming seemed sufficient for the population	Most developed nations
Planned infrastructure	Capital cities were planned as far as the sections containing government or religious structures	Early colonies in America or Australia
Trade	No standard currency; used camels; traded in natural resources: gold, salt, copper, slaves	Triangular Trade
Accumulated learning	Imported with Islam and reserved for those who studied Islam or worked within the Islamic state system	European Dark Ages
Arts	Religious sculptures	Church sculpture

Unit Four Assessment

Description: Students write a one-page essay in response to the following question: Is trade necessary for advancing civilizations?

Suggested Timeline: 5 class periods

Student Directions: Using your understanding of the development of Asian and African civilizations and the sources from this unit, write an essay which explains the role of trade in advancing civilizations. Use evidence gathered throughout the unit and your knowledge of social studies to develop and support your explanation.

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 6.1.1, 6.1.3, 6.2.7-8, 6.3.3, 6.6.4. They also meet the expectations for [ELA/Literacy Standards](#): WHST.6.2a-f, WHST.6.4-5.

Use the [LEAP assessment social studies extended response rubric](#) to grade this assessment. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

Unit Five Overview

Description: Students explore how changing ideas led to the “modern world.” Students learn about the characteristics that defined the Middle Ages and the factors that brought about change that shifted Europe into the Renaissance.

Suggested Timeline: 7 weeks

Grade 6 Content	
Medieval Europe and the Renaissance: Legacy	What makes civilizations regress and how do they renew themselves?

Topics (GLEs):

1. [Medieval Europe](#) (6.1.1-4, 6.2.6, 6.2.9, 6.3.1-4, 6.4.2-3, 6.6.1, 6.6.3)
2. [Renaissance](#) (6.1.1-4, 6.2.10, 6.3.1-4, 6.6.3)

Unit Assessment: Students participate in a Socratic seminar in response to the question: What makes civilizations regress and how do they renew themselves? They then write a multiparagraph essay in response to the same question.

Unit Five: Medieval Europe and the Renaissance: Legacy	Topic One: Medieval Europe Topic Two: Renaissance
Key Connections: <ul style="list-style-type: none"> • <i>Feudalism, trade, and commerce led to the growth of towns and cities during the Middle Ages.</i> • <i>Ideas, people, and events influenced the Renaissance and transformed European culture.</i> • <i>Past civilizations influence later civilizations</i> 	
Grade-Level Expectations (GLEs)	Priority Content and Concepts
<p>6.2.9 Describe the characteristics, significance, and influences of feudalism, the Crusades, and the growth of towns and cities through trade and commerce during the Middle Ages</p>	<ul style="list-style-type: none"> • Explain the events that led to the rise of feudalism (fall of the Roman Empire which led to a barter economy, the rule of Charlemagne, division of land among Germanic tribes). • Describe the roles of groups within the feudal structure (kings and queens, nobles, knights, lords, vassals, peasants-freeman and serfs) and explain feudal relationships and their purposes (exchange of rights and obligations, such as the giving fiefs/land in exchange for protection and service and the giving land and protection in exchange for labor). • Describe the culture and society of the Middle Ages, including the manor system, homes, work, warfare, advancements in technology and agriculture, art, architecture, entertainment, the growth of villages, and religion. • Explain the role and importance of the Catholic Church during the Middle Ages. • Describe the formation of centralized governments in England and France, including the purpose of the Magna Carta and its legacy/influence on the modern world (monarchy, constitutional monarchy, parliament, democratic traditions) • Explain the motivations of the Crusades, including the motivations and perspectives of both Christians and Muslims during the Middle Ages. • Explain the outcomes and cultural, economic, and political effects of the Crusades, including effects on territorial expansion, cultural diffusion, religious practice in the East and West, and the Muslim world • Explain the reasons for the outbreak and spread of the Black Death/Bubonic Plague. • Explain the social, economic, and political effects of the Black Death, including the effects on trade, work, wages, population and the decline of feudalism. • Explain the causes and effects of the decline of feudalism in Medieval Europe

<p>6.2.10 Examine the significance of the people and ideas that influenced the Renaissance in Europe</p>	<ul style="list-style-type: none"> Analyze key ideas, people, and events that influenced the Renaissance (classical Greek and Roman texts, philosophies, art, and architecture, Renaissance values, scientific advances from the Muslim world). Discuss characteristics of the Italian Renaissance, including Renaissance values (humanism, individualism, secularism, skepticism/questioning, classicism), and explain how the relationship between Italian artists, patrons of the arts, and the Catholic Church contributed to flourishing art in Italian city-states Describe the qualities associated with the Renaissance man and woman and the contributions of Renaissance creators/thinkers (Da Vinci, Michelangelo, Raphael, Galileo) Describe the contributions of key people and groups who influenced the Renaissance (Catholic Church/the Church, influential families such as the Medicis Machiavelli) Describe the characteristics of Renaissance art and literature (realistic, use of perspective, writing in the vernacular), and compare/contrast art from the Middle Ages and the Renaissance Explain the ways in which the Renaissance changed European society (scientific thinking during the Renaissance led to world navigation, intellectual thinking challenged Catholic doctrine, the printing press and the spread of information Explain the social, cultural, economic, and political effects of the printing press and its role in facilitating change during the Renaissance. Use maps to identify the start and spread of printing
<p>6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs</p>	<ul style="list-style-type: none"> Analyze the spread of the Black Death/Bubonic Plague through Africa, Europe, and Asia using maps, and explain relationships among the spread of the plague, population density, and trading centers and routes. Explain how events during the Middle Ages (the Crusades, outbreak and spread of the Black Death/Bubonic Plague, decline of feudalism, and increase in trade) affected migration patterns and population trends in medieval Europe using maps, charts, and graphs.
<p>6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement</p>	<ul style="list-style-type: none"> Explain why people migrated to towns and cities in medieval Europe Explain why trade increased after the Crusades.
<p>6.6.1 Explain the impact of job specialization in the development of civilizations</p>	<ul style="list-style-type: none"> Explain the relationship between job specialization and social structures in medieval Europe. Explain the development of guilds, including their purpose, role/function, and effects.

<p>6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts</p>	<ul style="list-style-type: none"> • Use economic terms to explain reasons for the expansion of trade in medieval Europe (terms include: goods, services, producers, consumers, supply, demand, scarcity, shortage, surplus, markets, import, and export). • Explain factors that contributed to the growth of trade in medieval Europe.
<p>6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world</p>	<ul style="list-style-type: none"> • Describe the Commercial Revolution during the Middle Ages, including the role and importance of trade and the relationships between trade and the growth of towns, cities, marketplaces, businesses, and banks.
<p>6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</p> <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product 	<p><i>Options to address 6.1.1 in Unit 3:</i></p> <ul style="list-style-type: none"> • Use technology to research Renaissance thinkers and creators, and their influence on European society • analyze artifacts from the Renaissance to answer questions about the impact of ideas on society. • Compare and contrast perspectives on the Crusades held by Christians and Muslims during the Middle Ages. • Produce written claims on how civilizations decline and renew themselves.
<p>6.1.2 Construct and interpret a parallel timeline of key events in the ancient world</p>	<ul style="list-style-type: none"> • Create a parallel timeline for the Middle Ages and Renaissance that includes the rule of Charlemagne, the Holy Roman Empire, the rise and decline of feudalism, the Crusades, the signing of the Magna Carta, the Black Death/Bubonic Plague, the Italian and Northern Renaissance, Medici family rule, development of the printing press, and printing of the Gutenberg Bible. • Create a timeline using appropriate dates, including B.C.E./B.C. and C.E./A.D.
<p>6.1.3 Analyze information in primary and secondary sources to address document-based questions</p>	<ul style="list-style-type: none"> • Analyze writings, artworks, and artifacts from the Middle Ages to answer questions about medieval Europe. • Analyze primary sources, artifacts, and secondary sources related to the Renaissance, including excerpts and artwork from influential artists and thinkers (Da Vinci, Galileo, Michelangelo, Petrarch, Raphael) to answer questions about the Renaissance in Europe.
<p>6.1.4 Identify and compare measurements of time in order to understand historical chronology</p>	<ul style="list-style-type: none"> • Identify historical time periods and eras (Middle Ages, medieval, Commercial Revolution, Renaissance).

	<ul style="list-style-type: none"> Review terms related to measurements of time as needed (B.C.E./B.C., C.E./A.D., circa or c.). Examine timelines of key Unit 5 content recognizing measurements of time, sequencing, chronology, location, distance, and duration.
6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones	<ul style="list-style-type: none"> Review the location of major lines of latitude (Equator, Tropic of Capricorn, Tropic of Cancer, Arctic Circle), climate zones and types (tropical, dry, mild, continental, polar), and the relationship between latitude and climate as necessary. Using a climate map, describe the type of climate(s) present in Europe. Review time zones as necessary.
6.3.2 Plot coordinates of latitude and longitude to determine location or change of location	<ul style="list-style-type: none"> Review how to find latitude and longitude as necessary by using maps to plot coordinates of latitude and longitude for important locations in Europe, and recognize hemispheres, continents, and oceans.
6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes	<ul style="list-style-type: none"> Use maps to locate the major physical features (bodies of water, deserts, mountain ranges) that influenced political boundaries. Use maps to locate political boundaries, including kingdoms/empires, city-states, and major cities in Europe (medieval: Germanic kingdoms, Byzantine Empire, England, France, Holy Roman Empire, Paris, Russia, Spain; Renaissance: Constantinople, Florence, Italy, Milan, London, Rome, Venice, Ottoman Empire), and explain changes to political boundaries over time.
6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world	<ul style="list-style-type: none"> Use maps to locate major physical features associated with medieval and Renaissance Europe, including bodies of water (Atlantic Ocean, Mediterranean Sea) and rivers (Danube, Rhine), mountain ranges (Alps, Apennines, Carpathian, Caucasus, Pyrenees).
6.4.3 Explain the connection between physical geography and its influence on the development of civilization	<ul style="list-style-type: none"> Analyze reasons for the location of towns and cities in Europe (proximity to water). Explain the importance of geography and environment to the development of medieval and Renaissance Europe.

Unit Five Instruction

Topic One: Medieval Europe (6.1.1-4, 6.2.6, 6.2.9, 6.3.1-4, 6.4.2-3, 6.6.1, 6.6.3)

Connections to the unit content: Students examine characteristics of Medieval Europe. Students also investigate the various factors that contributed to the shift from the Middle Ages to the Renaissance.

Suggested Timeline: 14 class periods

Use this sample task:

- [Medieval Europe](#)

To explore these key questions:

- How did feudalism develop and how did it shape Medieval society?
- What was the role of religion in Medieval Europe?
- What were the contributing factors of the decline of feudalism?

That students answer through these assessments:

- Students complete a map of climate and physical geography, as well as important political sites in Medieval Europe.
- Students complete the [Roles in the Feudal System chart](#), which can be collected for a grade.
- Students complete the [European Civilizations](#) worksheet, which can be collected for a grade.
- Students complete the [Black Death organizer](#), which can be collected for a grade.
- Students participate in various class discussions. Use a [discussion tracker](#) to keep track of students' contributions to the discussions and use this information to assign a grade to students. ([ELA/Literacy Standards](#): SL.6.1a-d, SL.6.6)
- Students answer questions about the Magna Carta in writing, which can be collected for a grade.
- Students answer questions about the Medieval economy in writing, which can be collected for a grade.
- Students write an essay describing the factors that influenced the decline of feudalism. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). ([ELA/Literacy Standards](#): W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)
- Students complete a [Characteristics of Civilizations](#) organizer which can be collected for a grade.
- Students complete a timeline depicting the important events that occurred during the Middle Ages.

Grade 6 Instructional Task: Medieval Europe

Unit Five: Medieval Europe and the Renaissance: Legacy, Topic One: Medieval Europe

Description: Students learn about the regression of knowledge in Europe under the feudal system and its impact on Medieval society, and investigate various factors that led to the decline of feudalism and the end of the Middle Ages.

Suggested Timeline: 14 class periods

Materials: [Latitude and Longitude map](#), [European Civilizations](#), [Time Zone map](#), [Climate map](#), [Labeled Physical map](#), [Major rivers](#), [Mountain ranges](#), [Blank Map of the World](#), [Middle Ages](#), [Feudalism and Medieval Life](#), Roles in the Feudal System Chart ([blank](#) and [completed](#)), Characteristics of Civilizations organizer ([blank](#) and [completed](#)), [The Magna Carta](#), [The Black Death](#), The Black Death organizer ([blank](#) and [completed](#)), [Understanding the Black Death](#), [The Crusades](#), [The First Crusade](#), [Key Moments in the Crusades: An Interactive Map](#), [Map - Crusades \(Early and Later\)](#), [Impact of the Crusades](#), [Economy in the Middle Ages](#)

Instructional Process:

1. Say: "In the last unit, we learned about the role of trade in connecting and advancing the civilizations in Asia and Africa. For this unit, we will be focusing on changes that impacted Europe."
2. Provide each student with access to a [latitude and longitude map](#) of the world. Review the concepts of parallels and meridians with students as well as the major lines of latitude and longitude and how to read a latitude and longitude map.
3. Determine if you want students to work independently or in pairs and display the following latitude and longitude coordinates: 55°N, 0°longitude
4. Have students identify their location using the [latitude and longitude map](#) of the world. Students who struggle with executing this skill should be provided with intervention or [additional practice](#) as needed.
5. Review the main components of a map with students:
 - a. Title - Have students point to and identify the title of their map activity
 - b. Compass Rose - Have students draw a compass rose with cardinal and intermediate directions near their map
 - c. Map Key or Legend - review the concept
6. Use the [latitude and longitude map](#) to review hemispheres. Have students draw a circle to represent the world in the hemisphere section of the chart on their [European Civilizations](#) worksheet. Then have students identify where Europe is on the [latitude and longitude map](#). Have students draw an equator and a prime meridian through the circle in the hemisphere section of the chart on their [European Civilizations](#) worksheet and draw an "x" in Europe's approximate location. Have students record the hemispheres in which Europe is located (northern; western and eastern) in the hemisphere section of the chart on their [European Civilizations](#) worksheet.
7. Distribute or display a [time zone map](#) of the world. Review the concept of time zones, then have students determine how many time zones are present in their assigned part of the world and record it on their [European Civilizations](#) worksheet.

8. Ask: “If a modern person living in Cape Town, South Africa called their friend in London, England at 8pm (South African time), at what time in London would their friend answer their phone?”
9. Model for student how to break down the question, then allow time for students to reference the displayed [time zone map](#) and determine their answer. Call on a student to share their answer, then have a different student approach the map to illustrate how the solution was determined.
10. Distribute or display a [climate map](#) of the world. Have students determine what climate zones are present in their assigned part of the world and record it on their [European Civilizations](#) worksheet.
11. Distribute crayons or colored pencils so students may lightly shade in the climate zones on their maps. Instruct students to create a map key or legend of European climate regions in the climate zones section of the chart on their [European Civilizations](#) worksheet.
12. Allow students time to [research](#) their climate zones (the research website is more detailed than the climate map but students should be able to identify their climate zones, model where necessary). Encourage students to research using the tabs for each climate zone in their assigned part of the world to investigate the characteristics of each climate zone including temperature, common plants and animals, etc.
13. Display and discuss the definitions of [political](#) and [physical](#) maps with students.
14. Have students reference a [labeled physical map](#) of the world and add the [major rivers](#) and [mountain ranges](#) that are present in Europe onto their map in marker or sharpie pen. Instruct students to add symbols in the physical features section of the chart on their [European Civilizations](#) worksheet.
15. Conduct a discussion in which students predict the impact of climate on human settlement patterns in this region. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. What would attract a group of humans to settle in this area?
 - b. What climate zones contain the best conditions for human settlement?
 - c. What physical features would attract or repel human settlement?
16. Project a [blank map of the world](#) onto the front board. Allow students to identify on the projected map where they expect human settlement to occur.
17. Instruct students to develop a claim identifying the region on the globe that presents the best environment for human settlement to develop? Students should reference climate and geographic features in their response, and include details from task materials and class discussions. Grade paragraphs using the [claims rubric](#).
18. Provide students with access to [Middle Ages](#).
19. Read aloud the overview page for [Middle Ages](#).
20. Instruct partner groups to “Enter” the site and read the information on feudal life.
21. Have students create an image depicting what a small Medieval community would look like. Instruct students to include all details mentioned in the information on feudal life, buildings (castle, church, village, farmland) and people (lord, peddler, pilgrim, soldier, peasant).
22. Have students pair up, compare their images, and add any missing details. Grade student work.
23. Instruct pairs to partner with another pair to create groups of four.
24. Provide students with a [Roles in the Feudal System chart](#).
25. Direct groups to divide the roles and complete their portion of the [Roles in the Feudal System chart](#) using the [Middle Ages](#) website or independent research to answer the following questions:
 - a. What was their role in society?

- b. What were their responsibilities?
 - c. Who did they interact with and what was that interaction?
26. Allow time for students to present their research and assist one another in completing their [Roles in the Feudal System chart](#).
 27. Instruct students to work individually and write a paragraph describing the relationship between each role within the society of the feudal system. Encourage students to provide evidence from their sources and outside knowledge to support their answers.
 28. Distribute copies of [Characteristics of Civilizations organizer](#).
 29. Organize students into groups of six and provide access to [Middle Ages](#) (students will need to “enter” the site again).
 30. Have each group member choose a topic on feudal life: religion, homes, clothing, health, arts and entertainment, and town life, and click on their chosen topic tab to access information on their topic.
 31. Instruct each group to record information from their topic onto the [Characteristics of Civilizations organizer](#). Allow time for students to conduct their research and fill in their information on their worksheet, then instruct groups to take turns presenting their information to their groups to complete their organizers.
 32. Have students access the [Middle Ages](#) website, “enter” the website, and click on “Read More About Feudal Life.”
 33. Read the first section on the Magna Carta to the class, then provide students with access to [The Magna Carta](#).
 34. Instruct students to read [The Magna Carta](#) using an established annotation strategy.
 35. Engage students in a discussion of the source. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Pose the following questions:
 - a. When and where was the Magna Carta written?
 - b. Who was the Magna Carta written by?
 - c. Who was the King and who was angry at the King?
 - d. Who was the Pope and what role did the Pope play in the adoption of the Magna Carta?
 - e. What was the Magna Carta meant to achieve?
 - f. What is the legacy of the Magna Carta on the modern world?
 36. Say: “Political problems weren’t England’s only troubles during the Middle Ages.”
 37. Provide students with access to [The Black Death](#) and have students annotate the reading using an established strategy.
 38. Pair students and distribute a [Black Death organizer](#) to each student. Instruct students to record key information for each subheading of the source text listed.
 39. Have students complete the [Understanding the Black Death](#) task to examine how people of the Middle Ages understood the plague.
 40. In a whole-class discussion, have students review key information and details about the Black Death. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Pose the following questions:
 - a. Why was the Black Death so significant to Medieval Europe?
 - b. What did people understand about the plague?
 - c. How could a disease such as the Black Death cause feudalism to decline?

41. Pass out paper for students to create a [parallel timeline](#) of the Middle Ages. Have students label their map “Medieval Europe” and include the following dates (advise students to leave space at the top of their timeline for additional early dates to be added later):
 - a. **1100 CE**: Feudalism established in England
 - b. **1215 CE**: The Magna Carta signed
42. Say: “The Middle Ages caused much change and interaction in Europe. Governments changed as a result of interactions between the monarchy and nobility. Society changed as disease interacted with the population. At different points through the year, we have seen the major religions of the world interact. We have seen instances of when people of different faiths have come in contact at different points in history as a result of factors such as war and trade. Religious interaction during the Middle Ages caused further change in government and society.”
43. Write the word *crusade* on the board and read or project the following definitions:⁴⁸
 - a. any of the military expeditions undertaken by the Christians of Europe in the 11th, 12th, and 13th centuries for the recovery of the Holy Land from the Muslims.
 - b. any war carried on under papal permission.
44. Ask students: “What do these definitions have in common?”
45. Take notes for the class or annotate the definitions as students share their answers.
46. Say: “Earlier in the year, we learned about the shared Holy Land. The Crusades were fought between Christians and Muslims in an attempt to control the Holy Land. This series of conflicts even had the support of the Pope, the head of the Christian Church.”
47. Provide students with access to [The Crusades](#) and have students read through the first section on the Crusades for an overview of the period.
48. Have students complete [The First Crusade](#) task to analyze different perspectives on the First Crusade.
49. Have students write a summary of what happened when Crusaders entered Jerusalem in the First Crusade.
50. Provide students with access to [Key Moments in the Crusades: An Interactive Map](#) and have students work with a partner to explore the events described in the map.
51. Provide students with access to [Map - Crusades \(Early and Later\)](#) and ask students to evaluate the maps with their partner to identify 2 similarities and 3 differences between the maps.
52. Have students identify key political locations of importance to the Middle Ages and label them on their [European Civilizations](#) in marker or sharpie pen, then complete the political features and major civilizations sections of the chart on their [European Civilizations](#) worksheet.
53. Provide students with access to the [Impact of the Crusades](#) and have students annotate the reading using an established classroom strategy.
54. Conduct a brief discussion about the Crusades. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers. Possible questions:
 - a. How did the Crusades impact territories, borders and nations?
 - b. How did the Crusades impact religious practice in both the West and the East?
 - c. How might the geography of Europe and the Holy Land have impacted Crusaders?

⁴⁸ From <http://www.dictionary.com/browse/crusade>

- d. How did the Crusades impact the feudal system in Europe?
 - e. Did the Crusade cause civilizations in Europe to regress or renew themselves?
 - f. How is the impact of the Crusades still evident in the world today?
55. Say: “Much like the extensive trade networks of Africa, the interaction of eastern and western cultures during the Crusades had lasting impacts on the European economy.”
56. Provide students with access to [Economy in the Middle Ages](#).
57. Pair students using an established classroom routine and instruct pairs to note important changes that could affect the economy of Europe as they read.
58. Have each group take turns sharing details they noted as they read, record student notations on the board or a sheet of poster-sized paper, then conduct a class discussion identifying the details that would have the greatest affect on the economy of an area. Ask: “How might changes to the economy of Europe lead to a decline in the feudal system of Medieval Europe?” Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and outside knowledge to support their answers.
59. Have students write an essay that examines the changes that led to the decline of feudalism in Medieval Europe.
60. Have students add the following dates to their parallel timeline:
- a. **637 CE**: Muslim conquest of the Holy Land
 - b. **711 CE**: Muslims conquest of Spain and Portugal
 - c. **1096 CE - 1099 CE**: First Crusade: Pope wins control of Jerusalem
 - d. **1147 CE - 1149 CE**: Second Crusade: Europe abandons the Holy Land
 - e. **1228 CE - 1229 CE**: Sixth Crusade: Europe finally reclaims the Holy Land
 - f. **1271 CE - 1272 CE**: Last Crusade (Ninth): Europe abandons attempts to recapture the Holy Land

European Civilizations

Location (hemispheres)		Major Climate Zones	
Major Physical Features		Major Political Features	
How many Time Zones in this region?		Major Civilizations in this region	



Roles in the Feudal System

King	Lord	Vassal	Peasant	Serf

Roles in the Feudal System (Completed)

King	Lord	Vassal	Peasant	Serf
<p>Chief feudal lord but only in name, like a figurehead</p>	<p>Could field greater armies than the king, which protected the vassals and peasants; administered the estate, made money, and levied taxes</p>	<p>Given land from the lord in return for loyalty to the lord; agreed to serve the lord whatever was needed, such as feeding the lord and his family when they traveled</p>	<p>Worked the land; poor; were free on Sunday and went to the markets</p>	<p>Also known as villain; was bound to the lord for life; had no rights or freedom</p>

Characteristics of Civilizations

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/ state systems		
Organized religion		
Economy and job specialization		
System of tribute		
Surplus food		
Planned infrastructure		
Trade		
Accumulated learning		
Arts		

Characteristics of Civilizations (Completed)

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/state systems	feudalism	federalist hierarchy of government
Organized religion	Christianity under the Pope	Islam under an Imam
Economy and job specialization	Based on conquest, taxation and farming-based; feudalism creates job specialization	Hindu caste system
System of tribute	taxation system moved money up the feudal hierarchy to the monarch	Vertical consumer purchasing model: money travels from consumers to workers, to management, to business leaders
Surplus food	Occasional surpluses and shortages	Agriculture in an climate area above or below a Tropic
Planned infrastructure	Cities grew organically as population grew in an area, therefore planned infrastructure found at city centers and along major trade routes	Old colonial cities, like Baton Rouge, with a planned CBD but unplanned connected housing and business areas that grew or were connected later in the cities' history
Trade	Trade was common, permanent centers in urban areas and mobile trading through rural communities	Any developing area
Accumulated learning	Medieval universities were the centers for learning, for males in the upper class, literacy was for the upper class and nobility, learning expanded after Eastern knowledge was reintroduced to Europe following the Crusades	Ancient Mediterranean cultures Exchange of knowledge after the Open Door Policy
Arts	Religious sculptures	Church sculpture

The Black Death

Introduction	
The Signs of Impending Death	
Varying Reactions to Disaster	
The Breakdown of the Social Order	
Mass Burials	

The Black Death (Completed)

<p>Introduction</p>	<ul style="list-style-type: none"> ● The Black Death began in the East ● The Black Death occurred in 1348 and lasted for 3 years ● 25%-50% of the population was lost ● The bubonic plague infected fleas attach to rats, then bite humans and spread, victims have lesions and tumors, life expectancy was about 1 week ● Pneumonic plague attacked the respiratory system and spread by breathing the air, life expectancy was about 1-2 days ● Septicemic plague attacked the bloodstream
<p>The Signs of Impending Death</p>	<ul style="list-style-type: none"> ● A gush of blood from the nose ● Swellings in the groin or under the armpit ● Tumors grew to the size of a small apple or an egg ● The symptoms changed and black or purple spots appeared on the arms or thighs or any other part of the body, sometimes a few large ones, sometimes many little ones.
<p>Varying Reactions to Disaster</p>	<ul style="list-style-type: none"> ● People formed small communities and isolated themselves from one another. ● Some drank and visited taverns and went about with their lives, while others abandoned their homes and moved away.
<p>The Breakdown of the Social Order</p>	<ul style="list-style-type: none"> ● The Black Death killed many people. ● People avoided one another and often left the sick to die in their homes. ● Families were torn apart and towns and villages were abandoned as well.
<p>Mass Burials</p>	<ul style="list-style-type: none"> ● The lower and middle classes were left for dead, decaying in their homes. ● Due to lack of space, mass graves were built to put bodies in.

Overview of *The Magna Carta*⁴⁹

"The democratic aspiration is no mere recent phase in human history . . . It was written in Magna Carta."

--Franklin Delano Roosevelt, 1941 Inaugural address

On June 15, 1215, in a field at Runnymede, King John attached his seal to Magna Carta. Confronted by 40 rebellious nobles, he consented to their demands in order to avoid civil war. Just 10 weeks later, Pope Innocent III nullified the agreement, and England fell into internal war. Although the Magna Carta failed to resolve the conflict between King John and his nobles, it was reissued several times after his death.

Enduring Principles of Liberty

The Magna Carta was written by a group of 13th-century barons to protect their rights and property against a tyrannical king. It is concerned with many practical matters and specific grievances relevant to the feudal system under which they lived. The interests of the common man were not present in the minds of the men who made the agreement with the king, but there are two principles expressed in Magna Carta that resonate to this day:

- (1) *"No freeman shall be taken, imprisoned, outlawed, banished, or in any way destroyed, nor will We proceed against or prosecute him, except by the lawful judgment of his peers or by the law of the land."*
- (2) *"To no one will We sell, to no one will We deny or delay, right or justice."*

Inspiration for Americans

During the American Revolution, the Magna Carta served to inspire and justify action in liberty's defense. The colonists believed they were entitled to the same rights as Englishmen, rights guaranteed in the Magna Carta. They embedded those rights into the laws of their states and later into the Constitution and Bill of Rights.

The Fifth Amendment to the Constitution, *"no person shall . . . be deprived of life, liberty, or property, without due process of law"* directly reflects the Magna Carta's principles.

⁴⁹ This text is in the public domain and is courtesy of the National Archives. It is available online at <https://www.archives.gov/exhibits/featured-documents/magna-carta>.

The Impact of the Crusades

Territorial expansion

First, crusading played a major role in European territorial expansion. Crusading in northern and eastern Europe led to the expansion of kingdoms like Denmark and Sweden, as well as the creation of brand-new states, like Prussia. Traders and settlers, mostly German, profited from the crusades. In the Mediterranean Sea, crusading led to the colonization of many islands. Crusading led to the conquest of Spain and Portugal by the Muslim Empire, who controlled these nations until 1492, when the Spanish monarchs Ferdinand II and Isabella I drove the last Muslim settlers out of the peninsula.

Impact in Europe (religious and secular)

Second, the crusading movement impacted internal European development in a few important ways. The movement helped to militarize the medieval western Church. It also helped solidify the pope's control over the Church and both reflected and influenced devotional trends. For example, while there was some dedication to St. George from the early Middle Ages, the intensity of that devotion soared in Europe after he reportedly intervened miraculously at the Battle of Antioch during the First Crusade. Government institutions also evolved to meet the needs of crusading, such as improving or creating infrastructure within Europe.

Impact world-wide

Third, the crusading movement has left an imprint on the world as a whole. For example, many of the national flags of Europe incorporate a cross. These trends also impacted the Islamic world. The divisions of the Crusades are reflected in the global divisions, alliances, and ideologies of today. Crusaders travelling to the Holy Land or Islamic areas brought about a diffusion between the two cultures as Christian beliefs were reemphasized in the east and ancient Greek and Roman knowledge was reintroduced into the west.

Unit Five Instruction

Topic Two: Renaissance (6.1.1-4, 6.2.10, 6.3.1-4, 6.6.3)

Connections to the unit content: Students examine the ideas that brought about the Renaissance and how those ideas spread throughout Europe and changed society forever.

Suggested Timeline: 14 class periods

Use this sample task:

- [Renaissance Thinking](#)

To explore these key questions:

- How did Renaissance inventions help renew European civilization?
- How is Europe an example of how civilizations rise and fall?

That students answer through these assessments:

- Students complete a timeline on key events during the Renaissance, which can be collected for a grade.
- Students complete a [European Civilizations](#) map examining the climate as well as physical and political geography of Europe, which can be collected for a grade.
- Students complete a [Characteristics of Civilizations](#) organizer, which can be collected for a grade.
- Students complete the [Split-Page Notes organizer](#) on the printing press, which can be collected for a grade.
- Students participate in a class discussion in which students examine the changes that occurred in Europe as a result of the printing press. Use a [discussion tracker](#) to keep track of students' contributions to the discussions and use this information to assign a grade to students. (ELA/Literacy Standards: SL.6.1a-d, SL.6.6)
- Students write a paragraph explaining the role of the printing press in the renewal of European society, economics, and knowledge. Grade the written response using the claims portion of the [LEAP assessment social studies extended response rubric](#). (ELA/Literacy Standards: W.6.2a-f, W.6.4-6, W.6.9b, W.6.10)

Grade 6 Instructional Task: Renaissance Thinking

Unit Five: Medieval Europe and the Renaissance: Legacy, Topic Two: Renaissance

Description: Students investigate changes in thinking that are characteristic of the Renaissance. Students examine how new thinking created conflict with the church. Students also consider how inventions encouraged the spread of ideas and facilitated change throughout Europe and beyond.

Suggested Timeline: 14 class periods

Materials: [Renaissance](#), [Renaissance “Movers & Shakers”](#), Split-Page Notes - The Printing Press ([blank](#) and [completed](#)), [Engraving of publisher and printer Johannes Gutenberg](#), [Excerpt from “Treasures in Full: The Gutenberg Press”](#), [Excerpt from “Treasures in Full: Gutenberg Bible,”](#) [Excerpt from *The Printing Press: Transforming Power of Technology*](#), [Excerpt from “Gutenberg and the Printing Revolution in Europe,”](#) [Map of the Spread of Printing](#), [Latitude and Longitude map](#), [European Civilizations](#), [Time Zone map](#), [Climate map](#), [Labeled Physical map](#), [Major rivers](#), [Mountain ranges](#), [Blank Map of the World](#), [Excerpt from a Letter from Columbus to the Spanish royals](#), [Map of diffusion of Columbus’ Letter](#), Characteristics of Civilizations ([blank](#) and [completed](#))

Instructional Process:

1. Say: “In our previous task, we saw how conflict led to cultural exchange during the Middle Ages. In our last task, we will examine how this cultural exchange gave birth to a movement that brought Europe out of the Medieval “Dark Ages.”
2. Write the word *renaissance* on the board.
3. Provide students with access to the following resource on the [Renaissance](#) and read the first two paragraphs to the class. Ask the class to provide a definition for the *renaissance* and write that definition on the board.
4. Say: “The word renaissance means rebirth. This period in history is characterized by a rebirth of classical ideas. In unit 3, we learned about the Classical Age of ancient Greece and Rome. What achievements do you recall or know from your own information? (students should identify achievements in art, literature, philosophy, and government; record a list of student responses on the board or a piece of poster-sized paper)”
5. Have students complete the [Renaissance “Movers & Shakers”](#) task to explore Renaissance thinking.
6. Say: “Not only did the ideas of the Renaissance shape society, but the degree to which the ideas spread was also impressive. In our modern society, we often take for granted that we have access to vast amounts of information at our fingertips. In Medieval Europe, access to information was extremely limited and very expensive. Only the very wealthy could afford access to the papers and people who could provide information.”
7. Provide each student a copy of [Engraving of publisher and printer Johannes Gutenberg](#) and ask:
 - a. Aside from people, what do you see in this engraved image?
 - b. Looking at this picture, how might this invention impact all levels of society?
8. Divide students into jigsaw groups and assign a student from each home group one of the texts below:
 - a. Group 1: [Excerpt from “Treasures in Full: The Gutenberg Press”](#)
 - b. Group 2: [Excerpt from “Treasures in Full: The Gutenberg Bible”](#)
 - c. Group 3: [Excerpt from *The Printing Press: Transforming Power of Technology*](#)
9. Have students read their assigned text based on their expert group. As students read, have them record key

information that they learn from their text in the [Split-Page Notes organizer](#).

10. After they complete their reading, allow students to work in their expert groups to solidify their notes and determine the best way to share their information with their home groups.
11. Have each student return to their home group. Provide time for the students to present the information with their home group so that all students have an opportunity to complete their [Split-Page Notes organizer](#).
12. Provide each student with a copy of the [Excerpt from “Gutenberg and the Printing Revolution in Europe”](#) and have students annotate the reading using an established class strategy.
13. Conduct a discussion of the [Excerpt from “Gutenberg and the Printing Revolution in Europe”](#). Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources reviewed so far in this task along with their outside knowledge to support their answers. Possible questions:
 - a. Where did people gain knowledge from before the printing press?
 - b. Why did people in the lower levels of society have such difficulties accessing knowledge?
 - c. How did the unbalanced availability of knowledge create large class differences in society?
 - d. How did the printing press help to renew the availability of ancient knowledge to European populations?
 - e. Before the printing press, the center for learning in Europe was Paris, France. By the beginning of the Renaissance the printing press had relocated that center to what city and nation?
14. Display the [Map of the Spread of Printing](#). Have students work with a partner to make four observations about the map and craft two questions related to the map topic.
15. Have students locate their “Medieval Europe” timeline and create a second parallel line labeled “Renaissance Europe,” then have students add the following dates to their timeline:
 - a. **1440 CE:** Printing Press invented
 - b. **1455 CE:** First Bible printed
16. Provide each student with access to a [latitude and longitude map](#) of the world. Review the concepts of parallels and meridians with students as well as the major lines of latitude and longitude and how to read a latitude and longitude map.
17. Determine if you want students to work independently or in pairs and display the following latitude and longitude coordinates: 45°N, 14°E
18. Have students identify their location using the [latitude and longitude map](#) of the world. Students who struggle with executing this skill should be provided with intervention or [additional practice](#) as needed.
19. Review the main components of a map with students:
 - a. Title - Have students point to and identify the title of their map activity
 - b. Compass Rose - Have students draw a compass rose with cardinal and intermediate directions near their map
 - c. Map Key or Legend - review the concept
 - d. Scale - review the concept and inform students that they will be able to practice this skill after identifying key political locations on their map.
20. Use the [latitude and longitude map](#) to review hemispheres. Have students draw a circle to represent the world in the hemisphere section of the chart on their [European Civilizations](#) worksheet. Then have students identify where Europe is on the [latitude and longitude map](#). Have students draw an equator and a prime meridian through the circle in the hemisphere section of the chart on their [European Civilizations](#) worksheet and draw an “x” in Europe’s approximate location. Have students record the hemispheres in which Europe is located

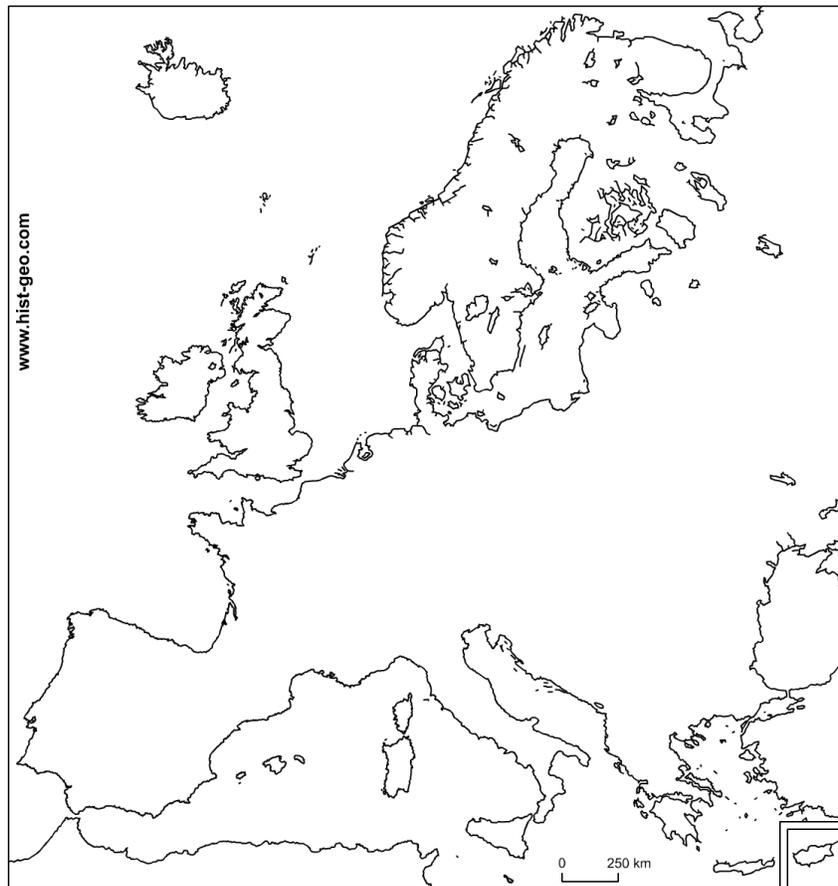
(northern; western and eastern) in the hemisphere section of the chart on their [European Civilizations](#) worksheet.

21. Distribute or display a [time zone map](#) of the world. Review the concept of time zones, then have students determine how many time zones are present in their assigned part of the world and record it on their [European Civilizations](#) worksheet.
22. Ask: “If a modern person living in London, England called their friend in Venice, Italy at 1pm (London time), at what time in Venice would their friend answer their phone?”
23. Model for students how to break down the question, then allow time for students to reference the displayed [time zone map](#) and determine their answer. Call on a student to share their answer, then have a different student approach the map to illustrate how the solution was determined.
24. Distribute or display a [climate map](#) of the world. Have students determine what climate zones are present in their assigned part of the world and record it on their [European Civilizations](#) worksheet.
25. Distribute crayons or colored pencils so students may lightly shade in the climate zones on their maps. Instruct students to create a map key or legend of Europe’s climate regions in the climate zones section of the chart on their [European Civilizations](#) worksheet.
26. Allow students time to [research](#) their climate zones (the research website is more detailed than the climate map but students should be able to identify their climate zones, model where necessary). Encourage students to research using the tabs for each climate zone in their assigned part of the world to investigate the characteristics of each climate zone including temperature, common plants and animals, etc.
27. Display and discuss the definitions of [political](#) and [physical](#) maps with students.
28. Have students reference a [labeled physical map](#) of the world and add the [major rivers](#) and [mountain ranges](#) that are present in Europe onto their map in marker or sharpie pen. Instruct students to add symbols in the physical features section of the chart on their [European Civilizations](#) worksheet, then label cities that were important to learning either before or after the invention of the printing press (including, but not limited to, Paris and Venice) on their map and note them in the political features and major civilizations sections of their [European Civilizations](#) worksheet.
29. Have students measure the distance between political locations using the scale located on their [European Civilizations](#) worksheet. Students who struggle with executing this skill should be provided with intervention or [practice](#) as needed
30. Provide access to the [Excerpt from a Letter from Columbus to the Spanish royals](#) and have students annotate the letter using an established classroom strategy.
31. Conduct a discussion of the [Excerpt from a Letter from Columbus to the Spanish royals](#). Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources reviewed so far in this task along with their outside knowledge to support their answers. Possible questions:
 - a. Who was Christopher Columbus and what did he accomplish on his voyage?
 - b. How did the printing press change the availability of Columbus’ letter to all levels of society?
 - c. How might the lower classes having access to knowledge that previously was reserved for the nobility affect society?
32. Have students write a summary paragraph explaining the role of the printing press in the renewal of European society, economics, and knowledge. Grade paragraphs using the [claims rubric](#).
33. Have students add the following dates to their timeline:

- a. **1492 CE:** Columbus sails to the New World
 - b. **1455 CE:** Columbus' letter is printed and circulated
34. Have students complete the [Characteristics of Civilizations](#) organizer on Renaissance Europe.

European Civilizations

Location (hemispheres)		Major Climate Zones	
Major Physical Features		Major Political Features	
How many Time Zones in this region?		Major Civilizations in this region	



Characteristics of Civilizations

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/ state systems		
Organized religion		
Economy and job specialization		
System of tribute		
Surplus food		
Planned infrastructure		
Trade		
Accumulated learning		
Arts		

Characteristics of Civilizations (Completed)

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/state systems	Monarchies (most countries) or city-states governments (Italy)	Modern Middle East - some monarchies other democracies, some with geographically isolated regions that govern under tribal leadership
Organized religion	Christianity, organized under the Roman Catholic Church	Modern Catholicism
Economy and job specialization	Based on trade Some mobility from the lower to the middle or upper classes as people begin choosing their trades/profession	America
System of tribute	No tribute except to your own city-state, state, or monarch	English system
Surplus food	More variety because of expanding trade	Western nations practicing imperialism or the Open Door Policy with China
Planned infrastructure	Middle Age European cities become larger and more planned, some areas rebuilt	Any modern urban improvement plan
Trade	Trade was common and the cornerstone of the political economy	America
Accumulated learning	Expanding constantly due to the printing press; available to all literate individuals	Modern internet technology
Arts	Surge in classical arts and invention using ancient mathematical principles reintroduced from the Muslim world	STEM

Engraving of publisher and printer Johannes Gutenberg



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Split-Page Notes – The Printing Press

What was first printed?	
In what ways did the printing press preserve the past?	
How did the printing press stimulate interest in exploration?	
To what extent did the printing press facilitate change?	

Split-Page Notes – The Printing Press (Completed)

<p>What was first printed?</p>	<p>books - Bibles and Latin books</p> <p>indulgences</p>
<p>In what ways did the printing press preserve the past?</p>	<p>disseminated revived classical teachings to large populations</p> <p>ability to print materials in different languages further extended access to learning</p> <p>people who had never even seen books now had access to knowledge</p>
<p>How did the printing press stimulate interest in exploration?</p>	<p>Columbus' letter reached masses of people</p> <p>People learned about places they never knew existed</p> <p>People began to think more about exploring outside of Europe</p>
<p>To what extent did the printing press facilitate change?</p>	<p>lowered cost of books make them more available to average people</p> <p>"lost wisdom" was rediscovered</p> <p>people weren't as reliant on copying and memorizing to preserve the past</p> <p>people were able to share information across large areas in a shorter time; this helped gain support of reform movements</p> <p>cities with printing presses grew more rapidly than other cities</p> <p>printing provided access to knowledge and skills that supported merchant efforts in business</p>

“Treasures in Full: The Gutenberg Press”

Gutenberg’s invention made it possible to mass-produce books. He himself did not make money out of it, but his method had great commercial potential and it became the basis of the success of many later printers and publishers. Technology is not enough for success however. A publisher needs to choose the right texts for his market. This was much more important for a printer than for the men and women who made a living from producing manuscripts. A printer had to sell many copies of the same work at the same time, and he had to sell them fast to recover his investment.

Books did not become cheap immediately after the appearance of Gutenberg’s printed works, but prices soon began to fall. By 1500 access to books had changed profoundly. This meant more access to information, more informed discussion and more widespread criticism of thought.

© The British Library Board. <http://www.bl.uk/treasures/gutenberg/gutenbergstexts.html>.

“Treasures in Full: The Gutenberg Bible”

Gutenberg’s first and only large-scale printing enterprise was the Bible in Latin. This is not an obvious choice of text, for the Bible was not very central to the daily life of the Church in the 15th century. Parts of the Bible would have been used in church every day, but not in the order in which they appear in the Bible. The texts of the Bible were reorganised in order to deliver a clear message to the mostly uneducated population attending mass. Missals containing these reorganized messages were different from region to region, however.

Perhaps Gutenberg realised that, in order for a large-scale printing project to be commercially successful, he had to aim at an international market. The Bible might sell fewer copies in each region, but it had the potential to sell all over Western Europe. Gutenberg and his team also knew that they needed to market their new invention. In 1454 they showed their product to an international audience in Frankfurt, perhaps even before the project was completed. They must have been aware that a successful launch would be much easier if they began with a high-profile book of importance, and he wagered correctly.

© The British Library Board. <http://www.bl.uk/treasures/gutenberg/bible.html>.

Excerpt from *The Printing Press: Transforming Power of Technology*

[Latin’s] connection to the glorious days of the Roman Empire and its use in the classics written by such men as Cicero, Pliny, and Galen made it natural for elite Europeans to thrill to the Latin tongue, and for the first books to be printed in that language. All together, some 252 towns and cities recorded having a printing press by 1501. Three-quarters of the books they printed were in Latin; but as prices fell and books became affordable for the lower classes, Europeans began to want, even to demand, books printed in their own languages. This was the beginning of printing in the *vernacular*, or “native” language of an area, either French, English, Spanish, German, etc.

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Excerpt from “Gutenberg and the Printing Revolution in Europe”

During the Middle Ages in Europe, most people lived in small, isolated villages. If people traveled at all, they typically ventured only a few miles from where they were born. For most people, the only source of both religious and worldly information was the village Catholic priest in the pulpit. News passed from one person to another, often in the form of rumor. Written documents were rare and often doubted by the common people as forgeries. What counted in important matters was oral testimony based on oaths taken in the name of God to tell the truth.

Almost no one could read or write the language they spoke. Those few who were literate usually went on to master Latin. Books, all hand-copied, were rare, expensive, and almost always in Latin. They were so valuable that universities chained them to reading tables. Most people passed their lifetime without ever gazing at a book, a calendar, a map, or written work of any sort. Memory and memorization ruled daily life and learning. Poets, actors, and storytellers relied on rhyming lines to remember vast amounts of material. Craftsmen memorized the secrets of their trades to pass on orally to apprentices. Merchants kept their accounts in their heads.

Scribes, often monks living in monasteries, each labored for up to a year to copy a single book. Specialists or the scribes themselves “illuminated” (painted) large capital letters and the margins of many books with colorful designs and even miniature scenes. These books were beautiful works of art. But they took a long time to make and were very costly.

Less than 50 years after Gutenberg printed the Bible, over 1,000 print shops had sprung up in more than 200 European cities and towns. They turned out more than 10 million copies of books in Latin and other European languages. Books became cheaper in price and available to anyone who could read them. Books were no longer chained in libraries. The spread of knowledge, both factual and not, exploded throughout Europe. Books began to appear for the first time with the author’s name on a title page. This made writers responsible for the content of their books, thus improving their accuracy. It also gave rise to the first copyright laws, protecting authors from having others publish their works without permission.

By the 1400s, the Renaissance had already begun in Italy, and this cultural revival was spreading to other parts of Europe. Scholars wanted more copies of the writings of Aristotle, St. Augustine, Cicero, and other ancient authors recently rediscovered through contact with the Muslim world in the Crusades. The scribes, however, could not work fast enough to meet the demand. Printing presses provided the books in demand more quickly. Works were translated into Latin from Greek, Hebrew, Arabic, and other classic languages. These books dealt with many subjects such as literature, the law, philosophy, architecture, and geography. By 1500, Renaissance Venice was Europe’s printing capital with 150 presses at work.

From the “Communication of Ideas” issue, *Bill of Rights in Action* 24, no. 4 (Winter 2009). © Constitutional Rights Foundation. <http://www.crf-usa.org/bill-of-rights-in-action/bria-24-3-b-gutenberg-and-the-printing-revolution-in-europe>.

Map of the Spread of Printing



From Mortimer Chambers et al. *The Western Experience*. Vol. I, *To the Eighteenth Century*. 6th ed. Copyright © 1995. McGraw-Hill.

Excerpt from a Letter from Columbus to the Spanish royals

NOTE: 1492 CE was an important year in the history of Spain. It was in 1492 CE that the monarchs of Spain, King Ferdinand II and Queen Isabella I successfully drove the last of the Muslim invaders out of Spain and Portugal. In that same year Christopher Columbus set sail from Spain to find an all-water route to Asia. More than two months after setting sail, Columbus landed on an island in the Bahamas that he called San Salvador; the natives called it Guanahani. When Columbus arrived back in Spain in 1493 CE, he immediately wrote a letter announcing his discoveries to King Ferdinand and Queen Isabella, who had helped finance his trip. The letter was written in Spanish and sent to Rome, where it was printed in Latin. An excerpt from Columbus' letter follows.

I have determined to write you this letter to inform you of everything that has been done and discovered in this voyage of mine.

On the thirty-third day ... I came into the Indian Sea, where I discovered many islands inhabited by numerous people. I took possession of all of them for our most fortunate King by making public proclamation and unfurling his standard [flag], no one making any resistance. The island called Juana [Cuba], as well as the others in its neighborhood, is exceedingly fertile. It has numerous harbors on all sides, very safe and wide, above comparison with any I have ever seen. Through it flow many very broad and health-giving rivers; and there are in it numerous very lofty mountains. All these islands are very beautiful, and of quite different shapes; easy to be traversed, and full of the greatest variety of trees...

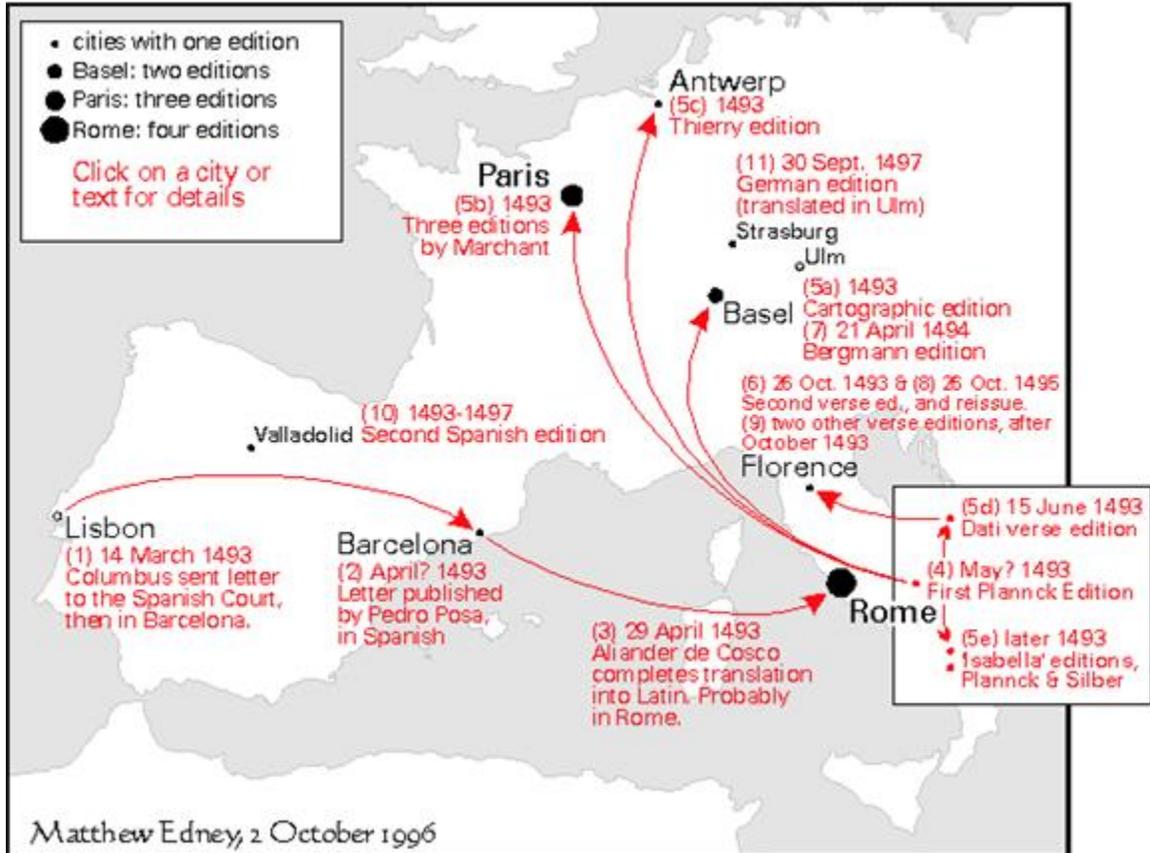
In the island, which...was called Hispana [Haiti], there are very lofty and beautiful mountains, great farms, groves and fields, most fertile both for cultivation and for pasturage, and well adapted for constructing buildings. The convenience of the harbors in this island, and the excellence of the rivers...surpass human belief...In it the trees, pasture-lands and fruits different much from those of Juana [Cuba]. Besides, this Hispana abounds in various kinds of species, gold and metals. The inhabitants ... are all...unprovided with any sort of iron, and they are destitute of arms, which are entirely unknown to them, and for which they are not adapted; not on account of any bodily deformity, for they are well made, but because they are timid and full of terror....and very liberal of all they have. No one refuses the asker anything that he possesses; on the contrary they themselves invite us to ask for it. They manifest the greatest affection towards all of us, exchanging valuable things for trifles, content with the very least thing or nothing at all....I gave them many beautiful and pleasing things, which I had brought with me, for no return whatever, in order to win their affection, and that they might become Christians and inclined to love our King and Queen and Princes and all the people of Spain; and that they might be eager to search for and gather and give to us what they abound in and we greatly need.

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Map of diffusion of Columbus' Letter

NOTE: Per the Osher Map Library, the map is no longer clickable.

Geographical Diffusion of Columbus's First Letter



Christopher Columbus's 1493 announcement of the success of his voyage westward across the Atlantic Ocean quickly became one of the earliest 'best sellers' of European publishing. No less than eleven editions were published in the year 1493! They were issued across western Europe, in Spain, Italy, France, Switzerland, and the Netherlands. Six more editions were published in 1494–97. They are however all quite rare today; several of the editions survive in only a single copy; in total there are no more than 80 copies of all the editions.

Smith Center for Cartographic Education, University of Southern Maine. <http://www.oshermaps.org/special-map-exhibits/columbus-letter/iv-diffusion-columbus-letter-through-europe-1493-1497>. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by-nc-sa/4.0/>).

Unit Five Assessment

Description: Students participate in a Socratic seminar in response to the question: What makes civilizations regress and how do they renew themselves? They then write a multiparagraph essay in response to the same question.

Suggested Timeline: 2 class periods

Student Directions: Participate in a Socratic seminar in response to the question: What makes civilizations regress and how do they renew themselves? Use evidence gathered from the unit and your knowledge of social studies to develop and support your answer. Following the seminar, write a multiparagraph essay in response to the question: What makes civilizations regress and how do they renew themselves? Use evidence gathered throughout the units and your knowledge of social studies to develop and support your opinion.

Resources:

- [Conversation stems](#)

Teacher Notes: In completing this task, students meet the expectations for social studies GLEs 6.1.1, 6.1.3, 6.2.9-10. They also meet the expectations for [ELA/Literacy Standards](#): W.6.2a-e, W.6.4-6, W.6.9-10, SL.6.1a-d, SL.6.6.

Learn more about how to conduct a Socratic seminar by accessing the [Socratic seminar one-pager](#).

Possible guiding questions during the seminar:

1. What causes civilizations to rise and fall?
2. How does the shift from Medieval to Renaissance Europe reflect those causes?
3. How do other civilizations we've studied this year illustrate these factors?

Use a [discussion tracker](#) to keep track of students' contributions to the conversation and use this information to assign a grade to students. Use the [LEAP assessment social studies extended response rubric](#) to grade the essay. Note: Customize the Content portion of the rubric for this assessment. Use the Claims portion of the rubric as written.

Grade 6 Learning Tools

The following tools are used in multiple units throughout grade 6.

1. [Characteristics of Civilizations organizer](#)
2. [World Religions organizer](#)
3. [Conversation stems](#)
4. LEAP assessment social studies extended response rubric
 - a. [Content](#)
 - b. [Claims](#)
5. [Discussion tracker](#)

Characteristics of Civilizations

Characteristic	Description/Definition	Modern-Day Examples
Centralized government/ state systems		
Organized religion		
Economy and job specialization		
System of tribute		
Surplus food		
Planned infrastructure		
Trade		
Accumulated learning		
Arts		

World Religions

Notes	Judaism	Hinduism	Buddhism	Christianity	Islam
Important Texts					
Important People					
Important Places					
Beliefs and Practices					

Grades 6-8 Conversation Stems⁵⁰

Purpose: Clearly express your ideas.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • What do you think about ____? • How did you answer __ [the question] __? 	
<ul style="list-style-type: none"> • What is the most important idea you are communicating? • What is your main point? 	<ul style="list-style-type: none"> • Overall what I'm trying to say is ____. • My whole point in one sentence is ____.
Purpose: Make sure you are listening carefully and clearly understand the ideas presented.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • Let me see if I heard you correctly. Did you say ____? • I heard you say _____. Is that correct? • Put another way, are you saying ____? 	<ul style="list-style-type: none"> • Yes/no. I said ____.
<ul style="list-style-type: none"> • Tell me more about ____ or Say more about ____. • I'm confused when you say _____. Say more about that. • Give me an example. 	<ul style="list-style-type: none"> • Sure. I said __ [restate what was said and add further explanation or examples] __. • An example is ____ because __ [explain why] __.
<ul style="list-style-type: none"> • Who can rephrase what X said? 	<ul style="list-style-type: none"> • ____ said ____.
Purpose: Dig deeper and provide evidence to support your claims.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • What in the text makes you think so? • How do you know? Why do you think that? • Explain how you came to your idea. 	<ul style="list-style-type: none"> • According to the text _____. This means _____. • If you look at _____, it says _____. This means _____. • I think _____ because _____.
Purpose: Establish new ways of thinking by elaborating on or challenging the thinking of others.	
Listener Prompt	Speaker Response
<ul style="list-style-type: none"> • Who can add to what X said? 	<ul style="list-style-type: none"> • Adding to what X said, _____. • I agree, and I want to add _____.
<ul style="list-style-type: none"> • Who agrees/disagrees with X? • Who wants to challenge what X said? Why? 	<ul style="list-style-type: none"> • What X said supports what I am saying because _____. • I agree/disagree with X because _____. • I see it similarly/differently because _____. • I agree/disagree with X's view that _____ because in the text, _____. • I agree that _____, but we also have to consider _____. • On one hand I agree with X that _____. But on the other hand, I insist that _____.
<ul style="list-style-type: none"> • How does that idea compare with X's idea? • What do you think about X's idea? 	<ul style="list-style-type: none"> • X's point _____ is important/flawed because _____.
<ul style="list-style-type: none"> • Whose thinking has changed as a result of this conversation? How and why has it changed? 	<ul style="list-style-type: none"> • Before I thought _____, but now I think _____ because _____. • My new thinking is _____ because _____.

⁵⁰ Adapted from Michaels, S., & O'Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf

• Now that you've heard __ [summarize the conversation so far]__, what are you thinking? What are you still wondering about?

• I still think ____, but now I wonder ____.

LEAP Assessment Social Studies Extended Response Rubric

The response should be scored holistically on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that best describes the response.

Dimension: Content	
Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects thorough knowledge of [insert ER item text] by incorporating ample, focused factual information from prior knowledge and the sources; • Contains accurate understandings with no errors significant enough to detract from the overall content of the response; • Fully addresses all parts of the prompt.
3	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects general knowledge of [insert ER item text] by incorporating adequate factual information from prior knowledge and the sources; • Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response; • Addresses all parts of the prompt.
2	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects limited knowledge of [insert ER item text] by incorporating some factual information from prior knowledge and the sources; • Contains some accurate understandings with a few errors that detract from the overall content of the response; • Addresses part of the prompt.
1	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects minimal knowledge of [insert ER item text] by incorporating little or no factual information from prior knowledge and the sources; • Contains few accurate understandings with several errors that detract from the overall content of the response; • Minimally addresses part of the prompt.
0	The student's response is blank, incorrect or does not address the prompt.

Dimension: Claims	
Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> • Develops a valid claim that effectively expresses a solid understanding of the topic; • Thoroughly supports the claim with well-chosen evidence from the sources; • Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
3	<p>The student's response:</p> <ul style="list-style-type: none"> • Develops a relevant claim that expresses a general understanding of the topic; • Supports the claim with sufficient evidence from the sources; • Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
2	<p>The student's response:</p> <ul style="list-style-type: none"> • Presents a claim that expresses a basic understanding of the topic; • Includes limited support for the claim by using some evidence from the sources; • Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
1	<p>The student's response:</p> <ul style="list-style-type: none"> • Presents a claim with little or no evidence from the sources; • Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.
0	<p>The student's response is blank, incorrect, too brief to evaluate, or lacks a claim that addresses the prompt.</p>

