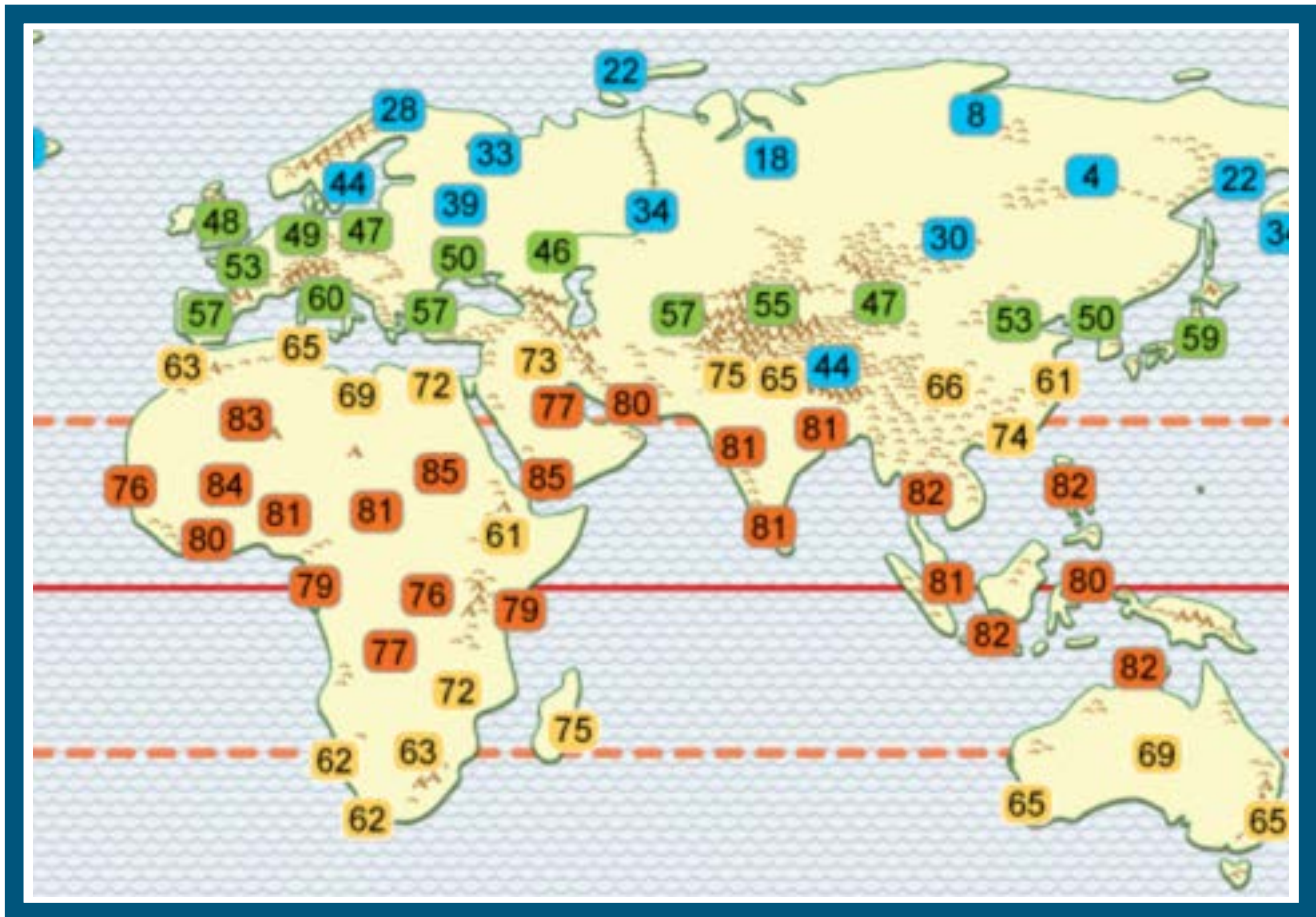


Does Where You Live Support Your Success or Downfall?



Supporting Questions

1. What attracted people to the Indus River Valley?
2. Does geography create challenges for civilizations?
3. How do environmental factors impact trade and cultural diffusion between different civilizations?

Does Where You Live Support Your Success or Downfall?

Michigan Content Expectations:	W2.1.3 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.
Staging the Compelling Question:	<p>1: Introductory Video Clip https://video.nationalgeographic.com/video/news/00000161-b95e-d9e1-abf3-f9de55f00000</p> <p>2: Layered mapping activity. Using the following maps, which location would be the best place to begin a settlement that will support the growth of a civilization? Source: https://docs.google.com/presentation/d/10UL1cOpIvszy8Tws2VnSlaZljpemhGVfbxS4bJVpHaY/edit?usp=sharing</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
What attracted people to the Indus River Valley?	Does geography create challenges for civilizations?	How do environmental factors impact trade and cultural diffusion between different civilizations?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Cause and Effect Table Cause: Geography Effect: How it Helped the Civilization Develop	Draw a visual representation (ie.comic) of the challenges civilizations faced because of their geography.	Draw your own seal and write a narrative explaining how the seal was created, used for trade, and found in Mesopotamia.
Featured Sources	Featured Sources	Featured Sources
Map of Where your Food May have Originated BBC Bitesized Article Indus River Valley Encyclopedia Entry Kahn Academy Article and Map	Flooding Creates Flood-plains Article Phil Gersmehl World Map of Ancient Cities	Video Trade Map Seal's Passage Cities, Farming, and Trade Defined the Harappan Empire article.

Summative Performance Task	Argument: "Does where you live support your success or downfall"? Write a multi-paragraph response supporting their answer with three examples from the lessons.
Taking Informed Action	Students have the opportunity to Take Informed Action by becoming aware of their community's settlement, as well as communities around the state, and determine what natural resources impacted those areas. For additional information, they can seek out experts at the local historical society and library. They show their ability to examine the causes and effects of the environment on these different communities they will create a video for the Friday show relaying this history.



Overview

This middle level inquiry takes students through a study of the Ancient World by studying the successes and failures of ancient civilizations. By asking the compelling question: “Does where you live support your success or downfall?” students are encouraged to think about the role Geography plays the overall success or downfall of civilizations. Over the course of several days students will look at maps, read secondary source accounts, view timelines and other images to ultimately construct an answer to the compelling question.

Staging the Compelling Question

To stage this inquiry, teachers might begin by highlighting the varying geographic features that would support a growing civilization. Students should try to identify and articulate the best location for a settlement that will support the growth of a civilization.

Supporting Question 1 Overview

The first supporting question—“What attracted people to the Indus River Valley?”—suggests that students will be able to identify the geographic features of the Indus River Valley and list the benefits that those features provide. The featured sources for this question are two maps depicting ancient civilizations and rivers, as well as the food that originated in those biomes. Other sources include an Indus River timeline and article describing who the Indus River Valley people were and how their environment impacted the buildings, government, social structure, and specialization. After examining the sources, students create a cause-effect table with a list of cause(s) on the left side and the corresponding effect(s) on the right regarding the geographic features of the Indus River Valley and the effects on the civilization.

Formative Performance Task- Deliberation Task:

Cause and Effect Table

Cause: Geography

Effect: How it Helped the Civilization Develop

Supporting Question 2 Overview

The second supporting question—“Does geography create challenges for civilizations?”—suggests that students will examine the negative effects of geography on their civilizations. The featured sources for this question include a flood zone map, reconstruction of the Indus cities article, decline of the Indus River Valley Civilization article, and a world map of ancient cities. After examining these sources, students will participate in a debate on whether or not the geography of the Indus River Valley presents challenges to the growth of the civilization. Formative - Deliberation Task Logic Debate: Did the geography present a challenge to the Indus River Valley Civilization? Support your claim (stand) with evidence from the text sources.

Supporting Question 3 Overview

The third supporting question—“How do environmental factors impact trade and cultural diffusion between different civilizations?”—suggests that students can analyze how the Indus River Valley cities overcome its isolation through innovation and trade routes. The featured sources for this question are a video on trade, an article on innovation and exchange, trade maps, and a passage on seals. After, examining the sources, students will create a seal of their own and narrative describing how that seal was created, used for trade, and found in Mesopotamia via the trade routes.

Formative - Multi-Modal Task Logic

Draw your own seal and write a narrative explaining how the seal was created, used for trade, and found in Mesopotamia.

Summative Performance Task Overview

Sample Arguments:

No, where someone lives does not support the success or downfall of a people because those are dependent on the work and resilience of the community.

Yes, the geography and natural resources available in an area does impact the success or downfall of people because humans depend on water, fertile soil, and many other natural resources for survival.

Yes, geography impacts the success and downfall of a people through their ability to interact with other civilizations and develop economically.

In the Summative Performance Task, students address the issue of does where you live support the success or downfall of a civilization. Students will write a multi-paragraph response supporting their answer with three examples from the lessons. After learning the connection between geography and the success of a civilization, contextualizing it through the lenses of cause and effect, and examining the negative impact of environment, and analyzing the impact of trade, students should be able to draw on a range of examples to use as evidence in responding to the compelling question.

Student arguments will likely vary but could include any of the following:

Cause and effect of positive and negative environments

Describing the adaptation to geographic challenges

Importance of trade and cultural diffusion to move a civilization forward

As an extension, students should choose one other ancient civilization and describe, in one paragraph, how geography positively or negatively impacted that civilization's growth.

Students have the opportunity to Take Informed Action by becoming aware of their community's settlement, as well as communities around the state, and determine what natural resources impacted those areas. For additional information, they can seek out experts at the local historical society and library. They show their ability to examine the causes and effects of the environment on these different communities they will create a video for the Friday show relaying this history.

Supporting Question 1 - Featured Source C

Where was the Indus Valley?

The Indus people lived on the banks of the Indus river, the longest river in Pakistan.

The Indus river begins high up in the Himalayan mountains (the tallest mountain range in the world), and flows nearly 3,000 kilometres to the Arabian Sea. As the river moves downstream it carves out a valley. This is where the Indus people settled.

The first farmers liked living near the river because it kept the land green and fertile for growing crops. These farmers lived together in villages which grew over time into large ancient cities, like Harappa and Mohenjo-Daro. The Indus people needed river water to drink, wash and to irrigate their fields. They may also have used water in religious ceremonies. To the Indus people, their river was 'The King River'.

Town planning

The Indus cities were neatly planned. They had straight roads which criss-crossed in a grid pattern to form city blocks.

The main streets were almost 10 metres wide - wide enough for two bullock carts or elephants to pass each other. Drains ran along the edge of the streets to carry rubbish away and wells were dug for clean water.

Some cities, like Mohenjo-Daro, had high walls. These walls had gateways so people could come and go. Some city districts inside were raised on mounds. The highest mound was known as the citadel, which might have been where the priests or rulers lived.

Most Indus buildings were made from mud bricks. Over time, people built new houses on top of old ones. So, over hundreds of years, the cities grew higher and higher. Some houses were seven metres above the old houses at the bottom!

Source: <https://www.bbc.com/bitesize/articles/z9mpsbk>

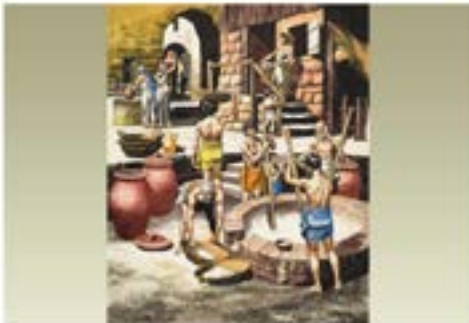
Supporting Question 1 - Featured Source D

<https://www.sutori.com/story/indus-valley-timeline--wT3cJeHpx6TxYUQbC5ZTNXpD>

Indus Valley Timeline

Sulmon Farid, Luca Borz-Gaba, Will Borland

Early settlements develop in the Indus Valley region in 6,000 - 3,000 B.C.E.



People working in Indus Valley region.

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Description of Event:

Before the Indus Valley was put together, there were tiny towns, cities, and civilization in the region. Dozens of towns and cities had been established between 6000 to 3000 B.C.E. Between this time, events such as religious practices were formed. Farming settlements were also established. Finally, around 3000 B.C.E., the Indus Valley was formed and the first signs of urbanization in the civilization were noticed.

Category: Event Fits In: Civilization

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Supporting Question 1 - Featured Source D

Image source: Kahn Academy



Supporting Question 2 - Featured Source A

<http://www.indiawaterportal.org/articles/map-depicting-areas-prone-flooding-india>



Supporting Question 2 - Featured Source B

<https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-india/a/the-indus-river-valley-civilizations>

Decline

The Indus Valley Civilization declined around 1800 BCE, and scholars debate which factors resulted in the civilization's demise. One theory suggested that a nomadic, Indo-European tribe called the Aryans invaded and conquered the Indus Valley Civilization, though more recent evidence tends to contradict this claim. Many scholars believe that the collapse of the Indus Valley Civilization was caused by climate change. Some experts believe the drying of the Saraswati River, which began around 1900 BCE, was the main cause for climate change, while others conclude that a great flood struck the area.

Various elements of the Indus Civilization are found in later cultures, suggesting the civilization did not disappear suddenly due to an invasion. Many scholars argue that changes in river patterns caused the large civilization to break up into smaller communities called late Harappan cultures.

Another disastrous change in the Harappan climate might have been eastward-moving monsoons, or winds that bring heavy rains. Monsoons can be both helpful and detrimental to a climate, depending on whether they support or destroy vegetation and agriculture.

By 1800 BCE, the Indus Valley climate grew cooler and drier, and a tectonic event may have diverted or disrupted river systems, which were the lifelines of the Indus Valley Civilization. The Harappans may have migrated toward the Ganges basin in the east, where they could have established villages and isolated farms. These small communities would not have been able to produce the same agricultural surpluses to support large cities. With the reduced production of goods, there would have been a decline in trade with Egypt and Mesopotamia. By around 1700 BCE, most of the Indus Valley Civilization cities had been abandoned.

Supporting Question 2 - Featured Source C

<https://www.svsd.net/cms/lib5/PA01001234/Centricity/Domain/733/Indus%20Valley%20Civilization%20Daily%20Life.pdf>

The Riddle of the Indus: What does it take to build a city with straight streets and well designed sewers? It takes smart engineers and a lot of planning! These well organized cities suggest a well organized government and probably a well-developed social life. What is amazing is that it appears the Harappan cities did not develop slowly, which suggests that whoever built these cities learned to do so in another place. As the Indus flooded, cities were rebuilt on top of each other. Archaeologists have discovered several different cities, one built over the other, each built a little less skillfully. The most skillful was on bottom. It would appear that builders grew less able or less interested in perfection over time. Still, each city is a marvel, and each greatly advanced for its time. So far, scientists have found no wall carvings or tomb paintings to tell us about their life. We do know they had a written language, but only a few sentences, on pottery and amulets, have been found. We don't know what it says. Scholars have quite a few mysteries to solve about the ancient Indus civilization. For one thing, the people who lived in these marvelous cities disappeared around 1500 BCE. Perhaps they ran out of wood to hold back flooding, or perhaps their soil gave out and no longer would grow crops. No one knows what happened these people, or where they went. Historians are very curious. It will be interesting to see what archaeologists "dig up" next!

Supporting Question 2 - Featured Source D

Top Ten Cities in the World in the Year 430 BCE ★



Supporting Question 3 - Featured Source A

<https://schedule.wttw.com/episodes/444666/First-Civilizations/Trade/?tp=fcb71eed-400c-4d46-88d6-a2de35f93b7f>

First Civilizations



[episode](#) / [view more episodes](#)

Supporting Question 3 - Featured Source B

Innovation and exchange

The people of the Indus River Valley Civilization achieved many notable advances in technology, including great accuracy in their systems and tools for measuring length and mass. Fire-baked bricks—which were uniform in size and moisture-resistant—were important in building baths and sewage structures and are evidence that Harappans were among the first to develop a system of standardized weights and measures. The consistency of brick size across cities also suggests unity across the various urban areas, which is evidence of a broader civilization.

Harappa, Mohenjo-daro, and the recently partially-excavated Rakhigarhi demonstrate the world's first known urban sanitation systems. The ancient Indus systems of sewage and drainage developed and used in cities throughout the Indus region were far more advanced than any found in contemporary urban sites in the Middle East and even more efficient than those in many areas of Pakistan and India today. Individual homes drew water from wells, while wastewater was directed to covered drains on the main streets. Houses opened only to inner courtyards and smaller lanes, and even the smallest homes on the city outskirts were believed to have been connected to the system, further supporting the conclusion that cleanliness was a matter of great importance.

Harappans are known for seal carving—the cutting of patterns into the bottom face of a seal, a small, carved object used for stamping. They used these distinctive seals for the identification of property and to stamp clay on trade goods. Seals—decorated with animal figures, such as elephants, tigers, and water buffalos—have been one of the most commonly discovered artifacts in Indus Valley cities.

The Indus River Valley Civilization is considered a Bronze Age society; inhabitants of the ancient Indus River Valley developed new techniques in metallurgy—the science of working with copper, bronze, lead, and tin. Harappans also performed intricate handicraft using products made of the semi-precious gemstone Carnelian.

NORTHERN MICHIGAN INQUIRY HUB

Evidence shows Harappans participated in a vast maritime—sea—trade network extending from Central Asia to the Middle East. The civilization's economy appears to have depended significantly on trade, which was facilitated by major advances in transport technology. The Harappan Civilization may have been the first to use wheeled transport, in the form of ox carts that are identical to those seen throughout South Asia today. It also appears they built boats and watercraft—a claim supported by archaeological discoveries of a massive, dredged canal, and what is regarded as a docking facility at the coastal city of Lothal. Harappans also engaged in shellworking, and shells used in their crafts have origins from as far away as the coast of modern-day Oman.

Trade focused on importing raw materials to be used in Harappan city workshops, including minerals from Iran and Afghanistan, lead and copper from other parts of India, jade from China, and cedar wood floated down rivers from the Himalayas and Kashmir. Other trade goods included terracotta pots, gold, silver, metals, beads, flints for making tools, seashells, pearls, and colored gemstones, such as lapis lazuli and turquoise.

One of the ways historians know about the maritime trade network operating between the Harappan and Mesopotamian civilizations is the discovery of Harappan seals and jewelry at archaeological sites in regions of Mesopotamia, which includes most of modern-day Iraq, Kuwait, and parts of Syria. Long-distance sea trade over bodies of water—such as the Arabian Sea, Red Sea and the Persian Gulf—may have become feasible with the development of plank watercraft that were each equipped with a single central mast supporting a sail of woven rushes or cloth.

Historians have also made inferences about networks of exchange based on similarities between artifacts across civilizations. Between 4300 and 3200 BCE—part of the Chalcolithic period, also known as the Copper Age—ceramics from the Indus Valley Civilization area show similarities with southern Turkmenistan and northern Iran. During the Early Harappan period—about 3200 to 2600 BCE—there are cultural similarities in pottery, seals, figurines, and ornaments that document caravan trade with Central Asia and the Iranian plateau.

Source: <https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-india/a/the-indus-river-valley-civilizations>

Supporting Question 3 - Featured Source C

Source: <https://www.harappa.com/seal/7.html>

Seals were used to make a sealing, or positive imprint, like this modern resin one made from the original seal. Sealings were used in ancient times for trade. They would be made on ceramics or the clay tags used to seal the rope around bundles of goods.

Ancient Mesopotamian seals from the same period functioned in this manner. Numerous Indus seals have been found in ancient Mesopotamian cities. There is evidence for settlements of Indus valley traders in ancient Mesopotamia, in the form of Mesopotamian seals with Indus language characters. The letters above may designate someone's name or class. The final pictograph (there is agreement from manufacturing evidence that seals were read from right to left) is related to a possible class of three common endings. They feature the sign of someone carrying goods, possibly indicating a trading group or caste.

