

## Quarter Two: Early Civilization

### Second Quarter: Essential Understandings

Essential Understandings reflect outcomes for student learning based on the Grade 9 Social Studies and English Language Arts Standards. Essential Understandings are the “big ideas” which bridge time and space and which comprise expected deep understandings derived from study. The Essential Understandings are clustered into themes which are studied throughout the course. Students who successfully complete Honors 9 World History and Literature will have demonstrated on performance assessments a firm grasp of the Essential Understandings by providing specific examples and analyzing just how these concepts have occurred through world history and how they are reflected in world literature.

#### **Theme: Space and Place**

##### **1. Geography influences the development of a civilization.**

- How is a society’s culture affected by its geography?
- What role did geographic factors play in the development of early civilizations?
- What factors influence the rise, development, and fall of civilizations?

##### **2. Forces of nature create economic and cultural changes in a civilization.**

- What role did geographic factors play in the development of early civilizations?

##### **3. Humans shape and adapt to their environment.**

- What role did geographic factors play in the development of early civilizations?
- Why do people alter their environment?

##### **4. A civilization’s geographical location affects its global interaction and economic and political power.**

- What role did geographic factors play in the development of early civilizations?
- Why do cultures change?
- What factors encouraged or limited contacts between and within Eastern and Western civilizations?

#### **Theme: Culture**

##### **5. Movement of goods, people, and ideas are conduits for cultural change.**

- What factors encouraged or limited contacts between and within Eastern and Western civilizations?
- Why is historical memory more far-reaching with some cultures than with others?
- Why do cultures change?

- What factors influence the rise, development, and fall of civilizations?
- How did scientific developments influence and advance early civilizations?
- How could the cultural changes that resulted from the movement of goods, people, and ideas be described?

**6. Language, literature, and the arts reflect the values and beliefs of a civilization and transmit culture.**

- What factors encouraged or limited contacts between and within Eastern and Western civilizations?
- Why do cultures change?
- What factors influence the rise, development, and fall of civilizations?
- How does cultural diffusion affect civilizations?
- What are the common threads woven through different religious beliefs that are apparent in religious artifacts and writings?

**7. Culture disperses through assimilation or domination.**

- Why do cultures change?
- Why do the roles, rights, and responsibilities of individuals in a culture evolve over time?
- How does cultural diffusion affect civilizations?
- How did the idea that “might makes right” characterize the dispersion of cultures?
- What are the common threads woven through different religious beliefs that are apparent in religious artifacts and writings?

**8. Civilizations share common characteristics.**

- What are the common threads woven through different religious beliefs that are apparent in religious artifacts and writings?
- What factors influence the rise, development, and fall of civilizations?

**Theme: Time, Continuity, and Change**

**9. Power and authority shape the rights and responsibilities of individuals and societies; individuals assume and shape power and authority.**

- How have *diasporas* and their consequences continued to influence people and societies?
- Why do the roles, rights, and responsibilities of individuals in a culture evolve over time?
- How does cultural diffusion affect civilizations?
- How did the idea that “might makes right” characterize the dispersion of cultures?

**10. The chronology of global events and patterns of historical change contribute to the rise and fall of civilizations.**

- How have *diasporas* and their consequences continued to influence people and societies?
- What factors influence the rise, development, and fall of civilizations?

**Theme: Science, Technology, and Society**

**11. Science and technology affect and are affected by political, economic, and societal changes.**

- Why do cultures change?
- How have *diasporas* and their consequences continued to influence people and societies?
- How did scientific developments influence and advance early civilizations?

**12. Scientific and technological discoveries challenge existing cultural norms and change global perspectives.**

- How does modern technology change our beliefs about early peoples and events?

**Theme: Communication**

**13. Communication includes all human attempts to convey a message.**

- Why is historical memory more far-reaching with some cultures than with others?
- How could the cultural changes that resulted from the movement of goods, people, and ideas be described?
- What are the common threads woven through different religious beliefs that are apparent in religious artifacts and writings?

**14. The ideas of effective communicators influence and are influenced by their society.**

- Why is historical memory more far-reaching with some cultures than with others?
- Why do cultures change?
- How does modern technology change our beliefs about early peoples and events?
- What factors influence the rise, development, and fall of civilizations?

**15. Communicators reflect the bias of their time.**

- How did the idea that “might makes right” characterize the dispersion of cultures?
- What are the common threads woven through different religious beliefs that are apparent in religious artifacts and writings?

**16. Informed readers, listeners, and viewers construct meaning through the lens of personal knowledge and experience.**

- Why do the roles, rights, and responsibilities of individuals in a culture evolve over time?
- How does cultural diffusion affect civilizations?

What are the common threads woven through different religious beliefs that are apparent in religious artifacts and writings.

**Legend for Materials**

**LOL 9:** *The Language of Literature*-TE; Ninth Grade

**LOL EL:** The Language of Literature Electronic

Library

**WL:** World Literature-TE

**LC:** Literature Connections—*The Language of*

**WH:** *Human Journey: World History*-TE

**WHD** *World History in Documents*

**GWP:** Granger’s World of Poetry

**Bb:** Blackboard Online Resource

Literature novels

## I. Africa and Mesopotamia (2 weeks)

**Social Studies Standards:** 6SS2a, 6SS2c, 6SS6c, 6SS8c, 6SS9c, 9SS3c, 9SS4b, 9SS4c

**English Language Arts Strands:** E-1 Reading; E-2 Writing; E-3 Speaking, Listening, and Viewing, E-4 Conventions, Grammar, and Usage of the English Language; E-5 Literature; and E-6 Public Documents

Social Studies	ELA	Suggested Instructional Strategies	Suggested Assessments
1. Nubia (Kush) a. Important corridor of trade b. Lion Temple reflects kingdom's power and glory c. Kush dynasty ruled unified Egypt for about 50 years d. Decline – loss of fertile land and trade routes e. Kush civilization moves to Meroe for more secure location-Egyptian	<i>Wonders of the African World</i> with Henry Louis Gates, Jr. (DVD) Segment: “Black Kingdoms of the Nile”  “African Proverbs” (WL-page 84)	See Bb Folder in Early Civilizations: <i>Africa</i>  Create Graphic Organizers that compare and contrast cultures of the Africa civilizations and the Egyptians. Use the graphic organizers to jigsaw information and analyze the influence of geography in the past and present for these areas. (See Bb Folder in Resources: <i>Graphic Organizers</i> )  Use a historical atlas and maps to compare and contrast geographic and economic factors that influenced the Nile River Valley civilizations, e.g. Venn Diagram, discussion, etc. (See Bb Folder in Early Civilizations: <i>Maps and Timelines</i> )  Someone has found 3 different cuneiform tablets. One has been found in a sealed jar in an arid	Reflection paper on the interpretations of



<p>first civil and criminal written laws</p> <p>5. Hittites a. Conquered Babylonian Empire b. Technology-Iron Ore</p> <p>6. Assyrians a. Founders of First Library</p> <p>7. Babylon Revived a. Nebuchadnezzar revived Babylon's Power b. Built Hanging Gardens</p> <p>8. The Persian Empire a. United Many People b. Economic Life c. New Religion</p> <p>9. Phoenicians a. Carriers of civilization</p>	<p>from "The Tragedy of Sohrab and Rostam" from the <i>Shahname</i> translated by Jerome W. Clinton (WL-page 646)</p>	<p>Small groups create a six slide power point presentation that emphasizes how the trade and maritime technology of the Phoenicians resulted in cultural diffusion throughout the Mediterranean area.</p>	<p>Locate examples of cultural diffusion in your community. In small groups pair and share the examples and trace their origin.</p>
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b. Developed alphabet			
c. Trade and Maritime Technology			

**II. Early History of the Israelites (One Week)**

**Social Studies Standards:** 6SS2c, 6SS4b, 6SS8c, 9SS1b, 10SS3c

**English Language Arts Strands:** E-1 Reading; E-2 Writing; E-3 Speaking, Listening, and Viewing; E-4 Conventions, Grammar, and Usage of the English Language; E-5 Literature; and E6 Public Documents

Social Studies	ELA	Suggested Instructional Strategies	Suggested Assessments
1. Hebrews/Israelites a. The Roots of Judaism 1. Abraham 2. 12 Tribes 3. Exodus to Egypt b. Religion 1. Monotheism 2. Covenant 3. Ethical world view c. Government and Law 1. Laws made by	“In the Beginning” from <i>Genesis</i> (WL-page 162)  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">             “Noah and the Flood” from <i>Genesis</i> and/or “The Book of Ruth” from the <i>King James Bible</i> (WL-pages 170 and 177)           </div> Psalms 23 and 137 from the <i>King James Bible</i> (WL-page 187)	Research “Flood Stories” in different cultures. Compare and contrast various stories through graphic organizers  Make a time line that reflects the major historical events and/or people of ancient Israel. Research a significant event from the time line and write a newspaper article that includes an interview with one of the participants.  Use a graphic organizer to compare and contrast the beliefs of the Israelites’ with those of Egypt and the Babylonians	Reflective Paper: Beliefs and values can create internal and external conflict within a society.

God 2. Equality before God 3. King Solomon			
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**III. Asia (3 weeks)**

**Social Studies Standards:** 6SS2a, 6SS2b, 6SS3c, 6SS4b, 9SS2a, 9SS2b, 9SS3c, 9SS6a, 9SS10c

**English Language Arts Strands:** E-1 Reading; E-2 Writing; E-3 Speaking, Listening, and Viewing; E-4 Conventions, Grammar, and Usage of the English Language; E-5 Literature; E-6 Public Documents ; and E-7 Functional Documents

Social Studies	ELA	Suggested Instructional Strategies	Suggested Assessments
1. Indus Valley Civilization a. Geography 1. Rivers – Indus, Ganges,	“Right-Mind and Wrong-Mind” from the <i>Panchatantra</i> translated by Arthur William Ryder (WL-page 479)	Using maps construct a physical model of the area showing the influence of geography on the	

<p>and Brahmaputra</p> <p>2. Landforms – Himalayas, Hindu-Kush, Indo-Ghangetic Plain, Deccan Plateau, the Ghats</p> <p>3. Climate – monsoons, varied climate types</p> <p>2. Cities</p> <p>    a. Well-planned</p> <p>    b. Harappa and Mohenjo-Daro</p> <p>    c. Well-organized government</p> <p>3. Farming and Trade</p> <p>    a. Most people were farmers</p> <p>    b. Some people were merchants and traders</p> <p>        1. Contact with Sumer may have stimulated Indus Valley people to develop their writing</p>	<p>“Rama and Ravan in Battle” from the <i>Ramayana</i> translated by R. K. Narayan (WL-page 485)</p>	<p>growth and development of cities, trade, and society Label the significant landforms and rivers of India .Investigate and predict why these civilizations flourished and what might be the negative impacts of their location, past and present.</p> <p>In small groups create a brochure that compares and contrasts the development of cities with the growth of planned suburban communities in the present.</p> <p>Research the effects of war technology in ancient civilizations</p> <p>Research the role of social classes and religion in ancient and modern societies.</p>	<p>Create a spreadsheet that will show an analysis of the impact that development of cities has on geographical resources, human resources, and the environment.</p> <p>Place yourself in the role of a warrior and write a letter to your family describing the technology, your training, and your daily life</p>
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<p>2. Religious Beliefs</p> <p>a. Polytheistic</p> <p>3. Aryan Civilization</p> <p>a. Divided people by Occupation</p> <p>b. Class Divisions came to Reflect Social and Economic Roles more than Ethnic Differences</p> <p>c. Religious Beliefs</p> <p>1. Polytheistic</p> <p>2. Braham and Mystics</p>			<p>Predict why Utopian societies have not been successful in history. Share the predictions in a class discussion.</p>
<p>1. China</p> <p>a. Geographic Barriers</p> <p>b. Main Regions</p> <p>2. China Under the Shang</p> <p>a. Government</p>	<p>“Phan Ku the Creator” from <i>In The Beginning</i> told by Virginia Hamilton (Class Set of Text)</p> <p>“Nieh Cheng” from <i>Records</i></p>	<p>Construct and present , as a class activity, a top ten list(in the style of Jay Leno) that explains the reasons for China’s geographic isolation</p> <p>Create a “Tabloid Journal” (in the style of National Enquirer) that claims the existence of other civilizations outside of China. Individual or small group activity.</p>	

<ul style="list-style-type: none"> <li>b. Social Classes</li> <li>c. Peasant Life</li> <li>3. Religious Beliefs</li> <li>4. System of Writing</li> <li>5. Science and Technology</li> <li>6.. The Zhou Dynasty <ul style="list-style-type: none"> <li>a. The Mandate of Heaven</li> <li>b. A Feudal State</li> <li>c. Economic Growth</li> </ul> </li> </ul>	<p><i>of the Historian</i> translated by Burton Watson (WL-page 553)</p> <p>from <i>The Book of Songs</i> translated by Arthur Waley (WL-page 514)</p>	<p>Using maps construct a physical model of the area showing the influence of geography on the growth and development of cities, trade, and society. Label the significant landforms and rivers of China and discuss the role of shipping technology in early trading.</p> <p>Using “The Book of Songs” as an example, Compose a 2 – 3 verse song, rap, or poem that reflects a current situation. Perform the song to the entire class or record the performance on movie maker.</p>	
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**IV. Civilizations: India, China, and Japan (3 weeks)**

**Social Studies Standards:** 9SK1a, 10SK1f, 10SK1g, 6SS1b, 10SS1a, 6SS2a, 6SS2c, 9SS2a, 9SS2b, 9SS2c, 10SS5a, 9SS6c, 10SS6a, 6SS8c, 6SS8d, 9SS8a, 10SS8d, 10SS2c, 10SS2e, 6SS3a, 6SS3b, 9SS3b, 9SS3c, 10SS3a, 6SS4b, 9SS4b, 9SS4c, 10SS4a, 6SS5b, 10SS5a, 9SS6c, 10SS6a, 6SS7a, 6SS8c, 6SS8d, 6SS8a, 10SS8d, 9SS9a, 9SS9b, 9SS10c

**English Language Arts Strands:** E1-Reading; E2-Writing; E3-Speaking, Listening, and Viewing; E4-Conventions, Grammar, and Usage of the English Language; E5-Literature; E6-Public Documents; and E7-Functional Documents

Social Studies	ELA	Suggested Instructional Strategies	Suggested Assessments
1. Hinduism and Buddhism	“Philosophy and Spiritual Discipline” from the	Using Primary Source Documents (WHD-pages 81-85.)	Panel Discussion Panel Discussion on

<ul style="list-style-type: none"> <li>a. Hinduism <ul style="list-style-type: none"> <li>1. Polytheism</li> <li>2. Sacred texts</li> <li>3. Behavior <ul style="list-style-type: none"> <li>b. Buddhism <ul style="list-style-type: none"> <li>1. Eightfold path</li> <li>2. Hindu influences</li> <li>3. Sacred texts</li> </ul> </li> </ul> </li> </ul> </li> <li>2. The Mauryan Empire <ul style="list-style-type: none"> <li>a. Chandragupta</li> <li>b. Asoka</li> <li>c. Decline</li> </ul> </li> <li>3. Deccan Kingdoms</li> <li>4. The Gupta Empires <ul style="list-style-type: none"> <li>a. Peace and prosperity</li> <li>b. Advance in learning</li> <li>c. Art and Architecture</li> <li>d. Literature</li> </ul> </li> </ul>	<p><i>Bhagavad Gita</i> translated by Barbara Miller (WL-page 468)</p> <p>“Night” from the <i>Rig Veda</i> translated by Wendy Doiger O’Flaherty (WL-page 454)</p> <p>“Hundred Questions” from the <i>Mahabharata</i> translated by R. K. Narayan (WL-page 460)</p>	<p>Read the source documents and have students reflect on:</p> <ol style="list-style-type: none"> <li>1. How did Buddhists define the main goals of life?</li> <li>2. How did Buddhism and Hinduism reflect the traditions of their cultures?</li> <li>3. How did Buddhism resemble Hinduism?</li> <li>4. How did it differ from Hinduism?</li> </ol> <p>The Caste System has kept a sense of order and peace among the people of India. Does it exist in every country around the world in one way or another? (See Bb Folder in Early Civilizations: <i>India</i>)</p>	<p>the philosophies of Buddhism and Hinduism. (See Bb Folder in Resources-<i>Rubrics</i>)</p> <p>Position Paper What would be the long-term ramifications of a caste system on the social, political, and economic systems of a country?</p>
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<ul style="list-style-type: none"> <li>e. Trade</li> <li>f. Political Structures</li> <li>5. Indian Life <ul style="list-style-type: none"> <li>a. Caste system</li> <li>b. Family life</li> <li>c. Role of women</li> <li>d. Village life</li> </ul> </li> <li>6. India <ul style="list-style-type: none"> <li>a. The Delhi Sultanate</li> <li>b. Effects of Muslim rule</li> <li>c. Muslims and Hindus <ul style="list-style-type: none"> <li>1. Differences</li> <li>2. Interactions</li> <li>3. Cultural Blending</li> </ul> </li> </ul> </li> </ul>		<p><b>MODERN DAY CONNECTION</b></p> <ol style="list-style-type: none"> <li>1. A 19<sup>th</sup> century American philosopher, Henry David Thoreau, inspired Gandhi with his essay on civil disobedience to lead a non-violent movement against the British.</li> <li>2. How does Hinduism affect life in modern day India?</li> </ol> <p>(See Bb Folder in Early Civilizations: <i>India</i>)</p>	
<ol style="list-style-type: none"> <li>1. Philosophy in China <ul style="list-style-type: none"> <li>a. Confucius and his rules of conduct</li> <li>b. Hanfeizi and Legalism</li> </ul> </li> </ol>	<p>from the <i>Analects</i> by Confucius translated by Arthur Waley (WL-page 537)</p> <p>from the <i>Tao Te Ching</i> by</p>	<p><b>MODERN DAY CONNECTION</b></p> <p>Explain the literary term, maxim. Have students read and compare Ben Franklin’s maxims to those in the <i>Analects</i>. Compare and Contrast Confucius and Franklin’s maxims. How did they practice the Golden Rule?</p>	<p>Students discuss and debate maxims and then write their own maxims that accurately represent Confucianism posting them in the classroom</p>

<ul style="list-style-type: none"> <li>c. Taoism and the Way of Virtue</li> <li>2. Buddhism in China</li> <li>3. Government in China <ul style="list-style-type: none"> <li>a. Shi Huangdi <ul style="list-style-type: none"> <li>1. Imposed Unity</li> <li>2. Crackdown on Dissent</li> <li>3. The Great Wall</li> <li>4. Collapse of Empire</li> </ul> </li> <li>b. The Han Dynasty <ul style="list-style-type: none"> <li>1. Emperor Wudi</li> <li>2. The Silk Road <ul style="list-style-type: none"> <li>3. Scholar-Officials</li> <li>4. Civil Service System</li> <li>5. Collapse of Han Empire</li> </ul> </li> </ul> </li> </ul> </li> <li>4. Achievements <ul style="list-style-type: none"> <li>a. Science</li> <li>b. Technology</li> <li>c. Arts</li> </ul> </li> <li>5. The Mongols</li> </ul>	<p>Lao-tzu translated by Stephen Mitchell (WL-page 542)</p> <p><i>Taoist Anecdotes</i> translated by Moss Roberts (WL-page 546)</p>	<p>Examine why the Chinese valued the Concept of balance. Students will then use the forces of yin and yang to describe that concept through an original skit.</p> <p>Jigsaw activity: Students review maps, resources, trading materials, and trace the route of the Silk Road. Students identify the major trade goods that moved in each direction and discuss the dangers and rewards of using the Silk Road as a major trade highway.</p> <p style="text-align: center;"><b><u>What's On Your Camel?</u></b></p> <p>Students prepare a bill of lading that describes the items they are carrying east and west on the Silk Road. The teacher plays the role of "Controller" introducing, bandits, geographical problems, and natural disasters that could hinder the trade. Students must react and propose solutions and predict outcomes as they maintain a journal of their adventures.</p>	<p>for ongoing reflective "moments." (See Bb Folder in Resources-<i>Instructional Strategies</i>)</p> <p>Prepare and present an oral defense of your trading experience. You will be addressing the merchants who financed your trade expedition and have either made or lost profit. You must describe all events and defend your actions .</p>
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<ul style="list-style-type: none"> <li>a. Conquests</li> <li>b. Mongol Rule</li> <li>c. The Mongol Peace</li> </ul> <p>6. China Under Mongol Rule</p> <ul style="list-style-type: none"> <li>a. Government</li> <li>b. A Western Visitor <ul style="list-style-type: none"> <li>1. Marco Polo</li> </ul> </li> <li>c. The Ming Dynasty <ul style="list-style-type: none"> <li>1. Economic Revival</li> <li>2. Cultural Flowering</li> </ul> </li> </ul> <p>7. China and the World</p>			
<ul style="list-style-type: none"> <li>1. Geography of Japan <ul style="list-style-type: none"> <li>a. Archipelago</li> <li>b. Ring of Fire</li> </ul> </li> <li>2. Origin of People <ul style="list-style-type: none"> <li>a. Asian Mainland</li> <li>b. Earlier People (Ainu)</li> </ul> </li> <li>3. Yamao Clan (Uji)</li> <li>4. Shinto</li> <li>5. Japan Looks to China <ul style="list-style-type: none"> <li>a. Culture</li> </ul> </li> </ul>	<p><i>Tanka Poems</i> translated by Geoffrey Bownas and Anthony Thwaite (WL-page 568)</p>	<p>In response groups answer:</p> <ul style="list-style-type: none"> <li>• What geographic similarities do Korea and Japan share?</li> <li>• How are Korea and Japan different geographically?</li> <li>• How did those similarities and differences influence the development of each?</li> </ul>	<p>Exit pieces: Each student writes one thing they learned in class and shares them as they leave the room.</p>

<p>b. The Heian Period</p> <p>6. Japan</p> <p>a. Feudalism Emerges</p> <p>b. The World of Warriors</p> <p>c. Status of Noblewomen</p> <p>d. Peasants, Artisans, and Merchants</p> <p>e. Mongol Invasions</p> <p>f. Order and Unity Under the Tokugawas</p> <p>g. Centralized Feudalism</p> <p>h. Economic Growth</p> <p>7. Zen Buddhism and Japanese Culture</p> <p>a. Theatre</p> <p>b. Literature</p> <p>c. Painting and Printing</p> <p>8. Korea</p> <p>a. History</p>	<p>from <i>The Pillow Book</i> by Sei Shonagon translated by Ivan Morris (WL-page 580)</p> <p><i>Zen Parables</i> translated by Paul Reys (WL-page 589)</p> <p><i>Atsumori</i> by Seami Motokiyo translated by Arthur Waley (WL-page 596)</p>	<p>Have a discussion in which students compare and contrast the life and duties of a Samuri with those of an American cowboy (See Bb Folder in Resources-<i>Instructional Strategies</i>)</p> <p>Research and discuss the roles of various women through ancient history to include Queen Sondok (Korea), Empress Wu Zetian (China), Hapshepsut (Egypt) .</p> <p>(Reference: <a href="http://school.discovery.com/lessonplans/programs">http://school.discovery.com/lessonplans/programs</a> for a lesson plan on Hapshepsut.)</p>	<p>The class forms a “Women Who Rule Seminar” and the past meets the present as students assume the roles of ancient (Sondok, Wu Zetian, Hapshepsut) and modern females who have influenced their countries. Students select the “Most Influential Ancient Female Ruler” based on the presentations and questions</p>
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b. Unification under the Silla c. Culture			presented.
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**MODERN DAY CONNECTION**

The ancient traders used a wide variety of materials as currency. Research the development of currency from commodity money to coins. Hypothesize how economic values were assigned to coins and what might be some of the long term advantages of a money-based economy. Relate your findings to the daily fluctuation of the dollar and your local currency through a graph that is updated on a regular basis.

**IV: Original Production (One Week)**

\*\*Reference Assessment Opportunities  
 (See Bb Folder in Resources-*Honors Assessment and Original Productions*)