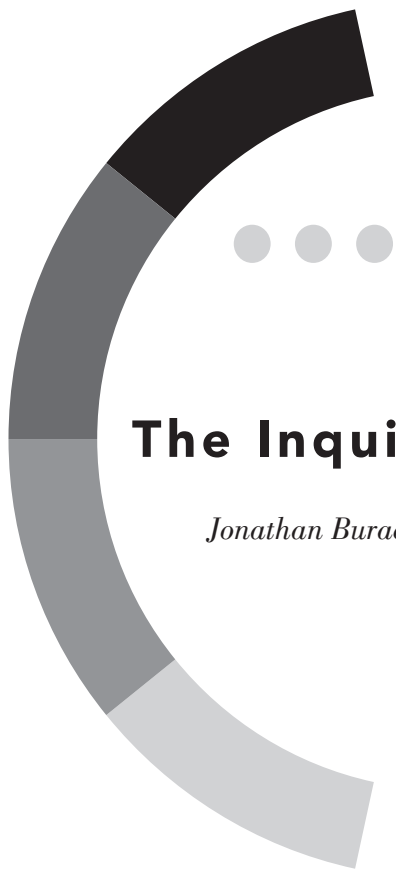


Early Civilizations



The Inquiry Arc in World History

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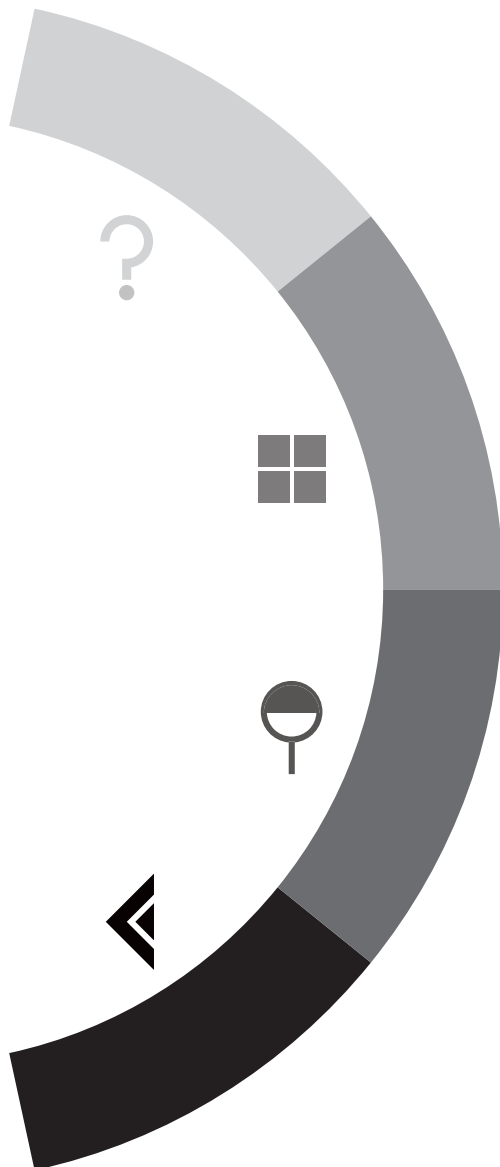
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C3 Framework

This book is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this book are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each lesson addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these lessons stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each lesson.

How to Use This Book

This book offers you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each lesson asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and includes individual and group tasks in an integrated way.

Each lesson includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to implement the lesson's assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each lesson is aligned with several C3 Framework standards and Common Core State Standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of information texts, making these lessons ideal for integration into English Language Arts instruction.



C3 Disciplines



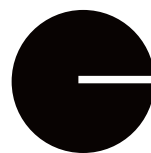
History



Civics



Economics



Geography

GROUP MEMBERS:

The Nile

Your group's task is to explore history issues related to the Nile River in ancient Egypt. A disciplinary compelling question is provided, and you will work from there to develop and answer supporting questions based on primary and secondary sources. Follow the steps to complete the task.

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

For more than 2,000 years, ancient Egyptian society did not change all that much. How did the Nile contribute to making it so stable over so much of its long history?

3. Read and discuss Primary Sources 1.3 and 1.7, and Secondary Source 1.6.
4. Read and discuss the following background information. Use the information to help complete the handout.

The regularity of the Nile's flood helps explain Egypt's long, stable way of life. The Nile was a dependable basis for life along its course. Nevertheless, people still had to build dikes to hold back flood waters from towns. They built basins to store water during dry periods, and they dug ditches and canals to carry water to the fields. Farms and villages upstream had to work closely with those downstream. It took a strong government made up of thousands of officials to ensure that all this was done correctly. A wealthy upper class of such officials developed, along with others who were not farmers, such as priests, architects, craftsmen, doctors, and soldiers. For the most part, Egyptians accept the value of this upper class because the Nile made it possible year after year to produce the large surplus crop needed to feed them all.

Egyptians expected life in the next world to be the same in many ways as life in this world. Their religious ideas seem to suggest they saw life in this world as satisfying enough. Egyptian's believed in a great many gods.

They were seen as regulating various natural processes, including those that helped the Nile in its beneficial work year after year.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.3

Secondary Source 1.6

Primary Source 1.7

Day Two

1. As a group, make a claim about your compelling question. The claim should be one you can support with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

For more than 2,000 years, ancient Egyptian society did not change all that much. How did the Nile contribute to making it so stable over so much of its long history?

State your group's claim here:

2. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

3. Prepare a brief five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

This rock carving of a sleeping antelope was located in the Sahara Desert in what is today Algeria. It is one of thousands of cave paintings and carvings found there and in many other parts of the Sahara. These are evidence of a time when the Sahara was a wetter and more fertile than it is today. Most date from 10,000 to 6,000 years ago. After that, drier climate conditions turned the Sahara into the desert we know today. As this happened, people living in the Sahara migrated to what remaining fertile regions they could find. These migrations led many to the Nile River valley.



Image Source: Linus Wolf, photograph of a petroglyph depicting a possibly sleeping antelope, located at Tin Taghirt on the Tassili n'Ajjer in southern Algeria, January 2011. CC BY-SA 3.0.