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| **Unit: Early Humans and the Rise of Civilization**  **TCI** | |
| **Learning Targets**  **“I can…”**  **Lesson 1: I can tell how social scientists interpret the past.**  **Lesson 2: I can tell the capabilities that helped hominids to survive.**  **Lesson 3: I can tell how the development of agriculture changed daily**  **life in the Neolithic Age.**  **Lesson 4: I can tell how geographic challenges led to the rise of**  **City-states in Mesopotamia.**  **Lesson 5: I can tell why historians classify Ancient Sumer as a civilization.**  **Lesson 6: I can tell the most important achievements of the**  **Mesopotamian empires.** | |
| **Content** | **Skills (Learners Will…)** |
| **Lesson 1:** Investigating the Past   * Introduction * Detectives Who Study the Past * Cave Art: Treasures of the Past * Cave Painting of a Human * Cave Painting of Animals * Cave Painting of Shapes and Handprints * Spear Thrower * Clay Sculptures * Cave Art Tools * Summary | * Students will learn about social scientists such as Archaeologists, historians, and geographers and what they do **(3)** * Students will explore the potential meanings and significance of cave art **(2)** * Students will examine cave art that shows humans and discuss what this tells us about people during this time period **(2)** * Students will examine cave art that shows animals and discuss what this tells us about the world these people lived in **(2)** * Students will examine other cave paintings with shapes and handprints and guess their possible meaning **(2)** * Students will analyze other prehistoric artifacts and sculptures to tell what life was like long ago **(3)**   (**DOKs in bold print** |
| **Lesson 2:** Early Hominids   * Introduction * Australopithecus Afarensis: Lucy and Her Relatives * Homo Habilis: Handy Man * Homo Erectus: Upright Man * Homo Sapiens Neanderthalensis: Neanderthal Man * Homo Sapiens Sapiens: Doubly Wise Man * Summary | * Students will analyze the characteristics of Australopithecus Afarensis and early humans **(2)** * Students will analyze the characteristics of Homo Habilis and the groups contribution to the modern human **(3)** * Students will analyze the characteristics of Homo Erectus and the groups contributions **(3)** * Students will analyze the characteristics of Homo Sapiens Neanderthalensis and the groups contribution **(3)** * Students will analyze Homo Sapiens Sapiens and the modern human **(2)** * Students will explain the progression of human development **(4)**   (**DOKs in bold print)** |
| **Lesson 3:** From Hunters and Gathers to Farmers   * Introduction * From Old Stone Age to New Stone Age * Creating a Stable Food Supply * Making Permanent Shelters * Establishing Communities * Developing New Jobs * Beginning to Trade | * Students will understand the transition from the Paleolithic Age and Neolithic Age **(2)** * Students will understand how Neolithic peoples domesticated animals and began farming **(2)** * Students will be able to describe the structures these people lived in and how it compared to earlier human made shelters **(2)** * Students will examine how Neolithic peoples started to establish communities **(3)** * Students will understand how civilization began to be more complex with the introduction of specialization and new jobs **(4)** * Students will understand how specialization led to trade, which led to the spreading of ideas and goods **(4)**   (**DOKs in bold print)** |
| **Lesson 4:** The Rise of Sumerian City-States   * Introduction * Mesopotamia: A Difficult Environment * Foot Shortages in the Hills * Uncontrolled Water Supply in the River Valley * Building and Maintaining a Complex Irrigation System * Attacks by Neighboring Communities * From Small Farming Villages to Large City-States * Summary | * Students will be familiar with the physical makeup of Mesopotamia, including the importance of the Tigris and Euphrates Rivers **(3)** * Students will understand physical phenomena that forced people to move to Mesopotamia’s fertile soil and the problems they faced in Mesopotamia **(2)** * Students will examine how the people of Mesopotamia mastered the environment around them **(2)** * Students will look closely at the early disputes over Mesopotamia between rival groups of people **(3)** * Students will understand the transition of Mesopotamia to large city-states and the factors that caused this **(4)**   (**DOKs in bold print)** |
| **Lesson 5:** Ancient Sumer   * Introduction * Characteristics of Civilization * Stable Food Supply * Social Structure * Government * Religion * The Arts * Technology * Writing * Summary | * Students will understand and know the characteristics of civilization **(2)** * Students will examine and analyze each characteristic of civilization **(3)** * Students will understand how the Sumerians were able to create a stable food supply **(3)** * Students will understand the early social structures that developed in Ancient Sumer and the impact they had on future generations **(4)** * Students will understand the government structure of Ancient Sumer and the effectiveness of that government **(3)** * Students will examine the religions of Sumer and their characteristics **(2)** * Students will examine other aspects of life in Ancient Sumer such as art and technology **(1)**   (**DOKs in bold print)** |
| **Lesson 6:** Exploring four Empires of Mesopotamia   * Introduction * The Akkadian Empire * Life Under Akkadian Rule * Hammurabi and the Babylonian Empire * The Assyrian Empire * Life Under Assyrian Rule * The Neo-Babylonian Empire * Life Under the Neo-Babylonian Empire * Summary | * Students will understand the downfall of the Sumerians and the rise of the Akkadians **(2)** * Students will examine how the Akkadians were able to control and effectively rule Mesopotamia **(2)** * Students will understand the fall of the Akkadians and the rise of the Babylonian empire **(2)** * Students will examine Hammurabi’s law and the impact of these laws **(4)** * Students will examine what life was like under the Babylonians including aspects of the economy and government **(3)** * Students will understand the rise of the Assyrian empire and the ways the Assyrians asserted their control over Mesopotamia **(2)** * Students will examine the fall of the Assyrian Empire the rise of the Neo-Babylonian Empire **(3)** * Students will be able to state the importance and contributions of each empire to future civilizations and groups **(4)**   (**DOKs in bold print)** |

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| **CORE STANDARDS**  **Lesson 1 - Investigating the Past**  Setting the Stage - Early Humans and the Rise of Civilization   * 7-H1.2.1.   Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis). * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.1.1.   Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments. * 7-W1.1.2.   Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia. * 7-W1.2.1.   Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season). * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.2.   Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W2.1.5.   Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes. * 7-G3.2.2.   Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology). * 7-G4.3.1.   Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing: the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa). * 7-G5.1.3.   Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream). * 7-G6.1.2a.   Contemporary Investigation Topics-Related to Content in World History and Contemporary Geography: WHG Era 1: Population Growth and Resources - Investigate how population growth affects resource availability. * 7-G6.1.2b.   Contemporary Investigation Topics-Related to Content in World History and Contemporary Geography: WHG Era 1: Migration - Investigate the significance of migrations of peoples and the resulting benefits and challenges. * 7-G6.1.2c.   Contemporary Investigation Topics-Related to Content in World History and Contemporary Geography: WHG Era 2: Sustainable Agriculture - Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people. * 7-G6.1.2d.   Contemporary Investigation Topics-Related to Content in World History and Contemporary Geography: WHG Era 3: Development - Investigate economic effects on development in a region and its ecosystems and societies.   Section 1 - Introduction   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.1.1.   Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments. * 7-W1.1.2.   Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.   Section 2 - Detectives Who Study the Past   * 7-H1.2.3.   Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources. * 7-H1.2.4.   Compare and evaluate competing historical perspectives about the past based on proof. * 7-H1.2.1.   Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis). * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-G1.3.1.   Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.   Section 3 - Cave Art: Treasures of the Past   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.1.1.   Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments. * 7-W1.1.2.   Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.   Section 4 - Cave Painting of a Human   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.1.1.   Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments. * 7-W1.1.2.   Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.   Section 5 - Cave Painting of Animals   * 7-W1.1.1.   Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments. * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.1.2.   Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.   Section 6 - Cave Painting of Shapes and Handprints   * 7-W1.1.1.   Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments. * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.1.2.   Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.   Section 7 - Spear Thrower   * 7-W1.1.1.   Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments. * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.1.2.   Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.   Section 8 - Clay Sculptures   * 7-W1.1.1.   Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments. * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.1.2.   Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.   Section 9 - Cave Art Tools   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.1.1.   Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments. * 7-W1.1.2.   Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.   Summary   * 7-H1.2.3.   Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources. * 7-H1.2.4.   Compare and evaluate competing historical perspectives about the past based on proof. * 7-H1.2.1.   Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis). * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.1.1.   Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments. * 7-W1.1.2.   Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia. * 7-G1.3.1.   Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.   **Lesson 2 - Early Hominids**  Section 1 - Introduction   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity.   Section 2 - *Australopithecus Afarensis*: Lucy and Her Relatives   * 7-H1.1.1.   Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity.   Section 3 - *Homo Habilis*: Handy Man   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity.   Section 4 - *Homo Erectus*: Upright Man   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity.   Section 5 - *Homo Sapiens Neanderthalensis*: Neanderthal Man   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity.   Section 6 - *Homo Sapiens Sapiens*: Doubly Wise Man   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity.   Summary   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity.   Enrichment Essay - Piecing Together the Story of Early Hominids   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity.   **Lesson 3 - From Hunters and Gatherers to Farmers**  Section 1 - Introduction   * 7-W1.2.1.   Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season). * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.1.1.   Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments. * 7-W1.1.2.   Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia. * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W2.1.4.   Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy). * 7-W2.1.5.   Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes. * 7-G6.1.2c.   Contemporary Investigation Topics-Related to Content in World History and Contemporary Geography: WHG Era 2: Sustainable Agriculture - Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.   Section 2 - From Old Stone Age to New Stone Age   * 7-W1.2.1.   Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season). * 7-H1.2.1.   Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis). * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.1.1.   Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments. * 7-W1.1.2.   Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia. * 7-W1.2.2.   Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W2.1.4.   Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy). * 7-W2.1.5.   Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes. * 7-G6.1.2c.   Contemporary Investigation Topics-Related to Content in World History and Contemporary Geography: WHG Era 2: Sustainable Agriculture - Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.   Section 3 - Creating a Stable Food Supply   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.2.   Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).   Section 4 - Making Permanent Shelters   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity.   Section 5 - Establishing Communities   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.2.   Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).   Section 6 - Developing New Jobs   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.2.   Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).   Section 7 - Beginning to Trade   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.2.   Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).   Summary   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.1.2.   Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia. * 7-W1.2.1.   Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season). * 7-W1.2.2.   Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W2.1.5.   Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes. * 7-G6.1.2c.   Contemporary Investigation Topics-Related to Content in World History and Contemporary Geography: WHG Era 2: Sustainable Agriculture - Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.   **Lesson 4 - The Rise of Sumerian City-States**  Section 1 - Introduction   * 7-H1.1.1.   Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).   Section 2 - Mesopotamia: A Difficult Environment   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.2.   Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).   Section 3 - Food Shortages in the Hills   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.2.   Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).   Section 4 - Uncontrolled Water Supply in the River Valley   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.2.   Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).   Section 5 - Building and Maintaining a Complex Irrigation System   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.2.   Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-G3.2.2.   Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology). * 7-G4.3.1.   Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing: the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa). * 7-G5.1.3.   Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).   Section 6 - Attacks by Neighboring Communities   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.2.   Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-G3.2.2.   Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology). * 7-G4.3.1.   Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing: the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa). * 7-G4.4.1.   Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth). * 7-G5.1.3.   Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).   Section 7 - From Small Farming Villages to Large City-States   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.2.   Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).   Summary   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.1.   Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family). * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.2.   Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W3.1.9.   Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. * 7-G3.2.2.   Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology). * 7-G4.3.1.   Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing: the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa). * 7-G4.4.1.   Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth). * 7-G5.1.3.   Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).   **Lesson 5 - Ancient Sumer**  Section 1 - Introduction   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W3.1.9.   Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. * 7-G3.2.2.   Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology). * 7-G4.3.1.   Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing: the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa). * 7-G5.1.3.   Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).   Section 2 - Characteristics of Civilization   * 7-W1.2.2.   Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). * 7-G3.1.1.   Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi). * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.1.   Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family). * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.2.   Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W2.1.4.   Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy). * 7-W3.1.9.   Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. * 7-G2.1.1.   Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study. * 7-G3.2.2.   Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology). * 7-G4.3.1.   Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing: the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa). * 7-G5.1.3.   Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).   Section 3 - Stable Food Supply   * 7-W1.2.2.   Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W2.1.4.   Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy). * 7-G3.2.2.   Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology). * 7-G4.3.1.   Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing: the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa). * 7-G5.1.3.   Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).   Section 4 - Social Structure   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity.   Section 5 - Government   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-G4.4.1.   Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).   Section 6 - Religion   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.1.   Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family). * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W3.1.9.   Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.   Section 7 - The Arts   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).   Section 8 - Technology   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W2.1.4.   Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy). * 7-G3.2.2.   Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology). * 7-G4.3.1.   Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing: the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa). * 7-G5.1.3.   Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).   Section 9 - Writing   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W3.1.9.   Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.   Summary   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.1.   Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family). * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.2.   Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W2.1.4.   Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy). * 7-W3.1.9.   Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. * 7-G3.2.2.   Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology). * 7-G4.3.1.   Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing: the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa). * 7-G4.4.1.   Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth). * 7-G5.1.3.   Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).   **Lesson 6 - Exploring Four Empires of Mesopotamia**  Section 1 - Introduction   * 7-H1.1.1.   Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. * 7-W3.1.9.   Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W3.1.7.   Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks). * 7-G4.4.1.   Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).   Section 2 - The Akkadian Empire   * 7-H1.2.1.   Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis). * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W3.1.9.   Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. * 7-G3.2.2.   Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology). * 7-G4.3.1.   Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing: the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa). * 7-G4.4.1.   Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth). * 7-G5.1.3.   Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).   Section 3 - Life Under Akkadian Rule   * 7-W3.1.9.   Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-G3.2.2.   Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology). * 7-G4.3.1.   Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing: the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa). * 7-G5.1.3.   Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).   Section 4 - Hammurabi and the Babylonian Empire   * 7-W3.1.9.   Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. * 7-H1.2.1.   Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis). * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).   Section 5 - Life in the Babylonian Empire   * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.4.1.   Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family). * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.2.   Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W3.1.9.   Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. * 7-G3.2.2.   Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology). * 7-G4.3.1.   Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing: the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa). * 7-G5.1.3.   Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).   Section 6 - The Assyrian Empire   * 7-H1.2.1.   Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis). * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W3.1.7.   Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks). * 7-G4.4.1.   Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).   Section 7 - Life Under Assyrian Rule   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.1.   Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family). * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W3.1.7.   Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks). * 7-W3.1.9.   Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. * 7-G3.2.2.   Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology). * 7-G4.3.1.   Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing: the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa). * 7-G5.1.3.   Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).   Section 8 - The Neo-Babylonian Empire   * 7-H1.2.1.   Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis). * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-G4.4.1.   Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).   Section 9 - Life in the Neo-Babylonian Empire   * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).   Summary   * 7-W3.1.9.   Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. * 7-H1.2.2.   Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. * 7-H1.2.5.   Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes. * 7-H1.4.1.   Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family). * 7-H1.4.2.   Describe and use themes of history to study patterns of change and continuity. * 7-W1.2.3.   Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). * 7-W2.1.2.   Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). * 7-W2.1.3.   Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication). * 7-W3.1.7.   Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks). * 7-G3.2.2.   Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology). * 7-G4.3.1.   Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing: the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa). * 7-G4.4.1.   Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth). |