

### Anoka Hennepin K-12 Curriculum Unit Plan

|  |   |
|--|---|
| <b>Department:</b> Elementary Social Studies | <b>Grade Level:</b> 3   |
| <b>Unit Title:</b> Ancient Civilizations     | <b>Trimester:</b> Begin in tri 2 and finish in trimester 3, 42 - 43 lessons |

**Unit Summary:** This unit provides students with an introduction to ancient civilizations. Standards in history and geography are integrated to explore daily life in ancient Egypt, China and Greece. Students continually compare and contrast these three civilizations to understand characteristics of early communities. The summative assessment addresses two big ideas of this unit: comparing and contrasting daily life in these ancient civilizations and explaining the influence of environment on settlement. Encourage students to make connections across the curriculum. Meaningful integration may be made during modeled, shared, guided, and independent reading and writing.

This unit provides an opportunity to assess writing from the ELA standards. To use this unit’s product or performance as an assessment for ELA, see the “Opinion on a Topic” Rubric in the writing curriculum binder: Unit 5. Please only assess these ELA standards if they have already been taught using the ELA unit lessons that support this writing rubric.

This unit also provides opportunities for students to view/listen segments on the ancient civilizations. See the ELA curriculum binder for more information on how to integrate.

**Program Understandings or Big Ideas:**

**I. CULTURE:** Students will understand that cultural expressions (e.g., customs, ideas, and practices across time and around the world) influence interactions among peoples, regions and nations around the world.

**II. TIME, CONTINUITY, & CHANGE:** Students will understand that significant people, events, and ideas influence the development of the world’s civilizations.

**III. PEOPLE, PLACES, & ENVIRONMENTS:** Students will understand that the five themes of geography (location, place, human-environment interactions, movement, and regions) are interrelated and influence history.

**VIII. SCIENCE, TECHNOLOGY & SOCIETY:** Students will understand that science and technology have advanced societies and world civilizations.

**IX. GLOBAL CONNECTIONS:** Students will understand that the relations among nations, cultures, and global economies result in both interdependence and tensions.

|           |                       |                       |                       |
|-----------|-----------------------|-----------------------|-----------------------|
| Link to → | <b><u>Stage 1</u></b> | <b><u>Stage 2</u></b> | <b><u>Stage 3</u></b> |
|-----------|-----------------------|-----------------------|-----------------------|

| Stage 1: Desired Results                        |   |
|---|---|
| <b>Established Goals/Standards</b>              | Acquisition ↔ Meaning Making ↔ Transfer |
| <a href="#"><u>MN Academic Standards in</u></a> |   |

**Social Studies:**

**HISTORY**

**3.4.1.1.1:** Reference different time periods using correct terminology, including the terms decade, century and millennium.

**3.4.1.1.2:** Create timelines of important events in three different time scales—decades, centuries and millennia.

**3.4.1.2.1:** Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent.

**3.4.1.2.3:** Compare and contrast various ways that different cultures have expressed concepts of time and space.

**3.4.2.3.1:** Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes.

**3.4.2.5.1:** Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.

**3.4.3.7.1:** Explain how the environment influenced the settlement of ancient peoples in three different regions of the world.

**3.4.3.8.1:** Identify methods of communication used by peoples living in ancient times in three

**Transfer**

*Students will be able to independently use their learning to...*

compare and contrast daily life in three ancient civilizations (Egypt, China, Greece) and explain how the environment influenced the settlement of ancient peoples in these three civilizations.

**Meaning Making**

**UNDERSTANDINGS**

*Student will understand that...*

*What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic). What inferences should they make?*

**Overarching (Framework)**

1. cultures of our world have customs, ideas, and practices that are similar and different, and influence the way people interact.
2. people, events, and ideas within civilizations influence change over time.
3. geography influences the development of communities, and the interactions between people and the environment.
4. maps help people learn about our world.
5. technology changes civilizations in both positive and negative ways.
6. communities across the globe cooperate to improve their lives.

**ESSENTIAL QUESTIONS**

*Students will keep considering:*

*For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?*

**Overarching (Framework)**

1. How are cultures similar and different?
2. How do cultures interact?
3. How have civilizations changed?
4. Why have civilizations changed?
5. How have people made an impact on world history?
6. How can historical evidence help us learn about the past?
7. How does the environment influence how people live?
8. How does the environment influence where people live?
9. How are maps and globes helpful?
10. How does technology change civilizations?
11. How do communities across the globe cooperate?

different regions of the world.

**3.4.3.9.1:** Compare and contrast daily life for people living in ancient times in at least three different regions of the world.

**GEOGRAPHY (g)**

**3.3.1.1.1:** Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one's community, the state of Minnesota, the United States or the world.

**3.3.1.1.2:** Create and interpret simple maps of places around the world, local to global; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information.

**3.3.3.6.1:** Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world.

**3.3.3.8.1:** Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries.

**Topical (Unit)**

1. ancient cultures had customs, ideas, and practices that were similar and different, and influenced the way people interacted.
2. individuals and/or groups from ancient times made an impact on world history.
3. timelines help us explore change over time.
4. historical records, maps and artifacts answers questions about daily life and events in ancient history.
5. inventions changed ancient civilizations.
6. environment influenced where ancient peoples settled and how they lived.
7. maps help people communicate about the ancient world. (g)
8. people use concepts of location to describe the world around them
9. people make/use boundaries for many reasons. (g)

**Topical (Unit)**

1. How were ancient cultures similar and different?
2. How did ancient cultures interact?
3. How did people/groups from ancient times impact their world and the world today?
4. How can a timeline help me learn about ancient civilizations?
5. How can I use historical resources (records, maps, artifacts) to answer questions about ancient history?
6. How did inventions change ancient civilizations?
7. How did geography/environment influence the development of ancient civilizations?
8. How do maps help me understand the ancient world? (g)
9. How can I describe the location of a place? (g)
10. How are boundaries used? (g)

**Acquisition**

***Students will know...***

*What facts and basic concepts should students know and be able to recall?*

1. factors that make a group of people a civilization:
  - a. settlement
  - b. religion
  - c. government
  - d. arts

***Students will be able to...***

*What discrete skills and processes should students be able to use?*

1. read timelines from ancient Egypt, China and Greece.
2. create timelines of important events in ancient civilizations/create timelines using different time scales (decade, century, millennium).
3. answer questions about history using historical records.

- e. surplus
  - f. specialization
  - g. social classes
2. timeline terminology (decade, century, millennium)
  3. concepts of time and space for ancient civilizations.
  4. key inventions in ancient China.
  5. key historical figures in ancient Egypt.
  6. landforms of Egypt, China and Greece. (g)
  7. ancient civilizations settled near water.
  8. methods of communication in ancient civilizations.
  9. details of daily life in ancient civilizations.
  10. the parts of a map including: TODALS (title, orientation/compass rose, date, author, legend/key, scale) cities, boundaries, bodies of water, and regions. (g)
  11. human populations are unevenly distributed around the world. (g)
  12. physical and human features can be used as boundaries or dividers. (g)

***Essential Vocabulary:***

- ancient
- civilization
- archaeologist
- surplus
- hunter/gatherer
- specialization (job)
- decade

4. compare and contrast different ways of expressing time and space.
5. list positive and negative outcomes of Chinese inventions.
6. identify key historical figures in ancient Egypt.
7. explain why the ancient Egyptians, Chinese and Greeks settled where they did.
8. identify landforms which are favorable or unfavorable for settlement.
9. compare methods of communication in ancient Egypt, China and Greece.
10. compare and contrast aspects of daily life in ancient Egypt, China and Greece).
11. complete an outline map of Ancient Egypt, China and Greece using using TODALS (map does not need to include a scale), points and color. (g)
12. identify physical and human boundaries/dividers in ancient Egypt, China, and Greece. (g)
13. explain how ancient Egypt, China and Greece used physical and human boundaries. (g)

- century
- millennium
- BCE and CE
- historical record
- artifact
- invention
- outcomes
- settlement
- architecture
- trade

\*Refer to “Introduction to Geography Unit” Essential Vocabulary

*To view all vocabulary words for grade 3 social studies, see [“Grade 3 Social Studies Vocabulary”](#) (pink document in front of binder.)*

*To access the “Grade 3 Social Studies Vocabulary Cards,” [Link to Vocabulary Cards](#)*

Common misunderstanding(s):

- Ancient civilizations were all the same.
- People who lived in ancient civilizations weren’t as smart as people who live today.
- People who lived simple lives were not a civilization.
- Grandparents are ancient.
- Time started at the year zero.
- Technology is only electronics.
- Only America had slaves.
- Only African Americans were slaves.