



Great Rivers of Great Civilizations

Author
Grade Level
Duration

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6
1-2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places

Element 4: Human Systems

12. The processes, patterns, and functions of human settlement

Element 5: Environment and Society

14. How human actions modify the physical environment

15. How physical systems affect human systems

AZ Standards

ELA

Reading Integration of Knowledge and Ideas

6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Production and Distribution of Writing

6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

Human-environment interactions are essential aspects of human life in all societies.

6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

SIO SIOP Elements

Preparation

Adapting content

Linking to background

Linking to past learning

Strategies used

Scaffolding

Modeling

Guided practice

Independent practice

Comprehensive input

Grouping Option

Whole class

Small groups

Partners

Independent

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Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral
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Arizona ELP Standards

Stage IV

Basic

Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:

B-14: drawing conclusions from information implied or inferred in a literary selection.

B-21: applying understanding of content area vocabulary within math, science and social studies texts.

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:

B-8: writing a persuasive paragraph using facts, ideas and concepts to influence the reader.

Overview

Early civilizations were highly dependent on nearby water sources. It was the river or well that gave humans the water for farming and allowed sustainable growth of population. Students should realize how geographic location can foster human settlement.

Purpose

In this lesson, students will complete an activity highlighting the location of four ancient river systems: the Nile River, the Tigris and Euphrates Rivers, the Indus River and the Huang He River. This lesson contains adaptations for diverse learners (ELLs).

Key Vocabulary

tributary – water that flows into a larger body of water

famine - little or no food

silt - rich dirt in a river

fertile - describes good dirt for growing crops

irrigation - system to bring water to plants

surplus - more than you need

Materials

- Who Am I? Rivers of Civilization A and B and Answer Key
- Cradle of Civilization maps unlabeled
<https://geoalliance.asu.edu/sites/default/files/LessonFiles/Valenzuela/ValenzuelaRiverMap.pdf>
- Cradle of Civilization map (answer key)
<https://geoalliance.asu.edu/sites/default/files/LessonFiles/Valenzuela/ValenzuelaRiverMapKey.pdf>
- Highlighters
- Vocabulary Cards

Objectives

The student will be able to:

- Locate the river civilizations on a map.
- Identify the characteristics of a river civilization.

Procedures

Prerequisite Knowledge: Students should have a background knowledge on the following four major river systems and the ancient civilizations that developed: Nile, Tigris and Euphrates, Indus and Huang He. (Preparation: Links to past learning)

Note: The Who Am I? has two versions. Version B has simplified language and might be used for diverse learners. (Preparation: Adapting content)

- Begin the lesson by projecting the Vocabulary Cards and distributing copies to those students

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who might need extra help with language acquisition. Discuss each definition and image.

(Preparation: Adapting content)

2. Then ask who has ever played the Who Am I game. Have one of the students explain how the game works.
3. Distribute the unlabeled version of Cradle of Civilization map
<https://geoalliance.asu.edu/sites/default/files/LessonFiles/Valenzuela/ValenzuelaRiverMap.pdf>
and Who Am I? Rivers of Civilization (A or B version) worksheet to the students. Project the labeled version of the Cradles of Civilization map
<https://geoalliance.asu.edu/sites/default/files/LessonFiles/Valenzuela/ValenzuelaRiverMapKey.pdf>
f (Scaffolding: Comprehensible input)
4. Read the first paragraph on the worksheet with the class and guide students in highlighting clues that indicate the location of the river system. Refer to the projected map and using the clues have students identify the right river system. **(Scaffolding: Guided practice, Modeling)**
5. Divide class into partners and have them take turns reading the next paragraph, highlighting clues and filling in the blank the name of that river system. **(Grouping options: Partners; Integration of Processes: Reading, Writing, Speaking and Listening)**
6. When groups are finished, check students work. **(Application: Linked to objectives)**
7. Have partners choose the river system they would most like to live in. Instruct partners to discuss with each other why early civilizations might have thrived there and why they would live there. **(Application: Meaningful)**
8. Independently or as partners, have students compose at least one paragraph describing where the civilization was located and why they would want to live in that cradle of civilization. Share the Scoring Guide so students understand how the written work will be graded.

9. The writing assignment can be finished in the next session or as homework. **(Assessment: Individual or Group, Written)**

Assessment

Geography

The unlabeled version of the map can be used to test students on the location of geographic features such as the mountain ranges, deserts, seas, and the four major river systems. Mastery will be considered a score of 80% or higher.

Geography and ELA

The writing assignment will be assessed using the Scoring Guide. Mastery will be considered a score of 80% or higher

A test could be given to assess vocabulary acquisition. Mastery will be considered a score of 80% or higher

Extensions

Students could develop a cause and effect chain to demonstrate how the river systems impacted early civilizations' economics and general development.

Students could use the scale on the map to measure how far one river civilization was from another.

Sources

The World Past and Present East and West, Macmillan/McGraw-Hill

Florida Geographic Alliance map
<http://fga.freac.fsu.edu/index.php>