

# UNIT 1 LEARNING EXPECTATIONS

1. This document is a summation of what you need to master for the Unit Test.
2. Review the overview below and be able to answer the questions as we analyze the Unit.
3. Quizzes and Exit Ticket Assessments that will align with the overview below.
  - a. This is a Study Resource.
  - b. This can be used to assist in completing your Do Now.
  - c. **INCORPORATE LEARNED INFORMATION WITHIN YOUR EXIT TICKETS**
4. Your answers need to incorporate Perspectives and ISPICE.

<b>INQUIRY ARC</b>	<b>HOW DID HUMANS BECOME CIVILIZED?</b>	
<p><b>Purpose For Learning</b></p> <p><i>How to connect the unit to being successful and achieving your goals.</i></p> <p><i>How does not having goals equate to being uncivilized? How does having and striving towards your goals equate to being civilized?</i></p> <ol style="list-style-type: none"> <li>1. How can you begin to build relationships and work with others to become successful?</li> <li>2. How does your goal affect dreams?</li> <li>3. How does being “civilized” help you achieve your goals?</li> </ol>	<p>Civilized means having an advanced or humane culture, society, etc. Polite; well-bred; refined. Of or relating to civilized people. Easy to manage or control; well organized and ordered.</p> <p>If humans did not become civilized, there would be no school, little to no free time and adulthood would come much sooner. How did one idea grow into the concept of civilizations? How did the idea of agriculture allow you to live your present life?</p> <p>At this present stage many students could be considered nomadic. They are considered nomadic because they move around wasting energy and not effectively using their time and resources to progress.</p> <p>What ideas do you have that could change the world? When people develop and work in circles, people become successful and accomplish things that individuals could never accomplish alone.</p>	
<b>Unit 1 – Early Humans</b>		
<p><b>Big Ideas (Main Ideas)</b></p> <ul style="list-style-type: none"> <li>• Early humans were hunters and gatherers and lived a nomadic lifestyle.</li> <li>• Agriculture was a revolutionary development and led to humans settle in small villages. Successful agriculture led to a surplus of food, increased population, and the growth of cities, specialization, and civilization.</li> <li>• As humans lived in cities, religion and governments developed. City life led to the codes of justice, like the Code of Hammurabi, to protect property and society.</li> </ul>		
<b>DC Content Power Standards</b>	<b>Compelling Questions</b>	<b>Supporting Questions</b>
<b>Use the italicized questions to answer the DC Content Power Standards.</b>		
<ol style="list-style-type: none"> <li>1. How does the loss of modern technology impact daily life?</li> <li>2. What part of “modern civilization” is most important to your life—how would life be without it?</li> </ol>		
<p><b>7.2:</b> Describe the development of agriculture related to village settlement, population growth, and the emergence of civilization (e.g., prehistoric art of the cave of Lascaux, the megalithic ruin of Stonehenge, the Stone City of Great Zimbabwe).</p>	<p><b>CQ1:</b> Is farming better than hunting?</p> <ol style="list-style-type: none"> <li>1. What does farming look like?</li> <li>2. What are you farming?</li> <li>3. What are hunting?</li> <li>4. What are you hunting with?</li> <li>5. What technology is being used?</li> </ol>	<p><b>SQ1:</b> What was the agricultural revolution?</p> <ol style="list-style-type: none"> <li>1. What are the benefits and negatives of nomadic life?</li> <li>2. What would life be like without agriculture?</li> <li>3. How was the experience of early farmers getting food different from our experiences today?</li> </ol>

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<p><i>How did ISPICE connect with humans deciding to farm?</i></p> <p><i>How did ISPICE along with agriculture affect population growth?</i></p> <p><i>How did ISPICE along with agriculture and population growth help create civilizations?</i></p>	<p><u>Can add notes and or answers below</u></p>	<p>SQ2: How did people transition from hunting and gathering to farming?</p> <ol style="list-style-type: none"> <li>1. What were the main benefits of each innovation/change in agriculture? Which ones brought about the greatest improvements in agriculture?</li> <li>2. What skills and resources are necessary for agriculture to be successful?</li> </ol>
		<p>SQ3: What are the advantages and disadvantages of the agricultural revolution?</p> <ol style="list-style-type: none"> <li>1. What were the positive effects of agriculture?</li> <li>2. What were the negative effects of agriculture?</li> <li>3. How much of a choice do individuals have in whether or not to participate in agriculture?</li> <li>4. What were the outcomes of agricultural innovation?</li> </ol>
	<p>CQ2: What does it take to build a civilization?</p> <ol style="list-style-type: none"> <li>1. What are characteristics that are needed for a successful civilization?</li> <li>2. Should everyone within the civilization be treated equally?</li> </ol>	<p>SQ4: How did agriculture lead to villages and eventually cities?</p> <ol style="list-style-type: none"> <li>1. What were the outcomes of agricultural innovation?</li> <li>2. Was creating villages more efficient or were the people just being lazy?</li> </ol>
	<p><u>Can add notes and or answers below</u></p>	<p>SQ5: What elements did all the early civilizations have?</p> <ol style="list-style-type: none"> <li>1. What kinds of oppression were present at this time? Who had less power than others?</li> <li>2. Who was privileged during this time? What were the signs of that privilege?</li> <li>3. Why did this social stratification occur?</li> <li>4. What are the characteristics of a civilization?</li> </ol>
		<p>SQ6: How were the early civilizations different from each other?</p> <ol style="list-style-type: none"> <li>1. What resources did this civilization have available to them from the surrounding geography?</li> <li>2. What power structure emerged in early civilizations? Why/How did it come about?</li> </ol>

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<p><b>7.3.4:</b> Understand the significance of Hammurabi’s Code and the basic principle of justice contained within the code.</p> <p><i>Describe Hammurabi’s Code while incorporating ISPICE and Perspectives - Equity vs. Progress.</i></p>	<p><b>CQ3:</b> Did Hammurabi’s Code “further the well-being of mankind”?</p> <ol style="list-style-type: none"> <li>1. Laws are created but are they always equitable?</li> <li>2. Can a bad law provide progress and be equitable?</li> <li>3. Can a good law be considered good?</li> <li>4. Can justice be ever given?</li> </ol> <p><u>Can add notes and or answers below</u></p>	<p><b>SQ7:</b> Why did early civilizations develop laws?</p> <ol style="list-style-type: none"> <li>1. How do laws impact society?</li> <li>2. What was fair/unfair about the outcomes of different scenarios?</li> <li>3. Why should class matter?</li> <li>4. Why should money be a supplement in some cases but not others?</li> </ol>
		<p><b>SQ8:</b> What is justice?</p> <ol style="list-style-type: none"> <li>1. How do you see justice in action in society today?</li> <li>2. Where is justice lacking?</li> <li>3. What goals do you see in Hammurabi’s introduction?</li> </ol>
		<p><b>SQ9:</b> How just were the laws from Hammurabi’s Code?</p> <ol style="list-style-type: none"> <li>1. How did the government support/oppress citizens in Ancient Babylon?</li> <li>2. Was justice present in Hammurabi’s Code?</li> <li>3. Was justice present in Hammurabi’s Code?</li> <li>4. How has society changed since the time of Hammurabi?</li> <li>5. Are any injustices of Ancient Babylon still present in the world today? Have humans progressed?</li> </ol>
<p><b>Unit Performance Task</b></p>	<p>Students will analyze primary and secondary sources in order to track the pattern of how humans transformed from hunter-gatherers to civilized agriculturalists. Students will create a visual timeline that summarizes the millennia-long process of humans transitioning from nomadic hunting and gathering to agriculture and civilization building.</p>	