

Name: _____

Date: _____

Characteristics of Civilizations- Document-Based Questions

Directions: Read the context and document in order to answer the questions that follow.

Document 1:

Context: Egyptian civilization began close to the Nile River because the Nile provided a fertile area in the middle of a desert. The people depended on the Nile for food and water. Heavy rains caused the Nile to overflow regularly, which made the soil fertile and good for farming.

Document: The ancient Egyptians sang this song about the benefits of the Nile:

“When the Nile rises,
earth rejoices and all men
are glad. . . . That gives us
drink to the desert places
which are far from water.”

1) According to the context and song, what were two effects of the Nile's rising waters?

2) Using the Nile as an example, why is access to fresh water one of the most important characteristics of a civilization?

Ancient Civilizations Document Based Question Activity

1

Roxanne M. Kent-Drury



Ancient Civilizations Document Based Question Activity 1:

Document-Based Assessment Activities for Global History Classes Theresa C. Noonan,1999 Covers all significant eras of global history Encourages students to analyze evidence documents and other data to make informed decisions Develops essential writing skills

Document-Based Assessment Activities Marc Pioch,Jodene Smith,2020-03-02 Today s students need to know how to evaluate sources and use evidence to support their conclusions This K 12 resource for teachers provides instructional support as well as a variety of learning opportunities for students Through the activities in this book students will ask and answer compelling questions analyze primary sources approach learning through an inquiry lens and hone their historical thinking skills The lessons teach skills and strategies for analyzing historical documents partnered with document based assessments Graphic organizer templates help students structure their analyses This resource written by Marc Pioch and Jodene Smith prepares students for standardized tests and engages students with inquiry The scaffolded approach to teaching analysis skills can be applied across grades K 12

World History and Geography ,2000

Leveled Texts for Differentiated Content-Area Literacy: World Cultures Through Time Kit ,2010-09-24 Differentiate content process and product and promote content area literacy with this dynamic kit about world cultures through time This kit provides leveled informational texts featuring key historical themes and topics embedded within targeted literacy instruction Teachers can assess comprehension of informational text using the included Culminating Activity Additionally teachers can use multimedia activities to engage students and extend learning The 60 colorful Leveled Text Cards in this kit are written at four distinct reading levels each card featuring subtle symbols that denote differentiated reading levels making differentiation strategies easy to implement Leveled Texts for Differentiated Content Area Literacy World Cultures Through Time Complete Kit includes Leveled Text Cards digital resources Lessons a Culminating Activity Tiered Graphic Organizers Assessment Tools and audio recordings of thematic raps and leveled texts

Document-based Assessment Activities for U.S. History Classes Kenneth Hilton,1999 Covers significant eras in U S history Encourages students to analyze evidence documents and other data to make informed decisions Includes guidelines for students answer prompts and a scoring rubric Develops essential writing skills

History A-Level (ZIMSEC) Past Exam Questions and Model Answers David Chitate ,2024-06-06 This book contains the most comprehensive question bank and model answers for ZIMSEC A Level History exam questions It also includes syllabus review notes and exercises History subject Examiners provide observations and tips and point out common errors that students make when answering questions If you use this book faithfully it will be almost impossible for you to fail Use this book and earn yourself a Grade A in History

Social Studies for Secondary Schools Alan J. Singer,2008-10-26 This popular text advocates an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers Based in practice and experience it offers systematic support and open honest advice for new teachers is conversational not pedantic and provides lots of examples While the structure and most of the topics remain largely the

same as before this Third Edition presents new lesson ideas in every chapter especially designed to help new teachers to address learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms puts a heavier focus on what is important to know and why includes new essays on the politics of social studies education responds to opponents of project or activity based social studies instruction and multicultural education with a sharpened defense of both of these approaches throughout the book Intended as a text for undergraduate and graduate pre service social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice

Resources in Education ,2001 **Teaching World History Thematically** Rosalie Metro,2020 This book offers the tools teachers need to get started with a more thoughtful and compelling approach to teaching history one that develops literacy and higher order thinking skills connects the past to students lives today and meets social studies 3C standards and most state standards grades 6 12 The author provides over 90 primary sources organized into seven thematic units each structured around an essential question from world history As students analyze carefully excerpted documents including speeches by queens and rebels ancient artifacts and social media posts they build an understanding of how diverse historical figures have approached key issues At the same time students learn to participate in civic debates and develop their own views on what it means to be a 21st century citizen of the world Each unit connects to current events with dynamic classroom activities that make history come alive In addition to the documents themselves this teaching manual provides strategies to assess student learning mini lectures designed to introduce documents activities and reproducibles to help students process display and integrate their learning guidance to help teachers create their own units guidelines for respectful student debate and discussion and more Book Features A timely aid for secondary school teachers tasked with meeting standards and other state level quality requirements An approach that promotes student engagement and critical thinking to replace or augment a traditional textbook Challenges to the master narrative of world history from figures like Queen Nzinga and Huda Sha arawi as well as traditionally recognized historical figures such as Pericles and Napoleon Essential questions to help students explore seven of the most important recurring themes in world history Role plays and debates to promote interaction among students Printable copies of the documents included in the book can be downloaded at tcpress.com

The Best of History Web Sites Thomas Daccord,2007 Educator and technology trainer Thomas Daccord has painstakingly selected and compiled this guide to the best history sites for use in high school academic and public libraries The Best of History Web Sites is the quickest path to a rich variety of content including multimedia presentations subject gateways lesson plans and activities primary resources interactive quizzes and games virtual tours maps and atlases statistical collections and more

Research in Education ,1974 **Using Internet Primary Sources to Teach Critical Thinking Skills in World Literature** Roxanne M. Kent-Drury,2005-03-30 Presenting web sites from around the world

covering much of the world's literature this book provides creative and interesting thinking activities to enhance student understanding of literature and culture and to promote critical thinking This book will be very useful to teachers of world history and literature at the senior high school and undergraduate level Part of a well reviewed series of titles Using Internet Primary Sources to Promote Critical Thinking carries on the tradition of excellence in instructional tools Grades 9-12

Chinese Civilization Marcel Granet, 2013-06-17 Originally published between 1920-70 The History of Civilization was a landmark in early twentieth century publishing It was published at a formative time within the social sciences and during a period of decisive historical discovery The aim of the general editor C K Ogden was to summarize the most up to date findings and theories of historians anthropologists archaeologists and sociologists This reprinted material is available as a set or in the following groupings Prehistory and Historical Ethnography Set of 12 0 415 15611 4 800 00 Greek Civilization Set of 7 0 415 15612 2 450 00 Roman Civilization Set of 6 0 415 15613 0 400 00 Eastern Civilizations Set of 10 0 415 15614 9 650 00 Judaeo-Christian Civilization Set of 4 0 415 15615 7 250 00 European Civilization Set of 11 0 415 15616 5 700 00

Global History & Geography Sue Ann Kime, Paul Stich, 2000 Overview of main world history political science economics and geography themes from the ancient world to the present Includes practice exams with emphasis on writing skills multiple choice thematic essays and document based questions **Oswaal One For All Question Bank NCERT & CBSE, Class-6 Social Science (For 2024-25 Exam)** Oswaal Editorial Board, 2024-05-09 Description of the Product 100 % Updated for 2023-24 with latest Rationalised NCERT Textbooks Crisp Revision with Concepts Review Mind Maps Mnemonics Valuable Exam Insights with Fully Solved NCERT Textbook Exemplar Questions Extensive Practice with 1600 Practice Questions Activity Questions NEP Compliance with Artificial intelligence Art Integration *Education for Victory*, 1945 **Teaching Global History** Alan J. Singer, 2012-04-27 Teaching Global History challenges prospective and beginning social studies teachers to formulate their own views about what is important to know in global history and why It explains how to organize the curriculum around broad social studies concepts and themes and student questions about humanity history and the contemporary world All chapters include lesson ideas a sample lesson plan with activity sheets primary source documents and helpful charts graphs photographs and maps High school students responses are woven in throughout Additional material corresponding to each chapter is posted online at http://people.hofstra.edu/alan_j_singer The traditional curriculum tends to highlight the Western heritage and to race through epochs and regions leaving little time for an in depth exploration of concepts and historical themes for the evaluation of primary and secondary sources and for students to draw their own historical conclusions Offering an alternative to such pre packaged textbook outlines and materials this text is a powerful resource for promoting thoughtful reflection and debate about what the global history curriculum should be and how to teach it Open Court Classics Carl Bereiter, 2002-07 Contains planning differentiation and assessment tips that enhance instruction in print and book awareness letter recognition phonological and phonemic awareness and more *ERIC*

Educational Documents Index Educational Resources Information Center (U.S.),1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of *Resources in education* earlier called *Research in education* **ERIC Educational Documents Index, 1966-69: Major descriptors** ,1970

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