



# 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

*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
- Pick a Place to Settle (attached, one per student)
- Ancient Civilizations Map (attached, one per student)
- Double PERSIA Graphic Organizer (attached, one per student)
- PERSIA Graphic Organizer (attached, one per student)
- Ancient River Valley Civilizations Packet (attached, one per student)
- Exit Ticket (attached, one per student)

10 minutes

## Engage

Begin by sharing the attached **Pick a Place to Settle** handout with students in your LMS. Ask students to examine the image shown. Ask students to imagine they are a group of nomadic people looking for a place to settle down. Using the image, tell students to pick a location to settle. Students will use the coordinates on the image to pick a location (for example, A5). After choosing a place to settle, tell students to explain why that location was chosen in a discussion post within your LMS.

### Optional Tech Integration: Padlet

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

15 minutes

## Explore

Share with students the attached **Ancient Civilizations Map** handout. Tell them the map shows the locations of four ancient civilizations. Ask students to think about the location of each civilization and answer the following questions within your LMS.

- What do the locations of each civilization have in common?
- What natural resources supported these civilizations?
- Besides fresh water, what do 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 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, an area that provides a natural defense from invaders.

Share this [video](#) with your students within your LMS. This video is three minutes long and explains how farming changed human settlement:

### Embedded video

<https://youtube.com/watch?v=bhzQFIZuNFY>

Ask students to reply to the following questions after watching the video:

- How do the locations of the river valley civilizations support farming?
- How does the video suggest that farming leads to creating a civilization?

Have them submit their answers on a Google document.

### Possible Student Responses

Students should note that being near a river would have been useful for irrigating crops. Farming leads to civilization because once people started farming they needed to have people in charge, ways to defend their land, resources to build communities, and access to trade routes.

Tell students that the invention of agriculture led to the creation of several ancient civilizations that they will learn more about.

### Virtual Meeting Time

If meeting with students virtually, consider using meeting time to facilitate class discussion and complete this portion of the lesson together.

30 minutes

## Explain

### Teacher's Note: Geography and Human Settlement

By examining four ancient civilizations, students will learn about the impact geography has on human settlement and characteristics of a civilization. Share the Ancient River Valley Civilizations Packet or have students access an online version of the Ancient River Valley Civilizations Packet at <http://k20.ou.edu/rivercivs>.

Share the attached **Ancient River Valley Civilizations Packet** handout with students within your LMS as well as the attached **Double PERSIA Graphic Organizer**.

Assign students to choose two of the four civilizations to read about. Ask them to record information on the Double PERSIA Graphic Organizer as they read.

Once they have had time to record information about two civilizations, ask students to create a definition of civilization based on the characteristics they have read about.

Have them submit their completed Double PERSIA graphic organizer within your LMS. After you have reviewed their definitions of "civilization," provide feedback with a formal definition of civilization to ensure there isn't any misconceptions.

### Teacher's Note: Definition of "civilization:"

"Civilization" can be generally defined as a place that has characteristics such as a stable food supply, a system of government, written language, technological developments, and religion.

30 minutes

## Extend

After students have considered how they define "civilization," have them create a PERSIA graphic organizer over the civilization that they live in today.

Share the attached **PERSIA Graphic Organizer** handout. Ask students to fill in details of each PERSIA category with information from their own civilization. Have them submit their completed PERSIA Graphic Organizers within your LMS.

Once all students have submitted their documents, then they review each other's PERSIA Graphic Organizers, looking for similarities and differences between their PERSIA Graphic Organizers.

Ask students to comment in a discussion board 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. Sharing different points of view will help students understand the complexities of civilization and multiple points of view.

10 minutes

## Evaluate

### Teacher's Note: Concluding Activity

Have students complete an Exit Ticket by answering the following question within your LMS. You may wish to use the attached Exit Ticket or have students respond through a discussion post.

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

Tell students they may use the completed Double PERSIA Graphic Organizers over the ancient civilizations and their completed PERSIA Graphic Organizer on today's civilization to answer the question. Share the attached **Exit Ticket** handout with students or create a discussion post within your LMS. Have students submit their exit ticket within your LMS.

### Possible Student Responses:

Students might note that due to irrigation technology, people today do not need to settle by a river, but rivers are still used for freshwater sources and trade routes. Students might note that the ancient civilizations all had forms of absolute monarchies. 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 do not tend to have rigid social structures as did ancient civilizations.

## Resources

- K20 Center. (n.d.). Padlet. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/1077>