

World History Curriculum Bundle #1

Title	 	Suggested Dates
First Humans, Neolithic Revolution and River Valley Civilizations		Aug. 24 – Sept. 10 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> The Neolithic Revolution was a crucial turning point in world history which allowed for many developments such as economic, political, and social diversification and sophistication. 	<ul style="list-style-type: none"> Why was the Neolithic Revolution so revolutionary? What were the social, geographic, political, and economic causes and effects of the development of farming and then of cities? Were river valleys essential to the development of farming?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)		
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1C apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>	<p>Archaeological carbon-dating, architectural remains, anthropology-human remains and artifacts, historians- primary and secondary source documents, geographers studying maps and atlases</p>	<p>Theban Mapping Project</p> <p>General Ancient History sites from Teacheroz.com</p>		
<p>WH.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:</p> <p>WH.23A give examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in history and describe the changes produced by these</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"> <p>Ancient Civilizations (Development of Farming, Neolithic Agricultural Revolution, Development of Cities, 5-8 Traits of a Civilization, River Valley Civilizations)</p> <p>Major cultural developments</p> </td> <td style="width: 70%;"> <p>Built pyramids</p> <p>Developed a very accurate calendar and studied astronomy</p> <p>Development of zero</p> <p>Polytheistic- based on nature and used human sacrifice</p> </td> </tr> </table>	<p>Ancient Civilizations (Development of Farming, Neolithic Agricultural Revolution, Development of Cities, 5-8 Traits of a Civilization, River Valley Civilizations)</p> <p>Major cultural developments</p>	<p>Built pyramids</p> <p>Developed a very accurate calendar and studied astronomy</p> <p>Development of zero</p> <p>Polytheistic- based on nature and used human sacrifice</p>	<p>PBS Nova Pyramids exploration</p> <p>Ancient Chinese Mathematics – This website has the history of mathematical Concepts</p> <p>“Making an Ancient Egyptian Mummy” from Eyewitness to History website</p>
<p>Ancient Civilizations (Development of Farming, Neolithic Agricultural Revolution, Development of Cities, 5-8 Traits of a Civilization, River Valley Civilizations)</p> <p>Major cultural developments</p>	<p>Built pyramids</p> <p>Developed a very accurate calendar and studied astronomy</p> <p>Development of zero</p> <p>Polytheistic- based on nature and used human sacrifice</p>			

World History Curriculum Bundle #1

<p>discoveries and innovations;</p>					
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1B identify changes that resulted from important turning points in world history such as the development of farming; the Mongol invasions; the development of cities; the European age of exploration and colonization; the scientific and industrial revolutions; the political revolutions of the 18th, 19th, and 20th centuries; and the world wars of the 20th century;</p>	<p>Period of Time</p>	<p>Life Before</p>	<p>Cause of Turning Point</p>	<p>Life After</p>	<p>Power points in resource folder include: Mesopotamia power point Ancient Egypt power point</p>
	<p>Develop ment of Farming</p>	<p>Hunter-gatherers; struggle for survival; subsistence lifestyle</p>	<p>Invention of irrigation; domestication of animals</p>	<p>Farming villages; food surplus leads to population growth, skill specialization and trade</p>	
	<p>Develop ment of Cities</p>	<p>Farming villages; food surpluses; population growth</p>	<p>Creation of trading centers</p>	<p>Specialization of labor; social classes; barter economy; complex religions; beginning of governments</p>	
<p>WH.21 Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:</p> <p>WH.21A analyze the specific roles of women, children, and families in different historical cultures; and</p>	<ul style="list-style-type: none"> • Changing role of women due to spread of agriculture and rise of cities • Emergence of “traditional” roles for a family 				
<p>WH.13 Economics. The student understands the impact of the Neolithic agricultural revolution on humanity and the development of the first civilizations. The student is expected to:</p> <p>WH.13B explain economic, social, and geographic factors that led to the development of the first civilizations</p>	<p>Major Economic Developments</p>		<p>Irrigation and flood control</p> <p>Bronze weapons</p>		<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online http://www.econedlink.org/lessons/ (In addition, current events and more are available on their homepage http://www.econedlink.org/)</p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Lesson” or “Search by Keyword” or “Search by Publication” (then choose <i>World History: Focus on Economics</i>).</p> <p>Some lessons could be taught in multiple courses. If you</p>

World History Curriculum Bundle #1

		find and use a lesson that you want protected in your course in future years, please email Sara Lucas to make that request.
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1A identify the major eras in world history and describe their defining characteristics;</p>	<ul style="list-style-type: none"> • 10,000 B.C.E.- 500 B.C.E-Ancient Civilizations (Development of Farming, Neolithic Agricultural Revolution, Development of Cities, 5-8 Traits of a Civilization, River Valley Civilizations) 	characteristics of civilization power point
<p>WH.6 History. The student understands the major developments of civilizations of sub-Saharan Africa, Mesoamerica, Andean South America, and Asia. The student is expected to:</p> <p>WH.6C summarize the major political, economic, and cultural developments of civilizations in China, India, and Japan.</p>	<p>EARLY CIVILIZATIONS- All found along rivers to provide waters to drink, for their crops and for trade.</p> <ul style="list-style-type: none"> • Indus River Valley- India • Yellow (Huang He) River Valley- China 	PERSIAN chart in resource folder
<p>WH.11 Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</p> <p>WH.11A create thematic maps, graphs, charts, models, and databases representing various aspects of world history; and</p>	<ul style="list-style-type: none"> • Thematic Maps- Early civilizations 	Indus River Valley Map Study in resources folder Ancient Egypt Map Study in resources folder Mesopotamia Map Study in resources folder Assyrian and Persian Empires in resources folder
<p>WH.12 Geography. The student understands the impact of geographic factors on major historic events. The student is expected to:</p> <p>WH.12A locate places and regions of historical significance such as the Indus, Nile, Tigris and Euphrates, and Yellow Huang He river valleys and describe their physical and human characteristics;</p>	<p>Geographic Factors</p> <p>Farming techniques: slash and burn (forested areas), root farming (soft soil areas), irrigation (river valley areas), terracing or rice farming (mountainous or lowland areas); created bronze weapons for better protections; domestication of animals to provide food products and assist with work; people lived in more moderate climates so that they could live and work outdoors all year long</p>	<p>The Spread of Agriculture map from Maps101.com. NOTE: Map is animated so click on the arrow to animate. (Passwords on Intranet > Technology > Passwords)</p>
<p>WH.13 Economics. The student understands the impact of the Neolithic agricultural revolution on humanity</p>		<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online http://www.econedlink.org/lessons/ (In addition,</p>

World History Curriculum Bundle #1

<p>and the development of the first civilizations. The student is expected to:</p> <p>WH.13A identify important changes in human life caused by the Neolithic agricultural revolution; and</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Major Economic Developments</td> <td style="padding: 5px;">Irrigation and flood control Bronze weapons</td> <td style="padding: 5px;">Planned cities Plumbing and sewage systems</td> <td style="padding: 5px;">Closed society Little contact with the world until 18th or 19th centuries</td> </tr> </table>	Major Economic Developments	Irrigation and flood control Bronze weapons	Planned cities Plumbing and sewage systems	Closed society Little contact with the world until 18 th or 19 th centuries	<p>current events and more are available on their homepage http://www.econedlink.org/</p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Lesson” or “Search by Keyword” or “Search by Publication” (then choose <i>World History: Focus on Economics</i>).</p> <p>Some lessons could be taught in multiple courses. If you find and use a lesson that you want protected in your course in future years, please email Sara Lucas to make that request.</p>
Major Economic Developments	Irrigation and flood control Bronze weapons	Planned cities Plumbing and sewage systems	Closed society Little contact with the world until 18 th or 19 th centuries			
<p>WH.15 Government. The student understands the historical antecedents of contemporary political systems. The student is expected to:</p> <p>WH.15B define and give examples of different political systems, past and present;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Major political developments </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Mohenjo-Daro • Harappa • Strong central government • Citadels- cities within a fortified area • Cities laid out in a grid system </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Theocratic government </td> </tr> </table>	<ul style="list-style-type: none"> • Major political developments 	<ul style="list-style-type: none"> • Mohenjo-Daro • Harappa • Strong central government • Citadels- cities within a fortified area • Cities laid out in a grid system 	<ul style="list-style-type: none"> • Theocratic government 		
<ul style="list-style-type: none"> • Major political developments 	<ul style="list-style-type: none"> • Mohenjo-Daro • Harappa • Strong central government • Citadels- cities within a fortified area • Cities laid out in a grid system 	<ul style="list-style-type: none"> • Theocratic government 				
<ul style="list-style-type: none"> • Theocracy – State ruled by a religious figure – The pharaohs of Egypt <p>Advanced cities- centers of trade where civilizations began; specialized workers- people began developing skills for specific work (priests, artisans, metalworkers, farmers, teachers, government officials, merchants, weavers and scribes); recordkeeping- documentation of information (cuneiform tablets were used to record tax collection, laws, and storage of grain)</p> <p>Social Factors</p> <p>Complex institutions- institutions define one’s belief systems; develop formal government with officials and laws; priests have political and religious power; a rigorous education</p>						

World History Curriculum Bundle #1

<p>WH.16 Government. The student understands the process by which democratic-republican government evolved. The student is expected to:</p> <p>WH.16B identify the impact of political and legal ideas contained in significant historic documents, including Hammurabi's Code, Justinian's Code of Laws, Magna Carta, John Locke's Two Treatises of Government, and the Declaration of Independence.</p>	<ul style="list-style-type: none"> • Hammurabi's Code (1792-1750 B.C.E)- first known set of laws and consequences set up by the government to regulate society 			<p>Lesson on Hammurabi's Code</p>	
<p>WH.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>WH.20A identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;</p>	<p>Major cultural developments</p>	<p>China</p> <ul style="list-style-type: none"> • Belief in spirits of family ancestors • Oracle bones • Chief loyalty was to one's family 	<p>India</p> <ul style="list-style-type: none"> • Links to the development of Hinduism • prosperous society 	<p>Mesopotamia</p> <p>And</p> <p>Egypt</p> <ul style="list-style-type: none"> • Hieroglyphics and cuneiform • Pyramids and ziggurats 	
<p>WH.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>WH.20B analyze examples of how art, architecture, literature, music, and drama reflect the history of cultures in which they are produced; and</p>	<ul style="list-style-type: none"> • Ziggurats • pyramids 				
<p>Religion.2A</p> <p>Familiarize students with the contents of the Hebrew scriptures or New Testament</p>	<p>Hebrew Scriptures—The popular Hebrew designation Tanakh is an acronym (TaNaKh) composed of the initial letters of the names of the three divisions of the Hebrew Bible, Torah (Pentateuch), Nevi'im (Prophets), Ketuvim (Hagiographa). The Christian term "Old Testament" is used to distinguish the Hebrew Scriptures from the New Testament.</p>			<p>Judaism virtual museum exhibit</p> <p>Information on Hebrew scriptures from Answers.com</p> <p>Information on the New Testament from Answers.com</p>	

World History Curriculum Bundle #1

	<p>The Hebrew Bible consists of three divisions:</p> <p>1. Pentateuch (Torah). This comprises the first five books of the Bible: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.</p> <p>2. Prophets (Nevi'im). The second division of the Bible is subdivided into two sections. The name "Former Prophets" applies to the narrative-historical works Joshua, Judges, Samuel (I and II), and Kings (I and II). The "Latter Prophets" (or "classical prophets") consists of the books of Isaiah, Jeremiah, Ezekiel, and the twelve "Minor Prophets" (Aram. Teré Asar ---"the Twelve"): Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi.</p> <p>3. Hagiographa (Ketuvim). The third division of the Bible is a collection of diverse literary genres including liturgical poetry (Psalms and Lamentations); love poetry (Song of Songs); Wisdom Literature (Proverbs, Job, and Ecclesiastes); historical books (Ruth, Chronicles (I and II), Esther, Ezra, and Nehemiah); and the book of Daniel, which mingles history, prophecy, and apocalypse. The all-inclusive Hebrew term Ketuvim (lit. "Writings") suits the miscellaneous nature of the corpus.</p> <p>New Testament—Christians believe that the New Testament fulfills the promise of the Old Testament. It tells and interprets the life and ministry of Jesus. The New Testament has 27 books including the four Gospels (stories of the life and teachings of Christ), the Acts of the Apostles (story of the first years of the Christian church), 21 epistles (letters of advice and instruction), and the Book of Revelation (describes coming apocalypse).</p>	
<p>Religion.2B</p> <p>Familiarize the students with the history of the Hebrew scriptures or New Testament</p>	<p>Scholars believe that most of the Hebrew scriptures (Old Testament) was written in Mesopotamia between the 12th and 2nd century BCE. The process of canonization probably occurred between 200 BCE and 200 AD.</p> <p>There is evidence that perhaps as early as 200 AD a set of Christian writings existed which was similar to the current 27-book New Testament canon, which included four gospels and argued against objections to them. Thus, while there was a good measure of debate in the Early Church over the New Testament canon, the major writings are claimed to have been accepted by almost all Christians by the middle of the third century. (from Wikipedia)</p>	<p>Development of the Jewish Bible Canon from Wikipedia for teacher's information</p> <p>Development of the New Testament Canon from Wikipedia for teacher's information</p>

World History Curriculum Bundle #1

<p>Religion.2D</p> <p>Familiarize the students with the influence of the Hebrew scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values and culture</p>	<p>The Hebrew scriptures and/or the New Testament have significantly impacted the following:</p> <ul style="list-style-type: none"> • Law—such as the Ten Commandments • History—such as historical conflicts involving religion (Crusades, Reconquista, Jewish persecution over time,), religion as part of people’s decision to move (Pilgrims, WWII, etc.) • Government—such as in which countries (historical and/or current) religion and government are separated and where they are not • Literature—such as how different biblical stories or themes have been included in literature over time (Garden of Eden, flood, Moses, Abraham, parables, forgiveness, baptism, etc.) • Art—such as how Moses, Abraham, Jesus, Mary, etc. have been depicted in art over time • Music—what music is used in religious ceremonies (bring people together, emphasize a particular part of the ceremony, help people deal with fervor, grief, etc.) and how does religion play a role in music outside of religious ceremonies (“God Bless America” to musicals) • Values—such as times when science has been seen to challenge faith (Galileo, Scopes) • Culture and customs—If we use the definition that culture is knowing how to behave in a given situation, how has the religion of a society guided its people in knowing how to behave? <p>TEACHER NOTE: A culture’s religion influences its people in subtle and overt ways. The examples listed above are just that: examples. To help students understand the enormity of the influence of scripture on a specific society, you could let students take a piece of the scripture or a person within the scripture and, for example, research the influence of scripture in literature over time, how the Ten Commandments has influenced the law or government in different societies, etc.</p>	<p>“Out of the Desert” reading and questions</p>
<p>WH.2 History. The student understands how the present relates to the past. The student is expected to:</p> <p>WH.2A identify elements in a contemporary situation that parallel a historical situation;</p>	<ul style="list-style-type: none"> • Persecution of the early Christians compared to current persecution of Palestinians <p>History of the Jews</p>	<p>Article “History of the Palestinians in Israel”</p>

World History Curriculum Bundle #1

<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p>WH.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>WH.25A identify ways archaeologists, anthropologists, historians, and geographers analyze limited evidence</p>	<p>Archaeological carbon-dating, architectural remains, anthropology-human remains and artifacts, historians- primary and secondary source documents, geographers studying maps and atlases</p>	
<p>WH.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>WH.26 A use social studies terminology correctly;</p>	<p>Everyday, such as practicing vocabulary</p>	
<p>WH.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>WH.25B locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information;</p>	<p>Such as “Code of Hammurabi,” excerpts from the first five books of the Bible and the DNA analysis of Queen Hatshepsut</p>	<p>Identification of Hatshepsut’s Mummy article from Science Daily</p>
<p>WH.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>WH.25E use the process of historical inquiry to research, interpret, and use</p>	<p>Use archaeological finds as described by your textbook, internet article, and magazine article to interpret the purpose for the creation of pyramids.</p>	

World History Curriculum Bundle #1

<p>multiple sources of evidence;</p>		
<p>WH.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>WH.26A use social studies terminology correctly;</p>	<p>Use everyday in every bundle.</p>	
<p>WH.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>WH.26B use standard grammar, spelling, sentence structure, and punctuation</p>	<p>Use everyday</p>	
<p>WH.27 Social Studies Skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>WH.27B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</p>	<p>Have students make a decision as a leader of an empire in Mesopotamia after they have studied Hammurabi's Code. Have them explain how they would enforce order in their empire. Would they follow the law of retribution or not.</p>	