

HPISD CURRICULUM
 (SOCIAL STUDIES, AP WORLD HISTORY)

EST. NUMBER OF DAYS: 15 DAYS __

UNIT NAME	UNIT 1: DEVELOPMENT OF EARLY RIVER VALLEY CIVILIZATIONS (8000BC-500BC)
Unit Overview	<p>This unit examines human development and the rise of civilizations in Africa and Asia. Using artifacts and written evidence, archaeologists and historians help us to understand the ancient past. People gradually evolved from nomads to farmers and as civilizations developed people traded, built large-scale projects, and used math and astronomy to better understand their world. Early people depended on their physical surroundings for food, shelter, and tools for survival. In time, people in the river valleys of Egypt, the Middle East, India, and China developed complex civilizations where the development of writing preserved some of the world’s oldest literature.</p>
Generalizations/Enduring Understandings	<p>Interactions with the Environment Migrations primarily occur as a result of economic, religious, or political factors and often lead to a “two-way” exchange of culture.</p> <p>Epidemic diseases are often spread along major trade routes and are a significant factor leading to societal decline.</p> <p>Technology frequently is used or developed to improve transportation or manufacturing and often is the result of cross-cultural interactions.</p> <p>Gradually after the development of agriculture, people have increasingly resided in settled populations although nomadic lifestyles are still present in many parts of the world.</p> <p>Cultural Interactions World religions have spread and gained converts primarily as a result of increased trade, migrations, or societal upheaval.</p> <p>The diffusion of religions away from their “homeland” results in versions of the religion that often incorporate some new rituals or ceremonies.</p> <p>Scientific advance is often a result of cross-cultural interactions between two societies.</p> <p>State Formation Over time political structures become more elaborate focusing on large bureaucracies and standing armies as populations increase.</p> <p>Economic Structures The economies of most societies in history rely primarily upon agricultural production.</p> <p>As transportation systems improve, long distance trade becomes increasingly more important in history.</p> <p>Social Structures Most societies in history are characterized by coercive labor.</p>

	<p>Gender roles differ between social classes.</p> <p>In most societies in history, families tend to be the most important social unit.</p> <p>Most social hierarchies are centered around occupation.</p>
<p>Concepts</p>	<p>Foundations: c. 8000 BE – 600 AD</p> <p>1. Locating world history in the environment and time</p> <ul style="list-style-type: none"> • Environment <p>-Geography and climate: Interaction of geography and climate with the development of human society</p> <p>-Demography: Major population changes resulting from human and environmental factors</p> <ul style="list-style-type: none"> • Time <p>-Periods of early human history</p> <p>-Nature and causes of changes associated with the time span</p> <p>-Continuities and breaks within the time span; e.g., the transition from river valley civilizations to Classical civilizations</p> <ul style="list-style-type: none"> • Diverse interpretations <ul style="list-style-type: none"> • What are the issues involved in using “civilization” as an organizing principle in world history? • What is the most common source of change: connection or diffusion versus independent invention? <p>2. Developing agriculture and technology</p> <p>Agricultural, pastoral, and foraging societies, and their demographic characteristics (Include Africa and the Americas, as well as Europe and Asia.)</p> <ul style="list-style-type: none"> ▪ Emergence of agriculture and technological change ▪ Nature of village settlements ▪ Impact of agriculture on the environment ▪ Introduction of key stages of metal use <p>3. Basic features of early civilizations in different environments: culture, state, and social structure</p> <ul style="list-style-type: none"> ▪ Mesopotamia ▪ Egypt ▪ Indus Valley civilization or Harrapan civilization ▪ Shang dynasty or Yellow River (Huang He) Valley civilization ▪ Mesoamerica and Andean South America <p>4. Major belief systems</p> <p>Basic features of major world belief systems prior to 600 C.E. and where each belief system applied by 600 C.E.:</p> <ul style="list-style-type: none"> • Polytheism • Hinduism • Judaism
<p>Guiding/Essential Questions</p>	<ol style="list-style-type: none"> 1. How do anthropologists and archaeologists find out about early peoples? 2. How do historians reconstruct the past? 3. What advances were made during the Paleolithic Age? 4. Why was the Neolithic agricultural revolution a turning point in history? 5. How did the first cities emerge? 6. What are the basic features of civilization?

	<p>7. What were the main achievements and features of Egypt’s 3 kingdoms? 8. How was Egyptian society organized? 9. How did religious beliefs shape the lives of Egyptians? 10. What were the main features of Sumerian civilization? 11. What advances in learning did Sumerians make? 12. How did ideas and technology spread? 13. How did the Jews view their relationship with God? 14. Where did India’s first civilization emerge? 15. What were the main characteristics of Aryan civilization? 16. What were the cultural achievements in early China? 17. How did Chinese culture take shape under the Shang and the Zhou?</p>	
	Performance Levels	Learning Progression
Learning Targets	Students will be able to identify the characteristics of civilization.	<p>Use textbook readings to analyze the major features of early settlements Discuss the list as a class Discuss/debate the order in which the characteristics of civilization would appear Apply the list to specific early civilizations such as Sumer, Nile River Valley, Huang He River Valley, and Indus River Valley Students write a short, 15 minute response comparing one aspect of civilization in two separate societies (e.g. comparing the emergence of complex institution in Egypt and Mesopotamia) **Decision Point</p>
	Explain how major river valley civilizations influenced the development of classical civilizations.	<p>Student readings from textbook Classroom discussion/activities identifying “enduring” features of each river valley civilization During classical era unit, students will write a brief, beginning of class piece of writing showing the connections between ONE river valley civilization and a classical civilization (e.g. Olmec and Maya) **Decision Point</p>
	Identify important changes in human life caused by the Neolithic Revolution.	<p>Students will create a list in class of all of the changes created by the Neolithic Revolution Students will classify changes into 2 categories: short-term and long term changes Students will debate 2 topics as a class: 1)is the neolithic revolution truly a revolutionary event? And 2) are the changes brought by the neolithic revolution beneficial and harmful? **Decision Point</p>

Formative Assessments		
Summative Assessments		
	<i>TEKS</i>	<i>Specifications</i>
TEKS (<i>Grade Level</i>) / Specifications	<p>1) History. The student understands traditional historical points of reference in world history. The student is expected to: (A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC : the development of agriculture and the development of the river valley civilizations;</p>	
	<p>(2) History. The student understands how early civilizations developed from 8000 BC to 500 BC . The student is expected to: (A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;</p>	<ul style="list-style-type: none"> • The growth of agriculture led to sedentary lifestyles as well as a upsurge of migrations in the Afro-Eurasian world.
	<p>(B) identify the characteristics of civilization; and</p>	<ul style="list-style-type: none"> • The earliest civilizations were localized and often centered around fertile land and required the development of formal institutions.
	<p>(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to: (A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and</p>	

	(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.	
	<p>(16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:</p> <p>(A) locate places and regions of historical significance directly related to major eras and turning points in world history;</p>	
	(C) interpret maps , charts, and graphs to explain how geography has influenced people and events in the past.	
	<p>(17) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalizationon humanity. The student is expected to:</p> <p>(A) identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution;</p>	<ul style="list-style-type: none"> The earliest civilizations were characterized by social hierarchies, developing religions, specialized labor, limited trade, and growing populations.

	<p>(B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution; and</p>	
	<p>(19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to: (A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and</p>	
	<p>(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, totalitarianism</p>	
	<p>(20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: (B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;</p>	

	<p>(25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to: (A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;</p>	
	<p>(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: (A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;</p>	
	<p>(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and</p>	
<p>Processes and Skills</p>	<p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;</p>	

	<p>(B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;</p>	
	<p>(C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;</p>	
	<p>(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;</p>	
	<p>(E) identify bias in written, oral, and visual material;</p>	

	(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;	
	(G) construct a thesis on a social studies issue or event supported by evidence; and	
	(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.	
Topics	<ol style="list-style-type: none"> 2. The peopling of the earth 3. The development and spread of agriculture 4. The rise of “civilizations” 	
Language of Instruction	Hunting and gathering Neolithic Neolithic Revolution pastoralism Social differentiation Hammurabi’s Law Code	
State Assessment Connections		
National Assessment Connections		
Resources	World Civilizations: The Global Experience, Third Edition by Stearns, et al (Ch.1-5) Documents in World History, Volume 1, Peter Stearns, et al	