



AWAKENING CIVILIZATIONS UNIT

UNIT I STUDENT NOTEBOOK



AWAKENING CIVILIZATIONS UNIT RUBRIC

Ratings	4 Mastery	3 Meeting	3 Approaching	1 Beginning
Criteria				
Inquiry Processes and Skills	Insightful use of inquiry processes and skills to ask questions; gather interpret, and analyze ideas; and communicate findings and decisions	Interesting use of inquiry processes and skills to ask questions; gather interpret, and analyze ideas; and communicate findings and decisions	Superficial use of inquiry processes and skills to ask questions; gather interpret, and analyze ideas; and communicate findings and decisions	Confusing explanation of the concept of worldview
Significance of People, Places, Events, and Developments	Astute assessment of the significance of people, places, events, and developments	Logical assessment of the significance of people, places, events, and developments	Limited assessment of the significance of people, places, events, and developments	Disorganized assessment of the significance of people, places, events, and developments
Significant Accounts, Narratives, Maps, and Texts	Rich and detailed identification of what the creators of accounts, narratives maps, or texts have determined is significant	Purposeful identification of what the creators of accounts, narratives maps, or texts have determined is significant	Basic identification of what the creators of accounts, narratives maps, or texts have determined is significant	Little to no identification of what the creators of accounts, narratives maps, or texts have determined is significant
Sources and Evidence	Compelling assessment of the credibility of multiple sources and the adequacy of evidence used to justify conclusions	Engaging assessment of the credibility of multiple sources and the adequacy of evidence used to justify conclusions	Simplistic assessment of the credibility of multiple sources and the adequacy of evidence used to justify conclusions	Flawed assessment of the credibility of multiple sources and the adequacy of evidence used to justify conclusions
Historical Time Periods	Memorable characterization of different time periods in history and identification of key turning points that mark periods of change	Effective characterization of different time periods in history and identification of key turning points that mark periods of change	Rudimentary characterization of different time periods in history and identification of key turning points that mark periods of change	Ineffective characterization of different time periods in history and identification of key turning points that mark periods of change
Causes and Consequences of Decisions, Actions, and Events	Comprehensive determination of causes that most influenced particular decisions, actions, and events, and assessment of the consequences	Proficient determination of causes that most influenced particular decisions, actions, and events, and assessment of the consequences	Vague determination of causes that most influenced particular decisions, actions, and events, and assessment of the consequences	Little to no determination of causes that most influenced particular decisions, actions, and events, and assessment of the consequences

AWAKENING CIVILIZATIONS UNIT RUBRIC

Ratings	4 Mastery	3 Meeting	3 Approaching	1 Beginning
Criteria				
Perspectives, Values, Worldviews, and Beliefs	Outstanding explanation of different perspectives on people, places, issues, and events, and comparison of values, worldviews, and beliefs of human cultures and societies in different times and places	Reasonable explanation of different perspectives on people, places, issues, and events, and comparison of values, worldviews, and beliefs of human cultures and societies in different times and places	Partial explanation of different perspectives on people, places, issues, and events, and comparison of values, worldviews, and beliefs of human cultures and societies in different times and places	Marginal explanation of different perspectives on people, places, issues, and events, and comparison of values, worldviews, and beliefs of human cultures and societies in different times and places
Ethical Judgements and Lessons from the Past	Astute ethical judgments about past events, decisions, or actions, and assessment of the limitations of drawing direct lessons from the past	Logical ethical judgments about past events, decisions, or actions, and assessment of the limitations of drawing direct lessons from the past	Limited ethical judgments about past events, decisions, or actions, and assessment of the limitations of drawing direct lessons from the past	Disorganized ethical judgments about past events, decisions, or actions, and assessment of the limitations of drawing direct lessons from the past



LESSON I

CREATE THE IDEAL CIVILIZATION

Using the Criteria of a Civilization you brainstormed and the textbook information you read, create your ideal civilization.

You may sketch maps and/or drawings to go with the explanation of your civilization.

GOVERNMENT

What are the system of laws that everyone is expected to obey?

How does the government keep things in order?

Explain the educational system.

What taxes are paid to the government?

How is the government formed?

COMMERCE

What is the system of currency (money)?

How are goods and services bought, sold, and traded?

Describe the marketplaces.



LESSON I

CREATE THE IDEAL CIVILIZATION

Using the Criteria of a Civilization you brainstormed and the textbook information you read, create your ideal civilization.

You may sketch maps and/or drawings to go with the explanation of your civilization.

SOCIAL STRUCTURE

How is the population organized?
What roles do specific people or groups have?
Is life more difficult for some groups than others? Why?
Is the social structure rigid or flexible? Explain.

PUBLIC WORKS

Describe the modes of transportation (roads, railroads, bridges, pipelines, canals, ports, airports, etc.), government buildings, schools, hospitals, public spaces (parks, beaches), public services (water, sewage, power, heat, etc.), and other infrastructure that is financed and constructed by the government.



LESSON I

CREATE THE IDEAL CIVILIZATION

Using the Criteria of a Civilization you brainstormed and the textbook information you read, create your ideal civilization.

You may sketch maps and/or drawings to go with the explanation of your civilization.

TECHNOLOGY

What innovations in technology does your society have (weapons, utilities, disease prevention, communication, etc.)?

ARTS AND CULTURE

How are events celebrated?

How is history remembered?

How are important ideas and beliefs shared?

How much creative freedom is allowed?

What types of arts and culture (painting, sculpture, music, song, plays, stories, etc.) are developed?



LESSON I

CREATE THE IDEAL CIVILIZATION

Using the Criteria of a Civilization you brainstormed and the textbook information you read, create your ideal civilization.

You may sketch maps and/or drawings to go with the explanation of your civilization.

RELIGION

How do(es) the religion(s) provide citizens with guidelines for their behaviour?

What is right and what is wrong in your society?

How does religion unify the people in your society?

KNOWLEDGE

How does your society store and share information about itself

Describe the historical records, newspapers, education, and oral histories within your society.



LESSON 2 K-W-L CHART

Topic: Civilizations

K What do you know?	W What do you want to know?	L What did you learn?

LESSON 3

RESPONSE QUESTIONS

Respond to the questions using information from today's reading.

When did the Chinese civilization begin to take shape?	
What aspects of Chinese culture can be traced back to the Shang Dynasty?	
Which five geographic features provided protection for China?	
Where was China's one weak point? Why did it give invaders easy access into China?	
What does BCE mean? What does CE mean?	
What are the two major rivers in China and where are they located?	

LESSON 3

RESPONSE QUESTIONS

Respond to the questions using information from today's reading.

Why is the Huang He River sometimes called the "Yellow River"?	
What are the advantages and disadvantages of the regular flooding of the Huang He River?	
Why did the Yangtze River become important to China?	
Define loess. Define silt.	
Describe the climate in northern China.	
Describe the climate in southern China.	

LESSON 3
3-2-1 EXIT SLIP

3	3 Things I Learned
2	2 Interesting Things
1	1 Question I Still Have

LESSON 4

SWOT ANALYSIS

Complete the exit slip based on today's learning.

S STRENGTHS	
W WEAKNESSES	
O OPPORTUNITIES	
T THREATS	



LESSON 5

ACROSTIC BRAINSTORM

Think of what you've learned about civilizations so far in this unit.
Complete the Acrostic using words and phrases about civilizations.

H -

A -

R -

M -

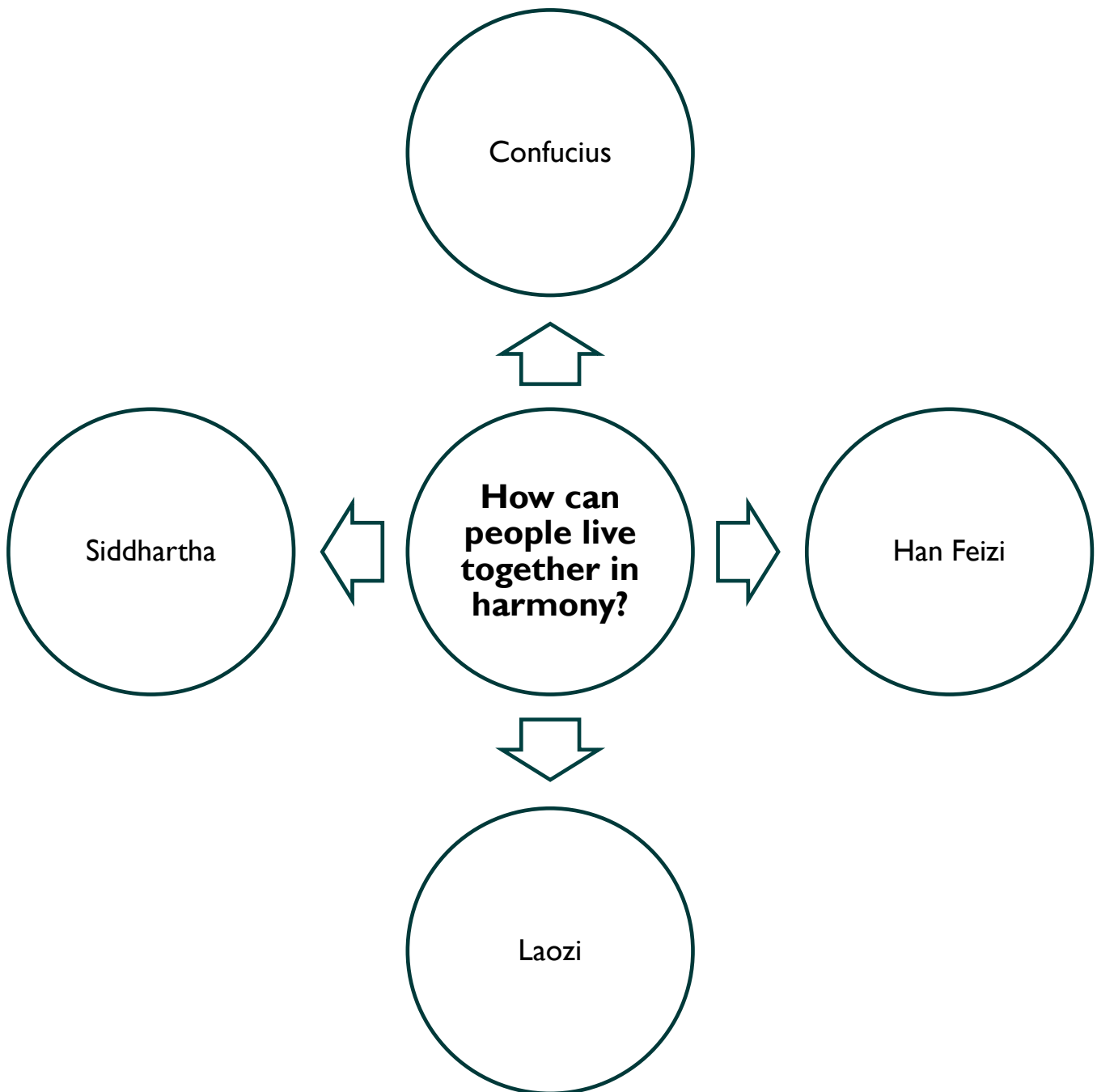
O -

N -

Y -

LESSON 5 MIND MAP

Map out the connections and ideas from today's reading.



HERE'S WHAT – SO WHAT – NOW WHAT

Complete the graphic organizer using the quotations from today's reading.

HERE'S WHAT Information from the Reading	SO WHAT Why is this important?	NOW WHAT Implications and/or Next Steps
<p>“Shi Huangdi set up a strong central government and divided the country into 36 districts” (24).</p>	<p>Before this time, nobles had complete power over their lands and the peasants who lived on them. Under Shi Huangdi's system, that changed – the nobles had no power.</p>	<p>Shi Huangdi kept the nobles in the city where he could keep an eye on them, and replaced them with appointed officials in each district. These employees had to be completely loyal to the emperor. This was to the emperor's advantage.</p>
<p>“Shi Huangdi redistributed the nobles' lands, and every peasant family was given enough land to make a living and pay taxes” (24).</p>		
<p>“Shi Huangdi used his government to improve the economy and standardize the systems of money, weights, and measures . . . He also standardized the writing system” (24).</p>		

HERE'S WHAT – SO WHAT – NOW WHAT

Complete the graphic organizer using the quotations from today's reading.

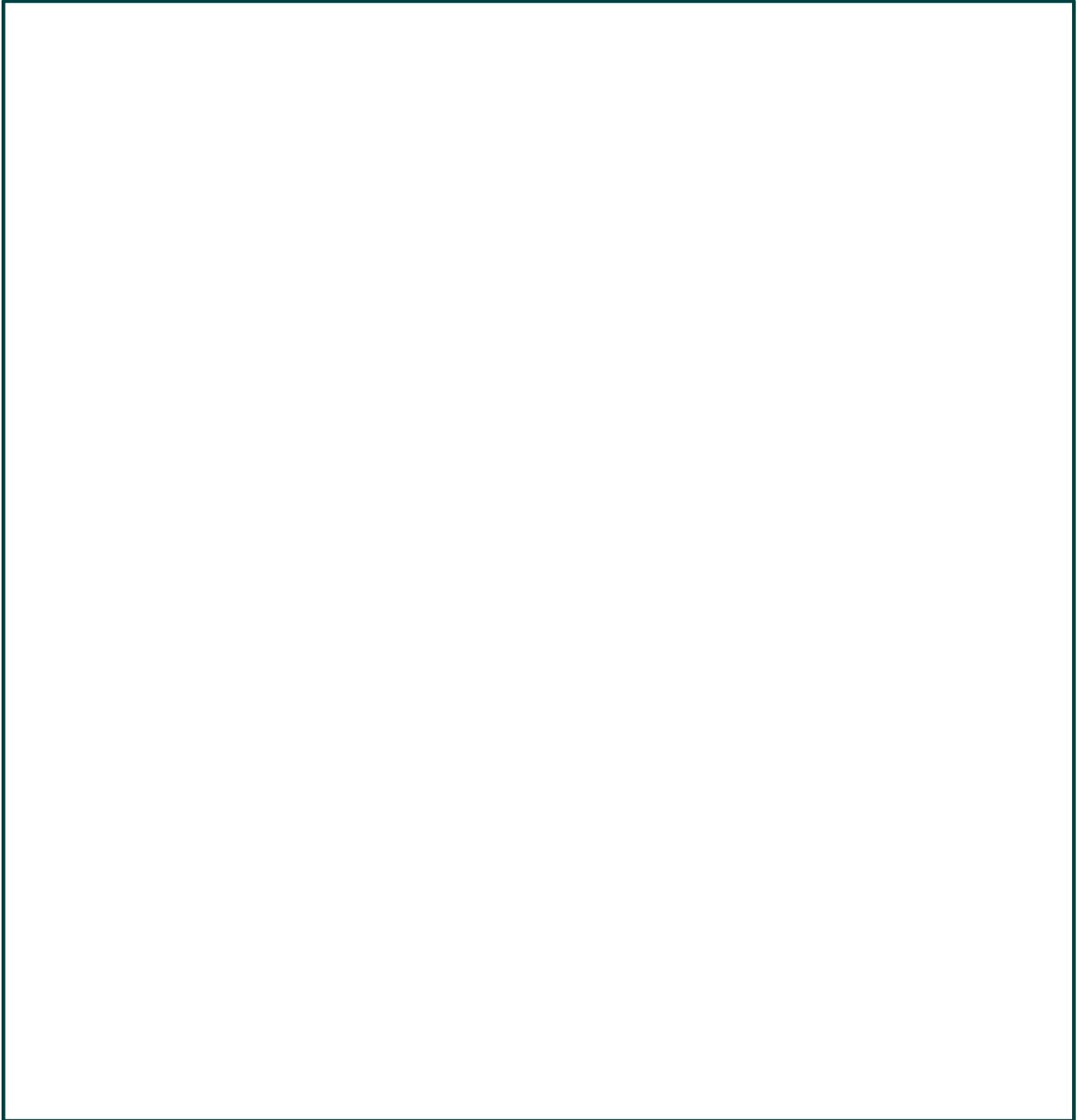
HERE'S WHAT Information from the Reading	SO WHAT Why is this important?	NOW WHAT Implications and/or Next Steps
“One of Shi Huangdi's most significant achievements was the Great Wall . . . The Great Wall brought many benefits to China” (25).		
“The Han emperors strengthened Chinese society in many other ways” (27).		
“One of [the Sui Dynasty's] greatest accomplishments, however, was the completion of the Grand Canal” (27).		



LESSON 7

WORD SPLASH

Brainstorm (splash down) words and phrases about what you've learned so far in this unit.





LESSON 7

JUSTIFY EXIT SLIP

Justify what you learned with 3 examples from today's reading.



LESSON 8 NOTE TAKER

Summarize the most important ideas from today's reading using the headings below.

Conditions that Led to a Civilization in the Mediterranean	
The Exchange of Ideas	
Legacies of Ancient Rome	



LESSON 8 NOTE TAKER

Summarize the most important ideas from today's reading using the headings below.

The Roman Peace	
The End of Roman Civilization	
Why Did Rome Fall?	



LESSON 8

2 TRUTHS AND A LIE

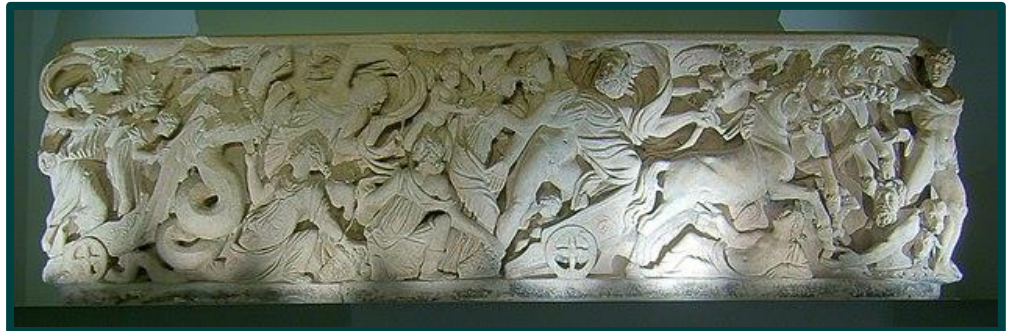
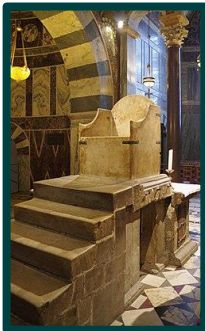
Create three statements about what you learned today.

- Two of the statements will be true but unique enough to make someone think twice about it.
- One statement will be false but also unique enough to make others pause and think.

LESSON 9

ARTIFACTS – CAPTIONED PHOTOS

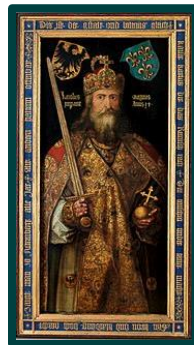
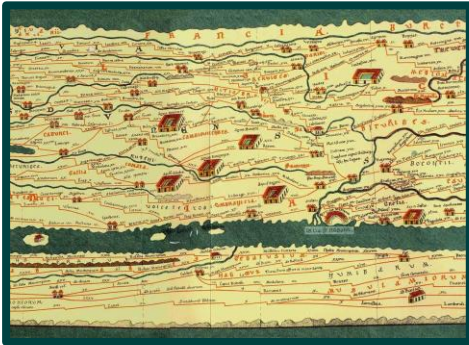
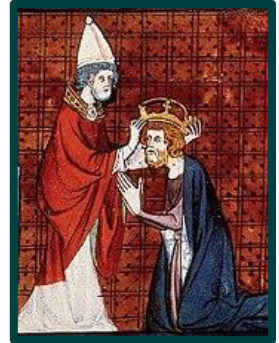
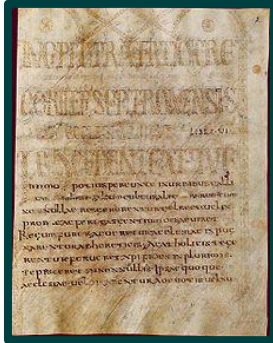
Create captions for each of the images.



LESSON 9

ARTIFACTS – CAPTIONED PHOTOS

Create captions for each of the images.



LESSON 9

SENTENCE STARTERS

Based on today's reading, complete the sentence starters.

Without a central government in Rome, there was no taxation. People were probably happy not to be paying taxes, but the services paid for with those taxes ...	
With the legions gone, things changed. Hundreds of rulers fought each other for ...	
Although they were farmers, the Franks loved to ...	
The Merovingian royal family ruled the Franks for almost 300 years. The most successful ruler in the family, Clovis I, reigned from ...	
The Franks had social classes meaning ...	
Merovingian rulers did not create of support schools, and the only public buildings were ..	

LESSON 9

SENTENCE STARTERS

Based on today's reading, complete the sentence starters.

Much of Frankish wealth was ...	
The Salic Code placed a monetary value on . ..	
Charlemagne was intelligent enough and powerful enough to make changes to restore peace and to expand his empire by . ..	
The Carolingian Empire was different than the Roman Empire. Examples of this include . ..	
Charlemagne understood that the success of his empire depended on a strong economy. Five ways he did this were ...	
Charlemagne brought about a rebirth of learning and the arts by ...	



LESSON 10 CREATE THE QUIZ

Create questions and answers for what could be a quiz on today's reading.

QUESTIONS	ANSWERS



LESSON 10 CREATE THE QUIZ

Create questions and answers for what could be a quiz on today's reading.

QUESTIONS	ANSWERS



LESSON 10

P-N-Q EXIT SLIP

Based on today's reading, complete the exit slip.

P POSITIVES	N NEGATIVES	Q QUESTIONS



LESSON 11

TAKE A STANCE – CHANGE YOUR HAT

Were the Vikings a force for order or chaos?

LESSON 11
T-Q-E EXIT SLIP

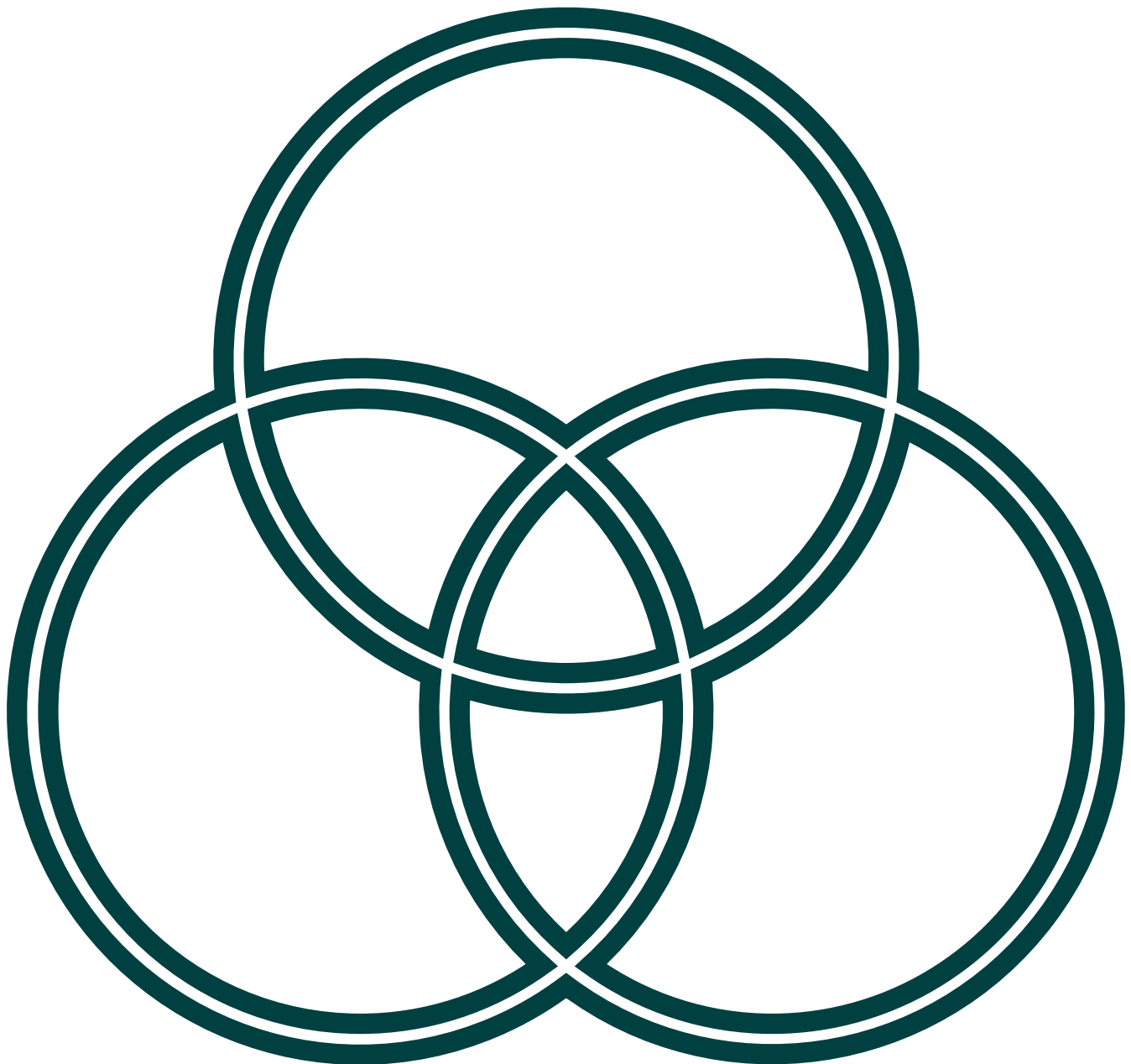
<p>T</p>	<p>Thoughts</p>
<p>Q</p>	<p>Questions</p>
<p>E</p>	<p>Epiphanies (Insights)</p>

LESSON 12

VENN DIAGRAM

Using the Venn Diagram, compare and contrast the similarities and differences between the religions Judaism, Islam, and Christianity

CHRISTIANITY



ISLAM

JUDAISM



LESSON 13 K-W-L CHART

Topic: Middle East

K What do you know?	W What do you want to know?	L What did you learn?



LESSON 14

TOP 5 LIST

Top 5 Most Important Facts about the Middle East

1)

2)

3)

4)

5)



LESSON 14

RESPONSE QUESTIONS

Respond to the questions using information from today's reading.

Who was the prophet Mohammad?	
What did Mohammad believe?	
What are the Five Pillars of Islam?	
Define community.	
What is the Koran?	
What does Islamic religious law (the sharia) teach?	

LESSON 14

RESPONSE QUESTIONS

Respond to the questions using information from today's reading.

What marks the beginning of the Islamic calendar?	
How did Muslim armies convert non-Muslims to Islam?	
Which countries had the Muslims conquered by 647 CE?	
What are the two branches of Islam?	
What developments occurred under Umayyad leader Abd-al-Malik's rule?	
What allowed the Islamic civilization to eventually flourish and endure?	

LESSON 14
3-2-1 EXIT SLIP

<p>3</p>	<p>3 Things I Learned</p>
<p>2</p>	<p>2 Interesting Things</p>
<p>1</p>	<p>1 Question I Still Have</p>



LESSON 15

ACROSTIC BRAINSTORM

Think of what you've learned about different religions so far in this unit.
Complete the Acrostic using words and phrases about religion.

R -

E -

L -

I -

G -

I -

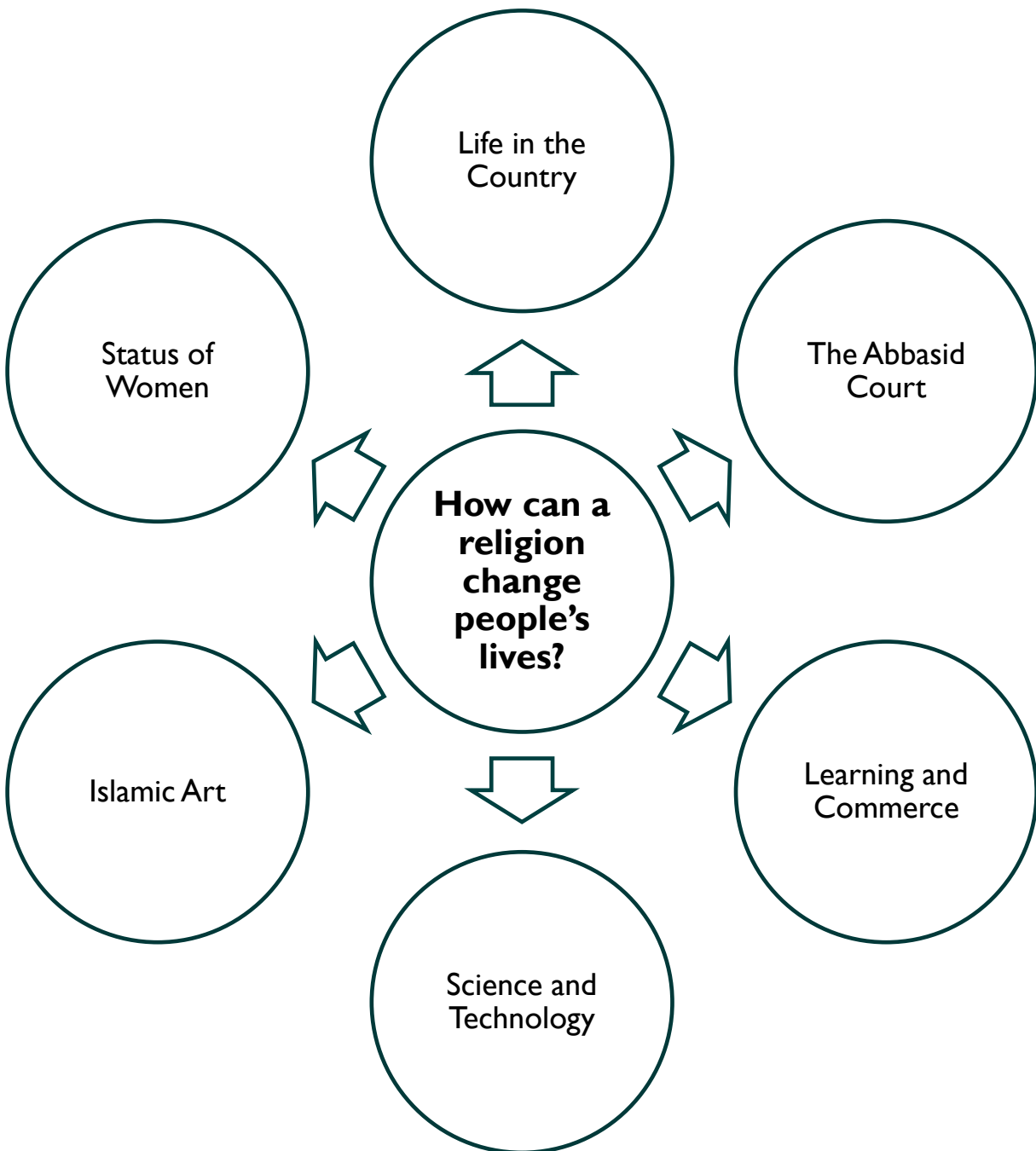
O -

N -

LESSON 15

MIND MAP

Map out the connections and ideas from today's reading.





LESSON 16

2 TRUTHS AND A LIE

Create three statements about what you learned today.

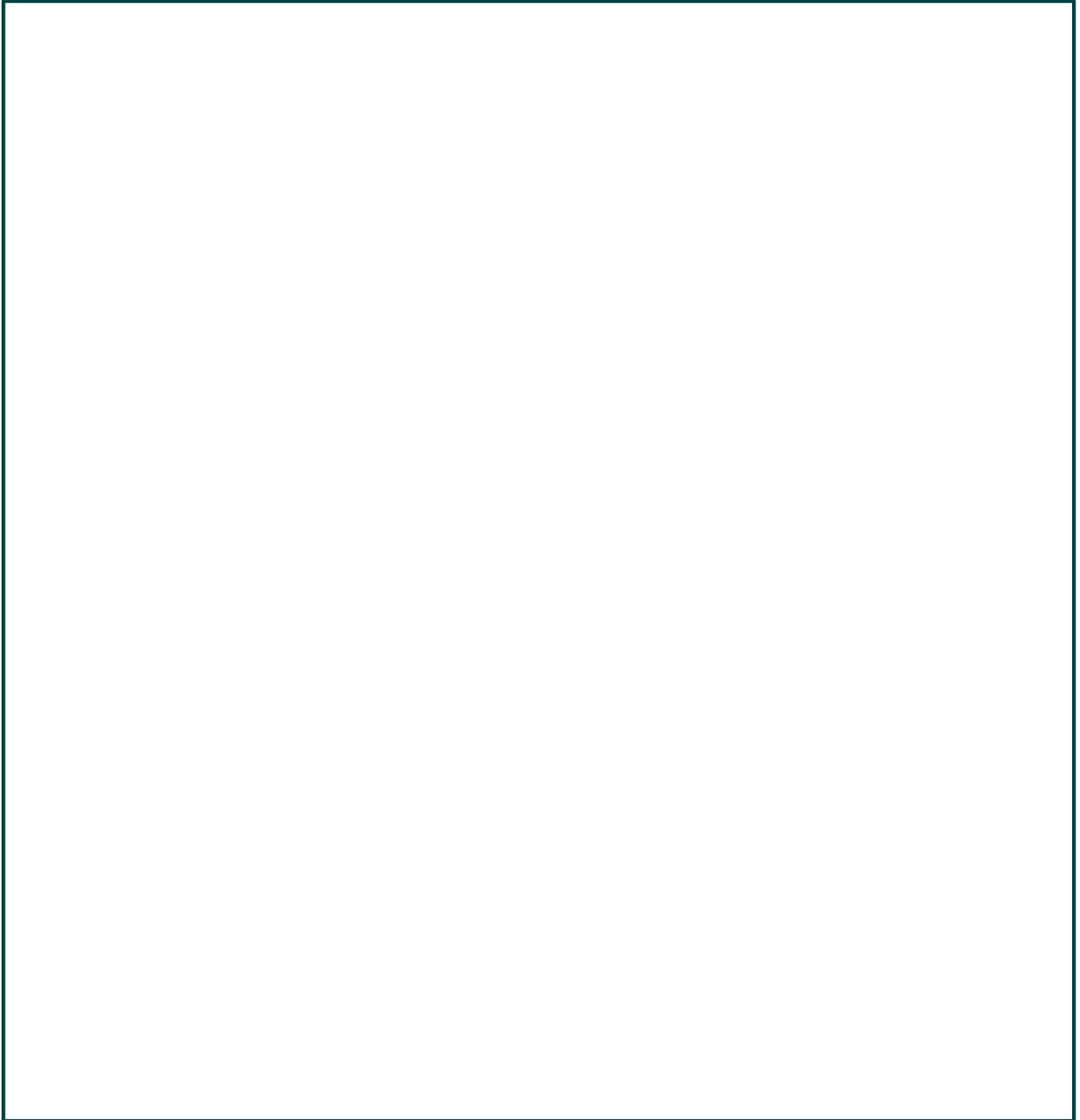
- Two of the statements will be true but unique enough to make someone think twice about it.
- One statement will be false but also unique enough to make others pause and think.



LESSON 17

WORD SPLASH

Brainstorm (splash down) words and phrases about Tolerance.



HERE'S WHAT – SO WHAT – NOW WHAT

Complete the graphic organizer using the quotations from today's reading.

HERE'S WHAT Information from the Reading	SO WHAT Why is this important?	NOW WHAT Implications and/or Next Steps
<p>“Canada has laws forbidding discrimination based on race, national or ethnic origin, religion, gender, sexual orientation, age, or mental or physical disability” (96).</p>	<p>These laws benefit and protect all Canadian citizens.</p>	<p>These laws stem from the idea that people are fundamentally equal and that all people deserve respect and acceptance.</p>
<p>“The [Moors] chose not to try to force Christians and Jews to convert to Islam. Instead, they chose to follow the guidance of the Koran regarding how to treat non-Muslims” (96).</p>		
<p>“Over the years, [in Spain] the Islamic population grew because many people intermarried, and other converted to Islam” (97).</p>		

HERE'S WHAT – SO WHAT – NOW WHAT

Complete the graphic organizer using the quotations from today's reading.

HERE'S WHAT Information from the Reading	SO WHAT Why is this important?	NOW WHAT Implications and/or Next Steps
<p>“The new Umayyad rulers of Spain were interested in creating a sense of national identity – they wanted people to feel a bond with their country, So they began improving their capital city of Cordoba in southeast Spain” (100).</p>		
<p>“Over the centuries, Muslims made improvements to farming practices. They repaired and extended the Roman system of aqueducts. They built water wheels to scoop water from streams and canals onto fields. They introduced plants, and also began terracing the steep hills of the Sierra Nevada” (100).</p>		

LESSON 18

NOTE TAKER

Summarize the most important ideas from today's reading using the headings below.

A Climate of Fear	
Expulsion of the Jews	
Expulsion of the Muslims	
Torture in the Name of Religion	



LESSON 18

JUSTIFY EXIT SLIP

Justify what you learned with 3 examples from today's reading.



LESSON 19 A TO Z LIST

Brainstorm words and phrases about Climate that start with each letter of the alphabet.

A -	B -	C -
D -	E -	F -
G -	H -	I -
J -	K -	L -
M -	N -	O -
P -	Q -	R -
S -	T -	U -
V -	W -	X -
Y -	Z -	

LESSON 19

SENTENCE STARTERS

Based on today's reading, complete the sentence starters.

Diversity means ...	
The modern nation of India occupies , , ,	
In India, farmers have developed methods to suit different landscapes	
With few good natural harbours, India was rarely threatened by ...	
The modern nation of India has an area of . . .	
India has three major rivers ...	

LESSON 19

SENTENCE STARTERS

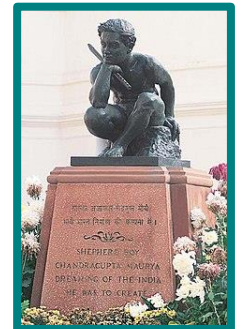
Based on today's reading, complete the sentence starters.

The Indo-Gangetic Plain is India's richest ...	
The coastal plains also provide fertile ...	
India's rivers often flood because of	
A monsoon is a ...	
The climate of the subcontinent of India is .. .	
Warm temperatures and dependable rains make farming ...	

LESSON 20

ARTIFACTS – CAPTIONED PHOTOS

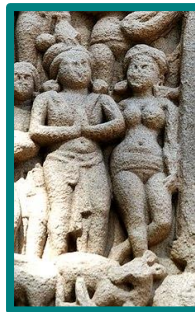
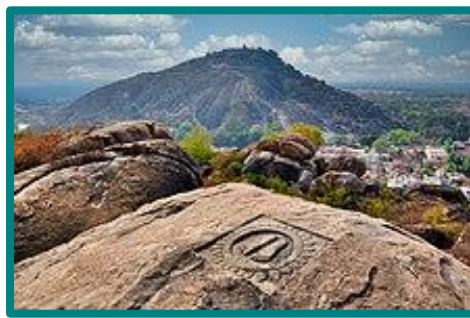
Create captions for each of the images.



LESSON 20

ARTIFACTS – CAPTIONED PHOTOS

Create captions for each of the images.





LESSON 20

GRAPHIC ORGANIZER

Based on today's reading, complete the graphic organizer.

Indus Civilization

Describe the ancient cities in the Indus River valley.
What were the advantages of the region?

Cultural Diversity

Give examples of India's current cultural diversity.

Aryan Invaders

What happened when the Aryans arrived in the Indus Valley?



LESSON 20

GRAPHIC ORGANIZER

Based on today's reading, complete the graphic organizer.

The Caste System

Describe the Aryan caste system.

Chandragupta Maurya

How did Chandragupta Maurya rule northern India?

Ashoka

Why was Ashoka such an inspirational leader?

LESSON 20
T-Q-E EXIT SLIP

<p>T</p>	<p>Thoughts</p>
<p>Q</p>	<p>Questions</p>
<p>E</p>	<p>Epiphanies (Insights)</p>



LESSON 21 CREATE THE QUIZ

Create questions and answers for what could be a quiz on today's reading.

QUESTIONS	ANSWERS



LESSON 21 CREATE THE QUIZ

Create questions and answers for what could be a quiz on today's reading.

QUESTIONS	ANSWERS



LESSON 21

P-N-Q EXIT SLIP

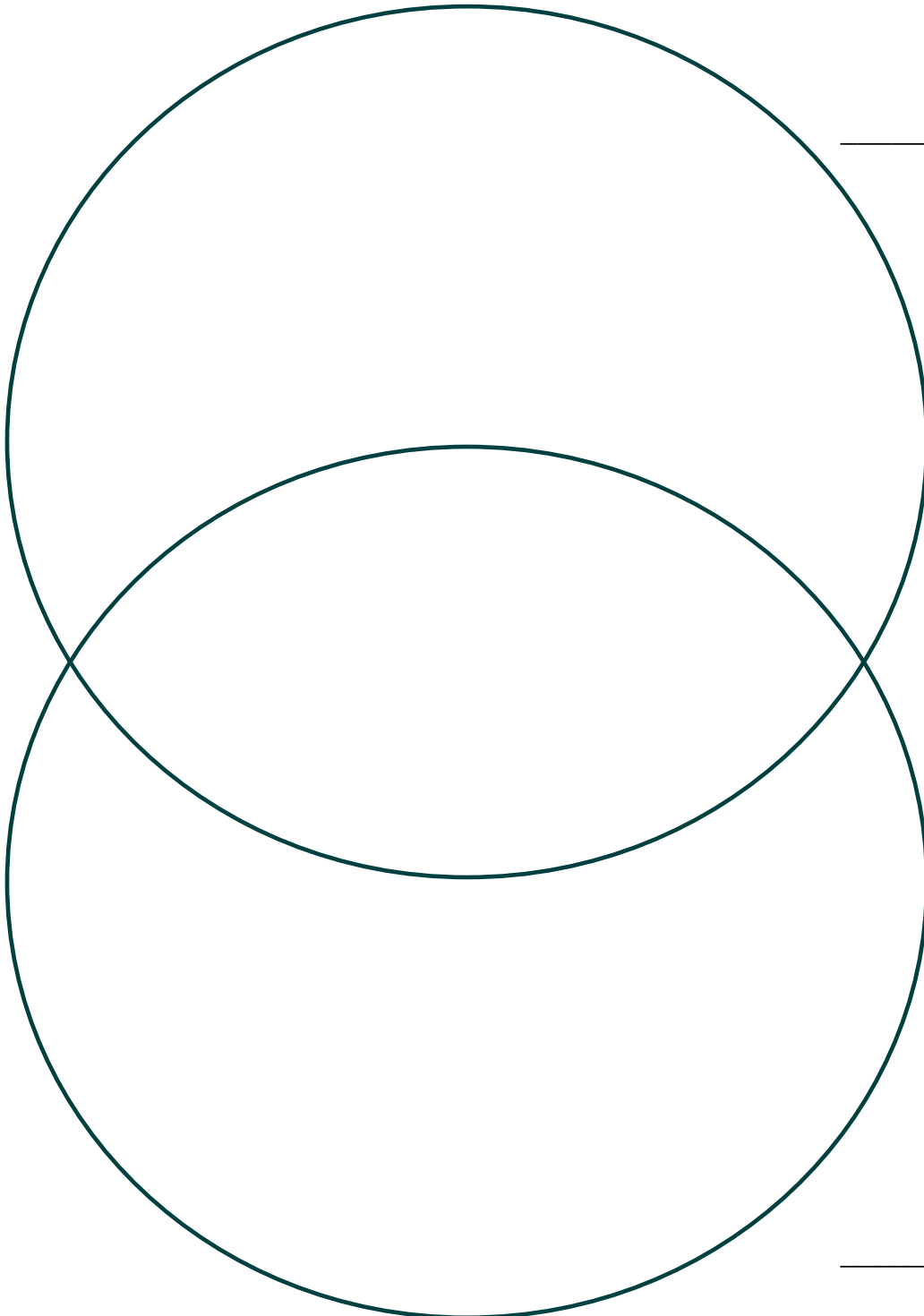
Based on today's reading, complete the exit slip.

P POSITIVES	N NEGATIVES	Q QUESTIONS



LESSON 22 VENN DIAGRAM

Using the Venn Diagram, compare and contrast the similarities and differences between two religions: Sikhism, Buddhism, Jainism, and Hinduism (choose two).



UNIT PROJECT TOPIC CHOICE BOARD

Choose one of topics below to research.
Create a written, oral, visual, or multimedia presentation to demonstrate your findings.

Does diversity build up or tear down a civilization?	What conditions are crucial for a civilization?
How do civilizations form and grow?	
What is a civilization?	How can religion influence a civilization?



UNIT PROJECT FORMAT CHOICE BOARD

Choose one of formats below to demonstrate your findings from your research.

Research Paper	Timeline	Minecraft Simulation
PowerPoint or Google Slides Presentation	TED Talk Speech	Drama Presentation
Informational Poster	Artistic Representation	Historical Narrative

If you would like to show your findings in a different presentation format, discuss your idea with your teacher.