



Investigate

World History: Early Civilizations to Present

Unit 1: Foundations of Civilization

Lesson 2: Neolithic Revolution



Social Studies
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Investigate

World History:
Early Civilizations to Present
High School Program

Scope and Sequence

▶ Unit 1: Foundations of Civilization

This unit explores the beginnings of human civilization and lays a foundation for how to think like a historian. Students identify the characteristics of civilization and investigate early civilizations in Mesopotamia, Egypt, India, and China. Students will also examine the impact that early forms of government have on the world today.



Unit Investigative Question: What economic, social-cultural, environmental, and political factors connected societies in the past?

Lesson 1: Thinking Like a Historian

- Explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events.
- Identify methods used by historians to analyze evidence.
- Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.
- Use social studies terminology correctly.

Lesson 2: Neolithic Revolution

- Identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations.
- Summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.

Lesson 3: Characteristics of Civilizations

- Identify the characteristics of civilization.
- Identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.

Lesson 4: Mesopotamia and Egypt

- Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology.
- Identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.

Lesson 5: India and China

- Describe the societies of India and China, include: religion, culture, economics, politics, and technology.
- Identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.

Lesson 6: Impact of Early Governments

- Explain the concepts of hereditary rule, kingdom, empire, feudal society, and dynasty and explain why these concepts are important in the analysis of political power and governments in different historical periods and in different places.
- Identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen.
- Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.



Investigate

Teacher Lesson *and*
Supporting Resources

Lesson 2: Neolithic Revolution



Guiding Question

How did the shift from hunting and gathering to farming fundamentally change human societies, and what challenges emerged as people formed permanent settlements?

Vocabulary

agriculture, domestication, Neolithic Revolution, river valley civilizations, specialization, surplus

Learning Objectives

- Identify major causes and describe the major effects of the following events from 8000 BCE to 500 BCE: the development of agriculture and the development of the river valley civilizations.
- Summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.



ENGAGE AND CONNECT 5 minutes

Making Real-Life Connections

Direct students to **Making Real-Life Connections** in their Student Resource Book and go over the instructions.

How would your life change if you no longer had to go to the store to buy food because you grew everything you needed right at home? Write your answer in the space provided and be prepared to share.

Optional Scaffold

The following sentence stem may be used to support the activity.

- *If I grew all my food at home . . .*

After all students have finished writing their answer, tell them to share with a partner. Then call on a few students to share.

(Answers will vary but may include: If I grew all my own food at home, I'd probably eat healthier and save money since everything would be fresh and free. It would be more work, but I'd learn useful skills and feel more independent.)

Digital Consideration

Teacher may allow students to vote using an online poll.

Teacher Moves

Tell students that growing food at home might seem like a big change today, but it was an even bigger shift for humans thousands of years ago. People once survived by hunting animals and gathering wild plants, but everything changed when they began to farm. Explain that in today's lesson, students will explore the Neolithic Revolution and discover how it transformed the way humans lived, worked, and built communities. By the end of the lesson, students will be able to answer the guiding question: How did the shift from hunting and gathering to farming fundamentally change human societies, and what challenges emerged as people formed permanent settlements?



DELIVER NEW CONTENT 45 minutes

JIGSAW READING

The Neolithic Revolution

Share [Neolithic Revolution Images](#) and provide background information.

- The Neolithic Revolution began around 10,000 years ago, when humans transitioned from hunting and gathering to farming and domesticating animals.
- This shift allowed people to settle in one place, leading to the development of permanent villages.
- Farming led to a more stable food supply, which caused population growth and the rise of early civilizations.
- New technologies like pottery, weaving, and improved tools emerged during this time, changing daily life and work.
- Earlier peoples around the world domesticated animals, such as llamas in the Americas, sheep in Southwest Asia, and cattle in Africa.

Image descriptions (counterclockwise from top left): *Neolithic grindstone for processing grain; Skara Brae, a stone Neolithic village found on the Orkney Islands off the north coast of Scotland; llama overlooking the ruins of the ancient Inca city of Machu Picchu (Peru).*

Organize the class into three groups and direct students to [Reading: The Neolithic Revolution](#) in their Student Resource Book.

1. Each group will be responsible for reading and annotating one of the passages and completing the corresponding summary.
 - Group 1 will read "The Neolithic Revolution and the Birth of Agriculture."
 - Group 2 will read "The Development of River Valley Civilizations."
 - Group 3 will read "The Social and Cultural Impact of the Neolithic Revolution."

2. As students read, they should underline information that will help them answer the guiding question for each passage.
3. Give students six to eight minutes to complete their reading and fill in the corresponding summary. (Adjust time if necessary.) Teacher might model the summarization process. *(Example: According to the reading, "For more than two million years, humans survived by hunting and gathering. They lived in small, nomadic groups and moved constantly to find food." That tells me people were always moving and everyone helped find food. Let me keep reading . . . "There were no cities, governments, or written laws during this time." Hmm. That makes sense—without farming, people didn't settle or need formal rules. I'm going to underline that—it feels important for my summary. Let's keep going . . .)*
4. Once all students have finished writing, create mixed groups with one student representing each passage.
5. The group 1 representative will take one or two minutes to share first while the other students listen and add the shared information to their summaries.
6. Repeat step 5 until all students have shared and all students have completed their summaries.
7. Conduct a class debrief, revisiting the guiding question for each reading and asking students to share their summaries. Refer to the **Reading Example** if necessary.

Digital Consideration

Teacher may allow students to use digital annotation tools to highlight, underline, or circle information in the text.

Teacher Tip

Teacher might pull a small group to provide support.

CHECK FOR UNDERSTANDING

1-2-4 Snap Share

Facilitate 1-2-4 snap share to check for understanding.

1. 1 (individual): Direct students to **1-2-4 Snap Share** in their Student Resource Book and tell them to write their answer to the question in the space provided.
2. 2 (pair): Tell students to find a partner and develop a shared summary of their ideas.
3. 4 (group): Instruct pairs to join another pair to form a group of four. Each pair should then summarize their ideas to the other.

4. Snap share (whole group): Each group should then pick a representative to give a “snap” summary to the class, sharing one key idea or common theme from their group. *(Answers will vary but may include: Economic, social-cultural, environmental, and political factors all worked together to help early civilizations grow. Farming gave people food and allowed them to settle in one place (environmental), which led to communities with rules and leaders (political), and new traditions, jobs, and ways of life (economic/social-cultural). Each part supported the others, helping people build more organized and advanced societies.)*

Optional Scaffold

The following sentence stem may be used to support the activity.

- *Economic, social-cultural, environmental, and political factors worked together to shape early civilizations by . . .*

As each group shares their “snap” summary, record key points on the board or a sheet of chart paper under broad categories—economic, political, environmental, and social-cultural. Similar ideas should be clustered to reveal common themes across groups.

After all groups have shared, ask:

- What patterns or common themes do you notice across the categories? *(Accept all reasonable responses.)*
- How do these different factors seem to work together in shaping civilizations? *(Accept all reasonable responses.)*
- Which factor do you think had the biggest impact, and why? *(Accept all reasonable responses.)*
- Did any ideas surprise you or make you think differently? *(Accept all reasonable responses.)*



ASSESS STUDENT MASTERY 30 minutes

AUTHENTIC WRITING

Neolithic Revolution Pamphlet

Direct students to [Neolithic Revolution Pamphlet](#) in their Student Resource Book and go over the instructions.

To demonstrate your learning, create a pamphlet that highlights the major causes and effects of the Neolithic Revolution. A pamphlet is a small booklet that provides important details about something, like a product, service, or place. It is usually colorful and easy to read, with pictures and short sections of text. People use pamphlets to help others learn more about a topic or make decisions.

✓ Must-Haves

Neolithic Revolution pamphlet must include

- ☐ a title and cover page. (10 points)
- ☐ an introduction section. (20 points)
- ☐ major causes and effects—economic, social-cultural, environmental, and political—of the Neolithic Revolution. (50 points)
- ☐ a cause-and-effect relationships visual diagram. (20 points)

*Neolithic Revolution pamphlet may include historical images or graphics.

Teacher Tip

Before students work independently, teacher may choose to show examples of pamphlets by conducting an internet search. After viewing examples, ask students to determine the common characteristics—or must-haves—of pamphlets, such as they usually include a clear title, concise text, headings or subheadings, bullet points, visuals, a logical and easy-to-follow layout, etc.

Optional Scaffold

The following word bank may be used to support the activity.

Word Bank

agriculture, domestication, Neolithic Revolution, river valley, specialization

Digital Consideration

Teacher may allow students to use a district-approved technology application to create their pamphlet.

Monitor students as they work and assist as needed. (*Student product will vary.*)

If time permits, teacher may allow students to share their pamphlet with a peer.



CLOSE THE LESSON 10 minutes

1. Collect completed pamphlets.
2. Ask students to answer the guiding question: How did the shift from hunting and gathering to farming fundamentally change human societies, and what challenges emerged as people formed permanent settlements? *(Answers will vary.)*
3. Ask students to consider the unit investigative question in the context of this lesson: What economic, social-cultural, environmental, and political factors connected societies in the past? *(Accept all reasonable responses. Based on today's lesson, students might say the Neolithic Revolution brought societies together through shared agricultural practices, the development of river valley civilizations, and common economic systems built around farming. They might also touch on how early governments started to form to regulate these growing, interconnected societies.)*

Teacher Moves





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Investigate

Student Resource Book

Excerpt

Neolithic Revolution



GUIDING QUESTION

How did the shift from hunting and gathering to farming fundamentally change human societies, and what challenges emerged as people formed permanent settlements?

VOCABULARY

- **agriculture**
- **domestication**
- **Neolithic Revolution**
- **river valley civilizations**
- **specialization**
- **surplus**

STUDENT GOALS

- Identify major causes and describe the major effects of the following events from 8000 BCE to 500 BCE: the development of agriculture and the development of the river valley civilizations.
- Summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.



GET ENGAGED

► Making Real-Life Connections

How would your life change if you no longer had to go to the store to buy food because you grew everything you needed right at home? Write your answer in the space provided and be prepared to share.



LEARN SOMETHING NEW

JIGSAW READING

► The Neolithic Revolution

Wait for teacher's instructions.



Reading: The Neolithic Revolution



The Neolithic Revolution and the Birth of Agriculture

Guiding question: How did the invention of farming change how humans lived, worked, and organized their communities?

For more than two million years, humans survived by hunting and gathering. They lived in small, nomadic groups and moved constantly to find food. Every person in the group had to participate in finding enough to survive. There were no cities, governments, or written laws during this time.

Around 12,000 years ago, humans learned how to farm and domesticate animals. This began the Neolithic period. Farming allowed people to settle in one place, grow surplus food, and build permanent homes. As a result, populations grew and small villages formed, especially near rivers, which provided fertile land for planting crops.

Summary:



■ A model of the Neolithic settlement Çatalhöyük in modern-day Turkey

How Farming Changed Communities

- Food surplus: Farming created extra food, meaning not everyone had to focus on hunting or gathering. This allowed some people to specialize in other jobs, like making tools or pottery.
- New technology: Farmers needed to develop tools and systems to track crops, protect their land, and know when to plant and harvest. This led to inventions like the calendar.
- Growth of cities: As populations grew, villages turned into cities. Cities became the center of civilization with governments, art, architecture, religion, and writing systems.
- Strangers and laws: In cities, people couldn't know everyone personally as they had in small tribes. So, leaders created written laws to maintain order.

Summary:

Continued from previous page

Social Structure and Religion

- **Social structure:** Cities had complex social hierarchies. At the top were priests and nobles, followed by merchants and artisans, with peasant farmers and enslaved people at the bottom.
- **Religion:** Religion played a key role in uniting people. Most ancient cities were polytheistic, worshipping many gods, and priests led rituals to honor these deities.

Summary:

Cultural Exchange and Progress

People often traded or fought with other civilizations. Through these interactions, they exchanged ideas, technologies, and beliefs, which helped them improve and evolve. This sharing of knowledge between civilizations is called *cultural diffusion*.

Summary:

The Development of River Valley Civilizations

Guiding question: How did access to water and fertile land lead to the development of political structures and cities?

The earliest civilizations emerged in river valleys where fertile land and water supported farming. The first major civilizations developed in Mesopotamia—located between the Tigris and Euphrates Rivers in what is now Iraq—around 6,000 years ago, followed by Egypt, India, and China. Access to water allowed for large-scale agriculture, which led to population growth as well as the rise of cities and political structures.

Summary:

Key Features of Early Civilizations

- **Farming and irrigation:** Farmers developed irrigation systems to control river floods and grow crops, which increased food production and led to surplus resources.
- **Rise of cities:** As villages grew, some became cities that were centers of trade and culture. In Mesopotamia, cities like Ur in Sumer became hubs for manufacturing, trade, and innovation.
- **Social classes:** Societies became more complex, with people ranked by their jobs. At the top were rulers and priests, followed by artisans and merchants. Farmers, who made up the majority of society, were ranked below rulers, priests, artisans, and merchants. Enslaved persons were at the bottom of the hierarchy.
- **Trade networks:** Civilizations traded resources such as metals, wood, and luxury goods including gold, spices, precious stones, and fine textiles with distant regions, creating connections between cultures. Mesopotamia traded with civilizations as far away as Egypt, India, and the eastern Mediterranean.
- **Writing:** Writing systems were developed to record trade, laws, and religious practices. The earliest known writing appeared around 5,600 years ago in Mesopotamia and then in Egypt and the Indus Valley.
- **Religion:** Religion played a central role in early societies, with people worshipping many gods connected to nature, like the sun and rivers. Priests conducted rituals to ensure the favor of the gods.
- **Monumental architecture:** People built impressive structures like temples, pyramids, and tombs, which showed the power of rulers and gods. Examples include the Great Pyramid of Giza in Egypt and ziggurats in Mesopotamia.



■ This tablet shows cuneiform, the writing system invented by the Sumerians.

Summary:

Continued from previous page

Government and Power

- **Kings and priests:** Early governments were often led by priests or kings who claimed divine authority. They organized public services, managed resources, and maintained order through laws.
- **Empires:** Some rulers, like Sargon of Akkad, created large empires by conquering neighboring city-states. These empires united different cultures and expanded trade networks.

Summary:

Advances in Knowledge

- **Mathematics and astronomy:** Early civilizations made significant advances in math, creating systems to track time, calculate distances, and predict astronomical events like eclipses.
- **Cultural exchange:** Trade and warfare brought different civilizations into contact, leading to the exchange of ideas, technologies, and goods, helping these societies grow and evolve.

Summary:

The Social and Cultural Impact of the Neolithic Revolution

Guiding question: What new social and cultural practices emerged as people began to live in settled communities, and how did leaders rise to power?

Scholars have different ideas about where to mark the historical dividing line between the era of Neolithic farming societies in Afroeurasia and the emergence of complex societies, or civilizations. Historians generally agree, however, that early complex societies had distinguishing characteristics, though not every complex society necessarily displayed all of them.

- **Cities:** Large, organized settlements that served as centers of population, trade, government, and culture.
- **The state:** A central governing authority in which a relatively small group of people exercised command over the economic and political life of everyone else to some extent. In the state, being a member was not about being part of a certain family or group, but about following the laws and authority of the government.
- **Occupational specializations:** Part of the population engaged in jobs or professions other than growing food or herding animals.
- **Storehouses:** Institutions were established for collecting, storing, and distributing surplus products, and were staffed by officials and managers.
- **Social class hierarchy:** Typically a small, privileged elite occupied the top rank, and the vast majority of farmers, herders, and laborers formed the bottom. A minority population of people possessing commercial wealth or special skills constituted a middle group.
- **Institutionalized religion:** Most people were polytheistic, worshipping many gods.
- **Monumental public architecture:** Cities featured large structures like pyramids and temples.
- **Writing:** Writing was used to record trade, laws, and religious practices.
- **Advances in knowledge:** Creation and accumulation of knowledge in mathematics, engineering, astronomy, and other technical and scientific fields.

Summary:

Continued from previous page

Geography's Role in the Birth of Early Civilizations

If we go back 5,000 years, we see that in most regions, the frontier of farming was advancing slowly. However, in three regions of Afroeurasia—the valleys of the Tigris and Euphrates, Nile, and Indus Rivers—startling changes were occurring. Nearly simultaneously, populations were growing in those places at a much faster rate than at any earlier time in history, and humans were beginning to organize themselves in remarkable new ways. These three complex societies all arose within the midsection of the Great Arid Zone, which is the belt of arid or semiarid territory that extends all the way across



Afroeurasia. Climatologists have hypothesized that the hot, dry conditions that prevail today in those regions set in around 6,000 years ago. Complex society was therefore possible only because spring runoff from wet highlands flowed into rivers that crossed arid country on their way to the sea. The Tigris and Euphrates originate in the cool, green mountains of eastern Anatolia. The Indus flows from the Tibetan Himalayas. The Nile has its source in highland Ethiopia and tropical East Africa.

Summary:

Early River Valley Civilizations: Shared Origins and Trade Connections

As mentioned earlier, the three early river valley civilizations all emerged in one region: the middle part of the Great Arid Zone. All three occupied approximately the same belt of latitude, shared a similar climate, and produced the same basic crops—primarily wheat and barley. Trade also took place between all three civilizations, by both land and sea.

Complex society appears to have arisen first in southern Mesopotamia (about 6,000 years ago), then in Egypt (5,200 years ago), then in the Indus Valley (about 4,600 years ago). In East Asia, complex society appeared in the Yellow River Valley of northern China around 3,700 years ago.

Summary:

Social, Political, and Religious Changes in Complex Societies

During the gradual transition to complex societies, humans' relations to the environment, to other humans, and to ideas changed.

- First, the development of these societies was inseparable from humans finding new and more intensive ways to exploit the environment to produce surplus wealth and sustain growing populations.
- Second, rising production and population required new institutions to manage the interactions among individuals and groups who lived in much closer proximity to one another and had more complicated economic, social, and political relations. The state served to organize and regulate human behavior on a much larger scale than had been known in the early millennia of farming.
- Third, religious ideas became more systematized and expanded their focus from the world of nature to concern with human social relations. Writing promoted the spread of ideas but also limited access to them because only a small minority achieved literacy.

Summary:

CHECK FOR UNDERSTANDING

▶ 1-2-4 Snap Share

How did economic, social-cultural, environmental, and political factors work together to shape the development of early civilizations? What are some examples?



AUTHENTIC WRITING

Neolithic Revolution Pamphlet

To demonstrate your learning, create a pamphlet that highlights the major causes and effects of the Neolithic Revolution. A pamphlet is a small booklet that provides important details about something, like a product, service, or place. It is usually colorful and easy to read, with pictures and short sections of text. People use pamphlets to help others learn more about a topic or make decisions.

✓ Must-Haves

Neolithic Revolution pamphlet must include

- ☐ a title and cover page. (10 points)
- ☐ an introduction section. (20 points)
- ☐ major causes and effects—economic, social-cultural, environmental, and political—of the Neolithic Revolution. (50 points)
- ☐ a cause-and-effect relationships visual diagram. (20 points)

*Neolithic Revolution pamphlet may include historical images or graphics.





Investigate

Investigate Project



Investigate

Foundation of Civilizations

Student Investigative Question

How were societies in the past connected through trade, culture, and exchange—and what can we learn from those global connections today?

Your Role: International Trade Consultant

What This Professional Does

An International Trade Consultant studies how goods, ideas, and resources move between regions and how governments, cultures, and the environment influence those exchanges. Consultants use research and analysis to advise businesses and organizations on global opportunities and challenges.

Why This Role Fits the Unit

Trade was one of the main forces that connected early civilizations. As an International Trade Consultant, you will analyze how ancient trade networks linked societies through goods, culture, and ideas — and identify lessons modern business leaders can apply to today's global economy. Your work will help today's leaders understand how the successes and challenges of early global connections can guide decisions about international cooperation and sustainability.

Your Task: Briefing Report Presentation

A Briefing Report is a short, focused explanation of key information—written or spoken—that helps an audience understand a topic and why it matters.

Audience

Modern business leaders attending a global trade council meeting.

Purpose

You will prepare and deliver a Briefing Report explaining how societies were connected through trade in the past and what lessons those historical networks hold for global trade today. Your goal is to help your audience understand how patterns of connection, cooperation, and exchange continue to shape the modern world.



✓ Presentation Must Haves

Your Briefing Report must include:

1. Executive Summary
 - a. Provide a brief overview of how ancient societies were connected through trade.
 - b. Mention major trade networks such as the Silk Road, Indian Ocean Trade, or Trans-Saharan Trade.
2. Economic Factors
 - a. Explain how the exchange of goods (spices, silk, gold, sugar, or manufactured items) connected different regions.
 - b. Describe how economic needs encouraged trade and interaction among civilizations.
3. Social and Cultural Factors
 - a. Show how religion, language, migration, and culture spread through trade.
 - b. Include examples such as the spread of Islam across the Indian Ocean or cultural blending in port cities.
4. Environmental Factors
 - a. Explain how geography, climate, and natural resources shaped trade networks.
 - b. Discuss how traders adapted to challenges like deserts, monsoons, or mountain passes.
5. Political Factors
 - a. Describe how governments, empires, or alliances supported or regulated trade.
 - b. Explain how political power and stability encouraged economic growth and connection.
6. Case Study Summary
 - a. Choose one trade network (e.g., Silk Road, Indian Ocean, Trans-Saharan, or Triangular Trade).
 - b. Describe the goods and ideas exchanged.
 - c. Explain which factors—economic, social, environmental, or political—made this network successful.
 - d. Analyze how its legacy still influences global trade or cultural exchange today.
7. Lessons for Today
 - a. Identify one clear lesson modern businesses or governments can learn from your case study.
 - b. Explain why this lesson is important for today's businesses or governments (e.g., global supply chains, cultural understanding, or sustainability).



8. Recommendation Section

- a. Offer advice to modern business or government leaders based on historical lessons.
- b. Choose one focus area and support it with evidence or reasoning:
 - i. Diversify supply chains
 - ii. Invest in cultural understanding
 - iii. Support environmentally sustainable trade
 - iv. Strengthen international partnerships

Grading Rubric (Total: 100 points)

Section	Description	Points
Historical Understanding	Clearly explains how trade connected early civilizations and shaped societies.	25
Analysis & Connections	Makes strong past-to-present connections showing the relevance of ancient trade today.	25
Organization & Clarity	Ideas are presented clearly, logically, and in a professional format.	20
Evidence & Case Study Use	Uses accurate details, examples, and one strong historical case study.	20
Presentation & Professionalism	Communicates effectively and confidently for the intended audience.	10

The Process

Activate Background Knowledge

- Reflect on what you already know about trade in the ancient world.
- Discuss how trade connected different regions and how those same forces—economy, culture, environment, and politics—continue to shape global interactions today.

Conduct Research Using Course Materials

- Use your Student Resource Book and class readings to identify how trade networks developed and influenced civilizations.
- Look for examples of how trade connected people, spread ideas, and created interdependence among regions.

Extend Research

- Add at least one outside resource, such as a map, artifact, timeline, primary source excerpt, or short video.



- Include the title and brief summary of the resource.
- Explain why it adds value to your research.

Build Your Task

Introduction

- Introduce your role and audience (International Trade Consultant briefing global leaders).
- Explain the goal of your presentation: to show how trade connected ancient societies and why these connections still matter.

Key Points

- Organize your findings by four major factors:
 1. Economic Connections—Goods, wealth, and markets that linked civilizations.
 2. Social and Cultural Connections—The spread of religion, language, and culture.
 3. Environmental Connections—How geography and resources shaped routes.
 4. Political Connections—How empires and governments managed or benefited from trade.

Case Study Summary

- Present your selected trade network.
- Describe how goods, ideas, and people moved along your trade network and what made it successful.
- Connect its legacy to today's global economy or international relationships.

Lessons for Today

- Identify one major lesson from your case study.
- Explain how that lesson applies to modern global challenges like sustainability, cooperation, or equity.

Recommendation Section

- Present one recommendation for modern leaders.
- Use evidence or reasoning to explain how history supports your idea.

Closing

- Restate your central insight about global connections.
- End with a takeaway message that emphasizes how understanding the past can guide the future of global trade and cooperation.



Self-Reflection Checklist

I can . . .

- Explain how trade connected societies economically, culturally, politically, and environmentally.
- Provide a clear case study supported by historical evidence.
- Connect lessons from the past to modern global issues.
- Offer a thoughtful recommendation for today's leaders.
- Communicate my findings clearly and professionally.



Investigate

Instructional Framework

Mission

Social Studies School Service partners with PreK–12 teachers and leaders to develop the capacity of students to effectively communicate ideas, think critically, make informed decisions, and become engaged citizens.

Core Value	What will students do during instruction?
Students should own their learning	• Students pose, investigate, and answer questions. • Students participate in active learning strategies to analyze social studies concepts, support assertions, and find possible consequences or solutions. • Students talk about their discoveries with their peers. • Students communicate and act upon their new learning.
Students must interact with text and visuals	• Students interact with primary and secondary sources. • Students interact with digital media and visual representations.
Geography is a foundation of social studies	• Students use geographic skills to pose, investigate, and answer questions. • Students use a hands-on approach to interpret maps, globes, graphs, charts, and other geographic tools. • Students make predictions and assertions. • Students communicate and act upon their new learning.
We embrace multiple narratives	• Students see themselves reflected in their learning experiences. • Students experience narratives different from their own. • Students engage in conversations with their peers. • Students develop empathy for others.
We consider all learners	• Students use scaffolds and supports to access their learning. • Students engage in extension activities to apply their knowledge at new levels.

Social Studies School Service Instructional Framework

The Social Studies School Service instructional framework is an interrelated set of systems and expectations that guide curriculum, instruction, assessment, and learning climate. It combines the specific expectations for how students learn, with specific strategies and practices to guide teaching and assessment. This is important because an instructional framework ensures teachers gain the knowledge and skills to plan and teach lessons that meet the needs of all students.

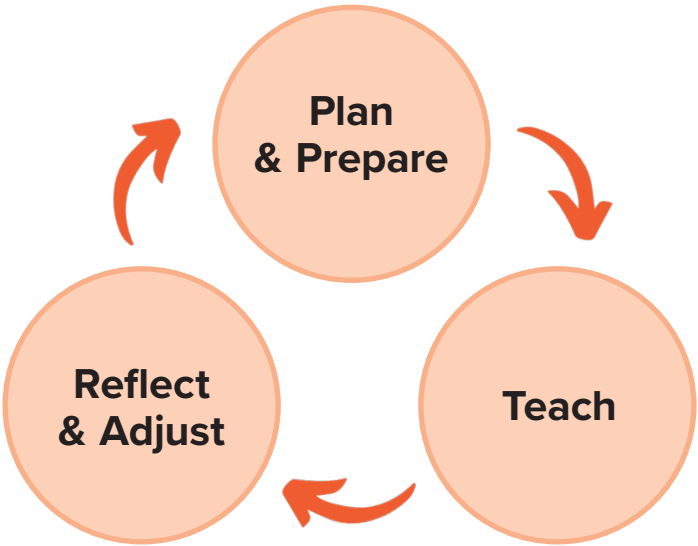


Figure 1. SSSS instructional framework

Phases	What will the teacher do <u>before</u> , <u>during</u> , & <u>after</u> Tier 1 Instruction?
Plan and Prepare	• Unpack Standards and Build Content Knowledge • Plan with the End in Mind • Gather and Prepare Resources and Materials • Consider All Learners • Collaborate and Practice
Teach	• Engage and Connect • Deliver New Content • Assess Student Mastery • Close the Lesson
Reflect and Adjust	• Examine and Analyze Student Work • Review and Reteach • Provide Interventions • Extend Learning

Lesson Delivery

The Lesson Delivery Process is the means by which you communicate knowledge to learners. This implies that you need to use certain strategies, resources, and technologies to deliver the intended learning experience and meet specific goals.

Lesson Delivery Process	What does it mean?
Engage and Connect	Consider short experiences, ten minutes or less, that will help preview key concepts and tap into students' interests, prior knowledge, and personal experiences. Such experiences and activities establish the context for learning. There is no single formula for a preview assignment. Note: This is applicable to Dimension 1: Developing questions and planning inquiries of the Inquiry Arc (C3 Framework).
Deliver New Content	- Students acquire new information as outlined by state standards. - Lessons should engage students in reading, structured classroom discussion, and writing. - Teachers should use strategies to help students interact with traditional and nontraditional text. - Teachers should use strategies that will help students read, examine, and analyze primary and secondary sources. - Teachers should use strategies to help students analyze geographic tools—e.g., maps, graphs, charts, and databases. - Teachers should use strategies to help students interact and engage with multimedia. - Students should engage in Active Learning strategies such as discussions, case studies, role-play, simulations, etc. Note: This is applicable to Dimension 2: Applying disciplinary concepts and tools and Dimension 3: Evaluating sources and using evidence of the Inquiry Arc (C3 Framework).
Assess Student Mastery	Include assignments or lesson wrap-up activities that challenge students to synthesize and apply the information they have learned. We considered these activities during the Plan and Prepare phase of the instructional framework (Plan with the End in Mind). Simply recording notes on a lesson does not mean students have learned information. They must actively do something with the information if they are to internalize it. - Students might complete these activities individually, with a partner, or in small groups while the teacher monitors the work. - Activities during this part of the lesson cycle can take many forms but are always aligned with the learning goal and continue to push students toward mastery of the content.

	Here is where teachers will determine if students understood the lesson objective. This informs the Reflect and Adjust phase of the instructional framework. Teachers might review, reteach, or facilitate a small-group intervention to clarify misconceptions. Note: This is applicable to Dimension 4: Communicating conclusions and taking informed action of the Inquiry Arc (C3 Framework). Keep in mind that it is not a true inquiry design model if students have not taken informed action outside the walls of the classroom.
Close the Lesson	The purpose of the closure is to revisit learning objectives and, in many instances, connect the learning back to the Engage and Connect part of the lesson delivery process. Strategies used to close the lesson include: • Reviewing and summarizing the lesson • Consolidating key information • Creating a link to new ideas and building anticipation for the next lesson • Creating opportunities and space for students to express concern, ask questions, and clarify their own learning In addition to the Assess Student Mastery step of the lesson delivery process, teachers may also use this time to assess student learning. This will help to determine the steps needed for the next phase of the instructional framework, Reflect and Adjust.