Let's Settle Down
Characteristics of Civilization

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Grade Level	9th – 12th Grade	**Time Frame**	90 minutes
Subject	Social Studies	**Duration**	2 periods
Course	World History		

Essential Question

What are the characteristics of a civilization? Why do civilizations develop in certain locations? How do modern civilizations compare to ancient civilizations?

Summary

In this lesson, students will analyze ancient civilizations to understand how the environment impacts both human settlement and the characteristics of a civilization. Students will construct PERSIA graphic organizers of the civilization they live in and compare their civilizations with the ancient civilizations they have analyzed. This is a multimodality lesson, which means it includes face-to-face, online, and hybrid versions of the lesson. The attachments also include a downloadable Common Cartridge file, which can be imported into a Learning Management System (LMS) such as Canvas or eKadence. The cartridge includes interactive student activities and teacher's notes.

Snapshot

Engage
Students examine a map to determine the best place to settle down.

Explore
Students explore how rivers supported the development of early civilizations.

Explain
Students examine elements of civilization by analyzing ancient river valley civilizations.

Extend
Students examine elements of their own civilization.

Evaluate
Students complete an Exit Ticket comparing elements of ancient civilizations to their own.

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Standards

ACT College and Career Readiness Standards - Reading (6-12)

IDT402: Identify a clear central idea or theme in somewhat challenging passages or their paragraphs
REL402: Identify clear comparative relationships in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

I&A 401: Understanding the task and writing with purpose. A score in this range indicates that the writer is able to: -Generate a clear thesis that establishes a perspective on a contemporary issue -Engage with other perspectives on the issue

Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))

WH.1.1: Evaluate the impact of geography and trade on the development of culture in Africa, Asia, and Europe including religion, philosophy, and political belief.

Attachments

- Ancient Civilizations Map—Let's Settle Down - Spanish.docx
- Ancient Civilizations Map—Let's Settle Down - Spanish.pdf
- Ancient Civilizations Map—Let's Settle Down.docx
- Ancient Civilizations Map—Let's Settle Down.pdf
- Ancient River Valley Civilizations Packet—Let's Settle Down.pdf
- Common Cartridge—Let's Settle Down.zip
- Double PERSIA Graphic Organizer—Let's Settle Down - Spanish.docx
- Double PERSIA Graphic Organizer—Let's Settle Down - Spanish.pdf
- Double PERSIA Graphic Organizer—Let's Settle Down.docx
- Double PERSIA Graphic Organizer—Let's Settle Down.pdf
- Exit Ticket—Let's Settle Down - Spanish.docx
- Exit Ticket—Let's Settle Down - Spanish.pdf
- Exit Ticket—Let's Settle Down.docx
- Exit Ticket—Let's Settle Down.pdf
- Lesson Slides—Let's Settle Down.pptx
- PERSIA Graphic Organizer—Let's Settle Down - Spanish.docx
- PERSIA Graphic Organizer—Let's Settle Down - Spanish.pdf
- PERSIA Graphic Organizer—Let's Settle Down.docx
- PERSIA Graphic Organizer—Let's Settle Down.pdf
- Pick a Place to Settle—Let's Settle Down - Spanish.docx
- Pick a Place to Settle—Let's Settle Down - Spanish.pdf
- Pick a Place to Settle—Let's Settle Down.docx
- Pick a Place to Settle—Let's Settle Down.pdf

Materials

- Lesson Slides (attached)
- Large paper or use of a whiteboard
- PERSIA Graphic Organizer (attached, one per group and one per student)
- Double PERSIA Graphic Organizer (attached, one per group and one per student)
- Ancient River Valley Civilizations Packet (attached, one civilization per group)
- Exit Ticket (attached, one per student)

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10 minutes

Engage

> **Teacher's Note: Divide into Groups**
>
> Divide students into groups of 3-4. Students will stay in their initial groups for the majority of the lesson.

Use the attached **Lesson Slides** to follow along with the lesson.

Show **slide 3**. Give students time to read the essential questions before reading them aloud. Ask students to think about these questions as they progress through the lesson.

- Why do civilizations develop in certain locations?
- What are the characteristics of civilization?
- How do modern civilizations compare to ancient civilizations?

Show **slide 4**: Review the lesson objectives with students:

- Explain how the environment influences human settlement.

- Identify the elements of civilization

Show **slide 5**. Have students examine the topographical map from Google Earth. Ask students to imagine they are a group of nomadic people looking for a place to settle down. Using the image, ask students to pick a location to settle. Have them use coordinates on the image to pick a location (for example, A5).

Give students time to discuss in groups the locations they have chosen. Ask for volunteers to share the locations they have chosen and explain why they picked those locations.

> **Teacher's Note: Sticky Notes**
>
> If preferred, give each student a small sticky note. Have one person from each group place their sticky notes where they would settle; then ask for volunteers to share why they chose these locations.

15 minutes

Explore

Show **slide 6**. Explain that the map shows the locations of four ancient civilizations.

Show **slide 7**. Ask students to think about the location of each civilization. After giving them a couple of minutes to examine the map, ask students to answer the following questions in their groups. Ask volunteers to share group responses. Have the whole class discuss their answers.

- What do the locations of each civilization have in common?
- What natural resources supported these civilizations?
- In addition to fresh water, what other resources would people need to settle in a location.

Possible Student Responses

Students should note that all four civilizations are located near rivers. Students should note that rivers provide fresh drinking water as well as water for crops and the use of water trade routes. Students should infer that other materials needed to settle in a location include materials to build shelter/homes, fertile soil for growing crops, a climate that is hospitable, an area that provides a natural defense from invaders.

Show **slide 8** and review the preview questions for the video, which is three minutes long. The video explains how the discovery of farming changed human settlement. Ask students to think about the following questions as they view the video:

- How do the locations of the river valley civilizations support farming?
- How does the video suggest that farming leads to creating a civilization?

Embedded video
https://youtube.com/watch?v=bhzQFIZuNFY

After students have watched the video, have them discuss the questions in their groups. Ask volunteers to share their thoughts with the whole class.

Possible Student Responses

Students should note that being near a river would have been useful for irrigating crops. Agriculture brought people together. They originally developed settlements to work the land. Settlements grew into cities because people banded together for defense and to share resources.

Show **slide 9.** Ask students to think about the word "civilization." Have them develop a definition for "civilization" in their groups; then ask for volunteers to share the definition they developed.

After listening to student's definitions, show **slide 10.** Read or ask a volunteer to read the formal definition of "civilization." Remind students they will learn more about civilization by examining in detail four ancient civilizations. As they study the ancient civilizations, have students to look for the characteristics of civilization.

30 minutes
Explain

> **Lesson Preparation**
>
> Prior to class, prepare six large pieces of paper with the PERSIA headings on each paper, or provide space on the whiteboard with six PERSIA headings. Each PERSIA heading should be displayed—Political, Economic, Religion, Social, Intellectual, and Area.
>
> Print out copies from the **Ancient River Valley Civilizations Packet** ahead of time.

Assign groups to examine one of the four civilizations identified in the Ancient River Valley Civilizations Packet.

Use the attached **Ancient River Valley Civilizations Packet** and pass out a reading about one of the four civilizations to each group.

> **Optional Technology Integration**
>
> If student devices are available, provide students with a link to the digital version of the Ancient River Valley Civilizations Packet at http://k20.ou.edu/rivercivs.

> **Teacher's Note: Using PERSIA**
>
> Since you may have multiple groups reading about the same civilization, consider dividing PERSIA categories among the groups that have the same civilization. For example, multiple groups could have the same civilization, but no one group completes all six (6) components of the activity. Depending on the number of groups, each could be assigned only two or three components of PERSIA.

Show **slide 11**. Pass out the attached Persia Graphic Organizer, one for each group. Explain the strategy to students.

Have students read about the civilization they were assigned. Instruct them to fill in the information on the PERSIA handout as they read.

After students have finished their assigned reading and assigned PERSIA graphic organizer parts, have them go to the large paper or whiteboard and list the information for their civilization under the corresponding PERSIA category. Ask students to include the name of the civilization they are detailing under the PERSIA category paper.

After all six PERSIA parts for all four civilizations have been recorded at the front of the class, have a class discussion about the similarities that can be found among the four civilizations. Discuss how the physical geography of the region influenced the settlement of people in each of the four locations.

Possible Student Responses

In the class discussion, students should notice that all of the civilizations studied were centered around rivers that provide fresh water and fertile soil used to grow crops, which enabled people to stay in one location. All of the civilizations were governed by structured systems with absolute monarchies and had complex social and religious systems. Students might point out that all four civilizations had advanced technology and tools as well. The location of the four civilizations helped the civilizations develop as the people in each civilization used the rivers in many ways, from irrigation to trade.

30 minutes
Extend

Teacher's Note: PERSIA for Students' Own Civilizations

Copy enough PERSIA handouts for individual students have a copy to analyze their own civilizations, or alternatively, students can use blank copy paper to create their PERSIA chart.

Show **slide 12**. Have students individually create a PERSIA Graphic Organizer examining the civilization that they live in today. Allow students sufficient time to complete each PERSIA category with information from their own civilization.

After allowing time for students to create a PERSIA Graphic Organizer about their own civilization, have them discuss their completed charts in their groups. Ask students to look for similarities and differences between their PERSIA Graphic Organizers. Ask for volunteers from each group to share the commonalities they listed in their own PERSIA charts and have a class discussion about characteristics of today's civilization.

Possible Student Responses

Students may list different characteristics for some PERSIA categories, but this will help students understand the complexities of civilization and understand multiple points of view.

10 minutes

Evaluate

Teacher's Note: The Exit Ticket

Print and cut into two separate tickets so that each student has one-half of a page to respond to the question. Alternatively, students can use their own notepaper.

For their capstone activity, have students complete an exit ticket by answering the following question:

How have civilizations changed over time?

Students can use the completed PERSIA Graphic Organizers analyzing ancient civilizations and their completed PERSIA Graphic Organizer on today's civilization to respond to the question.

Possible Student Responses

Students might note that due to irrigation technology, people today do not need to settle by a river even though rivers are still used for freshwater sources and trade routes. Students might note that the ancient civilizations all had forms of absolute monarchies, and today governments tend to be some form of democracies. While most civilizations have some type of religion, major religions today are monotheistic instead of polytheistic like the ancient civilizations. Civilizations today are less likely to have rigid social structures unlike ancient civilizations.

Collect the student's individual PERSIA Graphic Organizer and the exit ticket to assess student understanding.

Resources

- Google. (n.d.). Egypt and surrounding countries. [Map]. https://www.google.com/maps/@30.1301925,47.823879,2665957m/data=!3m1!1e3. Grid overlay added by K20 Center.
- K20 Center. (n.d.). Bell ringers and exit tickets. Strategy. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Ancient river valley civilizations. Infogram. https://learn.k20center.ou.edu/lesson/1448/Ancient-River-Valley-Civilizations-Packet.pdf?rev=8134
- K20 Center. (n.d.). Locations of ancient civilizations. https://docs.google.com/document/d/1eDfyG8qo1IS9MDgZAo1S5YEfMKzQcEzD
- K20 Center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.). Persia graphic organizer. Strategy. https://learn.k20center.ou.edu/strategy/113