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Ancient Civilizations: What do we know and how do we know it?

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Ancient Civilizations: What do we know and how do we know it?

Grade Level: 10th Grade

Subject/Topic Area(s): AP World History

Designed By: M. Melendy Jacobie

Time Frame: 8 days

School District: North East ISD

School: STEM Academy @ Lee High School

School Address and Phone: 1400 Jackson Keller Rd, San Antonio, TX 78216

Brief Summary of Unit (Including curricular context and unit goals):

A unit for the first time period of AP World History. Students explore the essential questions of “What do we know about ancient societies? How do we know it? How does the geography of a place impact human activity? What characteristics must a civilization possess?” Students will explore the Paleolithic Era by examining the Lascaux Caves and the modern “Paleo” diet. They will track the changes brought by the Neolithic Revolution and discuss the qualities of a civilization before completing a performance task in which they research and create a video about one of the six core/foundational civilizations.

Unit: Ancient Civilizations – What do we know and how do we know it?

Grade: 10th Grade AP World History

Stage 1: Desired Results

Understandings

Students will understand that...

Geography impacts human settlement and culture.

Culture plays a significant role in unifying states.

Arguments must be supported by evidence.

Essential Questions

- What do we know about ancient societies?
- How do we know what we know?
- How does the geography of a place impact human activity?
- What characteristics must a civilization possess?

Knowledge

Students will know...

TEKS

16.B Analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations

17.A Identify important changes in human life caused by the Neolithic Revolution

19.A Identify the characteristics of monarchies and theocracies as forms of government in early civilizations

20.B Identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments

21.B Describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history

24.A Describe the changing roles of women, children and families during major eras of world history

27.A Identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations

AP Standards

1.1.1 Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.

1.2.1 Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.

1.2.2 Agriculture and pastoralism began to transform human societies.

1.3.1 Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished. Students should be able to identify the location of all of the following civilizations:

- Mesopotamia in the Tigris and Euphrates River Valleys
- Egypt in the Nile River Valley
- Mohenjo-Daro and Harappa in the Indus River Valley
- Shang in the Yellow River or Huang He Valley
- Olmecs in Mesoamerica
- Chavin in Andean South America

1.3.2 The first states emerged within core civilizations.

1.3.3 Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.

Skills

Students will be able to...

TEKS

16.C Interpret maps, charts, and graphs to explain how geography has influenced people and events in the past

AP Standards

Skill 1: Crafting historical arguments from historical evidence

Historical Argumentation: A plausible and persuasive argument requires a clear, comprehensive and analytical thesis, supported by relevant historical evidence. Additionally, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

Appropriate use of relevant historical evidence: Historical thinking involves the ability to identify, describe, and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources), with respect to content, authorship, purpose, format, and audience. It involves the capacity to extract useful information, make supportable inferences and draw appropriate conclusions from historical evidence while also understanding such evidence in its context, recognizing its limitations and assessing the points of view that it reflects.

Stage 2: Assessment Evidence

Performance Task:

Students will work in groups of 2-4 to create a video about one of the following ancient civilizations: Mesopotamia, Egypt, Mohenjo-Daro/Harappa, Shang Dynasty, Olmec and Chavin. The video will answer the question: What do we know about the civilization? How do we know it? The video may be a standard presentation of information or students may write lyrics and create a music video. Students will examine a variety of historical evidence including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources. Students will analyze evidence with respect to content, authorship, purpose, format, and audience, while also noting its limitations and the point of view that it reflects.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc. Note – these are usually included where appropriate in Stage 3 as well)

- Lascaux Caves Quiz
- Student Paintings & Note Card Stories
- Student Notes: Paleolithic Era, Neolithic Revolution, Early Civilizations
- Guns, Germs and Steel: Episode 1 Video Questions
- The Modern Paleo Diet Analysis
- Evidence Analysis Forms
- Video Script
- Work Logs
- Project Rubric

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1: The Paleolithic Era

HW: Watch “The Dordogne, France: Lascaux's Prehistoric Cave Paintings”

(<http://www.youtube.com/watch?v=UnSq0c7jM-A>) for background on the Lascaux Caves. Go to the cave's website (<http://www.lascaux.culture.fr/?lng=en#/en/00.xml>) for a virtual tour and examine some of the individual paintings. Students will complete a short quiz at the beginning of class for accountability.

Painting Activity

Students will be given a piece of paper and have ten minutes to create a finger-painting that tells a personal story. After ten minutes, students will wash their hands and exchange paintings with their neighbor. Students will then take a note card and have five minutes to write a paragraph telling the story shown in their partner's painting. They may not assist their partner in understanding or explaining their story. Students will then exchange paintings and explain to their partner the real story their painting depicts.

Discussion: Point of View, Technology and the Stone Age

Lead a class discussion about the differences between the finger-paintings and note card stories. Be sure to mention that point of view is what accounts for these differences. Also, discuss the students ability to communicate effectively with finger-paint. What could have improved the clarity of their paintings? How would tools (a form of technology) have allowed them to more clearly articulate their point of view?

Notes: What do we know and how do we know it?

Students will take notes on a short PowerPoint about the Paleolithic Era including the migrations that populated the earth and evidence left by early humans that allows us to study them today. Be sure to emphasize the role of archaeologists and anthropologists in understanding the evidence and historians in piecing together a story of the Paleolithic era.

Day 2: The Neolithic Revolution

HW: Watch “Guns, Germs & Steel: Ep. 1” (<http://www.youtube.com/watch?v=cLJfZOyFpZo>) about how geography influenced where agriculture and domestication of animals developed and the role those factors played in the first civilizations. Note: the video is almost one hour long. Students will complete the video notes page for accountability and notes.

Video Recap & Class Discussion

Begin by asking for questions about the video. Note the important geographic advantages that Eurasians have had over the rest of the world (cereal grains, domesticated animals) and how those led them to specialization of labor.

Notes: Neolithic Revolution

Short notes to define the Neolithic Revolution and explain its social and environmental impacts.

The Modern Paleo Diet – Do you buy it?

Explain to students that there is a new diet trend called the Paleo diet. Students will hypothesize which foods and drinks would/not be allowed if they were strictly following this diet. Explain the premise of the diet to students before instructing them to use the iPads to visit <http://www.thepaleodiet.com> and/or <http://www.robbwolf.com> to read about the diet. Students will examine the website(s) for content, authorship, purpose, format, and audience, while also noting its limitations and point of view.

Day 3: Civilizations

Warm Up: What makes a civilization?

Notes: Civilizations

Introduce the performance task in which students will work in groups of 2-4 to create a video about one of the following ancient civilizations: Mesopotamia, Egypt, Mohenjo-Daro/Harappa, Shang Dynasty, Olmec and Chavin. The teacher will divide the students into groups for this project to ensure that there are six groups. Once students gather in groups, write the names of the civilizations on the board. Out of a hat, the teacher will draw group numbers and the students may select which civilization they would like to research. Once groups have chosen their civilizations, they may begin their research by perusing some of the teacher selected resources for their civilization.

Day 4 & 5: Research

Students will conduct research and begin creating their videos. To monitor student progress and ensure accountability, students will complete evidence analysis forms for their sources as well as a work log.

Day 6 & 7: Filming

Students will begin filming and editing their videos. Students will continue to log their progress in their work log.

Day 8: Viewing of Student Videos

Videos are due at the beginning of class. They must be submitted to Moodle by uploading the video or by sending the link to an online version on YouTube or Vimeo. Students will spend the class period watching their classmates’ videos and taking notes.

Name _____

Lascaux Caves Video Quiz

Where are the Lascaux Caves?

Name two animals whose images appear in the cave.

According to historians, what was the purpose of the cave?

Name _____

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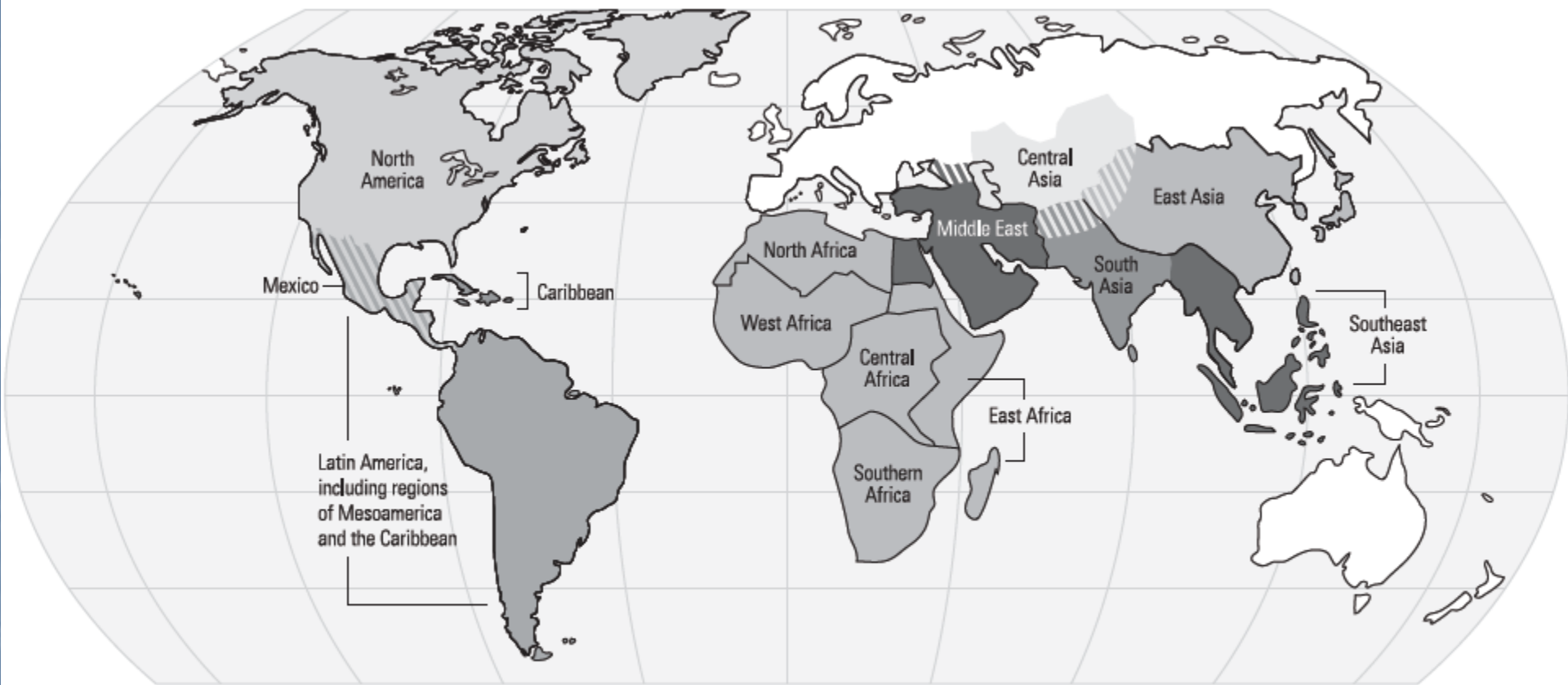
Lascaux Caves Video Quiz

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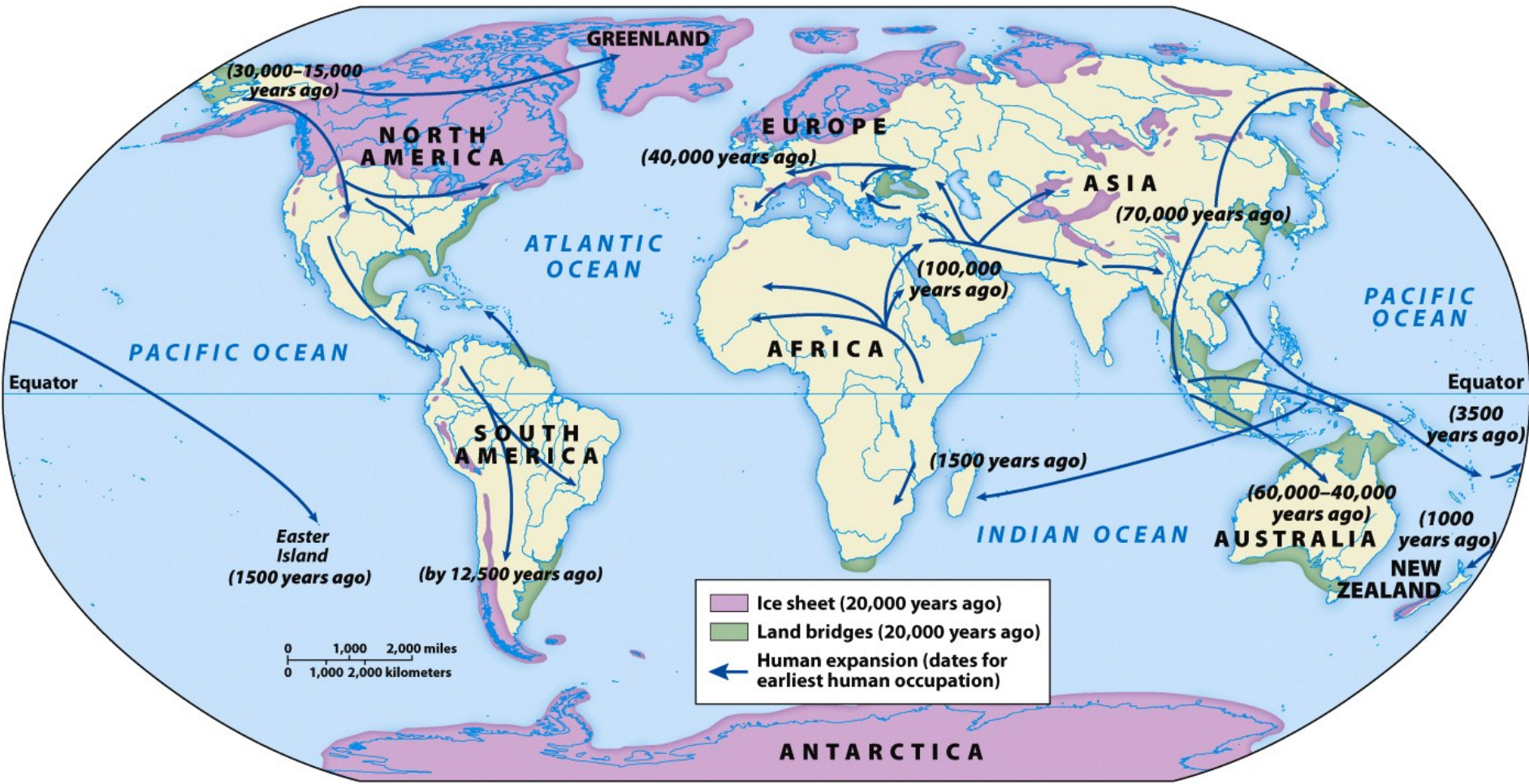
Regional Overlaps



Snapshot The History of the Universe as a Cosmic Calendar¹

Big bang	January 1	13.7 billion years ago
Stars and galaxies begin to form	End of January/mid-February	12 billion years ago
Milky Way galaxy forms	March/early April	10 billion years ago
Origin of the solar system	September 9	4.7 billion years ago
Formation of the earth	September 15	4.5 billion years ago
Earliest life on earth	Late September/early October	4 billion years ago
Oxygen forms on earth	December 1	1.3 billion years ago
First worms	December 16	658 million years ago
First fish, first vertebrates	December 19	534 million years ago
First reptiles, first trees	December 23	370 million years ago
Age of dinosaurs	December 24–28	329–164 million years ago
First humanlike creatures	December 31 (late evening)	2.7 million years ago
First agriculture	December 31: 11:59:35	12,000 years ago
Birth of the Buddha/ Greek civilization	December 31:11:59:55	2,500 years ago
Birth of Jesus	December 31: 11:59:56	2,000 years ago
Aztec and Inca empires	December 31:11:59:59	500 years ago

(all dates approximate)	Years Ago
Earliest bipedal hominids (walking upright on two legs)	7 million to 6 million
<i>Homo habilis</i> (earliest use of stone tools)	2.5 million
<i>Homo erectus</i> (first controlled use of fire and first hominid migrations out of Africa)	1.9 million to 200,000
Earliest <i>Homo sapiens</i> in Africa	250,000
Beginnings of human migration out of Africa	100,000–60,000
Human entry into eastern Asia	70,000
Human entry into Australia (first use of boats)	60,000–40,000
Human entry into Europe	45,000
Extinction of large mammals in Australia	30,000
Human entry into the Americas	30,000–15,000
Cave art in Europe	25,000
Extinction of Neanderthals	25,000
End of last Ice Age (global warming)	16,000–10,000
Earliest agricultural revolutions	12,000–10,000
Extinction of large mammals in North America	11,000
Austronesian migration to Pacific islands and Madagascar	3,500–1,000
Human entry into New Zealand (last major region to receive human settlers)	1,000



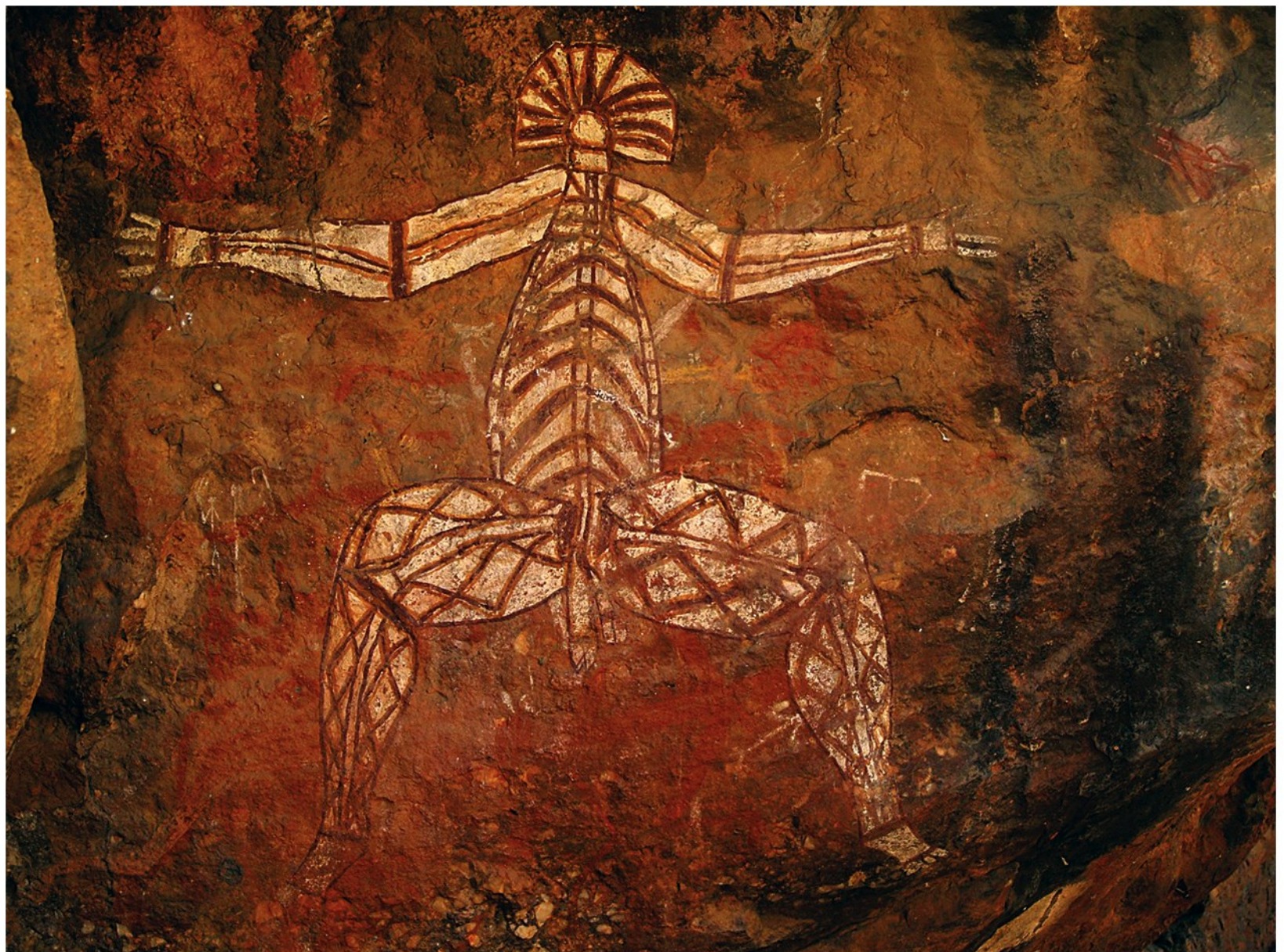
Map 1.1 The Global Dispersion of Humankind
 Chapter 1, *Ways of the World: A Brief Global History with Sources*, First Edition
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Lascaux Caves, Southern France



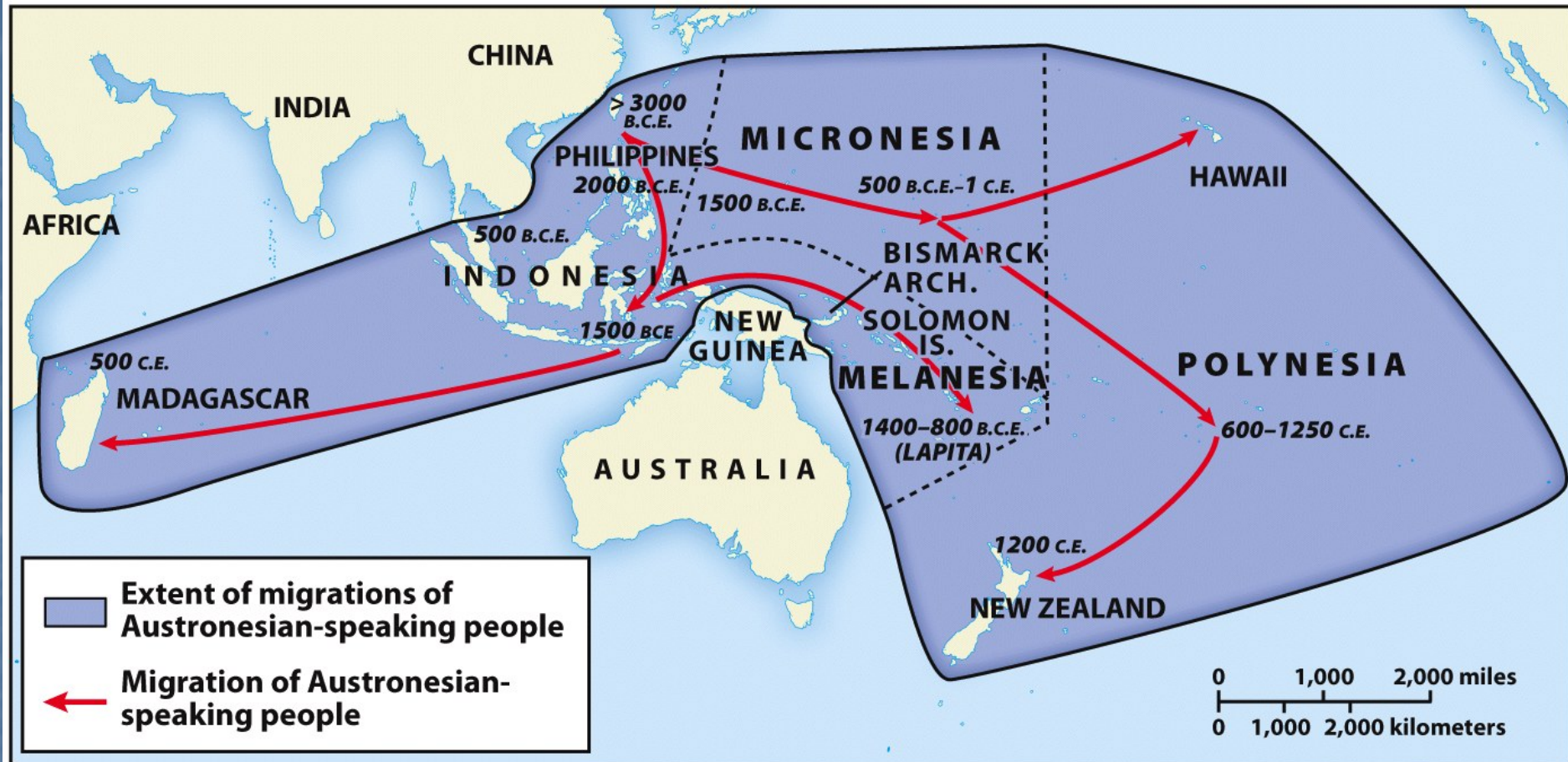
Visual Source 1.1 Namondjok, Namarrgon (Lightning Man), and Barrginj
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Visual Source 1.3 A Hunting Scene
Oz Outback Internet Services, Queensland, Australia
Chapter 1, *Ways of the World: A Brief Global History with Sources*, First Edition
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Map 1.2 Migration of Austronesian-Speaking People
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Bantu Migration



- Spread agriculture and pastoralism
- Ironworking skills
- Bantu Languages

Characteristics of Paleolithic Societies

- Low population density
- Mostly self-sufficient. Some trade with other groups to exchange people, ideas and goods.
- Seasonally nomadic
- Egalitarian
- Low life expectancy (approx. 35)

Paleolithic Technology

- Tools
 - Wood and stone
 - Adapted for the environment
- Fire
 - To aid hunting/gathering
 - Protection from predators
 - Heat in cold climates



Incentives for Increased Food

- The disappearance of many large mammals
- Growing populations
- Newly settled ways of life
- Fluctuations in the process of global warming

Guns, Germs and Steel

Episode 1: Out of Eden

Answer the following questions to the best of your ability.

What caused the Eurasians to conquer the world?

What did Eurasians have that Native Americans, Africans and Australians didn't?

Eurasians vs. Americans

- Swords and guns
- Horses
- Disease

- Stone and wooden tools
- No animals to ride
- No diseases to spread

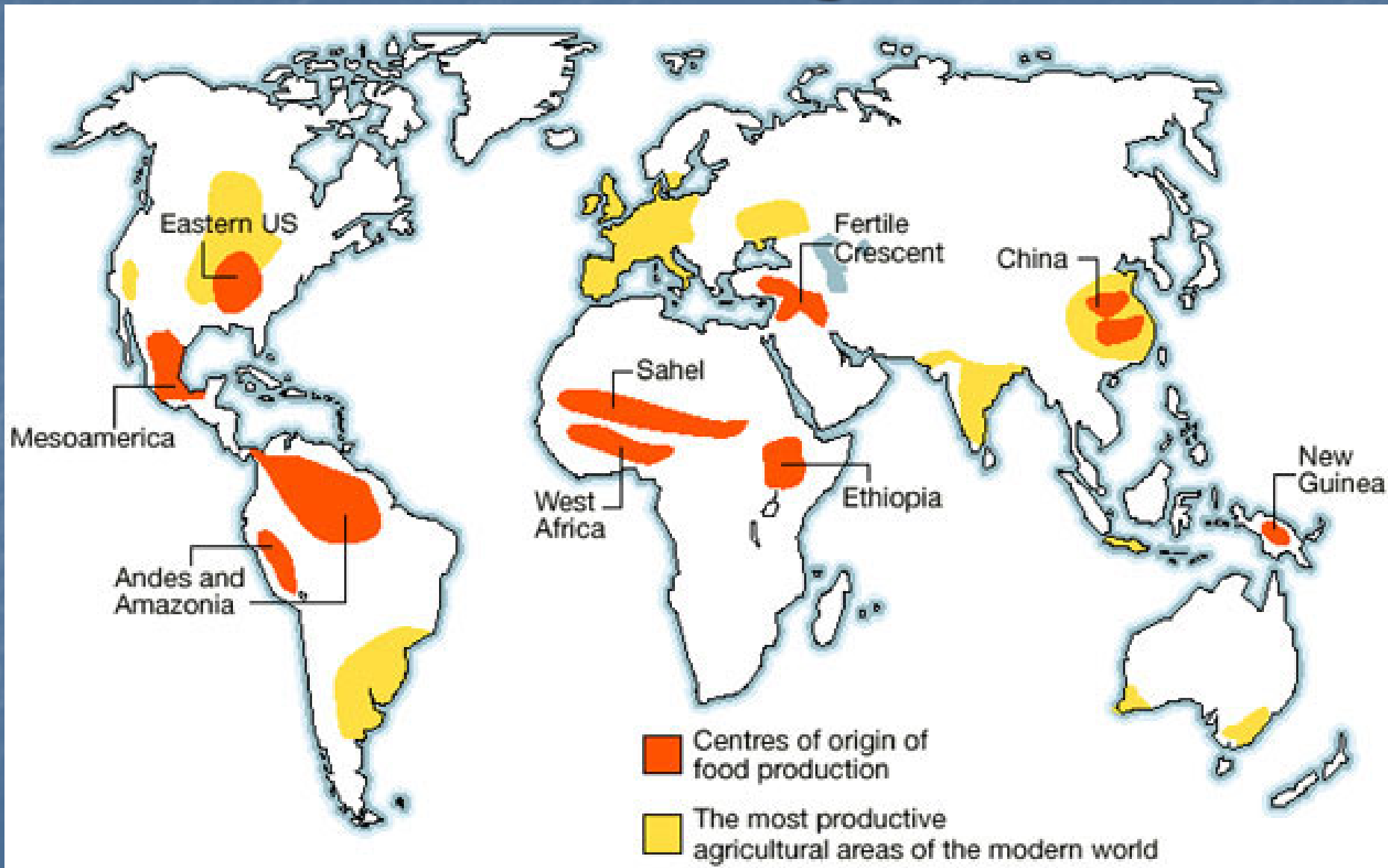
How did the Eurasians reach the Americas before the Americans reached Eurasia?

Other Advantages to Eurasians

- Oceangoing ships
- Political will and organization
- Writing – allowed for spread of info, maps and sailing directions

HOW DID THE EURASIANS END UP WITH
SO MANY ADVANTAGES?

Farming



Domesticated Animals

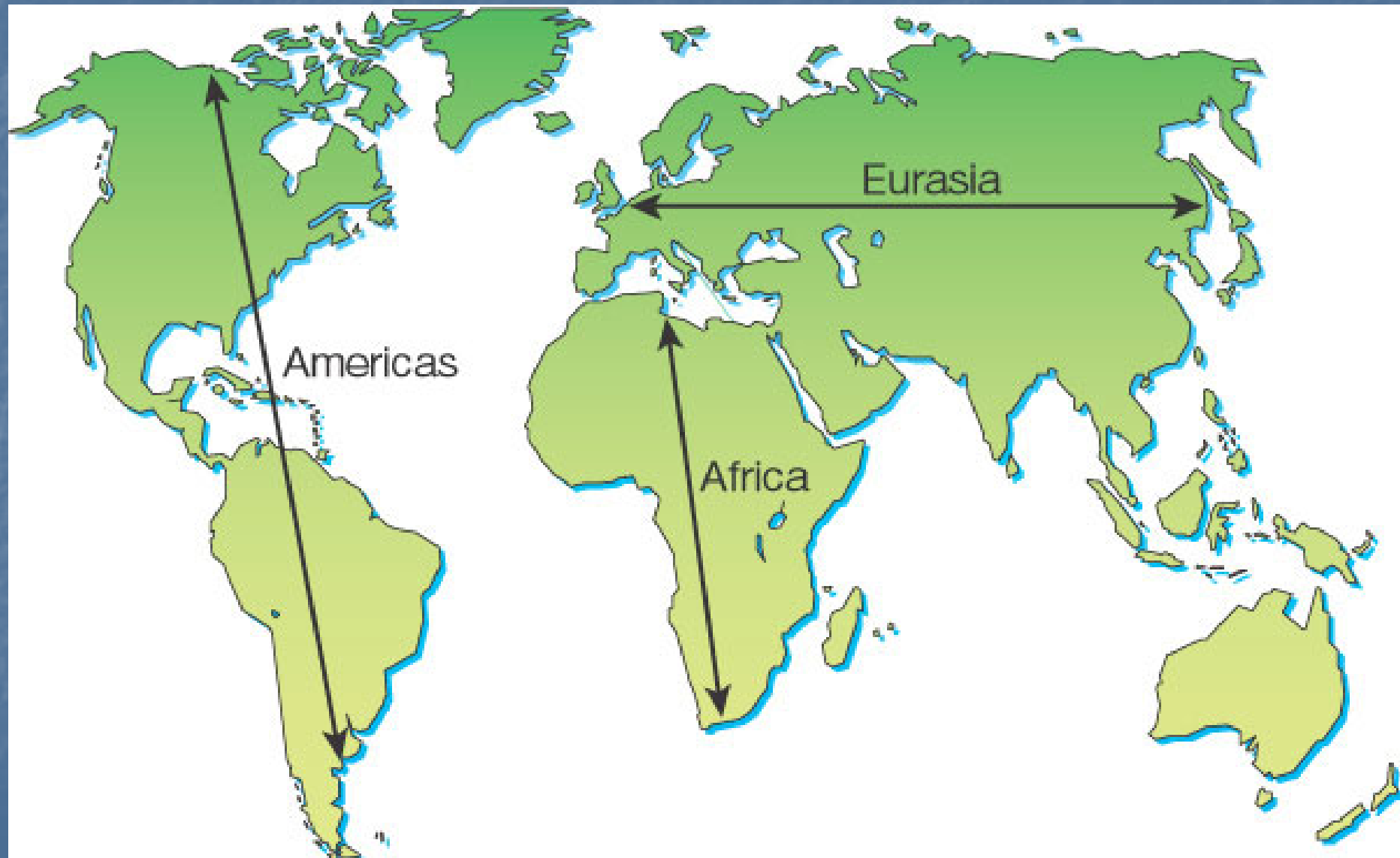
Domesticated animals must have:

- a diet that humans can supply
- a rapid growth rate
- a willingness to breed in captivity
- a tractable disposition
- a social structure involving submissive behavior towards dominant animals/humans
- lack of a tendency to panic when fenced in

How did Eurasia end up with the most domesticated animals?

- Largest land mass with the most wild species to begin with.
- Many animals in the Americas went extinct at the end of the last ice age.
- **Eurasia:** Horses, sheep, goats, cows, chickens, etc.
- **The Americas:** Llama and turkey
- **Africa:** Guinea fowl

Main Axis



Main Axis

EAST-WEST AXIS

- Similar day-length and climate
- Allows domesticated plants and animals to be used all over the region

NORTH-SOUTH AXIS

- Large variations in day-length and climate
- Difficult for domesticated plants and animals to be used all over the region – adaptation takes time!

Domesticated Animals

- Allow for land transport
- Revolutionized agriculture

A farmer with a plow > A farmer alone

- Create food surpluses that allow people to specialize in areas other than agriculture

Metallurgy: guns/swords

Writing/mapping

Shipbuilding/sailing

Political organization

DISEASE

Spread primarily by:

1. Large concentrations of people.
2. Large concentrations of animals.

THINGS TO REMEMBER

- Eurasians had several advantages including disease and domesticated plants/animals, which gave them more time to focus on technology.
- These advantages came from geographic differences rather than natural/biological intelligence.

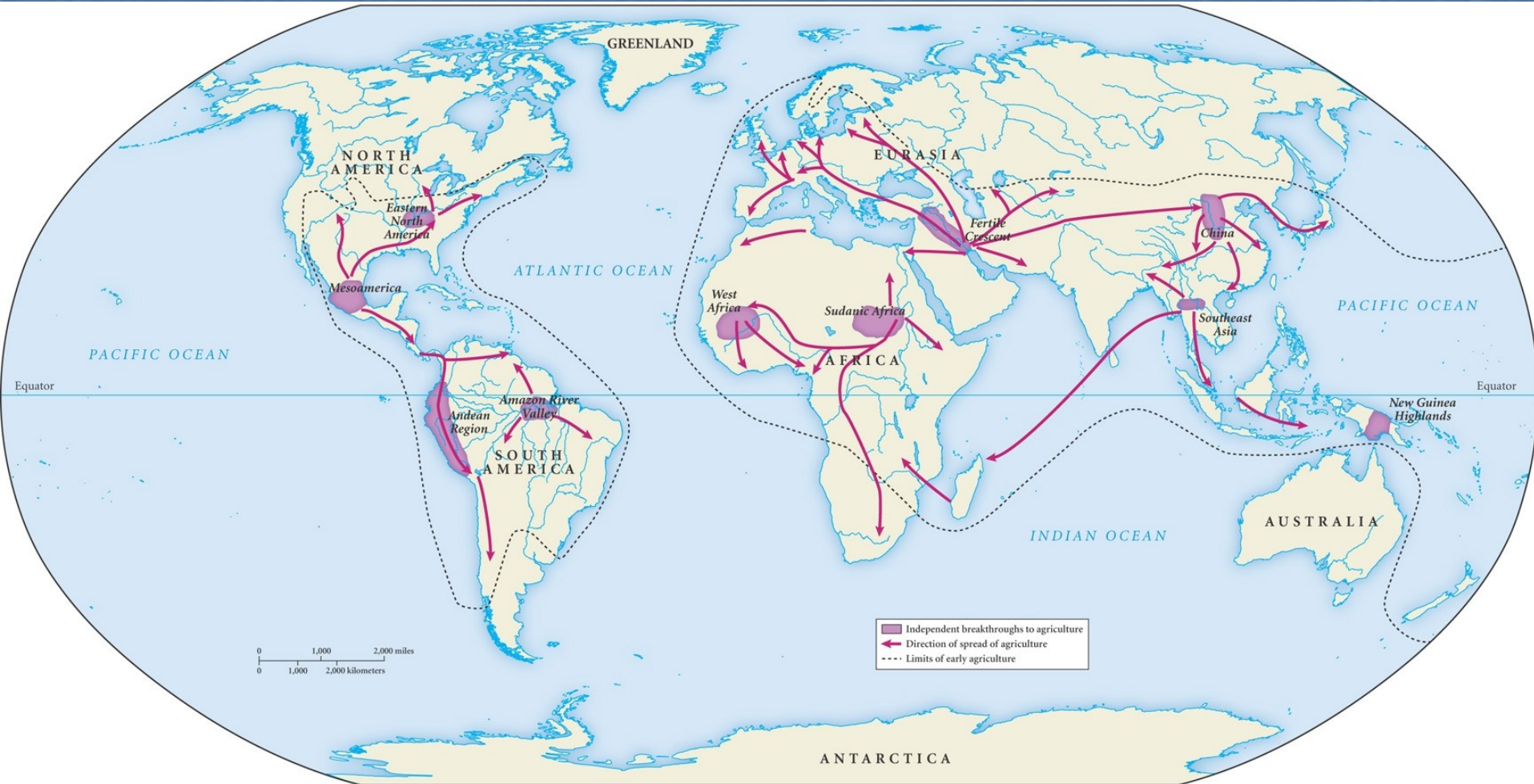
THE NEOLITHIC REVOLUTION

- About 10,000 years ago (8000 BCE)
- People learned how to grow food and herd animals
- First occurs in the Fertile Crescent.
- Occurs separately and independently in scattered parts of the world



Map 2.1 The Fertile Crescent
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THE NEOLITHIC REVOLUTION



Pastoralism

- Develops in parts of Africa and Eurasia.
- Pastoral peoples domesticated animals and led their herds around grazing ranges.
- Mobile → rarely accumulated large amounts of material possessions, but allowed them to become an important conduit for technological change as they interacted with settled populations.



Environmental Impacts

- Selective cultivation and breeding changes local plants and animals
- Irrigation systems change flow of rivers
- Domestication of animals for food and labor
→ erosion and overgrazing

Social Impacts

- More reliable food supply → No need to migrate → Permanent settlement
- Food surplus → Pop. Increase
- Surpluses of food and other goods → specialization of labor, including new classes
 - Artisans for pottery
 - Warriors for protection of homes/food
 - Priests performed religious rituals for protection and productive crops
- New classes → development of elites → Patriarchy and forced labor systems

Improvements in Agricultural Production, Trade & Transportation

- Pottery
- Plows
- Woven textiles
- Metallurgy
- Wheels and wheeled vehicles



Visual Source 2.5 A Sculpture from the Nok Culture
Musée du Quai Branly/Scala/Art Resource, NY
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The Modern "Paleo" Diet

Developed by Loren Cordain, Ph.D.

Department of Exercise and Sports Science, Colorado State University, Fort Collins, Colorado

"Evolutionary health promotion is based on three propositions:

- Since the appearance of behaviorally modern humans perhaps 50,000 years ago and particularly since the Neolithic Revolution of 10,000 years ago, cultural evolution has proceeded more rapidly than has genetic evolution, thereby producing ever-greater dissociation between the way we actually live and the lifestyle for which our genome was originally selected.
- This discordance fosters the chronic degenerative diseases that cause most morbidity and mortality in contemporary affluent nations.
- A logical model for prevention research is an amalgamation of the lifestyles prevailing among early, behaviorally modern humans, before agriculture accelerated genetic-cultural evolutionary divergence."

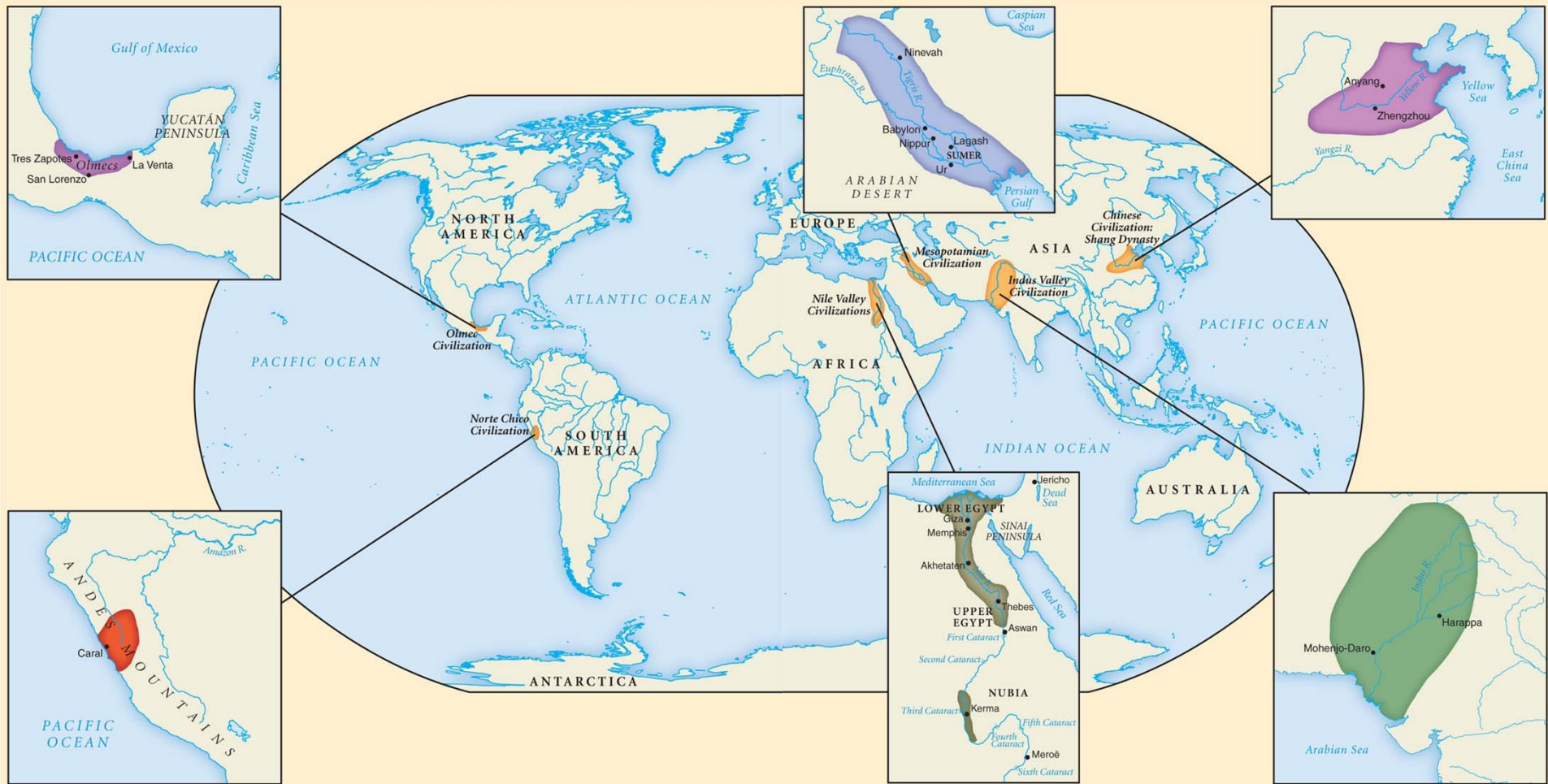
S. Boyd Eaton, M.D., Loren Cordain, Ph.D., and Staffan Lindeberg M.D., Ph.D., "Evolutionary Health Promotion: A Consideration of Common Counterarguments", *Preventive Medicine* 34, 119–123 (2002).

THE RISE OF CIVILIZATIONS

Civilization: form of human culture in which some people live in cities, have complex social institutions, use some form of writing, and are skilled at using science and technology

Around 3,500 BCE, the first civilizations emerged from these small agricultural villages.

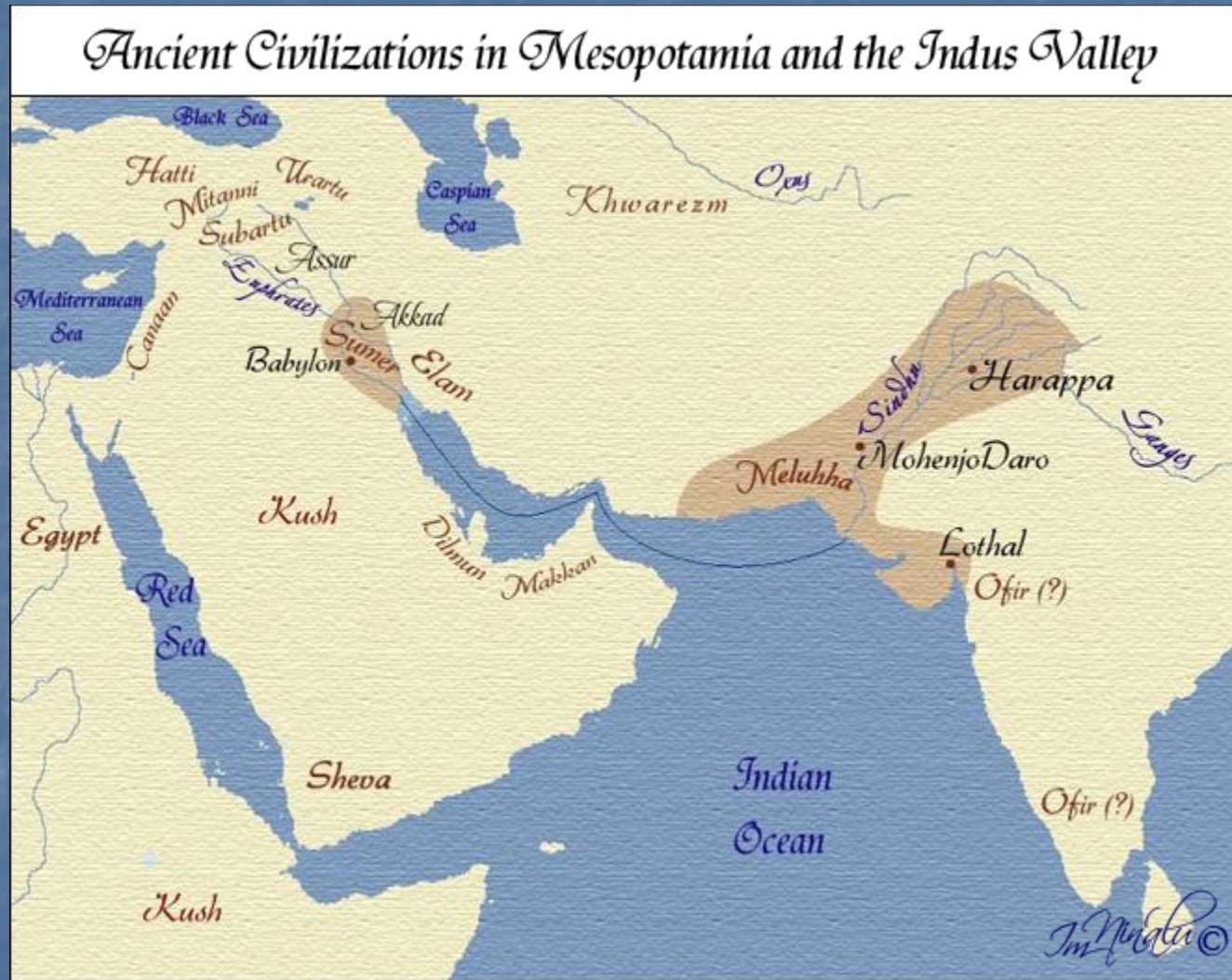
THE RISE OF CIVILIZATIONS



Interactions Between Civilizations



Regional Trade



Trans-Regional Trade

New Religious Beliefs

Hebrew Monotheism

- Originated in Fertile Crescent (Sumeria → Canaan)
- One god – Yahweh
- Holy Book – The Torah (and Ten Commandments)
- Became known as Judaism
- Root of Christianity & Islam

Zoroastrianism

- Originated in Persia
- One god – Ahura Mazda
- Cosmic struggle between good and evil
- Heaven & Hell

Vedic Religion

- Originated in the Indus Valley
- Multiple gods
- Holy Book – The Vedas
- Becomes the basis of Hinduism

Characteristics of Early Civilizations

- Record Keeping → Legal Systems & Literature
- Technology → Weapons & Transportation
- Cities → Urban Planning
- Monumental Architecture
- Local, Regional & Trans-regional Trade
- Social/Gender Hierarchies → Seen in Art & Literature
- Promotion of Arts & Artisanry
- New Religious Beliefs

Name _____ Date _____ Period _____

**Guns, Germs and Steel: Episode 1
Video Questions**

What is Jared Diamond's profession?

How did people live 13,000 years ago? (Think about food, shelter, movement)

Why is hunting not a productive way to find food?

In Papua New Guinea, who does the gathering? What could this imply about gender relations?

What kinds of crops are native to Papua New Guinea? Why can't they support a large population?

What kinds of crops are native to the Middle East? How do they compare to New Guinean crops?

How did the climate change about 12,500 years ago? How did it impact the people of the Middle East?

How have archaeologists contributed to our understanding of early societies? (Use info from sites at Dhra' and Guar)

Who were the world's first farmers?

What is domestication?

Why were hunter-gatherers always going to be at a disadvantage to farmers?

What areas of the world developed farming independently? What crops did they grow?

What was Diamond's first realization about the roots of the inequalities of the world?

Besides crops, what other advantage did the people of the Middle East have? What benefits did this provide them?

What qualities make an animal good for farming/domestication?

How many large animals have been successfully domesticated? What regions are they native to?

How did more productive agricultural yields and food surpluses lead to specialization of labor?

How did the Middle East lose its head start? What was its fundamental weakness?

What role does latitude play in shaping length of day, climate and vegetation? How did that contribute to the spread of crops and animals?

What answer does Jared Diamond provide to Yali's question of "Why do you white men have so much cargo, while we New Guineans have so little?"

Name _____

Date _____

Period ____

The Modern Paleo Diet Analysis

What foods are allowed on the Paleo diet?	What foods are not allowed on the Paleo diet?

I.D.	Website Title	
Describe	Content What information is present?	
	Authorship What person or group wrote this?	
	Purpose Why did the author write it?	
	Format How is it structured?	
	Audience Who did the author write this for?	
Evaluate	Point of View What does the author believe <u>and</u> <u>why</u> ?	
	Limitations What's missing? What problems do you see?	

EARLY CIVILIZATIONS VIDEO PROJECT

For this project, you will work in groups of 2-4 to create a video about one of the following ancient civilizations:

- ❖ Mesopotamia in the Tigris and Euphrates River Valleys
- ❖ Egypt in the Nile River Valley
- ❖ Mohenjo-Daro and Harappa in the Indus River Valley
- ❖ Shang Dynasty in the Yellow (Huang He) River Valley
- ❖ Olmecs in Mesoamerica
- ❖ Chavin in Andean South America

The video you create must answer the questions:

WHAT DO WE KNOW ABOUT THIS CIVILIZATION? HOW DO WE KNOW IT?

The video may be a standard presentation of information OR you may write lyrics and create a music video. To create your video, you will examine a variety of historical evidence including written documents, works of art, archaeological artifacts, oral traditions, and other primary and secondary sources. Some helpful places to start your research would be:

- Your Textbook (Ways of the World), Chapter 3
 - Info. on each civilization as well as extra primary sources from Mesopotamia and Egypt at the end of the chapter
- ABC-Clio Online Encyclopedia (Accessed from the Lee Library website)
 - Click Eras and select your civilization or use the advanced search tool
- Bridging World History, Unit 6: Order and Early Societies Video (Begin at 4:35)
 - Helpful for students researching Shang China
- Crash Course World History YouTube Channel
 - Videos on Ancient Egypt, Mesopotamia and the Indus Valley
- Historyteachers YouTube Channel
 - Music Videos include The Olmecs to “September Gurls”, Mummification to “Good Riddance (Time of Your Life)”, Nefertiti to “Kiss Them For Me”, Civilization to “Harajuku Girls” (mostly about Mesopotamia)
- Khan Academy
 - Videos on Ptolemaic Egypt & Sumeria

You are welcome to use sources outside of these suggestions as you conduct your research, but I recommend you start here as these sources have already been verified for accuracy. For each source, you must complete an Evidence Analysis Form. This form requires you to carefully analyze the components of the document to help you see the author’s point of view as well as what limitations the document may possess. This form will also help you as you compile your bibliography which must be included in your video.

Name _____ Civilization _____ Period _____

Evidence Analysis Form

Identify	Source Title	
	MLA Citation	
Describe	Content What information is present?	
	Authorship What person or group wrote this?	
	Purpose Why did the author write it?	
	Format How is it structured?	
	Audience Who did the author write this for?	
Evaluate	Point of View What does the author believe <u>and why</u> ?	
	Limitations What's missing? What problems do you see?	

EARLY CIVILIZATIONS VIDEO: PROJECT RUBRIC

Group Members:

Civilization:

	1 Point <i>Beginning</i>	2 Points <i>Developing</i>	3 Points <i>Proficient</i>	4 Points <i>Exemplary</i>	Points
Script	Includes more than 10 grammatical errors, misspellings, punctuation errors, etc.	Includes 5-9 grammatical errors, misspellings, punctuation errors, etc.	Includes 1-4 grammatical errors, misspellings, punctuation errors, etc.	Grammar, spelling, punctuation, capitalization and correct. No errors in the text.	
Work Log	Very minimal comments about few activities on the work log.	General comments on daily activities.	Thorough listing of daily activities, but no reflections.	Includes descriptive detail and reflections on daily activities.	
Content	Content is unclear. Includes little essential information and one or two facts.	Content is vaguely communicated. Includes some essential information with few facts.	Content is clearly communicated. Includes essential information.	Strong content. Covers topic completely and in depth. Includes complete information.	
Professionalism	Language and/or images are unprofessional and inappropriate for school.	Language and/or images do not look professional, but are appropriate for school.	Language and/or images are professional and appropriate for school.	Video presentation is extremely professional, polished and appropriate for school.	
Cooperative Group Work	Cannot work with others. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and contributes to fair share and group.	Works well with others. Assumes a clear role and related responsibilities. Motivates others.	
Bibliography	There are no citations or references to copyright information for photos, graphics, and music created by others.	Some citations are given, few photos, graphics and sound files are identified with references.	Most citations are given, but some photos, graphics and sound files are not identified with references.	Citations give proper credit. Every photo, graphic or sound file is either original or the owner is credited.	
Total Points					