



# Let's Settle Down

## Characteristics of Civilization



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<b>Grade Level</b>	9th – 12th Grade	<b>Time Frame</b>	90 minutes
<b>Subject</b>	Social Studies	<b>Duration</b>	2 periods
<b>Course</b>	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.

## 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

- Common Cartridge (attached)
- Student devices with internet access
- Ancient River Valley Civilizations Packet (attached, one per student)
- Pick-a-Place-to-Settle-Down map (attached, one per student)
- Ancient Civilizations Map (attached, one per student)
- PERSIA graphic organizer (attached, one per group and student)
- Double PERSIA graphic organizer (attached, one per group and student)
- Exit Ticket (attached, one per student)

10 minutes

## Engage (Face to Face)

### Teacher's Note: Establishing Groups

Divide students into groups of 3-4. Students will stay in groups for the majority of the lesson.

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

Show **slide 3**. Before reading the Essential Questions aloud, give students sufficient time to read from the slide. Remind students to think about these questions as they progress through the lesson.

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

Show **slide 4**. Review the Lesson Objectives:

- Explain how the environment influences human settlement.
- Identify the elements of civilization.

Show **slide 5**. Have students examine the Google Earth image. Ask students to imagine they are a group of nomadic people looking for a place to settle down.

Have students use their copies of the handout **Pick a Place to Settle** and select a location where they would like to settle.

Instruct them to use the coordinates on the image to pick a location (for example, A5). Give students time to discuss their choices with their group members. Ask for volunteers to share the location they have chosen and explain why they picked that location.

### Teacher's Note

If preferred, give each group a sticky note and ask a person from each group place their sticky notes on the slide where they would settle; ask for volunteers to share why they chose the location.

15 minutes

## Explore (Face to Face)

Show **slide 6**. Explain that the map shows the locations of four ancient civilizations. Ask students to think critically about the location of each civilization. After students have taken sufficient time examining the map, ask them to discuss the following questions in their groups. Ask for volunteers to share out their answers to the whole class.

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

### Possible Student Responses

Students should note that all four civilizations are located near rivers. Students should share that rivers provide fresh drinking water, water for crops, and water as trade routes. Students should share 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, areas that provides a natural defense from invaders.

30 minutes

## Explain (Face to Face)

### 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 heading of PERSIA should be displayed - Political, Economic, Religion, Social, Intellectual, and Area.

If class is meeting face-to-face, print out handouts of Ancient River Valley Civilizations to distribute to individual students.

Use the attached **Ancient River Valley Civilizations Packet** handout 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: Assigning Civilizations

Depending on class size, you may have multiple groups reading about the same civilization. Consider dividing up PERSIA categories between groups that have been assigned the same civilization. For example, multiple groups could have the same civilization but responsible for researching only two or three components of PERSIA.

Introduce students to the [PERSIA graphic organizer](#) strategy and pass out the attached **PERSIA Graphic Organizer handout**, one for each group. Have students read about the civilization they were given. Ask them to fill in information on the PERSIA handout about their assigned civilization.

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—and the name of the civilization they have researched— under the corresponding PERSIA category.

After all six PERSIA parts for all four civilizations have been recorded at the front of the class, have the whole class discuss the similarities that exist among the four civilizations. Have students discuss how physical geography influenced the settlement of people in the four locations.

**Possible Student Responses**

In the class discussion, students should notice that all of four civilizations were centered around rivers that provided fresh water and fertile soil used to grow crops, which enabled people to stay in one location. All of the civilizations had structured government systems with absolute monarchies and established 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 (Online)

After close study of ancient civilizations, have students create a PERSIA chart over the civilization that they live in today. Give each student the attached **PERSIA Graphic Organizer** handout. Have students fill in details of each PERSIA category with information from their own civilizations.

Have students to submit their completed PERSIA Graphic Organizers in your LMS. Ask students to review each other's PERSIA Graphic Organizers for similarities and differences. Have students to comment on each other's PERSIA Graphic Organizers.

### Optional Tech Integration

Consider creating a [Padlet](#) to facilitate a discussion board for students to post their PERSIA Graphic Organizers.

### Possible Student Responses

Students may list different characteristics for some PERSIA categories. Any differences will help students understand the complexities of civilization and introduce multiple points of view.

10 minutes

## Evaluate (Online)

### Teacher's Note: Exit Ticket

Share the attached **Exit Ticket** handout with students or create a discussion post within your LMS where they can answer the concluding questions. Have students submit their Exit Ticket in your LMS.

Have students answer the following question as the concluding activity: How have civilizations changed over time?

Allow students to use their completed PERSIA Graphic Organizers over the ancient civilizations and their completed PERSIA Graphic Organizer on today's civilization to answer the question.

### Possible Student Responses

Students might note that due to irrigation technology, people today do not need to settle near a river, but rivers are still necessary for freshwater sources and trade routes. Students might note that ancient civilizations were governed by absolute monarchies. However, today governments tend to be some form of democracy. While most civilizations have some type of religion, major religions today are monotheistic instead of polytheistic like the ancient civilizations. Civilizations today tend not to have rigid social structures as the ancient civilizations did.

## 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>