

Unit Guide

River Valley Civilizations	Critical Vocabulary	Essential Standards	<p>WH.1.1.1: Identify the structure of a historical narrative or story: (its beginning, middle and end).</p> <p>WH.1.1.2: Interpret data presented in time lines and create time lines</p> <p>WH.1.2.1: Reconstruct the literal meaning of a historical passage.</p> <p>WH.1.2.2: Differentiate between historical facts and historical interpretations.</p> <p>WH.1.2.3: Analyze data in historical maps</p> <p>WH.1.3.1: Identify issues and problems in the past</p> <p>WH.1.3.2: Consider multiple perspectives of various peoples in the past</p> <p>WH.1.3.5: Evaluate the influence of the past on contemporary issues.</p> <p>WH.1.4.1: Formulate historical questions</p> <p>WH.1.4.3: Support interpretations with historical evidence.</p> <p>WH.2.1: Compare how different geographic issues of the ancient period influenced settlement, trading networks, and the sustainability of various ancient civilizations</p> <p>WH.2.2: Analyze the governments of ancient civilizations in terms of their development, structure and function within various societies</p> <p>WH.2.3: Explain how codifying laws met the needs of ancient societies</p> <p>WH.2.5: Analyze the development and growth of major Eastern and Western religions.</p> <p>WH.2.8: Compare the conditions, racial composition, and status of social classes, castes, and slaves in ancient societies and analyze changes in those elements</p> <p>WH.2.9: Evaluate the achievements of ancient civilizations in terms of their enduring cultural impact</p>	
	<input type="checkbox"/> civilization <input type="checkbox"/> cultural diffusion <input type="checkbox"/> deity <input type="checkbox"/> dynasty <input type="checkbox"/> fertile crescent <input type="checkbox"/> heresy <input type="checkbox"/> monotheism <input type="checkbox"/> Neolithic <input type="checkbox"/> Revolution <input type="checkbox"/> nomads <input type="checkbox"/> patriarchy <input type="checkbox"/> polytheism <input type="checkbox"/> primary source <input type="checkbox"/> secondary source <input type="checkbox"/> sect <input type="checkbox"/> theocracy			
	Textbook Vocabulary		Learner Objectives	<p>1) Students should be able to compare ancient river valley civilizations.</p> <p>2) Students should be able to compare and contrast the essential doctrines of major world religions.</p>
	<input type="checkbox"/> ahimsa <input type="checkbox"/> bureaucracy <input type="checkbox"/> caste <input type="checkbox"/> covenant <input type="checkbox"/> cuneiform <input type="checkbox"/> dharma <input type="checkbox"/> Diaspora <input type="checkbox"/> dynastic cycle <input type="checkbox"/> feudalism <input type="checkbox"/> filial piety <input type="checkbox"/> hieroglyphics <input type="checkbox"/> karma <input type="checkbox"/> loess <input type="checkbox"/> moksha <input type="checkbox"/> nirvana <input type="checkbox"/> pharaoh <input type="checkbox"/> prophet <input type="checkbox"/> reincarnation <input type="checkbox"/> Torah <input type="checkbox"/> yin-yang <input type="checkbox"/> ziggurat			Language Objectives
	Essential Questions	<p>1) What makes a people group a civilization? Is the traditional definition of a civilization relevant to all cultures? Is there a better definition of a civilization?</p> <p>2) What are the benefits of living in a community? What are the drawbacks?</p> <p>3) How does where we live influence how we live (how does geography affect trade, innovation, growth, culture)</p> <p>4) How does religion affect the lives of its followers?</p> <p>5) What themes are universal in all religions?</p> <p>6) How is society influenced by religion (trade, class, achievements, etc)?</p> <p>7) What questions do people expect a religion to answer?</p>		