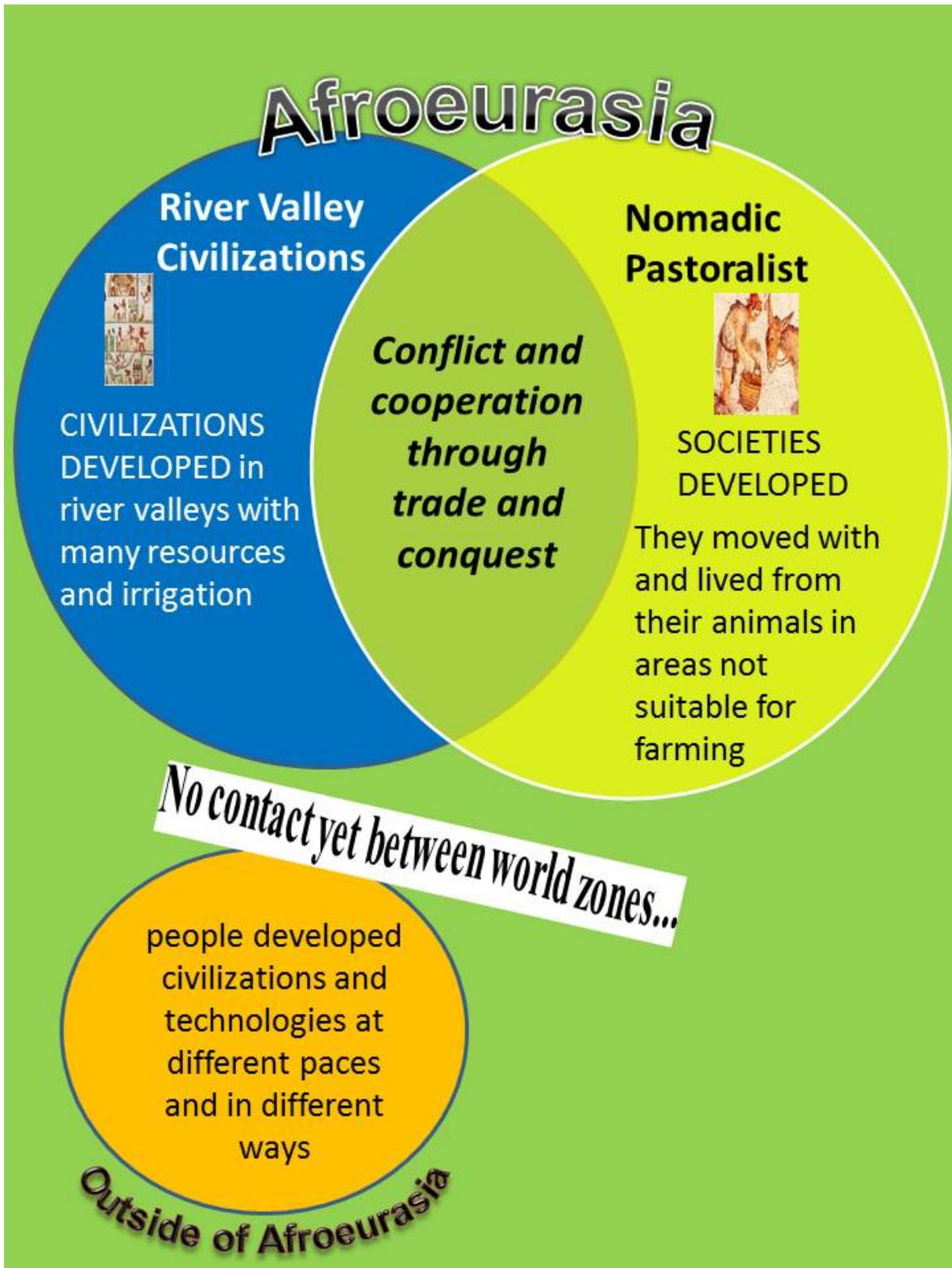


Unit 3: Early Civilizations and the Emergence of Pastoral Peoples: 4000 to 1000 B.C.E. (Era 2)

Big Picture Graphic

Overarching Question: How did humans organize and interact within and across societies?		
Previous Unit: The Beginnings of Human Society: Beginnings to 4000 B.C.E. (Era 1)	This Unit: Early Civilizations and the Emergence of Pastoral Peoples: 4000 to 1000 B.C.E. (Era 2)	Next Unit: Classical Traditions and Major Empires: 1000 B.C.E 300 C.E (Era 3)
Questions To Focus Assessment and Instruction:		<u>Types of Thinking</u>
<ol style="list-style-type: none"> 1. How did geography shape the way in which people lived in various world zones during Era 2? 2. How and why did civilizations develop during Era 2? 3. What new problems and solutions emerged from living in civilizations during Era 2? 4. What role did cultural diffusion play during Era 2? 		Compare and Contrast Cause and Effect Evidentiary Argument Generalizing Identifying perspectives Problem Solving Research

Graphic Organizer



High School Foundations (see World History and Geography)

- F1: World Historical and Geographical “Habits of Mind” and Central Concepts: Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional).
- F2: Systems of Human Organizations: Use the examples below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment.
 - Changes brought on by the Agriculture Revolution including the environmental impact of settlements.
 - Two ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, Yangtze.

Historical Overview:

Historians and geographers see two dramatic and significant developments occurring during this era: (1) the rise of and interaction among early agricultural-based civilizations (i.e., river valley civilizations) and (2) growth of larger pastoral communities. The typical Western Civilization course focused on and devoted significant time to the four river valleys in Mesopotamia, China, India and Egypt and ignored Meso-America and the pastoral peoples, except to mention their conquest of (or failure to conquer) a river valley civilization (e.g. Hittite or Mycenaean Greeks or Aryans). World historians, however, see the era as being distinctive not only because of the growth of river valley civilizations, and the interaction among the Indus, Nile and Euphrates civilizations, but also because of the spread of agriculture throughout the world, the growth of pastoral communities - some of which become quite militaristic in Eurasia and Africa - and the development of long-distance trade system in the Aegean and across Eurasia. During this era new ways of organizing society -- “civilizations” – emerged as did some of our most fundamental inventions and discoveries, e.g. writing, mathematics. The era is also important because of the interactions and exchanges among various types of peoples and communities, specifically agrarian civilizations and pastoral peoples, in different regions. In essence, there developed three separate “worlds” or three separate patterns of “global” interactions: those in the Americas, Afroeurasia and Oceania. It is also possible to view Sub-Saharan African as having a different historical trajectory than the rest of Afroeurasia.

Some historians have argued that this era and subsequent one, established a “biological *ancien regime*” that found the majority of the human beings living *in* the environment, conscious of the limitations and opportunities the environment provided.¹ Agriculture provided not only food, but most of the industry and goods. Human life drew upon *renewable* energy sources and large governments developed to manage these relationships. This period also saw the development of key technologies which changed the ways humans lived, worked, and interacted, including bronze, the wheel, the plow, and other important innovations. Crucial to understanding the changes in this era are the concepts of *civilization*, *pastoralism*, *urbanization*, *agrarian civilization*, *militarization*, *empire*, and *theocracy*.

¹ Fernand Braudel, *Civilization and Capitalism, 15th-18th Century* (New York: Harper & Row, 1982), Chapter 1.

Unit Abstract:

This unit opens with students exploring in a general sense the term “civilization”---the new way in which humans began to live during this era of history---and then discussing how historians use the term. There is also an opportunity to review the chronology of the past unit and compare it to the time span of this unit, which is much shorter in comparison. The primary focus of the first lesson, however, is to help students analyze the crucial role of geography in the development of early civilizations along key river valleys in Afroeurasia. In particular, they learn about and then analyze Jared Diamond’s theory of geographic luck using pictures, maps, and data tables in small groups or with partners. Students then study the four main River Valley Civilizations in Era 2 from a “bird’s eye view.” Specifically, students explore the characteristics of Sumer, Egypt, Indus River, and the Yellow (Huang He) River through map work, photo analysis and a reading activity. They also consider the role of geographic luck in the development of these four river valley civilizations. They learn about the amount of time it took for civilizations to develop once people started living in more complex villages and then explore how this process led to the development of new ideas---as civilizations developed, new problems emerged which necessitated new solutions, and innovation occurred at a faster pace in a variety of areas including technology, government, culture and art, and writing.

Students then use case studies of Mesopotamia and Egypt order to explore another global pattern of Era 2---the development of written language, systems of law, and centralized political power to maintain order among growing populations. Students look at evidence of both writing systems and laws in Mesopotamia and Egypt, and also explore the parallel development of writing, law, and government. They next explore another common lifeway of the time---pastoral nomadism. Students read an overview account of pastoral nomads and analyze the role that geography and natural resources played in the shaping this way of life. In addition, students explore the interactions between nomadic and farming societies and generate conclusions about the reasons for and impact of these interactions.

Next, students explore several technological innovations that changed the way people lived, worked, and interacted during Era 2. For example, they will read and think about the Bronze Age and the ways in which metal technologies in particular changed human societies and spread through the process of cultural diffusion. In examining three more interconnected global patterns of Era 2---the rise and fall of kingdoms, population growth, and increasing interactions, students connect the development of technology and cultural diffusion to the steady growth of the human population in this era.

The unit culminates with an exploration of the concept of “world zones.” By comparing the development of human societies in different world zones to those of Afroeurasia, students consider the human story that was happening *outside* of Afroeurasia during Era 2.

Focus Questions:

1. How did geography shape the way in which people lived in various world zones during Era 2?
2. How and why did civilizations develop during Era 2?
3. What new problems and solutions emerged from living in civilizations during Era 2?
4. What role did cultural diffusion play during Era 2?

Content Expectations

- 6 and 7*
H1.1.1: Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 6 and 7*
H1.2.1: Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 6 and 7*
H1.2.2: Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 6 and 7*
H1.2.3: Identify the point of view (perspective of the author) and context when reading and – discussing primary and secondary sources.
- 6 and 7*
H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof.
- 7 – H1.2.5:* Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.
- 6 and 7*
H1.4.1: Describe and use cultural institutions to study an era and a region (political, – economic, religion/belief, science/technology, written language, education, family).
- 6 and 7*
H1.4.2: Describe and use themes of history to study patterns of change and continuity.
- 6 and 7*
H1.4.3: Use historical perspective to analyze global issues faced by humans long ago and today.
- 7 – W1.1.1:* Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, and Asia) and adapted to a variety of environments.
- 6 - W1.1.2:* Examine the lives of hunting and gathering people during the earliest eras of human societies (tools and weapons, language, fire).
- 7 - W1.1.2:* Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.
- 6 – W1.2.2:* Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate
- 7 – W1.2.1:*

precipitation, and suitable growing season).²

6 – W1.2.3: Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

7 – W1.2.3: Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yellow³, Indus River Valley, Tigris/Euphrates, and Nile).

6 – W2.1.1: Explain how the environment favored hunter gatherer, pastoral, and small scale agriculture ways of life in different parts of the world.⁴

7 – W2.1.1: Describe the importance of the development of human language, oral and written, and its relationship to the development of culture

- Verbal vocalizations
- Standardization of physical (rock, bird) and abstract (love, fear) words
- Pictographs to abstract writing (governmental administration, laws, codes, history and artistic expression).

6 – W2.1.2: Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).

7 – W2.1.2: Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yellow River⁵, Nile River, Indus River).

6 – W2.1.3: Use multiple sources of evidence to describe how the culture of early people reflected the geography and natural resources available.⁶

7 – W2.1.3: Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

² The sixth grade expectation asks students to describe while the seventh grade one asks students to explain. Although the remainder of each expectation is identical, we have used the language from the seventh grade expectation here.

³ Although the content expectation references the Yangtze River, it is correctly identified as the Yellow River. The content expectation has been modified for accuracy.

⁴ The original expectation was limited to the Western Hemisphere. The limiting references have been removed because the concept embodied in the content expectation applies to all early peoples.

⁵ The content expectation incorrectly identifies the Yellow River as the Yangtze River.

⁶ The original expectation was limited to North America and contained the following examples in the text "(e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest)." The limiting references have been removed because the concept embodied in the content expectation applies to all early peoples.

- 6 – W2.1.4: Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).
- 7 – W2.1.4: Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).
- 7 – W2.1.5: Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.
- 6 – W3.1.1: Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.⁷
- 6 – W3.1.2: Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).
- 7 – G1.1.1: Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – G1.2.1: Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.
- 6 - G1.2.4: Use observations from air photos, photographs (print and CD), film (VCR and DVD),
7 – G1.2.3: as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- 6 and 7
G1.2.6: Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
- 6 and 7
G1.3.2: Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 6 and 7
G1.3.3: Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
- 6 and 7
G2.1.1: Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.⁸
- 6 and 7
G2.2.1: Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

⁷ This expectation is under the standard that addresses not only at empires, but also at “agrarian civilizations in Mesoamerica and South America.” Thus, we have included in this unit.

⁸ While the expectation identifies both Western and Eastern Hemispheres, we have excluded these distinctions because they add no value to the content of the expectation. We assume students are studying their world.

- 6 and 7
G2.2.2: Explain that communities are affected positively or negatively by changes in technology.⁹
- 6 – G3.2.2: Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).
- 7 – G3.2.2: Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology.¹⁰
- 6 and 7
G4.1.1: Identify and explain examples of cultural diffusion within the world.¹¹
- 6 and 7
G4.3.1: Identify places in the world that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation).¹²
- 6 and 7
G4.3.2: Describe patterns of settlement by using historical and modern maps.¹³
- 6 and 7
G4.4.1: Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).¹⁴
- 6 – G5.1.3: Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may

⁹ The sixth grade expectation includes the following modern day example: “(Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).” The seventh grade expectation includes the following examples “(e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).” Since these examples unnecessarily limit the scope of the concept contained in the expectation, we have not included them above. Moreover, this unit addresses early human history and thus these examples are not relevant. This curriculum focuses on the bigger conceptual understandings of the expectation so it is appropriately placed in this unit sans the examples.

¹⁰ The portion of this expectation of how ecosystems change with technology is not addressed in this unit. Accordingly, the examples from the content expectation are not included in this unit.

¹¹ The sixth grade expectation limits cultural diffusion to the Americas, while the seventh grade expectation references the Eastern Hemisphere. For both grade levels, the examples of cultural diffusion are contemporary in nature. Because this unit focuses on ancient history, we have not included the examples.

¹² Although these expectations list other examples, they are contemporary ones and have been removed here. We have also combined grade 6 and 7 and reference the world instead of the separate hemispheres.

¹³ Since only modern examples are cited in the expectation, they have been removed from this unit because the focus is on historical patterns of settlement.

¹⁴ The sixth grade expectation is substantially similar. It reads, “Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).”

result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).

Common Core State Standards for Literacy in History/Social Studies

- RH.6-8.1:* Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2:* Determine the main ideas or information of a primary or a secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.4:* Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.6:* Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7:* Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.9:* Analyze the relationship between a primary and secondary source on the same topic.
- RH.6-8.10:* By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- WHST.6-8.1:* Write arguments focused on discipline-specific content.
- Introduce claim(s) about a topic or issues, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2:* Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving a purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.

WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6-8.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.²³⁴⁵

Key Concepts

cities
 civilization
 conflict and cooperation
 cultural diffusion
 evidence
 geographic luck
 intensification
 nomadic pastoralism
 power and authority
 river valley civilizations
 social hierarchy
 specialization

technology
world zones
writing

Duration: 5 weeks

Lesson Sequence

- Lesson 1: What are Civilizations?
- Lesson 2: The Early River Valley Civilizations
- Lesson 3: What Were Early Civilizations Like?
- Lesson 4: How did Intensification Lead to the Development of Writing, Laws, and Centralized Governments in Early Civilizations?
- Lesson 5: Who Were the Nomadic Pastoralists and How Did They Live?
- Lesson 6: The Technology of Era 2... Spinning the Wheels of the Bronze Age
- Lesson 7: Interaction in Era 2 – Conflict and Cooperation
- Lesson 8: The Human Story Outside of Afroeurasia - Historical Patterns in Different World Zones

Resources

Equipment/Manipulative

Butcher paper or Chart paper
Computer with Internet access and PowerPoint
Markers
Overhead projector, Document Camera, SmartBoard or Computer and Projector
Paper for notes
Student journal or notebook
Tape
Whiteboard or Chalkboard

Student Resource

- “Activity Sheet 1: A quick background on Hieroglyphs and scribes followed by an exercise to decipher a hieroglyphic message.” Egypt. 19 December 2012
<http://www.internal.schools.net.au/edu/lesson_ideas/egypt/src/mockup/egypt Actsht1_p1.html>.
- “Ancient Civilizations of the Old World. Princeton University. 19 December 2012
<http://qed.princeton.edu/getfile.php?f=Ancient_Civilizations_of_the_Old_World_3500_to_after_600_BCE.jpg>.
- Ancient China*. Mr. Marks’s VI’s Grade Page. 19 December 2012
<<http://www.mrmarks6.com/historicalTour/indexChina.html>>.
- Ancient Egypt Geography*. The British Museum. 19 December 2012
<<http://www.ancientegypt.co.uk/geography/home.html>>.

Ancient Egypt. The British Museum. 1999. 19 December 2012 <<http://www.ancientegypt.co.uk/>>.

Ancient Egypt. Wikipedia.org. 19 December 2012
<http://en.wikipedia.org/wiki/Ancient_Egypt#Daily_life>.

Ancient Mesopotamia: The Invention of Writing. Teacher Resource Center. The Oriental Institute of the University of Chicago. 19 December 2012
<<http://oi.uchicago.edu/OI/MUS/ED/TRC/MESO/writing.html>>.

Ashe, Mark. "Start of Civilization." Ithaca High School, NY. 19 December 2012
<http://www.icsd.k12.ny.us/legacy/highschool/socstud/global2_review/start_of_civilization.htm>.

"The Development of Writing." *Writing*. The British Museum. 19 December 2012
<http://www.mesopotamia.co.uk/writing/story/sto_set.html>.

Family Structure in Ancient Egypt. All About Egypt. 19 December 2012 <<http://www.all-about-egypt.com/family-structure-in-ancient-egypt.html>>.

"Farming and the Emergence of Complex Societies." PowerPoint Presentation. Panorama Unit 3. World History for Us All. San Diego State University. 19 December 2012
<<http://worldhistoryforusall.sdsu.edu/units/three/panorama/slides/Era03.ppt>>.

History for Kids: Irrigation. Kidipede. 19 December 2012
<<http://www.historyforkids.org/learn/economy/farming/irrigation.htm>>.

"Life in Mesopotamia." *Ancient Mesopotamia*. This History, Our History. University of Chicago. 19 December 2012 <<http://mesopotamia.lib.uchicago.edu/mesopotamialife/index.php>>.

Mesopotamia. The British Museum. 19 December 2012 <<http://www.mesopotamia.co.uk/>>.

Mesopotamian Geography. The British Museum. 19 December 2012
<http://www.mesopotamia.co.uk/geography/home_set.html>.

NTI Launch. The History of Human Achievement in 3 Minutes. 19 December 2012
<<http://www.youtube.com/watch?v=VJILUAWPe20>>.

Potters of San Marcos The Clay and the Pot. YouTube. 19 December 2012
<<http://www.youtube.com/watch?v=Br7t2k5fKnQ>>.

"The Steppe Nomads." World History. Kids Past. 19 December 2012
<<http://www.kidspast.com/world-history/0233-steppe-nomads.php>>.

Student Encyclopedia. Britannica Kids. 19 December 2012
<<http://kids.britannica.com/comptons/article-205633/nomad>>.

Yellow River Valley Civilization. The River Valley Civilization Guide. 19 December 2012
<<http://www.rivervalleycivilizations.com/yellow.php>>.

Teacher Resource

Ancient Sumer – Early Pioneers. Mr. Donn.org. 19 December 2012

<<http://mesopotamia.mrdonn.org/sumer.html>>.

“Animals of the Nomads.” Lesson Plan. Xpeditions. National Geographic. 19 December 2012

<<http://www.nationalgeographic.com/xpeditions/lessons/12/g68/animalnomad.html>>.

Art of Asia: Shang Dynasty. History and Maps. Minneapolis Institute of Arts. 19 December 2012

<<http://www.artsmia.org/art-of-asia/history/dynasty-shang.cfm>>.

“The Beginning of Agriculture. 9000 – 500 BCE.” The Historical Atlas. 19 December 2012

<<http://www.whatisencyclopedia.com/atlas/the-historical-atlas-the-beginning-of-agriculture-9000-500-bce.html>>.

“Big Era 3: Farming and the Emergence of Complex Societies.” *World History for Us All*. San Diego State University. 18 December 2012

<<http://worldhistoryforusall.sdsu.edu/eras/era3.php>>.

“Big Era Three: Farming and the Emergence of Complex Societies.” *World History for Us All*. 19 December 2012

<http://worldhistoryforusall.sdsu.edu/units/three/panorama/03_panorama.pdf>. (This unit provides some good background information on Egypt and Mesopotamia and is also the source of the documents used in this lesson.)

“Chariots in Ancient Egypt.” *Ancient Egypt Online*. 19 December 2012

<<http://www.ancientegyptonline.co.uk/chariots.html>>.

Chariot Spread. LaSalle University. 19 December 2012

<http://www.lasalle.edu/~mcinneshin/wk05/images/NEWChariot_spread.png>.

“Chinese Dynasty Guide: Shang Dynasty.” *The Art of Asia*. Minneapolis Institute of Arts. 19

December 2012 <<http://www.artsmia.org/art-of-asia/history/dynasty-shang.cfm>>.

Christian, David. “Inner Eurasia as a Unit of World History,” *Journal of World History*, vol. 5, no. 2, p. 195 (1994). 19 December 2012

<<http://www.uhpress.hawaii.edu/journals/jwh/jwh052p173.pdf>>.

- - -. *Maps of Time*. Berkeley and Los Angeles: University of California Press, 2004. (Many of the larger trends in Era II are discussed in Chapters 8 and 9. See p. 248 for a discussion on the term “civilization.”)

- - -. *This Fleeting World: A Short History of Humanity*. Great Barrington, MA: Berkshire Publishing Group, 2007. (See Chapter 2, “Acceleration: The Agrarian Era.” Much of what is discussed in *Maps of Time* is discussed more concisely here.)

“Code of Hammurabi.” *Ancient History Sourcebook*. Fordham University. 19 December 2012
<<http://www.fordham.edu/halsall/ancient/hamcode.asp>>.

Cohn-Haft, Louis. *Source Readings in Ancient History*, Vol. 1 (New York: T.Y. Crowell, 1965), 66-68; 79-81; 89-91; 96-97. Some of the language has been simplified by Anne Chapman. In
<http://worldhistoryforusall.sdsu.edu/units/three/landscape/03_landscape3.pdf> Accessed 12/19/12.

Diamond, Jared. *Guns, Germs, and Steel – The fates of human societies*. New York: W.W. Norton & Co., 1999.

Documents in World History. Upper Saddle River, NJ: Prentice Hall. 19 December 2012
<http://www.uncp.edu/home/rwb/World_History_Documents.pdf>. (A useful source of other primary documents from Era II and beyond).

“The Early Formative, 2000 BC – 1200 BC.” *Interamericana*. 18 December 2012
<<http://interamericana.co.uk/2009/08/the-early-formative-2000bc-1200bc/>>.

“Egypt Lesson Plan 1: Hieroglyphs and Communication.” *Egypt’s Golden Empire*. PBS. 2006. 19 December 2012
<<http://www.pbs.org/empires/egypt/pdf/lesson1.pdf>>.

Electronic Text Corpus of Sumerian Literature. Faculty of Oriental Studies, University of Oxford. 24 Oct. 2006. 19 December 2012
<<http://etcsl.orinst.ox.ac.uk/>>.

Farming and the Emergence of Complex Societies. Landscape Teaching Unit 3.3. World History for Us All. San Diego State University. 19 December 2012
<http://worldhistoryforusall.sdsu.edu/units/three/landscape/03_landscape3.pdf>. (Provides an excellent introduction to many of the big trends and ideas throughout Era II and more ideas for lessons about River Valley Civilizations and has useful source documents for studying Era II.)

The Great Bronze Age of China: An Exhibition from the People's Republic of China at The Metropolitan Museum of Art, New York. Asia for Educators. 19 December 2012
<http://afe.easia.columbia.edu/special/china_4000bce_bronze.htm>.

Gugliotta, Guy. “Earliest Urban Society in America Found at Peruvian Sites.... Cities Occupied By 3000 BC.” *Washington Post*. Thursday, December 23, 2004; Page A08.

Guns, Germs, and Steel. PBS. Lion Television 2005. 19 December 2012
<<http://www.pbs.org/gunsgermssteel/>>.

“History of Africa – 1500 BC.” *Time Maps*. 18 December 2012
<<http://www.timemaps.com/history/africa-1500bc/>>.

“Hunters and Gatherers.” *Threads of History*. 8 August 2009. 19 December 2012
<<http://threadsofhistory.blogspot.com/2009/08/hunters-and-gatherers.html>>.

Hyksos. Ancient Egypt Online. 19 December 2012
<<http://www.ancientegyptonline.co.uk/hyksos.html>>.

Irrigation Systems, Ancient. The Water Encyclopedia. 19 December 2012
<<http://www.waterencyclopedia.com/Hy-La/Irrigation-Systems-Ancient.html#ixzz1zl2uGIWm>>.

Johnson, Jean Elliott and Donald James Johnson. *The Human Drama*. Princeton, NJ: Wiener, Markus Pub., Inc. 2000, pp. 83-131 (See Act III, Johnson and Johnson provide a good description of the history of pastoral people during this era. They supply intriguing quotations from sources of the Era along with useful maps.)

McNeill, J.R. and McNeill, William. *The Human Web*. New York: W. W. Norton and Co., 2003
(See pp. 43-54 for more background information on early civilizations.)

“Migrations and Militarism across Afroeurasia, 2000-1000 BC/BCE.” World History for Us All. San Diego State University. 19 December 2012
<http://worldhistoryforusall.sdsu.edu/units/three/landscape/03_landscape4.pdf> (A teaching unit with ideas for extension activities and other primary and secondary source materials).

Nulton, Peter E. *The Eastern Mediterranean in the Late Bronze Age*. 19 December 2012
<http://peternulton.com/images/eastern_mediterranean_late_bronze_age.jpg>.

“Population Growth.” *Humans and their environment*. Science. GCSE Bitesize. BBC. 19 December 2012
<http://www.bbc.co.uk/schools/gcsebitesize/science/aqa_pre_2011/evolution/humansrev1.shtml>.

The Rillaton Gold Cup. The British Museum. 19 December 2012
<http://www.britishmuseum.org/explore/highlights/highlight_objects/pe_prb/t/the_rillaton_gold_cup.aspx>.

“Shang and Zhou Dynasties: The Bronze Age of China.” *Heilbrunn Timeline of Art History*. The Metropolitan Museum of Art. 19 December 2012
<http://www.metmuseum.org/toah/hd/shzh/hd_shzh.htm>.

Stockdill, Darin and Stacie Woodward. . “Early Civilizations.... The Why of the Where.” *PowerPoint Presentation*. (Unit 3, Lesson 1). Teacher-made materials. Oakland Schools, 2012.

- - -. “Interaction in Era 2 – Conflict and Cooperation” *PowerPoint* (Unit 3, Lesson 7). Teacher made materials. Oakland Schools, 2012.

- - -. “The Human Story Outside of Afroeurasia – Historical Patterns in Different World Zones.” *PowerPoint* (Unit 3, Lesson 8). Teacher made materials. Oakland Schools, 2012.

- - -. *Supplemental Materials* (Unit 3, Lesson 1-3, 6-8). Teacher-made materials. Oakland Schools, 2012.

- - -. "Technological Improvements, Era 2: 4000 – 1000 BCE." *PowerPoint (Unit 3, Lesson 6)*. Teacher made materials. Oakland Schools, 2012.

Stokes Brown, Cynthia. *Big History*. New York: The New Press, 2007. (*Chapter 6 deals specifically with Era II. Provides great background information on the development of cities in Afroeurasia.*).

The Stone, Bronze, and Iron Age. Essential Humanities. 19 December 2012
<<http://www.essential-humanities.net/world-history/the-stone-bronze-and-iron-ages/>>.

"Story: Pacific Migrations." *Encyclopedia of New Zealand*. 18 December 2012
<<http://www.teara.govt.nz/en/pacific-migrations/3>>.

Sumarian Shakespeare. 19 December 2012
<<http://sumerianshakespeare.com/media/1ca2d3271aa0f605ffff81b9ffffe417.jpg>>.

"Timeline of Ancient Egypt." *Egypt, Secrets of an Ancient World*. National Geographic. 19 December 2012 <<http://www.nationalgeographic.com/pyramids/timeline.html>>.

"Tut's Chariot on its way to New York." *The History Blog*. 19 December 2012
<<http://www.thehistoryblog.com/archives/6918>>.

Uluburun. Uluburun Shipwreck Web Site. 19 December 2012
<<http://sara.theellisschool.org/shipwreck/>>.

Uluburun, Turkey. Institute of Nautical Archaeology. 19 December 2012
<http://inadiscover.com/projects/all/southern_europe_mediterranean_aegean/uluburun_turkey/introduction>.

Woodward, Stacie and Darin Stockdill. *Supplemental Materials (Unit 3, Lesson 5)*. Teacher-made materials. Oakland Schools, 2012.

- - -. "River Valley Civilizations" *PowerPoint Presentation. (Unit 3, Lesson 2)*. Teacher-made materials. Oakland Schools, 2012.

- - -. *Supplemental Materials (Unit 3, Lesson 4)*. Teacher-made materials. Oakland Schools, 2012.

- - -. "Exploring the development of writing, laws, and central authority in early civilizations." *PowerPoint (Unit 3, Lesson 4)*. Teacher-made materials. Oakland Schools, 2012.

World History for Us All. Glossary. 19 December 2012
<<http://worldhistoryforusall.sdsu.edu/shared/glossary.htm>>.

For Further Professional Knowledge

Bain, Robert B. "Building an Essential World History Tool," in *Teaching World History: A Resource Book*. Armonk, NY: M.E. Sharpe, 1997

- - - . "Rounding Up Unusual Suspects: Facing the Authority Hidden in the History Classroom." *Teachers College Record*, 108, no. 10 (2006): 2080-2114.
- - - . "Into the Breach: Using Research and Theory to Shape History Instruction." In *Knowing. Teaching & Learning History: National and International Perspectives*, edited by P. Stearns, P. Seixas, and S. Wineburg, 331-53. New York: New York University Press, 2000. 18 Aug. 2011
<<http://www.worldhistory.pitt.edu/documents/Bain2000intothebreach.pdf>>.
- Braudel, Fernand . *Civilization and Capitalism, 15th-18th Century* (New York: Harper & Row, 1982), Chapter 1.
- Lee, Peter J. "Putting principles into practice: understanding history." *How students learn history in the classroom*. Eds. M. Suzanne Donovan, John D. Bransford and National Research Council. Washington, D.C.: The National Academies Press, 2005. 31-78
- Miner, Horace. Body Ritual among the Nacirema. *American Anthropologist, New Series*, Vol. 58, No. 3 (June 1956). 10 October 2011 <<http://www.jstor.org/pss/665280>>.
- Spradley, James & Michael Rynkiewich. *The Nacirema: readings on American culture*. Brown Little, 1975.
- Whitley, David S. *Cave Paintings and the Human Spirit: The Origin of Creativity and Belief*. Prometheus Books, 2009.
- Wineburg, Sam. "Historical Thinking and Other UnNatural Acts." Philadelphia: Temple University Press, 2001. This book examines issues concerning the teaching and learning of history. For a more detailed description, see
<http://www.temple.edu/tempresstitles/1518_reg.html>.
- - - . "Teaching the mind good habits." *The Chronicle of Higher Education*. Vol. 49, No.31, p. B2. 11 April 2003 (available at <http://www.faculty.sfasu.edu/dubenaj/SFA101049/TeachingTheMindGoodHabits.pdf>).