

How did the development of agriculture affect the lives of people in early civilizations and their environment?

Objective:

- **Identify** evidence from this unit to respond to the essential question

Unit Conceptual Understandings Text Graffiti



Compare



Categorize



Construct Arguments



Predict

→ Directions:

Round 1

1. Each student takes a claim card from the center of the table.
2. You will have 30 seconds to write down any evidence from what we've studied over the course of the unit to support that claim.
3. After 30 seconds, everyone will pass the card to their right.
4. We will repeat this process until each student has written on each card.
5. Place all claim cards in the middle.

Round 2

6. The group facilitator will select a claim card and read it aloud to the group.
7. The group will have four minutes to discuss the claim card and put forth evidence to support the claim. All speakers must use accountable talk stems. ("I agree with this claim because ...", "One piece of evidence that supports this claim is...", "Another piece of evidence to support this claim would be ...", "To corroborate the piece of evidence that he/she mentioned, another piece of evidence is...")
8. Teacher will bring the class together to ask the groups which evidence they selected to support the claim. He/she will record it on a class evidence bank that is visible to students.
9. We will repeat this process until each claim has been discussed and evidence selected.

Aim: How did the development of agriculture affect the lives of people in early civilizations and their environment?

Belief System Packet

Homework: Answer and study all aim questions on both First Civilizations packets. Make sure your current packet is complete. Will be collected on Friday. Test on Friday.

P - stone tools → metal tools
 N - stone tools

Claim:

The Paleolithic Era was different from the Neolithic

Era.
9.1

P - Nomads
 N - Farmers

P - hunted animals
 N - domesticate animals

P - meat, nuts, berries
 N - grains + meat

P - hunters + gatherers
 N - lived in permanent settlements

Claim:
Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.

irrigation systems
Shaduf (Egypt)
Made mud brick homes
roads
wheel on carts
Canals
Terraced farming

9.1b

Claim:
Complex societies and civilizations share common characteristics.

9.1c

Social hierarchy
Cities
Technology
Wheel irrigation
Spladuf
Job Specialization
Language Writing
Pharaoh
Code of Hammurabi
Gov't
Egypt
- Cuneiform
- Oracle Bones
Religion

Egyptian
Book of
Dead

Polytheistic
nature
gods

Claim:

Oral
Bones

Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife.

9.2a

Monothestic
Judaism
10 Commandment
Tarah

Claim:

Belief systems were often used to unify groups of people, and affected social order and gender roles.

9.2b

FA

How did the Neolithic Revolution lead to the birth of early river valley civilizations?

→ **Directions:** Complete the prompt below using **at least five words from the vocabulary bank** and **at least two conjunctions from the conjunction bank**.



Connect Cause and Effect

Explain the relationship between the Neolithic Revolution and the birth of early river valley civilizations.

Vocabulary Bank

turning point	settlement	revolution	modify
dwelling	adapt	fertile	culture
urban	crops	reliable	agriculture
domestication	characteristic	social classes	

Conjunction Bank

but	because	so
after	before	during
even though	while	despite