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# Unit Planner: 2016 - 2017 Gibson - The First Civilizations Global 1

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High School > 2018-2019 > Grade 9 > Social Studies > Global 1  
(C) > Week 5 - Week 8

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## 2016 - 2017 Gibson - The First Civilizations

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- [Unit Planner](#)
- [Lesson Planner](#)

### Big Ideas / Enduring Understandings

- **9.1 DEVELOPMENT OF CIVILIZATION: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions and shared a number of defining political, social, and economic characteristics. (Standards: 2, 3, 4; Themes: TCC, GEO, ECO, TECH)**

### Essential Questions

- How is power gained, consolidated, maintained, and lost?
- What is history? How is it written?

### Common Core Standards and Indicators

**NYS: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12**

**NYS: Grades 9-10**

#### Reading: History/Social Studies

##### Key Ideas and Details

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.**

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

##### Craft and Structure

**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**6. Assess how point of view or purpose shapes the content and style of a text.**

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

**Writing**

**Text Types and Purposes**

**1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

1. Write arguments focused on discipline-specific content.

1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

1b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e. Provide a concluding statement or section that follows from or supports the argument presented.

**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing**

**4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

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**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Research to Build and Present Knowledge**

**7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

9. Draw evidence from informational texts to support analysis, reflection, and research.

**Range of Writing**

**10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

| Content   | Skills / Strategies   |
|---|---|
| <p><b>9.0a To interpret the past, historians use analytical techniques like corroboration, contextualization, and sourcing, and they weigh the perspectives and motives of historical actors.</b></p>                     | <p><b>Students will source, corroborate, and contextualize evidence from documents in a paragraph.</b></p>  |
| <p><b>9.1a The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi-sedentary lifestyles.</b></p> | <p><b>Students will identify instances when a historian is sourcing a document, corroborating evidence, and contextualizing a source.</b></p>   |
| <p><b>9.1b Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</b></p>   | <p><b>Students will analyze the political, social and economic differences in human lives before and after the Neolithic Revolution.</b></p>  |
| <p><b>9.1c Complex societies and civilizations share common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy.</b></p>                      | <p><b>Students will explore how the Egyptian, Mesopotamia, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.</b></p> |
| <p><b>9.1d Complex societies and civilizations made unique cultural achievements and contributions.</b></p>   | <p><b>Students will explore the Egyptian, Mesopotamia, Shang, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics.</b></p>       |
| <p><b>9.2a Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife.</b></p>  | <p><b>Students will explore the unique achievements of the Egyptian, Mesopotamia, Shang, and Indus River valley civilizations.</b></p>  |
| <p><b>9.2b Belief systems were often used to unify</b></p>  | <p><b>Students will identify the place of origin, compare</b></p>   |

groups of people, and affected social order and gender roles.

and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.

## Key Terms / Vocabulary

nomadic  
hunting and gathering  
domesticate  
settlements  
revolution  
Paleolithic  
sedentary  
agriculture  
crops  
hunter-gatherer  
nomad  
river valley  
fertile  
irrigation  
culture  
cultural diffusion  
collective learning  
Neolithic  
subsistence agriculture  
culture  
Code of Hammurabi  
social classes  
civilization  
reliable  
urban  
Fertile Crescent  
adapt

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*  
Please see link below for fully detailed unit plan from New Visions Drive to Write program.

### General Modifications:

- **Students will be grouped heterogeneously based on their learning modalities (VARK scores and identified areas for skill improvement in baseline exam) and their classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.**
- **Use of verbal cues and checks for understandings to ensure student comprehension and completion of tasks.**
- **Short movie clips and photographs (graphs, artwork, diagrams) are utilized to provide multiple entry points for unique learning styles.**
- **Google Earth used regularly to cater to visual learners and show geographic features in an interactive format (students invited to board to explore google earth).**

## Assessments

[Depth of Knowledge \(DOK\) Levels](#)  
[TheFirstCivilizationsUnitPlan.pdf](#)

- **Graphs/Charts/Maps used to help facilitate synthesis of geographic concepts.**
- **Emphasis of key ideas and words during group readings.**
- **Pacing and duration of lessons will be adjusted to ensure student comprehension of content.**
- **Students are invited up to the board to share answers to various do-now activities in a graphic organizer/mind map format.**
- **Paraphrasing of notes, questions, and directions as needed along with providing additional examples to students.**
- **Regular use of mind maps and graphic organizers (for do-now share outs).**
- **Use of gallery walk and active learning strategies and activities to cater to students with diverse learning modalities.**
- **Double time provided for test completion to ICT students.**
- **Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.), utilizing purposeful groupings to support student learning and understanding. This is done to support struggling students, students with disabilities, ELLs, and SPELLs.**
- **Translated copies of reading materials are made available to students who require this modification.**
- **ELLs are grouped with bilingual students to facilitate growth in target language.**

#### **General Resources for SPELLs and ELLs**

- **Use of Spanish to English dictionaries**
- **Use of google chromebooks with translated documents and assignments.**
- **Use of textbooks**

**NOTE: These modifications have been utilized throughout the course of this academic year as well as throughout the course of this learning unit. Additional modifications will be added as required and deemed necessary through inquiry cycles of formative assessment.**

#### **Common Core Instructional Shifts**

1. **Knowledge in the Disciplines:** Building knowledge to content rich informational text (DBQ Document Readings)
2. **Text Based Answers:** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)
3. **Writing from Sources:** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)

4. ***Academic Vocabulary***: Regular practice with complex text and its academic vocabulary (Informational text taken from old Regents exams that include grade level content vocabulary)

[TheFirstCivilizationsUnitPlan.pdf](#)

## Resources



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