

Seventh Grade Social Studies

Unit 6: Era II: Early Civilizations and the Emergence of Pastoral Peoples: 4000 - 1000 B.C.E.

Big Picture Graphic

Overarching Question:

What were the causes and effects of the development of early agriculture-based civilizations and large pastoral societies?

Previous Unit:

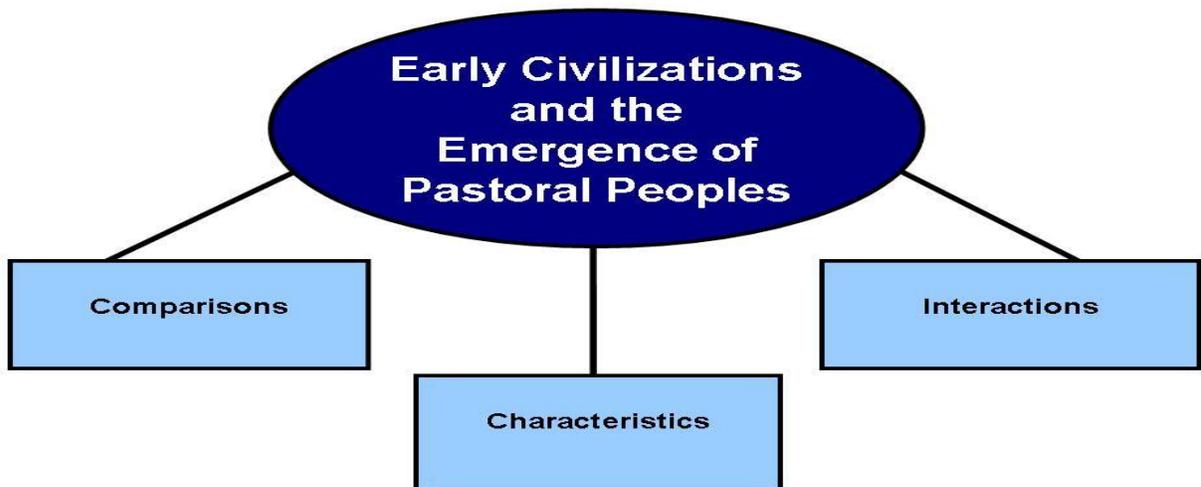
Era I: The Beginnings of Human Society: Beginnings to 4000 B.C.E.

This Unit:

Era II: Early Civilizations and Cultures and the Emergence of Pastoral Peoples: 4000 to 1000 B.C.E.

Next Unit

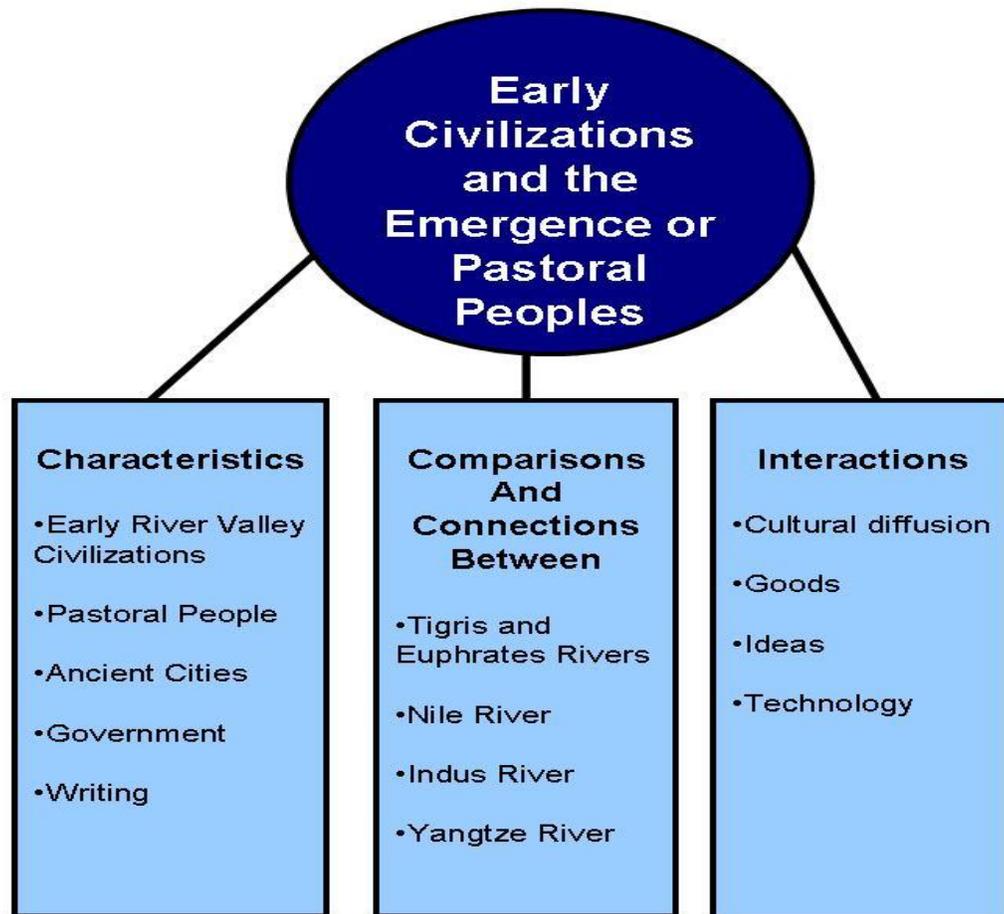
Era III: Classical Traditions and Major Empires: 1000 B.C.E. to 300 C.E.



Questions to Focus Instruction and Assessment:

1. What factors influenced the development of early civilizations and the growth of pastoral societies?
2. How were early civilizations alike and different and how did they differ from pastoral societies?
3. What types of inter-regional and regional interactions were evident during this era?

Graphic Organizer



High School Foundations (see WHG F1 and F2)

Understand basic features and differences between various systems of human organization with respect to:

- Ancient river valley civilizations
- Pastoral peoples

Unit Abstract

This unit explores the development of early civilizations and pastoral societies. It begins with a review of the Agricultural Revolution and the creation of a simple timeline that is used throughout the unit. By analyzing photographs of an ancient city and making inferences based on them, students explore how the development of agriculture had multiple effects including surplus food and complex societies. Students then examine the characteristics of a civilization and apply this knowledge to a brief study of four early river valley civilizations. After researching Mesopotamia and Egypt in depth, the students create a Venn diagram to compare the two civilizations. Using maps, photographs and informational text they switch their focus to a study of the growth of pastoral societies in the steppes region of Central Asia. They apply what they have learned about these pastoral nomads by comparing them to the settled peoples they studied earlier in the unit. This leads to an analysis of the causes and effects of the migrations of pastoral peoples into the settled areas during the second millennium B.C.E. Students then focus on the Americas as they explore the Olmec civilization and compare it to the civilizations they have previously studied. Concrete examples of cultural diffusion and the ways goods, ideas and technology were exchanged are identified and reviewed. Finally, connections are made between history and geography as students explore ways in which the people of the various civilizations and pastoral societies adapted to and modified their respective environments.

Focus Questions

1. How did the lives of people change during the development of early agricultural civilizations and pastoral societies?
2. How were early civilizations alike and different and how did they differ from pastoral societies?
3. What types of inter-regional and regional interactions were evident during this era?

Content Expectations

- 7 – H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof. *See also 6 – H1.2.4.*
- 7 – H1.4.1: Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). *See also 6 – H1.4.1.*
- 7 – W1.2.3: Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).
- 7 – W2.1.2: Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).
- 7 – W2.1.3: Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

- 7 – W2.1.4: Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).
- 7 – W2.1.5: Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

Sixth Grade Content Expectations Also Addressed

- 6 – W2.1.1: Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the world.
- 6 – W2.1.2: Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).
- 6 – W2.1.3: Use multiple sources of evidence to describe how the culture of early people reflected the geography and natural resources available.
- 6 – W2.1.4: Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).

Key Concepts

agriculture
centralized government
civilization
cultural adaptation
cultural diffusion
interaction
pastoralism
social hierarchy
specialization
urbanization

Duration: 4 weeks

Lesson Sequence

- Lesson 1: From Farming Villages to Cities
Lesson 2: What is a Civilization?
Lesson 3: River Valley Civilizations
Lesson 4: Comparing the Civilizations of Mesopotamia and Egypt
Lesson 5: The Growth of Pastoral Societies
Lesson 6: Interactions Between Pastoral Nomads and Settled People
Lesson 7: What Was Happening in the Americas?
Lesson 8: Cultural Diffusion
Lesson 9: Connecting History and Geography

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

Resources

Equipment/Manipulative

Student Resource

Ancient China: The Shang. 13 March 2008.

<<http://www.wsu.edu/~dee/ANCCHINA/SHANG.HTM>>.

Ancient Civilizations: China. Cyber Sleuth Kids website. 13 March 2008. <http://cybersleuth-kids.com/sleuth/History/Ancient_Civilizations/China/index.htm>.

Ancient Egypt. 13 March 2008. <<http://www.ancientegypt.co.uk/menu.html>>.

The Ancient Indus Civilization. 13 March 2008. <<http://www.harappa.com/har/har0.html>>.

Harappa and the Indus Civilization. 13 March 2008.

<<http://www.wsu.edu/~dee/ANCINDIA/HARAPPA.HTM>>.

Jacobs, Heidi Hayes and Le Vasseur, Michal. *The Ancient World*. Boston: Prentice Hall, 2008.

Mesopotamia. 13 March 2008. <<http://www.mesopotamia.co.uk/menu.html>>.

Mohenjo-Daro. 13 March 2008. <<http://www.mohenjodaro.net/>>.

Olmec Civilization. 13 March 2008. <<http://www.crystalinks.com/olmec.html>>.

The Pyramids and Egypt's Old Kingdom. Calliope: Exploring World History. Peterborough, NH: Carus, September 2001.

Sumer and Its City-States. Calliope: Exploring World History. Peterborough, NH: Carus, September 2003.

Teacher Resource

Ancient Mesopotamia: A Teaching Unit. 13 March 2008. <<http://hypermedia.educ.psu.edu/k-12/edpgs/su96/meso/mesopotamia.html>>.

Archaeological Explorations of Bronze Age Pastoral Societies in the Mountains of Eastern Eurasia.

13 March 2008. <<http://www.silk-road.com/newsletter/2004vol2num1/bronzeage.htm>>.

Archaeology Magazine. 13 March 2008. <<http://www.archaeology.org/>>.

Frustrated Model. 13 March 2008.

<<http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/fraym.htm>>.

The Great Transition: Emergence of Agriculture and City Life. 13 March 2008.

<http://www.mc.maricopa.edu/dept/d10/asb/anthro2003/lifeways/hg_ag/index.html>.

Nomadic Challenges and Civilized Responses. 13 March 2008. <<http://history-world.org/nomads.htm>>.

Traditions & Encounters: A Global Perspective on the Past. Volume I: From the Beginning to 1500. Boston: McGraw-Hill, 2006.

World History for Us All. 13 March 2008. <<http://worldhistoryforusall.sdsu.edu/dev/default.htm>>.

Resources for Further Professional Knowledge

Bain, Robert B. "Building and Essential World History Tool," in *Teaching World History: A Resource Book*. Armonk, NY: M.E. Sharpe, 1997.

National History Standards, Era I. 13 March 2008.

<<http://nchs.ucla.edu/standards/worldera1.html>>.

Reilly, Kevin. *Worlds of History: A Comparative Reader Volume One: To 1550*. Boston: Bedford/St. Martin, 2002.

Traditions & Encounters: A Global Perspective on the Past. Volume I: From the Beginning to 1500. Boston: McGraw-Hill, 2006.

World History: Patterns of Interaction. Evanston: McDougall-Littell, 1999.

Instructional Organization

Lesson 1: From Farming Villages to Cities

Content Expectations:

6 – W2.1.2: Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).

Key Concepts: agriculture, specialization, urbanization

Abstract: The students do a quick write to summarize previously learned information on the Agricultural Revolution. They make a prediction about what happens next and discuss their writing with the class. The students participate in an inquiry activity using photographs of an early city such as Mohenjo-daro in the Indus River Valley from <<http://www.mohenjodaro.net/>>. The students examine the set of photos and then draw inferences from them (e.g. the photos show a complex city which means many people must have lived there, the photos show variety in architecture and art which means there were more than just farmers living there). Lead the class in a discussion, explaining how the early farming villages grew into towns with the development of agriculture (specifically addressing surplus food, population growth, complex social organization, and elaborate cities).

Lesson 2: What is a Civilization?

Content Expectations:

7 – W2.1.3: Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

6 – W2.1.4: Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).

Key Concepts: centralized government, civilization, social hierarchy, specialization

Abstract: Ask the students what it means to be civilized. “*What are the characteristics of a civilized group?*” Guide students to the list below through Socratic questioning.

- Cities
- Centralized government
- Specialized jobs
- Social classes
- Monumental architecture
- Highly organized religions
- Complex technologies
- Writing:

Once the list is fully developed divide student into small groups, with each group creating a definition of civilization using a Frayer model concept map. See <http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/fraym.htm> . Have the students choose two characteristics of civilizations from the list. They write an exit pass on how the two are interrelated.

Lesson 3: River Valley Civilizations

Content Expectations:

- 7 – H1.4.1: Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
See also 6 – H1.4.1.
- 7 – W2.1.2: Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).
- 7 – W2.1.3: Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

Key Concepts: centralized government, civilization, social hierarchy, specialization

Abstract: Students research the characteristics of four major river valley civilizations (Tigris and Euphrates River Valley in Mesopotamia, the Nile River Valley in Egypt, the Indus River Valley in present-day Pakistan, and the Yangtze River Valley in China). They begin with a map showing the four river valley civilizations, analyzing the locations of each. Guide students to the idea that all four civilizations were located in river valleys. Discuss the advantages of these river valleys for the growth of civilization (fertile soil, existence of wild grain crops, etc.) along with the challenges such as flooding. Discuss how people learned to adapt to these areas by using irrigation and flood control. Students make a timeline of the four civilizations. They also add their previous knowledge of the development of agriculture and pastoral societies.

- Tigris and Euphrates River Valleys in Mesopotamia, about 3600 B.C.E.
- Nile River Valley in Egypt, 3200 B.C.E.
- Indus River Valley, Harappa, about 2600 B.C.E.
- Yangtze River Valley, Shang Dynasty of northern China – about 1700 B.C.E.

Lesson 4: Comparing the Civilizations of Mesopotamia and Egypt

Content Expectations:

- 7 – W1.2.3: Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile).

7 – W2.1.3: Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

Key Concepts: civilization

Abstract: The students compare Mesopotamia and Egypt by creating a chart showing the eight characteristics of a civilization they first explored in Lesson 2. The students use the chart to gather information about Mesopotamia and Egypt using their textbook, the Internet, and other resources. The students choose one of the two places and write three facts about why they might want to have lived there. They then participate in a classroom debate, in which each student must determine which of these civilizations was the better place to live at this time. The students finish the activity by discussing some of the similarities and differences between Mesopotamia and Egypt.

Lesson 5: The Growth of Pastoral Societies

Content Expectations:

7 – W2.1.5: Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

6 – W2.1.4: Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).

Key Concepts: cultural adaptation, pastoralism

Abstract: In this lesson students study how the geography and climate of the region contributed to the growth of nomadic pastoral societies. They also study how these groups differed from agriculture-based civilizations. Using photographs the teacher guides students in analyzing the geography of the steppes region of Central Asia. It may be helpful to compare the area to the Great Plains of the U.S. and the pampas region of Argentina, both of which students should have studied in previous grades. They describe how the geography of the region contributed to the development of certain characteristics of pastoral societies centered on herding. They discuss characteristics of pastoral life such as social organization based on kinship, nomadic way of life, etc. The students create a graphic organizer to compare the life of pastoral nomads and settled people. Sample comparisons:

<i>Agricultural</i>	<i>Pastoral</i>
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Permanent Homes	Temporary Homes, Easily Moved
Specialization of Jobs	Herding is the Primary Job
People identified by occupations and social class.	People identified by blood relations, lineages, and clans.
Defensive Military Culture	Warrior Culture

Finally, as a way of laying a foundation for the next lesson, the class discusses how pastoral societies were affected by geography. Using their graphic organizer the students predict what types of interaction might have occurred between these two groups.

Lesson 6: Interactions Between Pastoral Nomads and Settled People

Content Expectations:

- 7 – W2.1.4: Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).
- 6 – W2.1.4: Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).

Key Concepts: civilization, cultural diffusion, interaction, pastoralism

Abstract: In this lesson students study the causes and effects of the movement of pastoral people into settled areas during the second millennium BCE. The students predict possible causes for this movement (historians offer several possible causes including population growth, disease, climatic change, weakness of settled areas, surplus wealth of settled areas, need for goods such as grain, leadership of skilled warriors, new technology like the chariot). Then ask students to recall information from the previous lesson about possible interactions between nomadic pastoral people and settled people (e.g., there could be peaceful interchanges of goods and ideas, the pastoral people might take over the settled people and their civilization). Discuss a specific example such as the Hyksos taking over Egypt or the Aryans taking over the Harappan civilization. Explain that this lesson demonstrates a pattern that will continue to be important in world history: encounters involving both peaceful exchanges and violent clashes, between agrarian peoples and pastoral nomads.

Lesson 7: What Was Happening in the Americas?

Content Expectations:

- 7 – H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof. See also 6 – H1.2.4.

7 – H1.4.1: Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). See also 6 – H1.4.1.

7 – W2.1.3: Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

Key Concepts: civilization, cultural adaptation

Abstract: This lesson looks specifically at the rise and characteristics of the Olmec civilization. First review content covered in Unit 5 relating to the peopling of the Americas as well as information on the geography of North America from sixth grade. Using the textbook and other sources briefly explore Western Hemisphere examples of hunter-gatherer societies and early agrarian societies. Show students photographs or illustrations of the colossal Olmec heads using the “World History for Us All” website at http://worldhistoryforusall.sdsu.edu/dev/units/three/landscape/03_landscape5.pdf on page 7. Have students complete a quick write to answer the following questions: What are these? How do you think they were made? Why were they made? Who made them? When do you think they were made? Discuss their answers. Using photographs, illustrations, and other resources have students compare the Olmec civilization to the four river valley civilizations previously studied in this unit. The students then research features of Olmec civilization using the same type of organizer used for Mesopotamia and Egypt in lesson 2. This lesson provides two good opportunities to look at competing historical perspectives. Using the organizer the students continue the debate of which place would have been a better location to live at this time in history.

Lesson 8: Cultural Diffusion

Content Expectations:

7 – H1.4.1: Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). See also 6 – H1.4.1.

7 – W2.1.4: Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).

Key Concepts: cultural diffusion, interaction

Abstract: The students learn how goods, ideas, and technology spread during this era. To begin this lesson show students a photograph demonstrating cultural diffusion (good examples from the internet that are easy to find by typing “McDonalds” and “foreign” into a search engine, asking for images.) As a group the class creates a working definition of cultural diffusion. Discuss various

ways in which goods, ideas and technology spread between cultures (e.g. trade, invasions, and exploration). Divide students into groups to research one specific example of cultural diffusion during Era II. Some examples include:

- Archaeological evidence shows sea trade connected Mesopotamia to the Harappan civilization of the Indus valley.
- Sumerian-style cylinder seals, architectural techniques and art motifs appeared in Nile delta settlements around 3000 B.C.E.
- Egyptians borrowed the idea of the chariot from the Hyksos invaders.
- Bronze technology spread between areas.
- Food crops and farming methods spread between areas.

The students write a paragraph explaining how their chosen topic demonstrates cultural diffusion. They complete a map showing the movement of the goods or ideas. Using these examples students discuss how the growth of cities and civilization prompted the growth of expanding trade networks.

Lesson 9: Connecting History and Geography

Content Expectations:

6 – W2.1.1: Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the world.

6 – W2.1.3: Use multiple sources of evidence to describe how the culture of early people reflected the geography and natural resources available.

Key Concepts: cultural adaptation, interaction

Abstract: This last lesson reviews the important content of the unit by connecting history and geography. The previous lesson related to the interaction between people and the resulting cultural diffusion of goods, ideas and technology. This lesson emphasizes the interaction of people and the environment. Begin by reviewing the three main ideas relating to Human/Environment Interaction: people depend on the environment, people adapt to the environment, and people modify the environment. The students work with a partner and using pictures and other resources, complete a chart showing how hunter gatherers, pastoral peoples, and early agricultural communities depended on, adapted to, or modified their environment. Students study their charts in preparation for a classroom activity/game. Distribute blank charts with headings to each student or team. Instruct them that they will be placing teacher generated examples in the appropriate space on the chart. The teacher then reads a specific example to the class and the students write it on the chart. Students then review their original chart and correct any errors and add any new information they have learned.