

Unit Designed by: Ashley Rolph

Subject/Topic Area(s): Elements of Civilizations: A study of the factors that affect the rise and fall of civilizations.

Grade Level(s): 6th Grade

Unit Title: Civilization: The Rise and Fall of Ancient Societies

Time Frame: 3 weeks

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

The purpose of *Civilization: The Rise and Fall of Ancient Societies* is to introduce, review and make practical application of why different civilizations have failed throughout history. Students will learn how scientists draw conclusions about ancient civilizations based on the artifacts that have been discovered. Students will also study the origins of civilizations and their connections to the modern world by understanding what affected the choices people made long ago and how those choices affect the world today.

Desired Results

Established Goals, EALR's and or GLE's:

Geography

Students will:

3.1 Identify and examine people's interaction with and impact on the environment.

3.2 Analyze how the environment and environmental changes affect people,

3.3 Examine cultural characteristics, transmission, diffusion and interaction.

History

Students will:

1.1 Understand and analyze historical time and chronology

1.2 Understand events, trends, individuals, and movements shaping United States, world and Washington State history.

1.3 Examine the influence of culture on world history.

2.1 Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict.

2.2 Understand how ideas and technological developments influence people, culture, and the environment.

What understandings are desired?

Students will understand that:

-Civilizations can either fail or succeed.

-There are different factors why civilizations have either been successful or unsuccessful.

-Geographical location, environmental and political factors as well as disease can all contribute to the success of a society.

-Many of the traditions and practices in the modern world stem from ancient civilizations.

What essential questions will be considered?

Geography

1. How are cultures shaped by geography?
2. How do human patterns affect geography?
3. What was the impact of cross-cultural exchange on developing civilizations? What is the impact of cross-cultural exchange in today's world?

Civics

1. What are the needs of people that lead to an organized system of decision-making?
2. What are the characteristics of effective government systems?

History

1. How do historians learn about and interpret the past?
2. How do historical turning points influence individuals and communities?
3. What causes conflicts in-and-between civilizations and what are the effects?
4. How do individuals and groups shape history?

Course Sequence

Previous Unit Topic and Key Understandings

Ancient Civilizations is a unit in which students will be introduced to the major ancient civilizations. They will be taught how to identify and interpret factors which lead from hunter-gather societies to farming and the beginnings of civilization as we understand it today. Students will further be taught about cultural distinctions between groups of peoples around the world and how those distinctions have developed.

Next Unit Topic and Key Understandings

After *Civilization: The Rise and Fall of Ancient Societies*, students will explore early civilizations through geography related learning. Students will learn how to identify locations of major geographical regions as well as how to identify the location of past and present political divisions. Students will explore the following regions:

- Middle East
- Asia
- Europe (general areas)
- Africa
- India
- Americas

What prerequisite knowledge is required of learners at beginning of unit:

<p><i>Students must know:</i></p> <ul style="list-style-type: none"> -How time is measured by years -Distinguish between the different types of subsistence practices (e.g.: hunter-gatherers, farmers, etc.). -Which regions of the world developed civilization and why. 	<p><i>Students must be able to:</i></p> <ul style="list-style-type: none"> -Measure time in BCE and CE -Locate regions of early civilization on a world map. -Interpret data and evidence from early civilizations.

What key knowledge and skills will students acquire as a result of this unit?

<p><i>Students will know:</i></p> <ul style="list-style-type: none"> -The basic differences between early world cultures. -How to identify geographical regions of early civilizations. -How economic patterns affected the success or failure of early civilizations. -That ethics and belief systems are a vital aspect of all cultures and how those ethics and beliefs were similar or different from ours in the ancient world. -How different political systems operated in the ancient world. -The social systems of the ancient world and how they evolved. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Define and interpret the common factors that affect the rise and fall of Civilizations. -Analyze the differences and similarities of the major ancient civilizations. -Work in small groups to develop well thought out reasons in presentations about an early civilization.
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Optional Items:

- Graphic representation of desired end-of-unit knowledge network attached.
- Content priorities diagram attached (*Big Ideas, Important to Know and Do, Worth Being Familiar With*).

What Evidence Will Show That Students Understand?

Include a copy of all quizzes, tests, prompts and rubrics.

1. List all Performance Tasks (Complete a *Performance Task Blueprint* for each task)

Students will be required to develop/ create a hypothetical civilization based on the information they have learned about ancient civilizations. They will need to develop the following areas: Name of people, historical timeframe, geographical location, population, name of dialect, subsistence practices, political system, social practices and potential influences on neighboring civilizations. Once they have created their hypothetical civilization, they will need to create a map and prepare a poster on their creation. Students will additionally need to write a one page response on whether they believe their civilization would have succeeded or failed based on the information they provided. They will need to compare their civilization to actual early civilizations and establish a reasoned explanation for their response.

2. List all Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc)

Weekly: vocabulary quizzes, geography quizzes and writing prompts. End of unit test. Observation of students working well together in groups.

3. List Student Self-Assessment and Reflection Tasks:

- Students will perform self-reflections at the end of each day by assigning themselves a grade, based on how much they: participated, paid attention, and kept on task. Grades would be assessed as follows: 1=very little, 2= somewhat, 3=mostly, 4=completely, 5=above and beyond.
 - Students will also be asked to reflect upon their work. At the end of each week, students will be asked to reflect in their journals what they learned that week, and how they might apply their new knowledge.
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Performance Task Blueprint

Which understandings/goals will be assessed through this task?

This performance task will be assessing students understandings of:

-How civilizations can either fail or succeed.

-How there are different factors why civilizations have either been successful or unsuccessful.

Additionally, this performance task will address the following EALR's: Geography-3.3, History, 1.1, 1.3, & 2.1

How will students use information to demonstrate understanding?

(Describe using Taxonomy, Facets, or Both)

Explain... What are the characteristics of my imaginary early civilizations?

Interpret... What are some of the reasons early civilizations have succeeded or failed?

Apply... Based on the characteristics of my imaginary early civilization, would it have been likely for them to have succeeded or failed and why?

See from the points of view of... What can I see differently about my culture, after learning about ancient cultures?

Empathize with... How might we as a country, work towards keeping our own civilization from failing?

Overcome the naïve or biased idea that... How might I convince others that our way of life is not always the best way of life, that there are other good ways of living?

Reflect on... How might I better reflect on my actions in the world, so that I will contribute to the success and well being of the planet?

Through what authentic performance task will students demonstrate understanding?

Task Prompt or Description in GRASPS format: Civilization Imagined

Goal

- Your assignment is to create an imaginary, early civilization. You will need to develop the following three sections:

Section I.

1. Name your people
2. Provide a historical timeframe for when they emerged into a civilization
3. Describe a geographical location. What region of the world did they develop in and what is the area like?
4. Provide a rough count of the population. Is this a large or small civilization?
5. What dialect/language do your people speak?
6. What subsistence practices does your civilization practice?
7. Which political system do your people practice?
8. Describe at least 5 social practices your people engage in?
9. Are there any potential influences on or from neighboring civilizations? Depending on the geographical location and time, are there any other civilizations near?

Section II.

Once you have created your imaginary civilization, you will need to create a map, and prepare a poster with information about your civilization. Be as creative as you can, yet make sure to be neat and legible.

-The map must have the following information:

1. Geographical location
2. Capitol
3. Country boundaries
4. Any bodies of water
5. Any other topographical features (such as mountains)

-The poster must have the information from Section I. Be creative to convey the information. You can create any type of poster you think will display the features of your civilization best.

For grading criteria, see attached rubric.

Section III.

You will also need to write a one page response on whether you believe your civilization would have succeeded or failed based on the information you provided. You will need to compare your civilization to actual early civilizations and establish a reasoned explanation for your response.

Role

- As a student in the 21st Century, you have the unique ability to look at past civilizations and compare them to the present. As you learn more about early civilizations and why they have either succeeded or failed, it is your job to take the information we learn in class and apply it to an imaginary civilization or your own creation. You will need to put all of your knowledge, research abilities and creativity together to form a unique early civilization.

Audience

- Your audience will be your fellow students and your teacher. You will need to present your material in an eye catching, interesting, and thoughtful manner.

Situation

- The challenge involved in this assignment is to use the information we have learned in class in your assignment. Think about what criteria we have learned comprise a

civilization. What aspects of other early civilizations would you put into your imaginary civilization? Do you think that the civilization you imagined would survive or fail and why? Be thoughtful and creative.

Product, Performance and Purpose

Standards and Criteria for Success

- Please look over the attached rubric carefully while creating your project. Remember that your project must contain and meet the following:
 - Show creativity
 - Demonstrate care and attention to detail
 - Provide a map
 - Provide a poster with information on your civilization
 - One page written summary on your civilization's success or failure.

What student products/performances will provide evidence of desired understandings?

1. A student created "imaginary early civilization," will demonstrate student understanding of the broad topics within this unit.

By what criteria will student products/performances be evaluated?

Students will be evaluated in three ways;

1. Students' self-grading at the end of each class session.
2. Weekly journal reflections to evaluate weekly learning and application
3. Summative evaluation in the form of the final unit test and unit culminating project by means of a rubric.

Making A Map : Early Civilization

Teacher Name: **Ms. Rolph**

Student Name: _____

CATEGORY	4	3	2	1
Title	Title tells the purpose/content of the map, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map.	Title tells the purpose/content of the map and is printed at the top of the map.	Title tells the purpose/content of the map, but is not located at the top of the map.	Purpose/content of the map is not clear from the title.
Map Legend/Key	Legend is easy-to-find and contains a complete set of symbols, including a compass rose.	Legend contains a complete set of symbols, including a compass rose.	Legend contains an almost complete set of symbols, including a compass rose.	Legend is absent or lacks several symbols.
Labels & Features - Neatness	90-100% of the labels/features can be read easily.	89-80% of the labels/features can be read easily.	79-70% of the labels/features can be read easily.	Less than 70% of the labels/features can be read easily.
Neatness of Color and Lines	All straight lines are ruler-drawn, all errors have been neatly corrected and all features are colored completely.	All straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Most straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Many lines, corrections of errors, and/or features are not neatly done.
Spelling/Capitalization	95-100% of words on the map are spelled and capitalized correctly.	94-85% of the words on the map are spelled and capitalized correctly.	84-75% of the words on the map are spelled and capitalized correctly.	Less than 75% of the words on the map are spelled and/or capitalized correctly.

Poster Making : Early Civilization

Teacher Name: **Ms. Rolph**

Student Name: _____

CATEGORY	4	3	2	1
Title	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but one of the required elements are included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Graphics - Originality	Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is one error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than two errors in capitalization or punctuation.

Trait Writing Model : Early Civilization

Teacher Name: **Ms. Rolph**

Student Name: _____

CATEGORY	4	3	2	1
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.

Unit Assessment Plan

Unit Name: Civilization: The Rise and Fall of Ancient Societies

Day	Task Name	Purpose	Format	Scoring	Feedback	Notes
1	Vocabulary Quiz -Student-self grading	Introduce new terms and check for understanding -Accountability for actions.	5 terms, matching Verbally calling out score at end of class session	1pt for each correct answer. Students may work to earn more points by demonstrating their desire to learn the terms. Each term must be written in a sentence, repeated 15 times, and defined orally. 1-5 pts. 5=best	Verbal feedback in form of questions or praise. If score is obviously not what was observed, student-teacher chat after class.	
2	-Student self-grading	-Accountability for actions.	Verbally calling out score at end of class session	1-5 pts. 5=best	Verbal feedback in form of questions or praise. If score is obviously not what was observed, student-teacher chat after class	
3	Geography Quiz -Student self-grading	Learn new regions, peoples, places, cultures, etc. in the ancient world. -Accountability for actions.	10 questions: 5 identification, 3 fill in the blank, and 2 true/false Verbally calling out score at end of class session	1 pt for each correct answer. 1-5 pts. 5=best	Verbal feedback in form of questions or praise. If score is obviously not what was observed, student-teacher chat after class	
4	-Student self-grading	-Accountability for actions.	Verbally calling out score at end of class session	1-5 pts. 5=best	Verbal feedback in form of questions or praise. If score is obviously not what was observed, student-teacher chat after class	
5	Writing/ Reflection Prompt -Student self-grading	Students have the opportunity to reflect on what they have learned during the week and are asked how they might apply the new knowledge. -Accountability for actions.	Paragraph response in student journals. Verbally calling out score at end of class session	10 pt. scale based on effort. 7 pt. minimum for writing a response, more pts. added for effort. 1-5 pts. 5=best	Students will receive comments based on their reflection. They will be based on their conventions, and thoughtfulness, not what they learned. Verbal feedback in form of questions or praise. If score is obviously not what was observed, student-teacher chat after class	

Day	Task Name	Purpose	Format	Scoring	Feedback	Notes
6	Vocabulary Quiz -Student self-grading	Introduce new terms and check for understanding -Accountability for actions.	5 terms, matching Verbally calling out score at end of class session	1pt for each correct answer. Students may work to earn more points by demonstrating their desire to learn the terms. Each term must be written in a sentence, repeated 15 times, and defined orally. 1-5 pts. 5=best	Verbal feedback in form of questions or praise. If score is obviously not what was observed, student-teacher chat after class	
7	-Student-self grading	-Accountability for actions.	Verbally calling out score at end of class session	1-5 pts. 5=best	Verbal feedback in form of questions or praise. If score is obviously not what was observed, student-teacher chat after class	
8	Geography Quiz -Student-self grading	Learn new regions, peoples, places, cultures, etc. in the ancient world. -Accountability for actions.	10 questions: 5 identification, 3 fill in the blank, and 2 true/false Verbally calling out score at end of class session	1 pt for each correct answer. 1-5 pts. 5=best	Verbal feedback in form of questions or praise. If score is obviously not what was observed, student-teacher chat after class	
9	-Student-self grading	-Accountability for actions.	Verbally calling out score at end of class session	1-5 pts. 5=best	Verbal feedback in form of questions or praise. If score is obviously not what was observed, student-teacher chat after class	
10	Writing/ Reflection Prompt -Student-self grading	Students have the opportunity to reflect on what they have learned during the week and are asked how they might apply the new knowledge. -Accountability for actions.	Paragraph response in student journals. Verbally calling out score at end of class session	10 pt. scale based on effort. 7 pt. minimum for writing a response, more pts. added for effort. 1-5 pts. 5=best	Students will receive comments based on their reflection. They will be based on their conventions, and thoughtfulness, not what they learned. Verbal feedback in form of questions or praise. If score is obviously not what was observed, student-teacher chat after class	

Day	Task Name	Purpose	Format	Scoring	Feedback	Notes
11	Vocabulary Quiz -Student-self grading	Introduce new terms and check for understanding -Accountability for actions.	5 terms, matching Verbally calling out score at end of class session	1pt for each correct answer. Students may work to earn more points by demonstrating their desire to learn the terms. Each term must be written in a sentence, repeated 15 times, and defined orally. 1-5 pts. 5=best	Verbal feedback in form of questions or praise. If score is obviously not what was observed, student-teacher chat after class	
12	-Student-self grading	-Accountability for actions.	Verbally calling out score at end of class session	1-5 pts. 5=best	Verbal feedback in form of questions or praise. If score is obviously not what was observed, student-teacher chat after class	
13	Geography Quiz -Student-self grading	Learn new regions, peoples, places, cultures, etc. in the ancient world. -Accountability for actions.	10 questions: 5 identification, 3 fill in the blank, and 2 true/false Verbally calling out score at end of class session	1 pt for each correct answer. 1-5 pts. 5=best	Verbal feedback in form of questions or praise. If score is obviously not what was observed, student-teacher chat after class	
14	-Student-self grading	-Accountability for actions.	Verbally calling out score at end of class session	1-5 pts. 5=best	Verbal feedback in form of questions or praise. If score is obviously not what was observed, student-teacher chat after class	
15	Writing/ Reflection Prompt -Student-self grading Unit Test	-Students have the opportunity to reflect on what they have learned during the week and are asked how they might apply the new knowledge. -Accountability for actions. -Check for overall understanding of content.	Paragraph response in student journals. Verbally calling out score at end of class session -Multi-part test consisting of multiple choice, fill in the blank, short answer, and true/ false. The content will consist of geography, history and vocabulary.	10 pt. scale based on effort. 7 pt. minimum for writing a response, more pts. added for effort. 1-5 pts. 5=best 100 pt scale. Multiple choice = 10 pt. Short answer = 50 pt, fill in the plank = 25 pt. and true/ false = 10 pt. Following directions = 5 pt.	Students will receive comments based on their reflection. They will be based on their conventions, and thoughtfulness, not what they learned. Verbal feedback in form of questions or praise. If score is obviously not what was observed, student-teacher chat after class Students will have a short student/ teacher conference about how they performed on the test, and what they can do to improve in the future. Students may discuss option on how to improve their score.	

Unit Schedule

Unit Name: Civilization: The Rise and Fall of Ancient Societies

Day [✓ if assessment]	Lesson Title [✓ if plan developed]	Activities [Indicate WHERE TO Elements]	Resources Needed	Assignments and Homework	Notes
1	Unit Intro	-Opening Lecture -Example of Geography Quiz -Example of Unit Vocabulary Quiz -Example of Writing Prompts			
2	-What makes a civilization a civilization: Distinctions and Comparisons	-Introduce Early Civilization project. -Short reading on early civilizations -Small group worksheet activity			
3	Tools of the Trade	- Lecture and film on scientific investigations. How do historians and anthropologists find evidence. Geography Quiz			
4					
5		Writing/ Reflection Prompt			

Day [✓ if assessment]	Lesson Title [✓ if plan developed]	Activities [Indicate WHERE TO Elements]	Resources Needed	Assignments and Homework	Notes
6		Vocabulary Quiz			
7					
8		Geography Quiz			
9		-Think-pair-share on final projects. Display work			
10		Writing/ Reflection Prompt			

Day [✓ if assessment]	Lesson Title [✓ if plan developed]	Activities [Indicate WHERE TO Elements]	Resources Needed	Assignments and Homework	Notes
11		Vocabulary Quiz			
12					
13		Geography Quiz			
14					
15		-Unit Test -Writing/ Reflection Prompt			