

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II, April 2012**

Ancient Civilizations

Course Essential Questions:

- How did prehistoric cultures compare and contrast both regionally and over time?
- How do social scientists study prehistory and the ancient world?
- What conditions and technologies are necessary for civilization to exist?
- What were some of the major ancient civilizations and how do they compare and contrast to each other in terms of culture, technology, region, and human/environment interactions?
- How did Ancient Greece and Rome shape the modern Western world?

Phase II Curriculum

Unit 1: Prehistory and the Social Scientific Process

Essential Questions:

- What was everyday life like before the invention of agriculture and domestication and how do we know?
- What tools and technologies did people use in the prehistoric world?
- How and why did agriculture develop and what were the societal repercussions?
- What role did region play in shaping prehistoric life and cultures?

Essential Understanding:

- Archaeologists piece together multiple sources of evidence to create hypothesis about the lives of prehistoric peoples
- Prehistoric tools were sophisticated and specifically adapted to meet the needs of people over time and space
- Food sources are a major limiting factor in the development of labor and specialization
- Different regional circumstances promoted the development of diversity in prehistoric life and culture across space and time

Curriculum Standards

World History Era 1

The Beginnings of Human Society Giving Shape to World History

Standard 1: The biological and cultural processes that gave rise to the earliest human communities

Standard 1A - The student understands early hominid development in Africa.

Standard 1B- The student understands how human communities populated the major regions of the world and adapted to a variety of environments.

Standard 2: The processes that led to the emergence of agricultural societies around the world.

Standard 2A - The student understands how and why humans established settled communities and experimented with agriculture.

Standard 2B - The student understands how agricultural societies developed around the world.

7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

7 – H1.2.1 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 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

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 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, and 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 – W1.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • Prehistoric man was sophisticated in his use of tools and technologies and was constantly adapting to the needs of his environment • The major characteristics of the Paleolithic, Mesolithic, and Neolithic eras of prehistory • What agriculture and domestication are and why they are essential to the development of civilization • The major characteristics of what constitutes a civilization 	<ul style="list-style-type: none"> • Draw comparisons and identify contrasts between regions in regard to the culture and lifestyles of primitive man • Use and create replicas of common tools characteristic of prehistoric man • Reproduce the methods and processes that are commonly used by archaeologists • Analyze and draw conclusions based on archeological evidence • Identify the causes and effects of the development of agriculture

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
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Phase V Learning Plan

Unit 2: Emergence of Civilization	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What characteristics must exist in order for civilization to develop? • Why did civilization develop at different times in different regions of the world? • What were some common characteristics of the first civilizations? • How did ancient civilizations differ in terms of culture, region, human environment interaction, government, and other major features? • What physical artifacts and landmarks are still in existence which provides evidence about the culture and lifestyle of ancient peoples, and what can they tell us? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • Domestication of plants and animals allows for the provision of an adequate amount of food for people to live in large groups • Division of labor and specialization allows for sophisticated cultural development • Hierarchical power structures, the development of written language, and the proximity to fresh water are common characteristics of early civilizations • Different civilizations developed unique characteristics as a result of many factors including region, climate, and social structure • Artifacts, monuments, and written texts all provide evidence as to the nature of life within different ancient civilizations
Curriculum Standards	
<p>World History Era 1 The Beginnings of Human Society Giving Shape to World History</p> <p><u>Standard 2:</u> The processes that led to the emergence of agricultural societies around the world. Standard 2A - The student understands how and why humans established settled communities and experimented with agriculture. Standard 2B - The student understands how agricultural societies developed around the world.</p> <p>World History Era 2 Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE</p> <p><u>Standard 1:</u> The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt and the Indus valley. Standard 1A - The student understands how Mesopotamia, Egypt, and the Indus valley became centers of dense population, urbanization, and cultural innovation in the fourth and third millennia BCE.</p> <p><u>Standard 2 :</u> How agrarian societies spread and new states emerged in the third and second millennia BCE. Standard 2A - The student understands how civilization emerged in northern China in the second millennium BCE.</p> <p>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 – 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 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture verbal vocalizations standardization of physical (rock, bird) and abstract (love, fear) words pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions) 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).</p>	

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • The role of rivers in the development and support of civilizations • That the roots of modern society arose through the evolution of ancient culture and civilization • What roles various factors played in shaping the nature of culture, technology, and life within a variety of ancient civilizations 	<ul style="list-style-type: none"> • Identify why, how, and when different regions of the world supported the development of civilization • Compare and contrast ancient civilizations over time and across regions • Identify the major defining characteristics of particular ancient civilizations • Interpret archaeological evidence and existing text to formulate a picture of the nature of culture and life within an ancient civilization

Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
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Phase V Learning Plan

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Unit 3: Ancient Greece	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did the ideas and methods of Greek philosophers construct the foundation of modern scientific thought? • How did society and politics evolve in Ancient Greece and how is that reflected in the world today? • How did Greek warfare and the conquests of Alexander the Great lead to cultural diffusion in the ancient world? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • The philosophical explorations and teachings of Greek thinkers set the foundation for both the natural and social sciences in modern Western society • The practice of self governance and the foundations of democracy found in the Western world today have their origins in Ancient Greece • Greek weapons and battlefield tactics allowed their society to become a dominant power in the Mediterranean region and beyond • The empire created by Alexander the Great brought the culture, technology, and ideals of Ancient Greece to a wide region
Curriculum Standards	
<p>World History Era 3 Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE</p> <p><u>Standard 2:</u> The emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE</p> <p>Standard 2A - The student understands the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states.</p> <p>Standard 2B: The student understands the major cultural achievements of Greek civilization.</p> <p>Standard 2C- The student understands the development of the Persian (Achaemenid) empire and the consequences of its conflicts with the Greeks</p> <p>Standard 2D-The student understands Alexander of Macedon’s conquests and the interregional character of Hellenistic society and culture.</p> <p>7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).</p> <p>7– W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.</p> <p>7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.</p> <p>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).</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</p> <p>7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.</p>	
Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • The major works and ideas of Socrates, Plato, and Aristotle • What the Socratic method is and how it works • What Athenian democracy was and how it worked • Political theory and practice in Ancient Greece set a precedent for Western democracy • The types of weapons and tactics used by the Greeks, with a specific focus on the Spartans • The major conquests and accomplishments of Alexander the Great 	<ul style="list-style-type: none"> • Explain and illustrate the Socratic method • Discuss and critique the written works of Plato and Aristotle • Explain how Athenian democracy worked and critique its usefulness in the modern world • Describe and assess the methods used by Alexander the Great in his rise to power • Locate and describe the geographic boundaries of the empire of Alexander the Great • Illustrate the impact of Alexander’s empire on the

<ul style="list-style-type: none"> The impact of the cultural diffusion caused by Alexander's empire 	cultures of the regions he controlled
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Phase III Textbook/Materials

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Phase V Learning Plan

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Unit 4: Ancient Rome	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did Ancient Rome change and evolve over time? • How did the Roman Empire change the region it dominated? • What role did religion play in Ancient Rome and how did that role change over time? • How did Roman technology shape the empire? • What is the lasting impact of Ancient Rome on Western society in the modern world? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • Ancient Rome began in the Neolithic era as a modest collection of villages and evolved into one of the greatest empires of all time • The Roman empire was a major source of cultural diffusion and had an economic impact on the entire Mediterranean region as well • The polytheism of Ancient Rome and the conversion to Christianity in its later history played a major role in shaping its society • Roman engineering and technology became extremely advanced for the ancient world and facilitated the strength of the empire • The Roman Empire is responsible for many of the cultural, political, and technological innovations that have been built upon to form modern Western society
Curriculum Standards	
<p>World History Era 3 Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE</p> <p><u>Standard 3:</u> How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE</p> <p>Standard 3A - The student understands the causes and consequences of the unification of the Mediterranean basin under Roman rule.</p> <p>Standard 3B -The student understands the emergence of Christianity in the context of the Roman Empire.</p> <p><u>Standard 5:</u> Major global trends from 1000 BCE-300 CE</p> <p>Standard 5A- The student understands major global trends from 1000 BCE to 300 CE.</p> <p>7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).</p> <p>7– W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.</p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.</p> <p>7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.</p> <p>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</p> <p>7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period. 7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.</p>	
Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • The Roman Empire brought order, technology, and religion to a wide region – across Europe and the Mediterranean region • Ancient Rome was a polytheistic society until late in its history when it converted to Christianity 	<ul style="list-style-type: none"> • Describe the evolution of Roman society from modest villages to a dominant empire • Assess the role of Ancient Rome in shaping modern Western society

<ul style="list-style-type: none"> • Roman Christianity was a major factor in the spread of the religion • Roman roads were a major engineering feat and played a large role in cultural diffusion and trade • Roman architecture was both innovative and the techniques were revolutionary 	<ul style="list-style-type: none"> • Summarize the major accomplishments in the history of Ancient Rome • Describe the impact of the invention of concrete, the arch, aqueducts, and other major Roman engineering feats • Define the word cultural diffusion and critique the manner in which it was implemented throughout the Roman Empire • Compare and contrast the different social and political structures of Rome, including the Roman republic and the role of the Caesar
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

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Phase V Learning Plan

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