## **Instructional Unit Title: Rules, Roles, Religions**

The teacher may engage students in a gallery walk so that students can identify the traits that characterize a civilization.

The teacher may engage students in a discussion so that students can discover how human interactions with the environment influenced the development of the cultural, economic, and political structures of the first organized river civilizations.

The teacher may provide primary and secondary sources (e.g., Hammurabi's Code, excerpts from a Sumerian inscription - Umma & Lagash, Mesopotamian laws) so that students can investigate the social and political structures which organized the civilizations of the Fertile Crescent.

The teacher may provide primary and secondary sources (e.g. artifacts, images, literature) so that students can explore how the culture (e.g., religion, traditions, art) of the Fertile Crescent civilizations reflected their physical environment.



The teacher may provide maps (e.g., grid of Mohenjo-Daro), charts (e.g., the Caste System), and images (e.g., architecture) so that students can hypothesize how the cultural aspects and social, political structures of the Indus Valley and Aryan civilizations were influenced by geographic location.

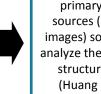
The teacher may provide excerpts from texts (e.g., the Old Testament, the Torah, the Koran) so that students can begin to understand the significance of the earliest monotheistic religions which developed during a polytheistic era.

The teacher may provide primary and secondary sources (e.g., artifacts, images, literature) so that students can explore how the culture (e.g., religion, traditions, art, technology) of the Ancient Egyptians reflected their physical environment.

The teacher may provide charts, illustrations/paintings, etc. so that students can examine the social and political structures of Ancient Egypt.



The teacher may provide primary and secondary sources (e.g., The Vedas, the Rigveda, images of Buddha) so that students can determine how the establishment of eastern religions (e.g., Hinduism, Buddhism) in the Indus Valley contributed to the developing identity of their culture.



The teacher may provide primary and secondary sources (e.g., maps, texts, images) so that students can analyze the social and political structures of the Yellow (Huang He) River Valley Civilization in China.



The teacher may provide texts (e.g., quotes from Confucius) so that students can explain how the development of eastern philosophies (e.g., Confucianism. Taoism) in China contributed to their cultural identity.



**PERFORMANCE ASSESSMENT:** You are part of an educational team who works for History in a Trunk, Inc. Your team collects reproduced artifacts and compiles them in trunks to send to classrooms across Colorado. The contents of each "Early River Civilization" kit includes various artifacts (e.g., textiles, tools, religious idols, writing), visuals (e.g., maps, pictures), one learning activity (e.g., writing in cuneiform or hieroglyphics) which introduces students to the contents of the trunk. Finally, each artifact and visual should include a "label" or card explaining the artifact/visual and its significance to the river civilization.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.