Ancient Civilizations

China, Egypt, Greece, Mesoamerica, Mesopotamia,

A Social Studies Unit
Developed by
Karen Gall

Sixth Grade
ITS REAL
Area V Learning Technology Center
Edwardsville, Illinois
Overview

Description
This unit is designed around a study of the ancient civilizations of China, Egypt, Greece, Mesoamerica, and Mesopotamia. Throughout the course of study, students will be divided into groups with each group focusing on a different civilization. The unit begins with research on the geography of the region where the civilization developed. This research is designed to enable the students to understand the impact geographic features had on agriculture and the development of culture. From here, groups will research the development and role of government, the evolution and establishment of a social pyramid, and the growth of a defined religious belief system in order to gain an understanding of the impact these feature of civilization and culture had on the daily lives of the people. With the knowledge gained through their research, students will be able to better understand the lasting influences that ancient civilizations have had on modern civilization and their possible impact on future generations.

Through their inquiry and research, the students will be able to draw conclusions and make comparisons between the civilizations being studied and modern civilizations.

Rationale
By focusing on specific ancient civilizations that rose and eventually fell, students will have the opportunity to gain a greater understanding of the influences these civilizations have had on the world. Understanding the similarities and differences between ancient civilizations and modern civilizations, will enable the students to have a greater understanding of the role the past has in understanding and determining the future.

Student Response
Through inquiry, the students have the opportunity to expand their thinking in new directions. Their curiosity leads them to paths they have not yet explored and allows them to investigate new ideas. The excitement and interest level of the students is exhibited through their willingness to use their own time to continue their work and to share the information they have attained with everyone they encounter.

Click Here for Template
## Goals/Standards: (#’s)

**GOAL 17:** Understand world geography and the effects of geography on society, with an emphasis on the United States.

- **Standard A.** Locate, describe and explain places, regions, and features on the Earth.

- **Standard C.** Understand relationships between geographic factors and society.  
  - Determine how location and place influenced the development of the culture.

**STATE GOAL 18:** Understand social systems, with an emphasis on the United States.

- **Standard A.** Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

- **Standard B.** Understand the roles and interactions of individuals and groups in society.

- **Standard C.** Understand how social systems form and develop over time.  
  - Analyze the relationships among cultural universals in ancient civilizations.

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### Engaging the Learner

**Hook:** Teacher will collect artifacts from teachers in the building and bury them in sand filled boxes. In small groups, the students dig in the boxes and draw conclusions to determine the owner of the artifacts. Through discussion, lead the students toward a focus on ancient civilizations, how we know what we know about these civilizations, and the importance of understanding the role these civilizations have had in the development of the modern world.

**Authentic Connection:** Students are invited to investigate specific information about various ancient civilizations. Throughout their course of study, the students will research and then share the information they have learned with the class. The students will also...

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### Teaching and Learning Events

**Context**

**Note:** The QAR was taught during the first unit on Rome. **Essential Question:** Why do civilizations rise and fall?

- **Pre-Assessment Geographic Terms:** A week before the beginning of the unit, the teacher uses a Connect 2 activity as a pretest to assess students’ prior knowledge about the influences of geography on the development of civilizations. ([Connect 2 Terms, Connect 2](#))

- **Hook:** Students participate in the opening activity. LP2

- **Task Analysis:** Through a letter sent by the mayor, students are invited to break into groups and investigate various civilizations that rose and fell throughout history. During task analysis, students understand that their job throughout their research is not only to learn, but to teach the other members of the class about their civilizations so that comparisons can be made. Students generate questions that guide the class to meet the challenge that are posted on chart paper in the classroom. ([Invitation](#)) LP3

- **Vocabulary:** Students will generate word lists appropriate to their civilization and complete vocabulary graphic organizers throughout the unit. ([My Vocabulary, Group Word List](#)) LP4

- **Jigsaw:** The teacher presents the students with articles about...

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### Final Team Performance

The students will develop a PowerPoint presentation to share with the mayor and town council explaining how the lessons they have learned about the rise and fall of ancient civilizations can be used to ensure that...

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### Individual Students Assessments

1. Outline Map of Ancient Civilizations
2. Infomercial comparing and contrasting government, levels of society, and religious beliefs for civilization being studied to another civilization.
3. Age of Empires Evaluation Rubric
Integrated Curriculum and Instruction Design: Inquiry-Based Learning
Authors: Karen Gall

Title: Ancient Civilizations  Grade Level: Sixth

<table>
<thead>
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<th>Goals/Standards: (#’s)</th>
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<tr>
<td><strong>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</strong></td>
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<tr>
<td>Standard A: Apply the skills of historical analysis and interpretation.</td>
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<td>Standard D: Understand Illinois, United States, and world social history.</td>
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<tr>
<td>Standard E. Understand Illinois, United States, and world environmental history.</td>
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<tr>
<td>• Determine how peoples’ interactions with their environment, culture, and other civilizations bring about changes over time and answer the question, “Could this happen to us?”</td>
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<tr>
<td>develop a PowerPoint presentation to share with the mayor and town council explaining how the lessons they have learned about the rise and fall of ancient civilizations can be used to ensure that the mistakes that were made are not repeated in modern civilization and our local town.</td>
<td>the different civilizations. Students read the articles and write summary statements about each to share with the class. Students add additional questions to list. Teacher presents essential questions and determines if coaching questions match questions generated by students. Students are asked to make a list of the top three civilizations they would like to research. (Summary of Ancient Civilizations, Choose your Civilization) <strong>LP5</strong></td>
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<td><strong>Journal:</strong> During the course of the unit, students will reflect on aspects of their civilization through the use of Journal Reflections Prompts. (Journal Reflection Model, Journal Reflections Prompts, Academic Journal Topics) <strong>LP6</strong></td>
<td><strong>Pre-Reading Research:</strong> Students are divided into groups based on civilizations they chose and given access to books about their civilization. Group members will complete a graphic organizer about specific topics related to their civilization. (Prereading Graphic Organizer) <strong>LP7</strong></td>
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<td><strong>ReQuest:</strong> Review the QAR and teach ReQuest activity. Teams create their own questions following the QAR format. (ReQuest, Want Milk? Get Goats) <strong>LP8</strong></td>
<td><strong>Geography:</strong> Students research influences of geography and agriculture on the development of their civilization. Groups</td>
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- **Goal:** Create large maps to be used to present information to the class. Students complete a Connect Two. (Connect 2 Terms, Geography Word List, Outline Map Directions, Geography of, 3-D Map Assignment, Connect 2, Map Presentation Rubric)  
  (Assessment: Following assessment, teams meet to share knowledge, return to questions; answer some and ask more. The FTP organizer is used to guide their work on the final team performance. (Outline Map Assessment))  
  **LP9**

  **LP10**

  - **Levels of Society:** Students research levels of society and complete Concept Definition Map for a level of society. Groups create social pyramids that identify and explain the levels of society for their civilization. (Concept Definition Map Levels of Society, Social Pyramid Assignment, Compare Contrast Levels of Society, Levels of Society Presentation Rubric, Age of Empires Game Strategies)  
  **LP11**

  - **Religious Beliefs:** Students compare and contrast creation myths and research how religious beliefs influenced the daily...
### Goals/Standards: (#’s)

#### CONTEXT

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<td>live of the people in ancient civilizations. (Creation Myth: Retell the Story, Compare Contrast Creation Myths, ABC Religions, Classifying Gods and Goddesses, Religious Beliefs Assignment, Compare Contrast Gods and Goddesses, Religious Beliefs Presentation Rubric) <strong>LP12</strong></td>
</tr>
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#### CONTENT

- **Infomercial Assessment**: Following assessment, teams meet to share knowledge, return to questions; answer some and ask more. The FTP organizer is used to guide their work on the final team performance. (Infomercial Requirements, Infomercial Rubric) **LP13**

- **Archaeological Excavation**: Students participate in a mock archaeological dig to draw conclusions about how archaeologists have learned about ancient civilizations. (Archaeological Excavation, Archaeological Excavation Pre-Dig Survey, Archaeologist’s Log, Archaeological Excavation Post-Dig Survey, Archaeologist’s Report) **LP14**

- **Implications for Modern Civilizations**: Students complete a graphic organizer in which they make recommendations for how to solve the problem of collapse. Students use what they have learned about ancient civilizations to write an evaluation of the game and a reflection about how civilizations bring about change over time. (How to Solve the Problem of Collapse, Age of Empires Evaluation) (Assessment: Following assessment, teams meet to share knowledge, return to questions; answer some and ask more. The FTP organizer is used to guide their work on the final team performance) (Age of Empires Evaluation Rubric) **LP15**

- **Final Team Performance Assessment**: Following assessment, teams meet to share knowledge, return to questions; answer some and ask more. The FTP organizer is used to guide their work on the final team performance. (Final Team Performance Presentation Rubric) **LP16**
Dear Sixth Grade Students,

The town council of Mt. Olive has become aware of the investigations you have done in your studies of Ancient Rome. We are very interested in what you have learned, and we would like to ask you to extend your studies to other ancient civilizations. We feel that we need to understand how the influences of ancient civilizations have impacted the modern world and our town.

All around us farm towns are turning into suburbs of larger cities. Springfield, Edwardsville, Waterloo, and Champaign are all growing so fast that schools can’t keep up with the number of new students. Farmlands are being taken to build new homes, businesses, and roads. We have included some aerial photographs to show this expansion. We would like you to investigate this further and find the answers to some important questions. Is it a mistake to take farmland to expand towns? What can we learn about our society by studying ancient civilizations? What mistakes did they make as they built their civilizations?

In order to understand that these mistakes are possible even today, we need to understand what caused ancient civilizations to make the mistakes that brought about their eventual collapse (or transition). How have ancient civilizations influenced modern civilizations? Which of their strengths are present in today’s civilizations? Which of their weaknesses are present in today’s civilizations? We should be able to look back and see the mistakes made by those who have gone before us and learn from them. It is equally important to honor and remember the positive ways in which they have influenced modern civilizations.

Would you be willing to come to a town council and share your discoveries and recommendations? Would it be possible for town council members to visit your classroom to learn what you learned and hear your thoughts and recommendations? We look forward to hearing from you soon.

Sincerely,

Mayor
**Opening Activity**

**Teacher Preparation:** Prior to this activity collect objects from teachers in the building that represent their lives. Bury these objects in sand filled medium-sized plastic boxes, one teacher per box. This activity simulates an archeological ‘dig’ by allowing students to uncover artifacts collected from teachers in the building. The students will attempt to identify the mystery teachers by studying the artifacts.

**Hook**

1. Before the beginning of class, divide the classroom into tables or groups and place one sand-filled box on each table in the classroom.
2. After the students have been seated at their table with their assigned group, begin questioning them about the boxes and what they think is in the boxes. Then ask, “What do you think this new unit will be about?” This will lead to a brief discussion.
3. Instruct the students to begin digging in the boxes and uncovering objects. As they are digging and uncovering objects, walk around the room and ask questions like, “What do you think that represents? To whom might that be important?”
4. As more objects are uncovered, inform them that the objects represent the lives of people that they know and lead them toward drawing conclusions about the owners of the artifacts. Give additional clues as necessary so that they know the objects represent teachers in the school.
5. After all objects have been uncovered, lead the discussion toward using the objects to draw conclusions about the owners of the objects.
6. After all the owners have been identified, ask them how they think this activity is related to our next unit of study. Move the discussion toward the focus on ancient civilizations.
7. Invite the students to begin a study of ancient civilizations that focuses on how ancient civilizations have influenced modern civilizations.

*Later in the unit the students will participate in a similar activity in which they uncover objects and draw conclusions around specific civilizations.*
GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Standard A. Locate, describe and explain places, regions, and features on the Earth.

Standard C. Understand relationships between geographic factors and society.

Local Benchmark: Determine how location and place influenced the development of the culture.

Teaching and Learning Event: Pre Assessment of Knowledge of Geographic Terms

Description and Detailed Sequence of Activities:
1. Distribute copies of the Connect Two handout. Ask students to use what they know about geography and agriculture to make connections using words on the list.
2. Discuss the connections that were made.
3. Collect the Connect Two handout for assessment. These should be checked for accuracy. Use assessment on the bottom of the handout.

Time Line: 1 day (30 minute period)

Materials: copies of Connect 2
          copies of Connect 2 Terms

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.
Title of Unit: Ancient Civilizations
Author: Karen Gall
Lesson Plan 2

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standard A: Apply the skills of historical analysis and interpretation.

Local Benchmark: Determine how peoples’ interactions with their environment, culture, and other civilizations bring about changes over time and answer the question, “Could this happen to us?”

Teaching and Learning Event: Opening Activities (Hook)

Description and Detailed Sequence of Activities:

**Teacher Preparation:** Prior to this activity collect objects from teachers in the building that represent their lives. Bury these objects in sand filled medium-sized plastic boxes, one teacher per box. This activity simulates an archeological ‘dig’ by allowing students to uncover artifacts collected from teachers in the building. They will attempt to identify the mystery teachers by studying the artifacts.

1. Before the beginning of class, divide the classroom into tables or groups and place one sand-filled box on each table in the classroom.
2. After the students have been seated at their table with their assigned group, begin questioning them about the boxes and what they think is in the boxes. Then ask, “What do you think this new unit will be about?” This will lead to a brief discussion.
3. Instruct the students to begin digging in the boxes and uncovering objects. As they are digging and uncovering objects, walk around the room and ask questions like, “What do you think that represents? To whom might that be important?”
4. As more objects are uncovered, inform them that the objects represent the lives of people that they know and lead them toward drawing conclusions about the owners of the artifacts. Give additional clues as necessary so that they know the objects represent teachers in the school.
5. After all objects have been uncovered, lead the discussion toward using the objects to draw conclusions about the owners of the objects.
6. After all the owners have been identified, ask them how they think this activity is related to our next unit of study. Move the discussion toward the focus on ancient civilizations.
7. Invite the students to begin a study of ancient civilizations that focuses on how ancient civilizations have influenced modern civilizations.

Time Line: 1 day (45 minute period)
Materials: medium-sized plastic box for each group
sand
objects from various teachers in the building

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Title of Unit: Ancient Civilizations
Author: Karen Gall
Lesson Plan 3

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standard A: Apply the skills of historical analysis and interpretation.

Local Benchmark: Determine how peoples’ interactions with their environment, culture, and other civilizations bring about changes over time and answer the question, “Could this happen to us?”

Teaching and Learning Event: Invitation and Task Analysis

Description and Detailed Sequence of Activities:
1. Review with the students what was discussed yesterday during the opening activity and the invitation to study ancient civilizations and their influences on modern civilizations.
2. Distribute copies of the letter sent by the mayor and city council. Read the letter and discuss what we are being asked to do and how we can accomplish the task.
3. Begin task analysis by discussing the creation of the PowerPoint presentation that will be used to present our findings about ancient civilizations and their influences on modern civilizations to the city council and mayor. Have students reread the letter and ask, “What are we expected to do now?” Record responses on chart paper. Then ask, “If we are to create a PowerPoint, what is to be included?” Record responses on chart paper.
4. Now ask, “If this is what we need to do and know, what questions do we have now?” Record questions on chart paper. We want students to generate a list of questions that will need to be answered in order to meet the challenge. Focus the questions into the categories to be addressed (Geography, Cultural Universals, Interactions, and Change over Time) and record the questions on chart paper.
5. After capturing student questions you may now introduce the essential question, “Why do civilizations rise and fall?” and lead toward a discussion of the civilizations we are going to study. Give a brief overview of why these civilizations were chosen for study in this unit. (Mesopotamia, Egypt, China, Greece, and Mesoamerica)

Time Line: 1 day (45 minute period)

Materials: copies of letter from mayor
chart paper
markers

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.
State Goal 1: Read with understanding and fluency.

Standard A. Apply word analysis and vocabulary skills to comprehend selections.

Teaching and Learning Event: My Vocabulary

Description and Detailed Sequence of Activities:

1. Remind the students that understanding vocabulary is essential for them to understand what we are learning. Emphasize that since we are studying five different civilizations, creating one vocabulary list would not work because each group will have words that are important to their civilization, but not to other civilizations. Therefore, each group and student will need to be responsible for creating lists that are appropriate for their civilization. Students may need to be reminded that their lists need to reflect words that are important to gaining understanding of their civilization and that you are giving them the responsibility of choosing appropriate words.

2. Distribute copies of My Vocabulary handout to each student and model how to complete it using a familiar vocabulary word. (example: archaeology) Discuss.

3. Divide students into their groups or pairs within their groups and instruct them to find a vocabulary word appropriate to their civilization. Working together they should fill out the graphic organizer using dictionaries and other resources.

4. Once all groups or pairs have had time to complete their organizer, bring the class back together to discuss the words and their responses.

5. Distribute one copy of Group Vocabulary List to each student and tell the students that groups and individuals will use the list each day to record vocabulary important to the understanding of their civilization. Give students multiple copies of My Vocabulary. Instruct the students to fill them out as needed and keep them in their individual folders.

6. Give each student a folder and explain that the folders will be necessary because they will be asked to keep track of numerous articles and handouts throughout the length of the unit.

Teacher Note: It is recommended that time is given at the beginning of each class period for students to work with vocabulary.

Timeline: 1 day (45 minutes) and continuous throughout the unit

Student Technical Skills Needed: ability to access and navigate various websites on the internet

Equipment Name: computers with internet access

Materials: copies of My Vocabulary on white paper
multiple copies of My Vocabulary
(run off on a different color for each group and cut in half)
copies of Group Vocabulary List
folders for each student (a different color for each group
may help with organization)
dictionaries

Websites:  http://dictionary.reference.com/
Books:  various books about each civilization to use for additional information as needed.

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State Goal 1: Read with understanding and fluency.

Standard B. Apply reading strategies to improve understanding and fluency.

Teaching and Learning Event: Journal Writing to Make Connections (Text to Self, Text, World)

Description and Detailed Sequence of Activities:
1. Tell the students that in order to help us learn as much as we can about our civilizations, they are going to be asked periodically throughout the unit to reflect upon what they have learned in a personal journal. The journals will be kept in their individual folders.
2. To demonstrate how journal writing will be done throughout the unit, pass out copies of Journal Reflection Model to students and ask them to begin writing. (The word “archaeology” may be replaced with any word appropriate for your class).
3. After giving the students enough time to reflect, ask if any students would like to share what they wrote. As reflections are shared, discuss the types of reflections that are appropriate. Lead the students toward understanding that their writing should include reflections and connections to things they have already read, things they have experienced, and things they have already learned. (Text to Self, Text to Text, or Text to World) Have the students keep their reflections in their folders.
4. Pass out copies of Academic Journal Topics and instruct students to keep these in their folders for references.
5. Journal writing will be done as needed throughout the unit and all handouts will be kept in individual folders. Prompts will be determined as needed by the teacher.

Teacher Note:
The Academic Journal Topics handout listed below contain a list of threads that can be used to help students reflect and make connections to what they have learned. The purpose of keeping the journal is to encourage students to make as many connections as possible throughout the unit. Since every class and situation is different, it will be up to the individual teacher’s discretion to determine which threads to use and when. It is recommended that students write in their journals at least once a week, however, this determination and the appropriate reflection thread or threads will need to be decided upon each week or whenever the teacher feels reflection is warranted.

Timeline: 1 day (45 minute period)

Materials: copies of Journal Reflection Model
Journal Reflections Prompt as needed throughout unit
Academic Journal Topics

Resources:
Journal Prompts
http://712educators.about.com/cs/writingresources/l/bljrnlacademic.htm

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.
State Goal 1: Read with understanding and fluency.

Standard B. Apply reading strategies to improve understanding and fluency.

Standard C. Comprehend a broad range of reading materials.

Teaching and Learning Event: Pre-reading research

Description and Detailed Sequence of Activities:
1. Tell the students that before they begin working on the specific assignments related to their assigned civilization, they are going to read books about their civilization to learn background information that will help them become familiar with basic facts about the civilization they are going to study.
2. Distribute copies of Prereading Graphic Organizer to each of the students. Go over the different areas of study that are on the graphic organizer. Tell the students that these are the areas that they will be focusing on most closely during the next few weeks of study.
3. Give copies of the appropriate books to each group. Have them turn to the table of contents and go over the areas that are covered in each book. Remind the students that they should read their books from the beginning. Also, inform them that they are not looking for specific information at this time. They should be reading their books and recording notes in their own words about each specific area. At this point in their research, they are to record the things that are the most interesting to them.
4. Give the students time to read and complete their graphic organizers. If students are unable to complete all of the areas on their organizer using the books they are given, allow them to use other books available in the classroom.
5. After all students have had time to complete their graphic organizers, groups should discuss what was recorded. Each student should take a turn describing what they learned about their civilization in each area of focus before discussing additional areas.

Timeline: 1 day (45 minute period)

Books:

Materials: copies of Prereading Graphic Organizer
multiple copies of the books listed above for each student in the group

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State Goal 1: Read with understanding and fluency.

Standard B. Apply reading strategies to improve understanding and fluency.

Standard C. Comprehend a broad range of reading materials.

Teaching and Learning Event: Question/Answer Relationships (QAR/ReQuest)

Description: Questions propel inquiry forward and assist the learner to acquire information and construct meaning. As answers are found, new, and perhaps, higher level questions may emerge that clarify confusion and deepen understanding. QAR is a strategy that assists students to classify questions and information and understand the relationship that exists between the question, the text, and their background and experience.

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<tr>
<th>In The Book</th>
<th>In My Head</th>
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<td><strong>Right There</strong>: answer is found in the text, it is easy to find; may be stated in one or two words or short sentences; the words used in the question and answer may be found in the same sentence.</td>
<td><strong>Author and You</strong>: the answer will not be stated explicitly in text; after considering what the text is saying and what is known, inferences must be made; the pieces of the puzzle must be assembled before understanding can be achieved.</td>
</tr>
<tr>
<td><strong>Think and Search</strong>: it will take lots of words to answer the question; it takes a longer time to answer because you must keep reading to find all of the answers; many pages or books must be used to find answers.</td>
<td><strong>On My Own</strong>: answers can be given using experiences and background knowledge without reference to specific passages in the text.</td>
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Description and Detailed Sequence of Activities:
1. Review with students the four types of questions that were learned during QAR in previous unit.
2. Distribute copies of “Want Milk? Get Goats” article and ReQuest handout. Have the students read the article and write one Right There and one Think and Search question based on the article.
3. Divide the students into small groups and have individual students read a question and call on another to answer it. Students continue asking and answering questions until each student has asked and answered at least once.
4. Next, have students discuss Author and You and On My Own questions that could be written based on the article. Discuss the questions and answers to these questions.
5. Distribute copies of the articles about each ancient civilization that were used in the Jigsaw activity to each group.
6. Tell the students that they should write questions based on their article that fit each of the four categories. Give students adequate time to complete their questions.

7. Once all groups have had enough time to write their questions, collect the questions and articles from each group. Next, redistribute the articles and questions to different groups and tell them to use the articles to answer the student generated questions.

8. Give students adequate time to answer the questions. Discuss what was learned about each civilization and the questions that were asked.

Timeline: 2 days (45 minute periods)

Materials: copies of articles about each civilization (see list below)
ReQuest “Want Milk? Get Goats”

Resources:
Article about Ancient China
http://www.mrdowling.com/613chinesehistory.html
Article about Ancient Egypt
Article about Ancient Greece
http://www.mrdowling.com/zip/701greece.pdf (This article is quite long. You may want to edit out some sections to save time).
Article about Mesoamerica
http://www.mnsu.edu/emuseum/prehistory/latinamerica/meso/cultures/maya.html
Article about Mesopotamia

Sources:

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GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Standard A. Locate, describe and explain places, regions, and features on the Earth.

Standard C. Understand relationships between geographic factors and society.

Local Benchmark: Determine how location and place influenced the development of the culture.

Teaching and Learning Event: Influences of Geography on Ancient Civilizations

Description and Detailed Sequence of Activities:
1. Divide the students into groups and tell them the civilization they will be studying for the remainder of the quarter.
2. Tell the students that the first thing they need to understand about their civilization is the geography of the area and the influences that the geography and physical features had on the development of the civilization.
3. Distribute copies of Connect Two Terms to each student. Briefly discuss the words.
4. Direct the students to the websites and their social studies textbook (if available) that describe the geography and agriculture of their civilization. As they are reading their textbook and viewing the websites, the groups should underline or highlight the words on the Connect Two that are related to or describe their civilization.
5. After the students have had adequate time to research, distribute copies of Geography Word List to each member of the group. Tell the students to fill in the name of their civilization at the top. They should then fill in the geographic features and agricultural terms that describe their civilization. Tell the students to access books and internet sites and give them time to research and define the geographic terms related to their civilization. Be sure to emphasize that they describe how the feature impacted the development of agriculture in the area.
6. As each group finishes their word lists, give each group member a copy of Outline Map Directions and an outline map of the area where their civilization developed. Using the available resources and their completed word lists the students should label and color their maps. Emphasize that students include all major geographic features (rivers, mountains, seas, plains, plateaus, peninsulas, deserts, lakes, etc.), cities, and other important areas. Each group member should complete a map that is labeled and colored appropriately.
7. Upon completion of the map, assign Geography of ___ to each student. Students should use what they have learned through their research to answer the questions.
8. Collect maps and worksheets for assessment. Use Outline Map Assessment to grade maps.

9. Distribute copies of 3-D Map Assignment to each student and go over it with the class. Tell the students that their next assignment is to use what they have learned to create large 3-D maps that they will use to teach the class about the geography and agriculture of their civilization.

10. Give the students time to work on their group maps and prepare to present to the rest of the class.

11. Upon completion of the maps and before presentations begin; distribute copies World Outline Map to each student. Tell them that as each group presents the map of their civilization, they should color and label the location of each civilization of the world map.

12. Assess groups as presentations are being made using Map Presentation Rubric.

13. Distribute copies of Connect Two Terms and Connect Two. Instruct the students to complete the handout using what they have learned about ancient civilizations to make correct connections.


15. Upon completion of presentations, display maps in the classroom for the remainder of the unit to be used as a reference as needed.

16. Remind the class that they will be using their maps and the information they presented to the class to present what they have learned to the mayor and city council.

Timeline: 8 days (45 minute periods)

Student Technical Skills Needed: ability to access and navigate various websites on the internet

Equipment Name: computers with internet access

| Television (connected to computer for presentations) |


Materials: copies of Connect Two Terms

| Geography Word List |
| Outline Map Directions |
| Civilization Outline Map for each group member |
| (see resources list below) |
| Geography of _____ |

| Outline Map Assessment |
| 3-D Map Assignment |
| World Outline Map (see resources list below) |
| Map Presentation Rubric |
| Connect Two Terms |
| Connect Two |
| poster board (1 sheet for each group) |
crayons, colored pencils, markers
art supplies for creating 3-D objects

Resources:

Map of China
http://www.harpercollege.edu/mhealy/geogres/maps/eagif/asiaoutsm.gif
Map of Egypt
Map of Greece
http://www.unc.edu/awmc/downloads/area_a7TerrainonlySml.jpg or http://www.wsu.edu:8080/~wldciv/brians_syllabus/maps/map2.html
Map of Mesoamerica
Map of Mesopotamia
http://www.wsu.edu:8080/~wldciv/brians_syllabus/maps/map1.html
World Map

Websites to use for research:

Ancient China
http://www.historyforkids.org/learn/china/environment/index.htm
http://www.historyforkids.org/learn/china/food/index.htm
http://www.ancientchina.co.uk/geography/index.html
http://depts.washington.edu/chinaciv/geo/geo.htm
http://www.vltavastudios.com/china/

Ancient Egypt:
http://www.historyforkids.org/learn/egypt/environment/index.htm
http://www.historyforkids.org/learn/egypt/food/egyptfood.htm
http://oi.uchicago.edu/OI/MUS/ED/TRC/EGYPT/farming.html
http://www.egyptologyonline.com/Work%20&%20Trade.htm
http://www.ancientegypt.co.uk/geography/home.html
http://www.beyondbooks.com/wcu81/3a.asp
http://nefertiti.iwebland.com/timelines/topics/agriculture.htm
http://www.ancientegypt.co.uk/geography/index.html
http://www.memphis.edu/egypt/map.htm
http://www.mnsu.edu/emuseum/prehistory/egypt/dailylife/geographyandagriculture.html
http://www.mnsu.edu/emuseum/prehistory/egypt/dailylife/farming_tools.htm

Ancient Greece
http://library.thinkquest.org/C0122667/greece/agri.html
http://oncampus.richmond.edu/academics/education/projects/webunits/greecero me/Greeceag1.html
TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.
Title of Unit: Ancient Civilizations  
Author: Karen Gall  
Lesson Plan 10

STATE GOAL 18: Understand social systems, with an emphasis on the United States.

Standard B. Understand the roles and interactions of individuals and groups in society.

Standard C. Understand how social systems form and develop over time.

Local Benchmark: Analyze the relationships among cultural universals in ancient civilizations.

Teaching and Learning Event: Development of Government

Description and Detailed Sequence of Activities:
1. Discuss with the class what was learned about each ancient civilization and how the physical features of the land impacted agriculture and early development of culture. Lead the discussion toward an emphasis of the fact that with the development of agriculture the people of the civilization were able to focus on other things. This led the development of a more advanced culture. Review what was learned during the study of ancient Rome and the cultural universals.

2. Tell the students that the next step in studying the development of ancient civilizations; is to focus on the development of government in each. Lead the students to understand that government developed as a necessity and in a different way in each civilization. In order to understand the development of government, we will need to understand the role of the people and how the government served the people of each civilization and vice versa.

3. Introduce students to Cyberhunts. Explain that each group will be given a different set of questions about the development of government in their civilization. Each list of questions will be presented along with a list of websites that will be used to answer the questions. Once each student has answered all of the questions, the groups will get together to discuss what was learned about the development of government in their assigned civilization.

4. Distribute copies of a Cyberhunt to each student in the group. The students in each group may work individually or in pairs to complete the Cyberhunt. Give students adequate time to answer all of the questions.

5. Once all of the groups have completed their questions, distribute copies of the different Government of worksheets to each student. Tell the students to use the answers on their Cyberhunts and other resources to complete the worksheet.

6. Give the students adequate time to work on completing a presentation that they will use to present what they have learned to the rest of the class.

7. Prior to group presentations, distribute four copies of Text Structures Compare Contrast Government to each student. Instruct the class to complete the graphic organizer during the presentations. Students should list their civilization in the first column and the civilization being presented in
the other. During each presentation, a different organizer should be used in order to compare the civilization being presented to their civilization. Inform students that it is extremely important for them to pay attention to the presentations because later they will be asked to make comparisons among civilizations for an assessment.

8. Assess groups as presentations are being made using Government Presentation Rubric.

9. Upon completion of the group presentations, remind the students that they will be presenting what they have learned about ancient civilizations to the mayor and city council at the completion of the unit.


11. Direct students to the Essential and Coaching Questions that were generated at the beginning of the unit. Discuss with students the questions that have been answered through our studies so far. Ask them what new questions they have and add them to the list as needed.

12. Introduce students to Microsoft Age of Empires (an interactive computer game). Tell the students that this game simulates the origins of civilizations and development of empires. Throughout the unit, they will be given opportunities to use what they have learned about the origins and development of civilizations to help them successfully play the game. As they play, they should be taking note of strategies that were successful for them.

13. Open the game onto a large screen and demonstrate basic features of play. (Most likely there will be students in your class who are already familiar with this and will be able to share their knowledge). Divide students into pairs and give them time to play.

Timeline: 6 days (45 minute periods)

Student Technical Skills Needed: ability to access and navigate various websites on the internet

Equipment Name: computers with internet access
television (connected to computer for presentations)

Materials: copies of
Cyberhunts for each civilization for each student
Government of China for China Group
Government of Egypt for Egypt Group
Government of Greece for Greek Group
Government of Mesoamerica for Mesoamerican Group
Government of Mesopotamia for Mesopotamian Group
Government of Assignment
Text Structures Compare Contrast Government (four copies for each student)
Government Presentation Rubric
poster board
various art supplies

Resources:
Websites: see specific Cyberhunts for websites used
Cyberhunt Chinese Government
Cyberhunt Egyptian Government
Cyberhunt Greek Government
Cyberhunt Mesoamerican Government
Cyberhunt Mesopotamian Government

Books: Various books about each civilization to use for additional information as needed.

Software: PowerPoint or other presentation software
Microsoft Age of Empires (a trial version can be downloaded at http://www.microsoft.com/games/empires/downloads.htm)

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.
STATE GOAL 18: Understand social systems, with an emphasis on the United States.

Standard B. Understand the roles and interactions of individuals and groups in society.

Standard C. Understand how social systems form and develop over time.

Local Benchmark: Analyze the relationships among cultural universals in ancient civilizations.

Teaching and Learning Event: Levels of Society

Description and Detailed Sequence of Activities:
1. Review with the students what was learned in the previous lesson about the governments of the civilizations we are studying. Lead the discussion toward how the government influenced the lives of the citizens and a focus on the levels of society that developed in each civilization.

2. Pass out copies of Concept Definition Map Levels of Society to each student and go over how it should be completed. Tell the students that each group member will be assigned a different level of society. First, each group must get together to determine the levels of society that were present in their civilization. (Students should already be familiar with the levels for their civilization from the Cyberhunt activity). If necessary, allow students to look up information in books or on websites they have already accessed.

3. Once levels have been determined and assigned to group members direct the students to the websites listed at the bottom of the lesson and any books that would help them to locate pertinent information. Provide students with adequate time to complete their graphic organizers.

4. Once all CDM’s have been completed direct students to the next phase of the activity. Tell the students that they are now going to be responsible for creating a social pyramid for their civilization. Review with students what a social pyramid is by drawing an example on the board. Use the society of Rome as an example. Distribute copies of Social Pyramid Assignment to students and discuss requirements for creation of social pyramids.

5. Provide students with poster board and art supplies as needed. Give ample time for completion of social pyramids and to prepare for presentation.

6. Upon completion of the social pyramids, have each group present their pyramid to the rest of the class. Before presentation begins, distribute Compare Contrast Levels of Society and instruct students to make notes about similarities and differences among the levels of society and each civilization. Discuss as needed.

7. Use Levels of Society Presentation Rubric as presentations are being made.
8. Remind students that it is extremely important for them to pay attention to the presentations and take meaningful notes because later they will be asked to make comparisons among civilizations.

9. Display social pyramids during the remainder of the unit. Remind the students that the social pyramids will be used in our presentation to the mayor and city council.

10. Collect Concept Definition Maps for assessment. Check each for accuracy.

11. Direct students to the Essential and Coaching Questions that were generated at the beginning of the unit. Discuss with students the questions that have been answered through our studies so far. Ask them what new questions they have and add them to the list as needed.

12. Distribute copies of Age of Empires Game Strategies and tell the students to take notes about strategies that were successful while they play. They should also record what strategies were unsuccessful. Divide students into pairs and give time to play.

Timeline: 6 days (45 minute periods)

Student Technical Skills Needed: ability to access and navigate various websites on the internet

Equipment Name: computers with internet access
                   television (connected to computer for presentations)

Materials: copies of
           Concept Definition Map Levels of Society
           Social Pyramid Assignment
           Compare Contrast Levels of Society
           Levels of Society Presentation Rubric
           Age of Empires Game Strategies
           poster board
           art supplies (crayons, colored pencils, markers, etc.)

Resources:
Websites to use for research:
Ancient China
http://eprentice.sdsu.edu:16080/J03OJ/ly/WebQueststudentpage.htm (scroll down and click on specific level for article)
http://www.historyforkids.org/learn/china/food/index.htm (food)
http://www.historyforkids.org/learn/china/people/index.htm
http://www.kidsnewsroom.org/elmer/infoCentral/frameset/civilizations/china/index.html
http://members.aol.com/donnclass/Chinalife.html (scroll down...there is a lot of information here)

Ancient Egypt
http://www.bergen.org/AAST/Projects/Egypt/social_report.html
http://kevin.lps.org/Egypt/daily_life/nobles.html (also use the various links at the bottom of the page)
http://www.mnsu.edu/emuseum/prehistory/egypt/index.shtml (choose links as needed to access specific information)
http://carlos.emory.edu/ODYSSEY/EGYPT/people.html
http://members.aol.com/egyptart/fashion.html (pictures)
http://www.fen.com/studentactivities/sbgs/readingClub/living_ago/ancient_days.html
http://library.thinkquest.org/J002037F/culture.htm (choose links as needed)
http://www.civilization.ca/civil/egypt/egcl01e.html (choose links as needed)

Ancient Greece
http://members.aol.com/Donnclass/Greeklife.html (scroll down)
http://www.historyforkids.org/learn/greeks/clothing/index.htm (clothing)
http://www.historyforkids.org/learn/greeks/food/greekfood.htm (food)
http://www.angliacampus.com/public/pri/history/greeks/index.htm (many links...choose the ones you need)
http://killeenroos.com/1/greroles.htm
http://depthome.brooklyn.cuny.edu/classics/dunkle/athnlife/domestic.htm
http://carlos.emory.edu/ODYSSEY/GREECE/people.html

Mesoamerica
http://www.civilization.ca/civil/maya/mmc12eng.html
http://www.wsu.edu:8080/~dee/CIVAMRCA/MAYAS.HTM (scroll down to Economy and Society)
http://www.jaguar-sun.com/maya.html
http://www.mvhs.net/~attvc2/Maya/Society.html
http://www.lost-civilizations.net/mayan-society.html

Mesopotamia
http://www.kidsnewsroom.org/elmer/infoCentral/frameset/civilizations/meso/soc/
http://www.mnsu.edu/emuseum/prehistory/middle_east/sumer_citizens.html
http://www.bible-history.com/babylonia/index.html
http://housatonic.net/faculty/ABALL/PreHistoryEarlyCivs.htm
http://www.crystalinks.com/sumersocialsystem.html
http://www.historyforkids.org/learn/westasia/clothing/index.htm (clothing)
http://www.historyforkids.org/learn/westasia/food/index.htm (food)
Sources:
http://www.microsoft.com/games/empires/

Books: various books about each civilization to use for additional information as needed.

Software: PowerPoint or other presentation software
Microsoft Age of Empires

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.
STATE GOAL 18: Understand social systems, with an emphasis on the United States.

Standard A. Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

Standard B. Understand the roles and interactions of individuals and groups in society.

Local Benchmark: Analyze the relationships among cultural universals in ancient civilizations.

Teaching and Learning Event: Religious Beliefs

Description and Detailed Sequence of Activities:
1. Discuss what has been learned about the religious beliefs of ancient civilizations through our studies so far. Tell students that we are now going to more specific information about the religious beliefs of each civilization and how the beliefs impacted the lives of the people.

2. Distribute copies of article “A Note from the Author” (see book list below) and read together. After reading the article, discuss what it tells us about the values of the people who created the myths and why they felt the need to invent stories to explain their origins. Lead the discussion toward the origin of myths and gods.

3. Tell the students that all ancient civilizations developed stories to explain things they encountered in their world and to explain the origin or creation of the world in which they lived.

4. Distribute copies of Creation Myth: Retell the Story and “Traveling to Form the World: Old Man the Creator” (see list below or any other story from the book). Read the myth together and discuss the major events of the story. Ask the students what the first event is and using the overhead transparency list this in the first square (students should list on their handout as well). Then, list details about this event in the circles below the first square. List the second event in the second square and record details in the circles. Continue in this manner until the entire story has been summarized. At this point, ask a student to orally summarize the myth using the information on the organizer. Emphasize that using this graphic organizer enabled us to summarize the myth that we read.

5. Distribute copies of the various creation myths (see reference below) and additional copies of Creation Myth: Retell the Story. Working together, groups should read the myths and complete the graphic organizer to summarize their myth. Give students ample time to read, summarize, and prepare for sharing.

6. Prior to sharing, distribute copies of Compare Contrast Creation Myths handout. Each group should then take turns summarizing the important
elements in their myth. Throughout the summarizing and discussion, encourage students to take notes about each myth on their organizer. During the discussion focus the students on making inferences about what the creators of the myth were trying to understand through the development of these stories.

7. Instruct the students to keep their creation myths, summaries, and Compare Contrast Creation Myths graphic organizers in their folders.

8. Explain that we are now going to research more specific details about the religious beliefs and gods of each civilization. Pass out copies of ABC Religions to each student and go over how to fill out the chart. Direct them to the websites listed below and model how to use them to find the necessary information. Students should work with their groups, in pairs, or individually to complete the chart. If students are unable to find a god or goddess for a particular letter, they should fill in with another letter until they have found 26 gods or goddesses.

9. Once all groups have had time to complete their charts, lead a discussion about what has been learned. Focus the discussion on how the gods they researched served a specific purpose in the lives of the people and explained specific natural phenomena. Question the students about why they think this was so important to ancient peoples. Spend as much time as needed discussing until students have gained an understanding that the purpose of religion in ancient times was to give comfort and explain things that were out of the control of the people.

10. Using the completed charts, work with as a class to create a list of categories into which the gods and goddesses could be placed in terms of the purpose they served in the lives of the people. (examples: nature, love, illness, protection). Once categories have been determined, use them to compare gods and goddesses across all the cultures. Discuss what conclusions can be drawn from these beliefs. Distribute Classifying Gods and Goddesses and have students fill in categories at the top. Give groups time to work on categorizing gods and goddesses.

11. Tell the students that they will have to share what they have learned with the rest of the class. Provide adequate time for teams to work on completing a presentation that they will use to present what they have learned.

12. Prior to group presentations, distribute Compare Contrast Gods and Goddesses to each student. Instruct the class to complete the graphic organizer during the presentations.

13. Remind students that it is extremely important for them to pay attention to the presentations and take meaningful notes because later they will be asked to make comparisons among civilizations.

14. Assess groups as presentations are being made using Religion Presentation Rubric.

15. Upon completion of presentations, discuss with the students the similarities and differences that can be noted about religious beliefs in different ancient civilizations. Lead the students toward the conclusion that religion developed for the same reasons throughout the ancient world. Collect ABC Religions handout.

16. Remind students that they will be presenting what they have learned about ancient civilizations to the mayor and city council at the completion of the unit.
17. Direct students to the Essential and Coaching Questions that were generated at the beginning of the unit. Discuss with students the questions that have been answered through our studies so far. Ask them what new questions they have and add them to the list as needed.

18. Have students return to the Age of Empires Game Strategies that they worked on at the end of the previous lesson. Give students additional time to play the game and record additional successful and unsuccessful strategies. Remind them to use what they have learned about ancient civilizations as they strategize and play the game.

19. Give students time to play individually or in pairs.

Timeline: 12 days (45 minute period)

Student Technical Skills Needed: ability to access and navigate various websites on the internet

Equipment Name: overhead projector
computers with internet access
television (connected to computer for presentations)

Materials: Copies of
“A Note from the Author” (see books below)
pages ix-xi
Creation Myth: Retell the Story (2 copies for each student and overhead transparency)
“Traveling to Form the World: Old Man the Creator” (see books below) pages 24-27
Creation Myth for each civilization (see books below)
China pages 20-23
Mesopotamia pages 78-85
Mesoamerica pages 86-99
Egypt pages 110-115
Greece pages 126-131
Compare Contrast Creation Myths
ABC Religions
Classifying Gods and Goddesses
Religious Beliefs Assignment
Compare Contrast Gods and Goddesses
Religion Presentation Rubric

Resources:
Websites to use for research:
Ancient China
http://www.pantheon.org/areas/mythology/asia/chinese/articles.html
http://www.godchecker.com/pantheon/chinese-mythology.php?_gods-list
http://www.scns.com/earthen/other/seanachaidh/godchina.html
http://www.mythome.org/asiang.html#Chinese
Ancient Egypt
http://www.pantheon.org/areas/mythology/africa/egyptian/articles.html
http://www.ancient-mythology.com/egyptian/
http://www.mythome.org/egyptian.html

Ancient Greece
http://www.pantheon.org/areas/mythology/europe/greek/articles.html
http://www.ancient-mythology.com/greek/
http://www.mythweb.com/

Mesoamerica
http://www.pantheon.org/areas/mythology/americas/mayan/articles.html
http://www.apagefromhistory.com/mayamyths.htm#top
http://www.windows.ucar.edu/tour/link=/mythology/maya_culture.html&edu=high
http://www.jaguar-sun.com/gods.html

Mesopotamia
http://www.pantheon.org/areas/mythology/middle_east/mesopotamian/articles.html
http://www.mesopotamia.co.uk/gods/explore/exp_set.html
http://www.ancient-mythology.com/mesopotamian/

Resources
Websites:
http://www.microsoft.com/games/empires

Books:
Hamilton, Virginia. *In the Beginning: Creation Stories from Around the World.*
Various books about each civilization to use for additional information as needed.

Software: PowerPoint or other presentation software
Microsoft Age of Empires

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT.
THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.
STATE GOAL 18: Understand social systems, with an emphasis on the United States.

Standard B. Understand the roles and interactions of individuals and groups in society.

Standard C. Understand how social systems form and develop over time.

Local Benchmark: Analyze the relationships among cultural universals in ancient civilizations.

Teaching and Learning Event: Cultural Universals Assessment (Infomercial)

Description and Detailed Sequence of Activities:
1. At this point, the students are going to use what they have learned about the culture of their civilization and one other civilization to create an infomercial in which they compare and contrast government, levels of society, and religious beliefs.
2. Pass out Infomercial Requirements and discuss. (You may want to play samples of infomercials to share with students and discuss propaganda strategies that will enable them to successfully “sell” their civilization).
3. Give students ample time to work on creating their infomercials.
4. As students present their infomercials, record using the video camera and assess using Infomercial Rubric.

Timeline: 1 day (45 minute period)

Student Technical Skills Needed: ability to access and navigate various websites on the internet

Equipment Name: computers with internet access
                television (connected to computer for presentations)
                VCR
                video camera
                poster board
                various art supplies

Materials: copies of
           Infomercial Requirements
           Infomercial Rubric

Books: Various books about each civilization to use for additional information as needed.
Resources:
Websites
http://www.ignitingministry.org/advertising/mediaterms.aspx#d

Software:  PowerPoint or other presentation software

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.
STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standard A: Apply the skills of historical analysis and interpretation.

Local Benchmark: Determine how peoples' interactions with their environment, culture, and other civilizations bring about changes over time and answer the question, “Could this happen to us?”

Teaching and Learning Event: Archaeological Excavation

Description and Detailed Sequence of Activities:
1. Tell the students that they are going to decorate a flower pot to represent their civilization. Explain that they should use pictures, symbols, and writings that are associated with their civilization when they decorate their flower pot.
2. Give each group time to discuss and plan how they are going to decorate their flower pot.
3. Provide the students with paint and other art supplies and give them time to decorate their flower pot.
4. Upon completion of the decorating, leave adequate time for the flower pots to dry.
5. Take a picture of each flower pot.
6. After the flower pots have had time to dry, have each group carefully break their flower pots into about 10 pieces or potsherds.
7. Give each group a medium-sized plastic box filled with sand and instruct the students to bury their potsherds in the box. Mark each box on the bottom with the civilization being represented for identification later.
8. Give each group ten zip-loc bags and instruct them to number them to be used later when artifacts are recovered.
9. Prior to giving the boxes to each group, place an archeologist’s grid on each box to be used while digging and uncovering objects.
10. Give each group a different box to use as a simulation of an archeological dig. Make sure that the groups are not given the box that contains the potsherds representing their civilization.
11. Tell the students that they are going to become archaeologists. Each group will dig in their box, find the potsherds, and use their findings to draw conclusions about the civilization they represent.
12. Distribute the Archaeological Excavation packet to each student and go over the first page which contains the directions about how an archaeological excavation should be conducted. Discuss how to use the grid on the box to record the location where the artifacts are found.
13. Make sure each group has the tools they need to dig in the box and their pre-numbered zip-loc bags from yesterday.
14. Have each student complete the Archeological Excavation Pre-Dig Survey that is in their packet before they begin digging.
15. Go over the Archaeologist’s Log handout and instruct the students to fill this out while they are digging for artifacts.
16. Instruct the students to begin digging, following the guidelines on the Archeological Excavation handout. When a potsherd is found, each student should draw it in the correct location on the grid where it was found, number it, and record the approximate depth that it was found. Once the potsherd is drawn and recorded, it should be removed from the sand, placed in a pre-numbered zip-loc bag, and kept on the lid of the box. Each student should be recording information in their Archaeologist’s Log as the groups are digging.

17. Continue this procedure until at least 8 potsherds are recovered.

18. Have the students complete the Archeological Excavation Post-Dig Survey using the drawings on their grid and their Archaeologist’s Log.

19. Go over the Archaeologist’s Report handout with the students. Assign this for homework. In their report, instruct students to make a prediction about which civilization they think the potsherds represent. Remind them to use information they have learned about each civilization to draw their conclusions.

20. Collect all handouts.

Time Line: 4-5 days (45 minute periods)

Materials: flower pot for each group
paint and other art supplies
medium-sized plastic box for each group
sand
trowels
popsicle sticks
string
zip-loc bags
digital camera
Copies of all handouts in a packet for each student
Archaeological Excavation
Archaeological Excavation Pre-Dig Survey
Archaeologist’s Log
Archaeological Excavation Post-Dig Survey
Archaeologist’s Report

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.
STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standard A: Apply the skills of historical analysis and interpretation.

Standard D: Understand Illinois, United States, and world social history.

Standard E: Understand Illinois, United States, and world environmental history.

Local Benchmark: Determine how peoples’ interactions with their environment, culture, and other civilizations bring about changes over time and answer the question, “Could this happen to us?”

Teaching and Learning Event: Implications for Modern Civilizations

Description and Detailed Sequence of Activities:

1. Discuss with the students the importance of what we have learned through our studies up to this point. Lead the discussion toward a focus on what happened to each of the civilizations (collapse or assimilation) and the events that led to the eventual conclusion of each civilization.

2. Show chapter 5 of *Deep Jungle: The Beast Within* (about 20 minutes) and discuss how the information presented in the video relates to our studies (What could ancient civilizations have done differently to have prevented their eventual collapse?) and implications for modern civilizations. Question the students as to how what we know about past civilizations can be used to help modern civilizations avoid similar mistakes.

3. Pass out *How to Solve the Problem of Collapse* and have students record their ideas about steps that could ensure modern civilizations are able to avoid the mistakes of the past. Discuss and have each student fill in the “Solution” box with their ideas and thoughts about how civilizations could have prevented collapse. Hopefully, most students will need extra space and have many ideas about what would have needed to be done. Encourage students to use the back of the sheet to record all of their thoughts. Discuss and share students ideas and thoughts.

4. Reintroduce Microsoft Age of Empires and tell the students that we are going to now use all of the information we have gained through our studies and our experiences playing the game throughout the unit to write an evaluation of Age of Empires. The evaluation will require students to determine how closely the game matches the ways in which civilizations began, developed, grew, and eventually fell.

5. Distribute copies of Age of Empires Evaluation and go over.

6. Give students ample time and materials needed to prepare their evaluations and write reflections.
Timeline: 4-5 days (45 minute period)

Equipment Name: television  
                 DVD player  
                 computers

Materials:  
            copies of 
            How to Solve the Problem of Collapse  
            Age of Empires Evaluation  
            Age of Empires Evaluation Rubric

Resources:  
Websites  
http://www.microsoft.com/games/empires

Books: various books about each civilization to use for additional information as needed.

Software: Microsoft Age of Empires

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.
GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Standard A. Locate, describe and explain places, regions, and features on the Earth.

Standard C. Understand relationships between geographic factors and society.

Local Benchmark: Determine how location and place influenced the development of the culture.

STATE GOAL 18: Understand social systems, with an emphasis on the United States.

Standard A. Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

Standard B. Understand the roles and interactions of individuals and groups in society.

Standard C. Understand how social systems form and develop over time.

Local Benchmark: Analyze the relationships among cultural universals in ancient civilizations.

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standard A: Apply the skills of historical analysis and interpretation.

Standard D: Understand Illinois, United States, and world social history.

Standard E. Understand Illinois, United States, and world environmental history.

Local Benchmark: Determine how peoples' interactions with their environment, culture, and other civilizations bring about changes over time and answer the question, “Could this happen to us?”

Teaching and Learning Event: Final Team Performance

Description and Detailed Sequence of Activities:
1. Tell the class that since we have now completed our studies of ancient civilizations, we need to take what we have learned and created and prepare to present to the city council what our investigations have taught us about the relationships between ancient civilizations and modern civilizations. Discuss
that the information that each group presented to the class throughout the unit will need to be consolidated and organized. Lead the students to understand that the amount of information generated during class presentations would be too much for the city council; therefore each team will need to spend time deciding what information is essential for the city council to gain an understanding of the importance their civilization played in history.

2. Focus students on the Essential and Coaching Questions that were generated at the beginning and throughout the unit. Remind the students that these questions served as our guide during our research and now they will be our guide to help us determine what to present to the city council. However, since so many questions were generated throughout the unit, we will need to focus on the Essential Questions in order to make decisions about what to include.

3. Through discussion, determine essential information. With the students, generate a list and record it on chart paper. Post this list in the classroom and direct students to refer back to it as needed.

4. Give teams ample time to discuss, consolidate information, and prepare for presentations.

Timeline: 4-5 days or as much time is needed for students to adequately prepare (45 minute periods)

Student Technical Skills Needed: ability to access and navigate various websites on the internet

Equipment Name: computers with internet access
television (connected to computer for presentations)

Materials: Teams will need access to all products prepared throughout the length of the unit.
copies of Final Team Performance Rubric

Books: Various books about each civilization to use for additional information as needed.

Software: PowerPoint or other presentation software

TRADEBOOKS ARE INTRODUCED AT THE BEGINNING OF THE UNIT. THESE BOOKS ARE AVAILABLE AND ACCESSIBLE TO STUDENTS THROUGHOUT THE UNIT.
3-D Map Assignment

Each group is responsible for creating a 3-D Map that represents the civilization you are researching. You will use this map to present what you have learned about the geographic features and agriculture of your region to the rest of the class. Whenever possible construct 3-D representations of sites, animals, and other objects. All areas must be labeled. The entire map must be colored appropriately.

What to include:

1. All major bodies of water. Include oceans, seas, rivers, harbors, etc. Label correctly and color all bodies of water blue.
2. All land features. Include deserts, mountains, plateaus, plains, islands, deltas, etc. Label correctly and color or shade appropriately.
3. Show a farming area that represents the agriculture of your civilization. Include crops, farm animals, irrigation style, etc. that are appropriate for your civilization.
4. Include other animals that would be found in your region.
5. Include major historic sites. These may include temples, pyramids, monuments, or other buildings that identify your civilization.
6. Label major cities that developed in your civilization.
7. Include a legend for your map.

Upon completion of your map, your group will use it to teach what has been learned to the rest of the class. During group presentations, comparisons will be made among the civilizations.
# ABC’s of Ancient Religion

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<td><strong>God or Goddess</strong></td>
<td><strong>Interaction and Relationships with People</strong></td>
<td><strong>How did the god/goddess serve the people?</strong></td>
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Age of Empires Game Strategies

Strategies that worked:

Strategies that did not work:
Age of Empires Evaluation

Each student is responsible for creating an **evaluation** in which they answer the question:
How closely does the game match what happened or could have happened in the history of ancient civilizations?

**Assignment:**
To create an evaluation of Age of Empires using knowledge you have gained through our studies of ancient civilizations about the accuracy of the game to determine how civilizations change over time.

**What to do:**
1. Review information you have accumulated in your folders through research and during presentations made by other groups.
2. Review Age of Empires Strategies and reflect upon what was learned during the times you played the game.
3. Formulate your own ideas about the accuracy of the game. Use **concrete evidence** and **convincing reasons**.
4. Create a document in which you rate the game in terms of accuracy. This document could be a paragraph, a checklist, a brochure, or any other appropriate media that allows you to rate the accuracy of the game.
5. Think about how changes over time influenced ancient civilizations and modern civilization.

**What to include:**
1. Details about how closely geography influenced the development of the village.
2. Details about the accuracy of the influences that government, levels of society, religion, food, housing, etc. had on the lives of the people building and living in the village.
3. Details about the factors that could have or led to the collapse or fall of the civilization. Are they accurate? Could what caused collapse in the game have happened in an ancient civilization?
4. Your rating of the game in terms of reality.
5. Your opinion about the reality of the game based on your knowledge.
6. Answer the question: Did your game civilization change over time?
7. A written reflection in which you discuss how our environment has changed over time. Include positive and negative influences that people have had on the world around them.
**Age of Empires Evaluation Rubric**

<table>
<thead>
<tr>
<th>Game Evaluation Document</th>
<th>4 Superior</th>
<th>3 Excellent</th>
<th>2 Good</th>
<th>1 Needs Work</th>
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<tbody>
<tr>
<td>Evaluation demonstrated exceptional knowledge of the accuracy of Age of Empires in terms of relationship to ancient civilizations. Many details about geography, cultural universals, and causes of collapse included.</td>
<td>Evaluation demonstrated excellent knowledge of the accuracy of Age of Empires in terms of relationship to ancient civilizations. Some details about geography, cultural universals, and causes of collapse included.</td>
<td>Evaluation demonstrated some knowledge of the accuracy of Age of Empires in terms of relationship to ancient civilizations. Few details about geography, cultural universals, and causes of collapse included.</td>
<td>Evaluation did not demonstrate knowledge accuracy of Age of Empires. Inaccurate information included.</td>
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<tr>
<td>Document explained in great detail rating and opinion of game based on concrete evidence and convincing reasons. Student used many accurate details to form rating and opinion.</td>
<td>Document explained in some detail rating and opinion of game based on concrete evidence and convincing reasons. Student used a few accurate details to form rating and opinion.</td>
<td>Document did not explain in detail the rating and opinion of game based on concrete evidence and convincing reasons. Student may have used inaccurate details to form rating and opinion.</td>
<td>Document did not include rating or opinion. Inaccurate details are listed.</td>
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<tr>
<td>Reflection included many details and inferences about civilizations and how they bring about change over time.</td>
<td>Reflection included a few details and inferences about civilizations and how they bring about change over time.</td>
<td>Reflection did not include details or inferences about civilizations and how they bring about change over time.</td>
<td>Reflection was a listing of facts only.</td>
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<tr>
<td>Entire document was well organized. Information flowed in a logical manner.</td>
<td>Most of the document was well organized and flowed in a logical manner.</td>
<td>Some of the document was well organized or information was presented in an illogical manner.</td>
<td>Document did not flow and information was presented in an illogical manner.</td>
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Total Points Earned ___________/20 points possible    Grade___________

Comments:
Guidelines for an Archaeological Dig
1. Complete the “Pre-Dig Survey”.

2. One person at a time should dig very slowly and carefully using a trowel.

3. When you find an object, use Popsicle sticks to push the dirt away from the artifact taking special care not to damage or destroy the artifact. Record any pertinent information in your “Archaeologist's Log” while digging is occurring.

4. When the object has been almost completely uncovered, use the grid paper to record the exact location. Draw the artifact and record the approximate depth the artifact was found on the grid paper. Place each artifact into a numbered zip-loc bag. Place each bag on the lid of the box.

5. Continue digging. When additional artifacts are found, follow the same procedure used for the first artifact.

6. After all artifacts have been uncovered and recorded complete the “Post-Dig Survey” and draw conclusions about the artifacts that were found.

7. Write an “Archaeologists Report” based on your findings.
Religious Beliefs of ____________________________

Each group is responsible for presenting information about the religious beliefs of their civilization. You will use the presentation to teach what you have learned about the influences religious beliefs had on the people of your civilization to the rest of the class.

What to include:

1. Information about major gods and goddesses.
2. Physical evidence of religion that has been found in ancient civilizations. (temples, etc.)
3. Basic beliefs of religion and the impact religious beliefs had on the daily lives of the people.

Before beginning, spend time as a group deciding the important information that must be included to ensure understanding of the importance religion had in the lives of the people.

Presentation may be a PowerPoint, poster, or any other media that successfully presents facts and details.

Upon completion of your presentation, your group will use it to teach what has been learned to the rest of the class. During group presentations, comparisons will be made among the civilizations.
<table>
<thead>
<tr>
<th>China</th>
<th>Egypt</th>
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<th>Mesoamerica</th>
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Cyberhunt
Chinese Government

Navigate the websites listed with each question to learn more about the early dynasties of China and how the people were governed during each dynasty.

The first five dynasties are:
List the year each began and ended.
http://library.thinkquest.org/12255/library/dynasty/dynasty.htm

1. Xia
   About 1994 BCE - 1766 BCE

2. Shang
   1766 BCE - 1027 BCE

3. Zhou
   1122 BCE - 256 BCE

4. Qin
   221 BCE - 206 BCE

5. Han
   206 BCE – 220 AD

Xia Dynasty

http://www.lcsc.edu/modernchina/u2s1p1.htm
http://www.absoluteastronomy.com/encyclopedia/X/Xi/Xia_Dynasty.htm
http://emperor.heavengames.com/history/shorts/ancientchina/xia

1. For many years, the Xia Dynasty was considered to be a myth. Describe what discoveries have led archaeologists to change their opinion about this.
   The city of Anyang and other cities were discovered. Tombs and bronze tools have also been found.

2. List and describe the achievements of the Xia Dynasty.
   They made silk, fine pottery, and bricks baked in ovens. Irrigation and flood controls were utilized. (No written records).
Shang Dynasty

3. The Shang Dynasty was an aristocracy with a king at the head of the government. Tell about the other levels of society and how they helped the king to rule.
   - King ruled over cities
   - Nobles ruled large area outside area under kings, usually relatives of the king
   - Priests kept government records and were in charge of religion
   - Slaves were captured prisoners of war and barbarians, agricultural workers, may have been used as human sacrifices

4. The Shang Dynasty was the first dynasty of which written records have been found. Many of these records were found on “Oracle Bones.” Describe how these were used.
   - Oracle bones were used to predict the future. A question was written on a bone, and then it was set on fired. The bone would crack and then the crack would be interpreted. After the event had occurred the date was written on the bone.

5. List and describe the other achievements of the Shang Dynasty.
   - Invented writing, built walls from stamped earth, made many advances in bronze working, math, and science. Using bronze, they made many weapons, daggers, spears, armor, and chariots. Porcelain, ivory, jade, and silk were also used to make things. Invented the decimal system and a 12 month calendar

Zhou Dynasty

6. The Zhou leaders established a feudal system of government. Describe how this system worked. Include the levels of society that supported the leaders of the Zhou Dynasty.
   - Feudal system is based on land and rights. The king gave land to relatives (nobles) in exchange for military support when needed.
   - Nobles were responsible for farming the land to pay the king.
   - King (gave land to his relatives, had people to collect taxes for him)
   - Nobles (provided military support) and Officials (collected taxes)
   - Soldiers
   - Farmers/Peasants (farmed land, gave most to masters, were also required to help build public works
   - Slaves

7. Zhou leaders believed in the “Mandate of Heaven”. Describe this practice.
   - Heaven gives to right to rule to the family that is worthy. If a ruler is overthrown, mandate has been given to another family.
8. The Zhou contributed many technological advances. One advance was the use of iron tools. How did the use of iron tools affect the people of China?

   The use of iron tools improved agriculture through the use of iron-tipped ox-drawn plows and improved irrigation which led to increased agricultural yield which led to an increase the population.

9. List and describe other achievements of the Zhou Dynasty.

   This led to more money and more merchants and traders.
   Communication improved.

10. List the three religions or doctrines that gained popularity during the Zhou Dynasty.

   Confucianism is based on the idea of living a life based on great personal virtue.
   Taoism is based on simplicity. Government should be hands-off.
   Legalism is based on the idea that every aspect of life should be ruled by strict laws.

**Qin Dynasty**

http://www.mnsu.edu/emuseum/prehistory/china/early_imperial_china/qin.html
http://library.thinkquest.org/12255/library/dynasty/qin.html
http://emperor.heavengames.com/history/shorts/earlyimperialchina/qin

11. Name the leader of the Qin Dynasty who began the tradition of emperors as rulers of China. Describe his method of rule. How did the power of the nobles change during the Qin Dynasty?

   Shi huangdi, implemented a legalist government. The state had absolute rule of the country. Nobles lost all of their power and were forced to move to the capital.

12. How did Legalism affect the lives of the people in the Qin Dynasty?

   Shi huangdi was not popular; the people had little or no freedom under his government.

13. List and describe the achievements of the Qin Dynasty. Describe the monuments built or expanded during the Qin Dynasty.

   Under the Qin writing, language, currency, measurement, and axle length were standardized. The Great Wall of China was built in the north. Roads and irrigation canals were built. Terra cotta army was built as a tomb for Shi huangdi.
Han Dynasty

http://www.mnsu.edu/emuseum/prehistory/china/early_imperial_china/han.html

14. By the end of the Qin Dynasty, the people were tired of Shi huandgi’s harsh rule and Legalist government. Confucianism became acceptable again during the Han Dynasty. How did this affect the people?
   Ruling still based on rewards and punishments as it was during the Qin. The emperor kept many laws of the Qin, but the king gave land (fiefs) to his friends.

15. China became more unified during the Han Dynasty. How did this affect the government during this dynasty?
   The nobles lost their power and their fiefs.

16. List and describe the achievements of the Han Dynasty.
   The Silk Road was developed. Agriculture was improved with better iron tools. Ox drawn ploughs and irrigation systems were used. Education was important.

Expansion of China

http://www.mnsu.edu/emuseum/prehistory/china/ancient_china/xia.html
http://www.mnsu.edu/emuseum/prehistory/china/ancient_china/shang.html
http://www.mnsu.edu/emuseum/prehistory/china/ancient_china/zhou.html
http://www.mnsu.edu/emuseum/prehistory/china/early_imperial_china/qin.html
http://www.mnsu.edu/emuseum/prehistory/china/early_imperial_china/han.html

17. Use the sites above to observe the expansion of territory under the control of the dynasties throughout early Chinese history.
Ancient Civilizations
Choose your Civilization

Choice #1 ____________________________________________
Reason     ____________________________________________

Choice #2 ____________________________________________
Reason     ____________________________________________

Choice #3 ____________________________________________
Reason     ____________________________________________

Ancient Civilizations
Choose your Civilization

Choice #1 ____________________________________________
Reason     ____________________________________________

Choice #2 ____________________________________________
Reason     ____________________________________________

Choice #3 ____________________________________________
Reason     ____________________________________________
Classifying Gods and Goddesses

**Civilization**

Students list group generated categories across the top. Gods and goddesses are then classified.

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# How to Solve the Problem of Collapse

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## Solution
Compare/Contrast Levels of Society

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### Compare/Contrast Gods and Goddesses

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Additional facts important in understanding the importance of this level of society:
Connect Two

1. ____________________ and ____________________ are connected because_________________________________________________________________.

2. ____________________ and ____________________ are connected because_________________________________________________________________.

3. ____________________ and ____________________ are connected because_________________________________________________________________.

4. ____________________ and ____________________ are connected because_________________________________________________________________.

5. ____________________ and ____________________ are connected because_________________________________________________________________.

6. ____________________ and ____________________ are connected because
7. _____________ and _____________ are connected because _________________________________________________________________.

8. _____________ and _____________ are connected because _________________________________________________________________.

9. _____________ and _____________ are connected because _________________________________________________________________.

10. _____________ and _____________ are connected because _________________________________________________________________.

**Assessment**

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<td>8-10 correct connections are made.</td>
<td>5-7 correct connections are made.</td>
<td>3-4 correct connections are made.</td>
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Cyberhunt
Chinese Government

Navigate the websites listed with each question to learn more about the early dynasties of China and how the people were governed during each dynasty.

The first five dynasties are:
List the year each began and ended.
http://library.thinkquest.org/12255/library/dynasty/dynasty.htm

1. Xia

2. Shang

3. Zhou

4. Qin

5. Han

Xia Dynasty

http://www.lcsc.edu/modernchina/u2s1p1.htm
http://www.absoluteastronomy.com/encyclopedia/X/Xi/Xia_Dynasty.htm
http://emperor.heavengames.com/history/shorts/ancientchina/xia

1. For many years, the Xia Dynasty was considered to be a myth. Describe what discoveries have led archaeologists to change their opinion about this.

2. List and describe the achievements of the Xia Dynasty.
Shang Dynasty

http://www.lcsc.edu/modernchina/u2s1p1.htm
http://members.tripod.com/~jonbyrdjonbyrd/shang.html
http://www.mnsu.edu/emuseum/prehistory/china/ancient_china/shang.html

3. The Shang Dynasty was an aristocracy with a king at the head of the government. Tell about the other levels of society and how they helped the king to rule.

4. The Shang Dynasty was the first dynasty of which written records have been found. Many of these records were found on “Oracle Bones.” Describe how these were used.

5. List and describe the other achievements of the Shang Dynasty.

Zhou Dynasty

http://www.mnsu.edu/emuseum/prehistory/china/ancient_china/zhou.html
http://library.thinkquest.org/12255/library/dynasty/zhou.html

6. The Zhou leaders established a feudal system of government. Describe how this system worked. Include the levels of society that supported the leaders of the Zhou Dynasty.

7. Zhou leaders believed in the “Mandate of Heaven.” Describe this practice.
8. The Zhou contributed many technological advances. One advance was the use of iron tools. How did the use of iron tools affect the people of China?

9. List and describe other achievements of the Zhou Dynasty.

10. List the three religions or doctrines that gained popularity during the Zhou Dynasty.

Qin Dynasty

http://www.mnsu.edu/emuseum/prehistory/china/early_imperial_china/qin.html
http://library.thinkquest.org/12255/library/dynasty/qin.html
http://emperor.heavengames.com/history/shorts/earlyimperialchina/qin

11. Name the leader of the Qin Dynasty who began the tradition of emperors as rulers of China. Describe his method of rule. How did the power of the nobles change during the Qin Dynasty?

12. How did Legalism affect the lives of the people in the Qin Dynasty?

13. List and describe the achievements of the Qin Dynasty. Describe the monuments built or expanded during the Qin Dynasty.
14. By the end of the Qin Dynasty, the people were tired of Shi huandgi’s harsh rule and Legalist government. Confucianism became acceptable again during the Han Dynasty. How did this affect the people?

15. China became more unified during the Han Dynasty. How did this affect the government during this dynasty?

16. List and describe the achievements of the Han Dynasty.

17. Use the sites above to observe the expansion of territory under the control of the dynasties throughout early Chinese history.
Cyberhunt
Egyptian Government

Navigate the websites listed with each question to learn more about the government of ancient Egypt.

Ancient Egyptian history is divided into kingdoms during which different dynasties controlled the government. Throughout the history of Egypt, there were periods when the Egyptians lost control or were taken over by outside invaders. These periods are known as Intermediate Periods.

List the year each Kingdom and Intermediate Period began and ended.
http://www.phouka.com/pharaoh/pharaoh/kingdoms.html

1. Pre Dynastic
2. Early Dynastic
3. Old Kingdom
4. First Intermediate Period
5. Middle Kingdom
6. Second Intermediate Period
7. New Kingdom
8. Third Intermediate Period

During the Pre Dynastic and Early Dynastic periods, the people of Egypt established the beginnings of their culture. For most of this time, Egypt was divided into two lands, the Red Land and the White Land (or Upper Egypt and Lower Egypt).

The Old Kingdom

http://www.beyondbooks.com/wcu81/3c.asp
http://www.eyelid.co.uk/dynasty1.htm
http://www2.sptimes.com/Egypt/EgyptCredit.4.2.html (scroll down to section about Government)
1. When was Egypt united into one land? Describe what led to the unification of Egypt.

2. List and describe the achievements of the Old Kingdom.

3. What events led to the end of the Old Kingdom and brought Egypt into the First Intermediate Period?


4. Menes was the first Pharaoh of Upper and Lower Egypt. How were pharaohs viewed during Egyptian times?

   [http://www.eyelid.co.uk/dynasty2.htm](http://www.eyelid.co.uk/dynasty2.htm)
   [http://www.beyondbooks.com/wcu81/3c.asp](http://www.beyondbooks.com/wcu81/3c.asp)

5. Egypt was divided into sections or districts called nomes. Each nome was headed by a nomarch. Describe the duties that were part of a nomarchs responsibility.

   [http://www.eyelid.co.uk/dynasty2.htm](http://www.eyelid.co.uk/dynasty2.htm)
   [http://www.beyondbooks.com/wcu81/3c.asp](http://www.beyondbooks.com/wcu81/3c.asp)

6. List and describe the achievements of the Middle Kingdom.
7. Describe the technological advancements that the Egyptians made during the Middle Kingdom and the Second Intermediate Period.

8. What events led to the end of the Middle Kingdom and brought Egypt into the Second Intermediate Period?

The New Kingdom

http://www2.sptimes.com/Egypt/EgyptCredit.4.2.html (scroll down to section about Government)
http://www.beyondbooks.com/wcu81/3b.asp
http://library.thinkquest.org/3011/egypt3g.htm
http://www.eyelid.co.uk/dynasty3.htm

9. List and describe the levels of society in ancient Egypt.

10. The Hyksos ruled Egypt during the Second Intermediate Period. Eventually the Hyksos were expelled, beginning the New Kingdom. Many changes in religion were made during this time. Describe these changes.

11. List and describe the achievements of the New Kingdom.
12. At the end of the New Kingdom, the pharaohs were unable to keep control of Egypt leaving the country vulnerable to attacks outsiders. Briefly describe the changes that this brought about.

13. Later Egypt was taken over by the Persians and then Alexander the Great of Macedonia. How did the takeover by Alexander impact Egypt?

14. Eventually the Romans took over Egypt from the Macedonian Ptolemies. What changes were brought to Egypt during this period?
Cyberhunt
Greek Government

Navigate the websites listed with each question to learn more about government in Ancient Greek city-states.

http://oncampus.richmond.edu/academics/education/projects/webunits/greecero.me/Greecegovt1.html
http://www.mrdowing.com/701greece.html

1. Greece was divided into many different city-states (or poli). What is a city-state? Name two of the most powerful city-states.

2. Why did Greek city-states stay divided rather than unite into a single empire?

3. What cultural elements did the Greek city-states share?

http://www.bbc.co.uk/schools/ancientgreece/corinth/govt.shtml

4. While Greek city-states shared many cultural similarities, different types of government developed in different city-states. Corinth became a tyranny beginning in the 7th century B.C. Corinth was later ruled by a council of citizens. What type of government is this?

5. List and describe the four types of government that developed in Corinth and other Greek city-states.
6. How was Sparta ruled? Describe the branches or officials who ruled Sparta.

7. How did the government of Sparta discourage change?

8. What was valued most in the city-state of Sparta?

9. How were boys trained in Sparta? How was the life of boys different than those of today?

10. How were girls trained in Sparta? How was the life of boys different than those of today?

11. List and describe the levels of society in ancient Sparta.

13. Describe the similarities and differences in the democracy of Athens and the democracy of the United States.

14. Citizens could participate in the government of Athens. Who was a citizen? Who was not a citizen?

15. List and describe the levels of society in Ancient Athens.
Wars with Persia

http://www.mrdowling.com/701-persia.html

16. Persia, an empire to the east of Greece, was led by Darius in the fifth century B.C. Darius wanted to expand his empire by attacking Greece. What plan did he have for defeating the Greek city-states? How did the Greeks respond? Who won?

17. Xerxes, the son of Darius, invaded Greece a decade later. Describe what happened.

18. What historical period began at the end of the second war with Persia?

Delian League/Peloponnesian Wars

http://www.pbs.org/empires/thegreeks/background/27.html
http://www.mrdowling.com/701-peloponnesian.html
http://www.historyforkids.org/learn/greeks/history/peloponnesian.htm
http://www.historyforkids.org/learn/greeks/history/sicilian.htm
http://www.historyforkids.org/learn/greeks/history/peloponnesian2.htm

19. What was the purpose of the Delian League? Which city-state led the Delian League?

20. Between which two city-states (and allies) were the Peloponnesian Wars fought? Why were the wars fought?
21. Describe the effects the Peloponnesian Wars had on Athens and Sparta. (This is a very interesting story!!!)

**Greece under Alexander**

http://www.historyforkids.org/learn/greeks/history/hellenistic.htm
http://www.historyforkids.org/learn/greeks/history/roman.htm

22. Many Greek city-states were destroyed or damaged as a result of the Peloponnesian Wars. This left them once again vulnerable to attack. Describe how the actions of Philip of Macedonia and his son Alexander impacted the Greek city-states and the people of Greece.

23. Rome eventually took over Greece. How did this affect the lives of the Greeks? How did the Romans feel about Greek culture?
Cyberhunt
Mesoamerican Government

Navigate the websites listed with each question to learn more about the government of Mesoamerica.

The history of Mesoamerica is divided into different periods beginning with the Olmec period. The Classic periods of the Maya began during the time of the Olmec. During these periods the Maya experienced changes.

List the year each period began and ended.
http://www.civilisations.ca/civil/maya/mmc09eng.html
http://elbalero.gob.mx/kids/history/html/conquista/

1. Olmec
2. Formative or Preclassic Maya
3. Classic Maya
4. Postclassic Maya

Olmec

http://www.mnsu.edu/emuseum/archaeology/sites/meso_americas/sanlorenzo.html
http://www.mnsu.edu/emuseum/prehistory/latinamerica/meso/cultures/olmec.html
http://www.wsu.edu:8000/~dee/CIVAMRCA/OLMECS.HTM

For many years scientists believed that the Maya were the earliest civilization in Mexico. In the 1930’s, archaeologists discovered the Olmec civilization that predated the Maya. Much of what is known about the Olmec has been learned by studying the villages of San Lorenzo and La Venta.

1. Describe the social structure that developed in the Olmec civilization and how they depended on each other.

2. List and describe the achievements of the Olmec.
3. Describe the colossal heads that were built by the Olmec and why they were built.

4. The Maya did not unite to form a single united empire. Independent city-states or kingdoms with common cultural ties developed instead. What cultural elements did these city-states share?

5. During the period of Preclassic Maya a more distinct government began to develop (further development would occur during the Classic Period). Tell about the branches of government of the Maya and describe the duties of those who served in the government.

6. Priests were important to the government of the Maya. Tell about their role and their daily duties.

7. List and describe the achievements of the Maya during the Preclassic period.
Classic Maya

8. By the period of Classic Maya a distinct social system had developed in the numerous Maya kingdoms. Tell about the social divisions and how these divisions impacted the lives of the Maya people.

9. The daily life of families was important to the survival of the culture. Describe this structure and how families worked together to ensure survival. Why was this necessary?

10. How is their lifestyle and the roles of men and women similar and different from life in our culture?

11. During the Classic Period, the Maya began to develop more complex kingdoms. What led to this shift in power?
12. List and describe the achievements of the Maya during the Classic period.

Postclassic Maya

http://www.civilisations.ca/civil/maya/mmc01eng.html
http://www.civilisations.ca/civil/maya/mmc12eng.html

The Maya began to decline during the Postclassic Maya period beginning around 900 A.D. Scientists are still uncertain about what led to this decline.

13. Describe the factors that may have led to the decline of the Maya.

14. Eventually the Maya were assimilated into the Toltec civilization. This lasted until the 1500's. Describe the events of this time that led to changes for the Maya.

15. How do the Maya live today?
Cyberhunt
Mesopotamian Government

Navigate the websites listed with each question to learn more about the government of Mesopotamia.

http://historyforkids.org/learn/westasia/history/history.htm
The history of Mesopotamia is crowded with an almost endless list of groups of people who succeeded and failed in their attempts to control the region. For the purpose of our study we are going to focus on three main civilizations that rose to power at different times.

List the years of dominance for each civilization.

1. Sumeria
2. Babylonia
3. Assyria

Sumeria

Many historians see Mesopotamia as the birthplace of civilization. The history of Mesopotamia began thousands of years ago with the Sumerians.

http://lexicorient.com/e.o/sumer.htm
http://www2.sjsu.edu/faculty/watkins/sumer.htm
http://www.mrdowling.com/603-sumerians.html

1. Sumer was divided into many different independent city-states that shared many cultural similarities. What cultural elements did Sumerian city-states share that influenced how they were governed?

2. List and describe the achievements of the Sumerians.
3. A monarchy eventually developed in Sumer. Describe how the monarchy of Sumer functioned. Include information about the duties of the kings and bureaucrats.

4. Conflicts often arose among the city-states. What caused these conflicts? What happened as a result of these conflicts?

5. Sargon of Akkad was able to unite the city-states of Sumer and create the world’s first empire. What eventually happened to his empire?

6. Describe the social levels of early Sumer.

Babylonia

7. After the fall of Sargon, the city-states remained independent for a period of time. Eventually they were united again under the Babylonians. The Babylonians were ruled by a monarch similar to the Sumerians. Describe the duties that were part of the king’s responsibilities as leader.
8. Describe the social levels of the Babylonians.

9. How are these levels of society and the roles of men and women similar and different from today?

http://www.mrdowling.com/603-hammurabi.html
http://historyforkids.org/learn/westasia/history/hammurabi.htm
http://library.thinkquest.org/20176/hammurabis_code.htm?tqskip1=1&tqtime=1023

10. Hammurabi was the king of Babylonia. He is well known for uniting the city-states and establishing a code of laws for his kingdom. What are these laws known as today? Tell how they influenced the lives of the people of Babylonia.

11. How are these laws similar and different from laws today?

http://www.mnsu.edu/emuseum/archaeology/sites/middle_east/babylon.html

12. List and describe the achievements of the Babylonians.
After the death of Hammurabi, his kingdom eventually fell apart. The Assyrians had lived to the north of Babylonia for many years. After the fall of the Babylonians, they were able to build a large empire by conquering the city-states and other areas in the region.

13. How were the Assyrians ruled? Describe the government.

14. List and describe the achievements of the Assyrians.

15. What additional powers were priests given during the time of the Assyrians?

Eventually the city-states of Mesopotamia were assimilated into other civilizations. Alexander the Great conquered Mesopotamia and made it part of his empire during the 300's B.C.
Cyberhunt
Egyptian Government

Navigate the websites listed with each question to learn more about the government of ancient Egypt.

Ancient Egyptian history is divided into kingdoms during which different dynasties controlled the government. Throughout the history of Egypt, there were periods when the Egyptians lost control or were taken over by outside invaders. These periods are known as Intermediate Periods.

List the year each Kingdom and Intermediate Period began and ended.  
http://www.phouka.com/pharaoh/pharaoh/kingdoms.html

1. Pre Dynastic  pre 3100 BCE
2. Early Dynastic  3100 - 2686 BCE
3. Old Kingdom  2686 - 2181 BCE
4. First Intermediate Period  2181 - 2025 BCE
5. Middle Kingdom  2025 - 1700 BCE
6. Second Intermediate Period  1700 - 1550 BCE
7. New Kingdom  1550 - 1069 BCE
8. Third Intermediate Period  1069 - 664 BCE

During the Pre Dynastic and Early Dynastic periods, the people of Egypt established the beginnings of their culture. For most of this time, Egypt was divided into two lands, the Red Land and the White Land (or Upper Egypt and Lower Egypt).

The Old Kingdom

http://www.beyondbooks.com/wcu81/3c.asp
http://www.eyelid.co.uk/dynasty1.htm
http://www2.sptimes.com/Egypt/EgyptCredit.4.2.html (scroll down to section about Government)
1. When was Egypt united into one land? Describe what led to the unification of Egypt.

   Egypt was united around 3100 BCE. Menes united the two kingdoms to make it easier to defend against outsiders.

2. List and describe the achievements of the Old Kingdom.

   Many pyramids were built including the Great Pyramid. The Sphinx was built. Papyrus was invented which led to the development of writing.

3. What events led to the end of the Old Kingdom and brought Egypt into the First Intermediate Period?

   The end of the Old Kingdom was brought about by civil wars between pharaohs and nobles. There was a famine, civil disorder, and a rise in the death rate. The climate became drier and the floods were irregular.

4. Menes was the first Pharaoh of Upper and Lower Egypt. How were pharaohs viewed during Egyptian times?

   Pharaohs were believed to have received their right to rule from the gods. He was the government leader and the religious leader. He decided on the religion for the people.

   http://www.mnsu.edu/emuseum/prehistory/egypt/government/pharaoh.htm

5. Egypt was divided into sections or districts called nomes. Each nome was headed by a nomarch. Describe the duties that were part of a nomarchs responsibility.

   Collecting taxes, overseeing local court and judicial systems, orchestrating projects and work on different jobs within the nomes were duties of nomarchs.

6. List and describe the achievements of the Middle Kingdom.

   Art and jewelry making flourished. Egypt became a great trading power during this kingdom. Mortuary temples were built for pharaohs. Written language was standardized.

   http://www.mnsu.edu/emuseum/prehistory/egypt/government/nomarchs.htm
   http://www.evelid.co.uk/dynasty2.htm
   http://www.beyondbooks.com/wcu81/3c.asp
7. Describe the technological advancements that the Egyptians made during the Middle Kingdom and the Second Intermediate Period.
   Bronze working, pottery and looms, new musical instruments and musical styles. New breeds of animals and crops, new types of bows and daggers.

8. What events led to the end of the Middle Kingdom and brought Egypt into the Second Intermediate Period?
   Weak later kings led to invasions by the Hyksos, desert people from Asia.

The New Kingdom

http://www2.sptimes.com/Egypt/EgyptCredit.4.2.html (scroll down to section about Government)
http://www.beyondbooks.com/wcu81/3b.asp (Social Pyramid Question 9)
http://library.thinkquest.org/3011/egypt3g.htm
http://www.eyelid.co.uk/dynasty3.htm

9. List and describe the levels of society in ancient Egypt.
   The pharaoh was the head of Egypt, he had absolute power over Egypt and the people. The clergy also had power since religion was so important. There were several positions held by government officials who reported to the pharaoh. Common people served in the army and worked on public works.

10. The Hyksos ruled Egypt during the Second Intermediate Period. Eventually the Hyksos were expelled, beginning the New Kingdom. Many changes in religion were made during this time. Describe these changes.
    The changes involved the concept of the belief in just one god.

11. List and describe the achievements of the New Kingdom.
    Many monuments were built, economic prosperity,
12. At the end of the New Kingdom, the pharaohs were unable to keep control of Egypt leaving the country vulnerable to attacks outsiders. Briefly describe the changes that this brought about.

   Egypt lost its control over Israel and Lebanon and was again ruled by different kings in the north and the south. The north became richer than the south, and cities developed for the first time. But Egypt was weaker than usual, and the Libyans invaded several times, and ruled the north for a while. In the south, at Thebes, the priests of Amun continued to be very powerful.

13. Later Egypt was taken over by the Persians and then Alexander the Great of Macedonia. How did the takeover by Alexander impact Egypt?

   Egypt was no longer independent since Alex made Egypt part of his empire. After Alex died, Ptolemy, his general took over.

14. Eventually the Romans took over Egypt from the Macedonian Ptolemies. What changes were brought to Egypt during this period?

   The Romans established a Roman-style government. Taxes were collected and sent to Rome along with a lot of food, particularly wheat. The main language of Egypt was Greek.
Archaeological Excavation Post-Dig Survey

Fill in the chart based on the artifacts that were found in your “site”.

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Archaeological Excavation Pre-Dig Survey

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Location of Site   ______ ___________________________________

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Reason for Excavation ________________________________________

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Record any other important information that may impact the dig.

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Want Milk? Get Goats

Whether your property is one acre or several hundred, sloping or flat, crowded with brush or completely forested, you can still raise dairy goats for milk. Two goats will produce enough quality fresh milk—with each doe averaging 3 quarts a day for 10 months—to feed your family all year. Add a few more goats and you'll have enough milk for making cheese, yogurt or even ice cream.

Goat milk ice cream? Some of you might be raising your eyebrows right now because you've heard goat milk tastes funny. We could blame the funny-taste fallacy on a conspiracy concocted by those comical Far Side cows. But more likely it is because someone kept the buck among the herd, especially at milking time. A buck can be quite odoriferous, and his strong, musky scent can permeate the milk. The fact is, properly collected goat milk tastes just as good as cow milk. Some people believe it tastes better.

"I have a friend whose brother refused to drink goat milk because he knew he wouldn't like it," says 20-year goat veteran Gail Damerow, editor of Rural Heritage magazine and author of Your Goats and Raising Milk Goats Successfully. Gail's friend bought a carton of cow's milk from the store for her visiting brother. After he emptied the carton, his sister refilled it with fresh goat milk. The scenario continued until a week later, when he noticed the carton looked a bit worn around the edges. She admitted he'd been drinking goat milk all week. He became an instant convert. More of the world's people consume goat milk than cow milk. Goats are hardy animals: They adapt well to heat and cold, productively forage and graze, require little space and are inexpensive to keep. Since mature does (females) usually weigh between 120 to 135 pounds (dwarf breeds can weigh between 35 to 85 pounds), they're much easier to handle than hefty cows, which can weigh 1,000 pounds each. Goats may surprise you in other ways, as well. They're highly intelligent, remarkably friendly creatures. And, since they're active, extremely agile and very curious, their antics can amuse you for hours. With all that in mind, it's easy to see why dairy goats can be the ideal addition to today's family farm or homestead.

Source:
Government of China

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Other important features of government:
Government of ______________________________

Each group is responsible for presenting information about the government of their civilization. You will use the presentation to teach what you have learned about the impact of government on the people of your civilization to the rest of the class.

What to include:

1. A description of the type or types of government that flourished in the civilization. Who was in charge? How were decisions made? What role did ordinary people play in government? How were people viewed in your civilization?
2. Information about the different periods or stages that the government experienced.
3. Details about the periods in which the civilization rose and fell. All the civilizations experienced phases in which they were more vulnerable or not as successful. Include what led to these phases.
4. Facts about the achievements and contributions made by the civilization during the different periods.

Before beginning, spend time as a group deciding the important information that must be included to ensure understanding of the role government played in the lives of the people.

Presentation may be a PowerPoint, poster, or any other media that successfully presents facts and details.

Upon completion of your presentation, your group will use it to teach what has been learned to the rest of the class. During group presentations, comparisons will be made among the civilizations.
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Comments:
Cyberhunt
Greek Government

Navigate the websites listed with each question to learn more about government in Ancient Greek city-states.

http://oncampus.richmond.edu/academics/education/projects/webunits/greecegovt1.html
http://www.mrdowling.com/701greece.html

1. Greece was divided into many different city-states (or poli). What is a city-state? Name two of the most powerful city-states.
   A city that is independent. In Greece, a city-state was a walled area and the farmland that surrounded the city.

2. Why did Greek city-states stay divided rather than unite into a single empire?
   The land was mountainous which made travel difficult. Also, there were many seas that separated the city-states and made unity difficult.

3. What cultural elements did the Greek city-states share?
   Same language, Olympics, value of beauty and imagination, scientific discoveries, alphabet, beliefs in same gods and goddesses

http://www.bbc.co.uk/schools/ancientgreece/corinth/govt.shtml

4. While Greek city-states shared many cultural similarities, different types of government developed in different city-states. Corinth became a tyranny beginning in the 7th century B.C. Corinth was later ruled by a council of citizens. What type of government is this?
   A tyranny is rule by one person.

5. List and describe the four types of government that developed in Corinth and other Greek city-states.
   Monarchy is rule by one or held in a family line.
   Oligarchy is rule by a small group.
   Democracy is rule by the people who share power.
6. How was Sparta ruled? Describe the branches or officials who ruled Sparta.
Sparta was ruled by an Assembly of citizens. There was a Council of Elders who voted on proposed laws. There were 2 kings, who served as commanders and judges, 5 overseers (Ephors), who could punish anyone in the polis.

7. How did the government of Sparta discourage change?
A unanimous vote between the Assembly, Council of Elders, and Ephors was required for any change.

8. What was valued most in the city-state of Sparta?
Physical courage, strength, and bravery in war were valued most in Sparta.

9. How were boys trained in Sparta? How was the life of boys different than those of today?
At age 7 boys were sent to military camps to train as soldiers. Boys did not learn to read or write. They spent all their time training to be soldiers.

10. How were girls trained in Sparta? How was the life of boys different than those of today?
Girls lived at home with their parents. They learned to runs houses, spin, and weave. They were also taught to be tough and exercised a lot.

11. List and describe the levels of society in ancient Sparta.
Soldiers were the highest. They owned all the land but did not work it. They focused on fighting. The middle class were called freemen who were not citizens but carried on trade and industry. Helots were the lowest class. These were government owned slaves who worked on the farms of the soldiers.
   A democracy was ruled by the people instead of a king. All adult male citizens voted in an assembly to make governmental decisions. Elected officials served one year terms. There was a court system to make legal determinations. Jurors would make decisions after hearing the facts of both sides.

13. Describe the similarities and differences in the democracy of Athens and the democracy of the United States.
   Court system, voting to make governmental decisions,

14. Citizens could participate in the government of Athens. Who was a citizen? Who was not a citizen?
   Adult males who were born in the polis were citizens.
   Women, slaves, and foreigners were not citizens.

15. List and describe the levels of society in Ancient Athens.
   Citizens only men
   Metics were foreigners living in Athens (traders and craftsmen)
   Slaves were people captured in war or purchased in slave markets
   They could be freed by their owners or purchase their freedom.
Wars with Persia

http://www.mrdowling.com/701-persia.html

16. Persia, an empire to the east of Greece, was led by Darius in the fifth century B.C. Darius wanted to expand his empire by attacking Greece. What plan did he have for defeating the Greek city-states? How did the Greeks respond? Who won?

   The plan involved defeating the poli individually. The poli reacted by combining forces to defeat the Persians.

17. Xerxes, the son of Darius, invaded Greece a decade later. Describe what happened.

   The Persians were again defeated by the Greeks.

18. What historical period began at the end of the second war with Persia?

   “The Golden Age of Greece” began after these wars. Many artists, poets, sculptors, and architects developed a culture.

Delian League/Peloponnesian Wars

http://www.pbs.org/empires/thegreeks/background/27.html
http://www.mrdowling.com/701-peloponnesian.html
http://www.historyforkids.org/learn/greeks/history/peloponnesian.htm
http://www.historyforkids.org/learn/greeks/history/sicilian.htm
http://www.historyforkids.org/learn/greeks/history/peloponnesian2.htm

19. What was the purpose of the Delian League? Which city-state led the Delian League?

   It was a permanent alliance to help each other in times of war. (Like NATO). Athens led the Delian League.

20. Between which two city-states (and allies) were the Peloponnesian Wars fought? Why were the wars fought?

   Sparta and Athens.

   Both city-states wanted to be the most powerful.
21. Describe the effects the Peloponnesian Wars had on Athens and Sparta.
   (This is a very interesting story!!!)
   The Athenians did many things to try and save their democracy.
   Eventually the Spartans were able to block Athens and they were forced to surrender rather than starve.

**Greece under Alexander**

http://www.historyforkids.org/learn/greeks/history/hellenistic.htm
http://www.historyforkids.org/learn/greeks/history/hellenistic.htm

22. Many Greek city-states were destroyed or damaged as a result of the Peloponnesian Wars. This left them once again vulnerable to attack. Describe how the actions of Philip of Macedonia and his son Alexander impacted the Greek city-states and the people of Greece.
   As a result of the Peloponnesian Wars, the city-states were very weak. Philip took advantage of this and attacked. When he was assassinated, Alexander took over. Alex eventually conquered Greece and many other areas. Unfortunately, he died before he was able to rule. Many Greek ideas were spread throughout the empire that Alex conquered.

23. Rome eventually took over Greece. How did this affect the lives of the Greeks? How did the Romans feel about Greek culture?
   The Greeks did well under Roman rule. They traded and sailed throughout the Mediterranean region that was ruled by the Romans. The Romans were very interested in Greek ideas including philosophy and entertainment.
Infomercial Requirements

Each student is responsible for creating an infomercial that highlights their civilization and compares it to one of the other civilizations being studied.

What is an infomercial?
An infomercial is a long commercial that provides extensive information about a specific product or service. The purpose of an infomercial is to sell a product. (Source: http://www.ignitingministry.org/advertising/mediaterms.aspx#d)

Assignment:
To create an infomercial that presents accurate information about two civilizations and convinces the audience that living in one would have been better than living in another.

What to do:
1. Review the information you have accumulated in your folders through your research and during presentations made by other groups.
2. Choose one of the other four civilizations to compare and contrast to the civilization you have researched.
3. Using whatever strategies are necessary, sell the rest of the class on the greatness of one civilization. Your goal is to present accurate and relevant information in an attempt to convince everyone that the civilization you have chosen would have been the best one in which to reside.
4. Provide concrete evidence and convincing reasons.
5. Create a visual aid to use during your infomercial. This could be a poster, PowerPoint, or any appropriate media that will help you to sell, sell, sell, your civilization.

What to include:
1. Details about the government of your civilization compared and contrasted to the other government.
2. Details about the social pyramid of your civilization compared and contrasted to the other social pyramid.
3. Details about the religious beliefs of the people in your civilization compared and contrasted to other religious beliefs.
4. Your opinion about which civilization would have been a better place to live based on the details presented.
5. Advice for the people living in your civilization that they could use to ensure their survival. You have knowledge they do not have about what led to their eventual collapse or assimilation into another civilization...so give them the information they need to stop that from happening. Remember, your civilization is the best so you want to make certain they last forever!!!
# Infomercial Presentation Rubric

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Archaeological Excavation
Archaeologist’s Log

Record information while the dig is being conducted. Include information about the artifacts that were found, who found each artifact, the depth at which each was found, where the artifacts are found in relation to other artifacts, any special markings that are found on the artifacts, or any other information that may be important later. Use the back if additional space is needed.

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Levels of Society Presentation Rubric

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Comments:
## Map Presentation Rubric

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Total Points Earned ________/28 points possible  Grade___________

Comments:
Cyberhunt
Mesoamerican Government

Navigate the websites listed with each question to learn more about the government of Mesoamerica.

The history of Mesoamerica is divided into different periods beginning with the Olmec period. The Classic periods of the Maya began during the time of the Olmec. During these periods the Maya experienced changes.

List the year each period began and ended.
http://www.civilisations.ca/civil/maya/mmc09eng.html
http://elbalero.gob.mx/kids/history/html/conquista/

1. Olmec 1200 BC – 1000 BC
2. Formative or Preclassic Maya 1800 BC – 200 AD
3. Classic Maya 200 – 800 AD
4. Postclassic Maya 800 AD to arrival of Spanish

Olmec
http://www.mnsu.edu/emuseum/archaeology/sites/meso_america/sanlorenzo.html
http://www.mnsu.edu/emuseum/prehistory/latinamerica/meso/cultures/olmec.html
http://www.wsu.edu:8000/~dee/CIVAMRCA/OLMECS.HTM

For many years scientists believed that the Maya were the earliest civilization in Mexico. In the 1930’s, archaeologists discovered the Olmec civilization that predated the Maya. Much of what is known about the Olmec has been learned by studying the villages of San Lorenzo and La Venta.

1. Describe the social structure that developed in the Olmec civilization and how they depended on each other.
   Two groups 1) eite who lived in urban centers 2) common people who lived in rural areas. The elite lived off the agriculture of the common people but didn’t rule over the agricultural populations.

2. List and describe the achievements of the Olmec.

   Building of massive stone heads, complex calendar, hieroglyphic writing, irrigation systems,
3. Describe the colossal heads that were built by the Olmec and why they were built. Researchers believe that the heads were modeled after rulers. Most were decapitated or destroyed which is believed to have been done after the ruler died as a sacrifice to the gods or spirits.

Formative or Preclassic Maya

http://www.lost-civilizations.net/mayan-society.html
http://www.civilisations.ca/civil/maya/mmc01eng.html
http://www.mvhs.net/~attvc2/Maya/Government.html

4. The Maya did not unite to form a single united empire. Independent city-states or kingdoms with common cultural ties developed instead. What cultural elements did these city-states share?

5. During the period of Preclassic Maya a more distinct government began to develop (further development would occur during the Classic Period). Tell about the branches of government of the Maya and describe the duties of those who served in the government. The government was run by a hereditary monarchy and priests who ruled cities, led ceremonies, and performed other tasks. Governors of territories were from noble families. Town rulers were of a lower class. Lords were military commanders.

6. Priests were important to the government of the Maya. Tell about their role and their daily duties. Priests ruled cities, led ceremonies, and performed other tasks. They would climb up temple steps and perform ceremonies.


7. List and describe the achievements of the Maya during the Preclassic period. Weaving cloth, ropes, nets, and baskets. Stone and clay workings.
Cassic Maya

http://library.thinkquest.org/5891/society.htm

8. By the period of Classic Maya a distinct social system had developed in the numerous Maya kingdoms. Tell about the social divisions and how these divisions impacted the lives of the Maya people.

   Slaves were lowest and had no privileges, did most of the manual labor. Peasants were above the slaves and also worked. The nobility were above the peasants. They were craftsman, merchants, civil servants, and military officers. Warriors fought in battles. Priests were the highest level.

http://www.mvhs.net/~attvc2/Maya/Society.html

9. The daily life of families was important to the survival of the culture. Describe this structure and how families worked together to ensure survival. Why was this necessary?

   Extended families would live together to share work in order to ensure survival. Men farmed and gathered food. Women sewed and prepared the food.

10. How is their lifestyle and the roles of men and women similar and different from life in our culture?

http://www.civilisations.ca/civil/maya/mmc12eng.html

11. During the Classic Period, the Maya began to develop more complex kingdoms. What led to this shift in power?

   Scientists believe society became more complex because more land for agriculture was needed as the population grew. Organizing the workers to supply the necessary food required greater organization.
12. List and describe the achievements of the Maya during the Classic period.
   Social organization became more complex. Trade increased and traders traveled greater distances. Temples, tombs, pyramids, and palaces were built. Advances in science, math, and astronomy were made.

Postclassic Maya

The Maya began to decline during the Postclassic Maya period beginning around 900 A.D. Scientists are still uncertain about what led to this decline.

13. Describe the factors that may have led to the decline of the Maya.
   There may have been an increase in hostilities and more warfare. Kings and nobles were continually building higher and more elaborate temples. The practice of using commoners of human sacrifice.

14. Eventually the Maya were assimilated into the Toltec civilization. This lasted until the 1500’s. Describe the events of this time that led to changes for the Maya.
   By the 1500’s the Spanish were arriving and the Maya were conquered.

15. How do the Maya live today?
   The Maya people have continued to hold on to their unique way of life.
Cyberhunt
Mesopotamian Government

Navigate the websites listed with each question to learn more about the government of Mesopotamia.

http://historyforkids.org/learn/westasia/history/history.htm

The history of Mesopotamia is crowded with an almost endless list of groups of people who succeeded and failed in their attempts to control the region. For the purpose of our study we are going to focus on three main civilizations that rose to power at different times.

List the years of dominance for each civilization.

1. Sumeria 3500 BC- 2000 BCE
2. Babylonia 18th century BC- 539 BCE
3. Assyria 1350 BC- 612 BCE

Sumeria

Many historians see Mesopotamia as the birthplace of civilization. The history of Mesopotamia began thousands of years ago with the Sumerians.

http://lexicorient.com/e.o/sumer.htm
http://www2.sjsu.edu/faculty/watkins/sumer.htm
http://www.mrdowling.com/603-sumerians.html

1. Sumer was divided into many different independent city-states that shared many cultural similarities. What cultural elements did Sumerian city-states share that influenced how they were governed?
   Temple in the center of the city believed to protect the city, belief in many gods and goddesses,

2. List and describe the achievements of the Sumerians.
   Writing, plow, social and economic organization, units of time (24 hour day and 60 minute hours), the use of bronze, pottery, gold and silver, pictographic writing system, advances in astrology, potter's wheel, sailboat, seed plow
3. A monarchy eventually developed in Sumer. Describe how the monarchy of Sumer functioned. Include information about the duties of the kings and bureaucrats.

   City-states were ruled by priest-kings. Their duties included leading the military, administrating trade, judging disputes, engaging in religious systems. Bureaucrats surveyed the land, assigned fields, distributed crops, and managed and stored food.

4. Conflicts often arose among the city-states. What caused these conflicts? What happened as a result of these conflicts?

   Most conflicts resulted from disputes over water and land rights. City-states would then often try to gain control of other city-states.

5. Sargon of Akkad was able to unite the city-states of Sumer and create the world's first empire. What eventually happened to his empire?

   After the death of Sargon, his sons took over and were eventually assassinated. Then his grandson took over and expanded the empire. Upon his death, the empire fell apart and the city-states were once again independent.

6. Describe the social levels of early Sumer.

   Slaves were at the lowest level and did not have any rights.
   Normal people were in the middle and could do almost anything they wanted that didn't break the law.
   Kings were at the top and ruled the people.

7. After the fall of Sargon, the city-states remained independent for a period of time. Eventually they were united again under the Babylonians. The Babylonians were ruled by a monarch similar to the Sumerians. Describe the duties that were part of the king's responsibilities as leader.

   The king acted as legislator, judge, administrator, and warlord. He was in charge and appointed those close to him as governors to help him rule.
8. Describe the social levels of the Babylonians.
   Awilu (upper class) were government officials, priests, wealthy landowners, and rich traders.
   Musheknu (free, but poor) were craftsmen, clerks, and farmers.
   Wardu (slaves) free people could become slaves as punishment.
   Children and wives could be sold into slavery, freedom could be bought.

9. How are these levels of society and the roles of men and women similar and different from today?

http://www.mrdowling.com/603-hammurabi.html
http://historyforkids.org/learn/westasia/history/hammurabi.htm
http://library.thinkquest.org/20176/hammurabis_code.htm?tqskip1=1&tqtime=102

10. Hammurabi was the king of Babylonia. He is well known for uniting the city-states and establishing a code of laws for his kingdom. What are these laws known as today? Tell how they influenced the lives of the people of Babylonia.

   The Code of Hammurabi meant that people were held responsible for their actions. It also allowed the people to read and understand the laws for themselves and could not be used to control the people or take advantage of them.

11. How are these laws similar and different from laws today?

http://www.mnsu.edu/emuseum/archaeology/sites/middle_east/babylon.html

12. List and describe the achievements of the Babylonians.
   Code of Hammurabi, literature, religion, history, science, medicine, etc, advanced number system, Hanging Gardens of Babylon,
Assyria

http://www.mrdowling.com/603-assyrians.html
http://i-cias.com/e.o/assyria.htm

After the death of Hammurabi, his kingdom eventually fell apart. The Assyrians had lived to the north of Babylonia for many years. After the fall of the Babylonians, they were able to build a large empire by conquering the city-states and other areas in the region.

13. How were the Assyrians ruled? Describe the government.
   Assyria was ruled by a king with absolute power. Local leaders were responsible for collecting taxes for the king and providing men for the army.

14. List and describe the achievements of the Assyrians.
   Powerful armies with iron weapons, chariots, battering rams,


15. What additional powers were priests given during the time of the Assyrians?
   They were given the authority to tax for the king.

Eventually the city-states of Mesopotamia were assimilated into other civilizations. Alexander the Great conquered Mesopotamia and made it part of his empire during the 300's B.C.
http://library.thinkquest.org/10805/alexmap.html (map of Alexander's empire)
Outline Map of ________________________________

Using your word list, social studies textbook, websites, and other resources label and color an outline map that identifies the physical features that are present in the geographic location where your civilization developed.

1. All bodies of water must be labeled and colored blue. Include all oceans, seas, rivers, gulfs, etc.

2. All physical features must be labeled and colored or shaded appropriately. Include all deserts, mountains, plains, plateaus, deltas, islands, etc.

3. Label major cities that developed in your region.

4. Label major monuments, temples, pyramids, or other buildings that are important features of your civilization.

5. Include a legend that identifies the areas you labeled.

6. Describe how location and place influenced the development of the culture.
# Outline Map Assessment

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Total Points Earned _________________/16 points possible.

Grade ______________________________________________________

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Journal Reflection: Making Connections (Self, World, Text)

Teacher’s Academic Writing Prompt: ____________________
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My Writing Prompt (alternate): ____________________________
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Essential and Coaching Questions

**Essential Question**
Why do civilizations rise and fall?

**Coaching Questions**

**Geography**
How did the physical features of a region influence the development of the civilization?
Where is the civilization located? How did the physical features of the region influence and lead to the development of the civilization? How did the people of the civilization use their resources to develop and sustain the civilization/culture?

**Cultural Universals**
How are the cultural universals evident in the civilization?
What influences did government have on the people of the civilization? Identify and describe the social pyramid of the civilization. Was there social mobility? How did religious beliefs affect the lives of the people?

**Interactions/Change over Time**
How did the interaction of the people with their environment, culture, and other civilizations bring about change over time? What evidence of the civilization is present in the modern world?
How did the civilization develop, flourish, and change?
What were the time periods in which the civilization developed, flourished, and declined or changed? Was it assimilated or did it collapse? Why or why not?
Journal Reflection

Tell what you know about archaeology.

________________________________________________________________________
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Religious Beliefs Presentation Rubric

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<td>Presentation demonstrated exceptional knowledge of the development and beliefs of the civilization. Students used numerous correct vocabulary words to explain religion of the civilization.</td>
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X 2

<table>
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<tr>
<th>Supporting Presentation</th>
<th>Multimedia or poster greatly enhanced understanding of religion and presented information accurately.</th>
<th>Multimedia or poster somewhat enhanced understanding of religion and presented information accurately.</th>
<th>Multimedia or poster enhanced understanding of religion. Some information may not be accurate.</th>
<th>Multimedia or poster does not enhance presentation. Inaccurate information is presented.</th>
</tr>
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</table>

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Total Points Earned ________/28 points possible    Grade___________

Comments:
Archaeologists Report

Using the information recorded on your Pre-Dig Survey, Archaeologists Log, and Post-Dig Survey, write an archaeologists report describing the excavation, the artifacts that were found, the locations where the artifacts were found, and the relationship of the location found to other artifacts. Then, describe in detail the conclusions that you and your group reached about who the artifacts belong to based on what was found. Be sure to tell how you reached your conclusions.
**ReQuest: “Want Milk? Get Goats”**

<table>
<thead>
<tr>
<th>In the Book</th>
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<tbody>
<tr>
<td><strong>Right There:</strong> Write questions that have easy to find answers from reading the text.</td>
<td><strong>Author and You:</strong> Write questions that are not answered directly in the text. Make an inference or draw a conclusion.</td>
</tr>
<tr>
<td><strong>Think and Search:</strong> Write questions where the answers are found throughout the text.</td>
<td><strong>On My Own:</strong> Write questions that draw on your own experiences.</td>
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**Write a question to fit each type.**

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Write questions to fit each type. DO NOT answer the questions.

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Creation Myth: Retell the Story

Civilization

[Diagram with clock icons]
Social Pyramid of ________________________________

Each group is responsible for creating a social pyramid that represents the civilization being researched. You will use this pyramid to present what you have learned about the social structure of your civilization to the rest of the class.

What to include:

1. All levels that were part of the society located in the appropriate place on the pyramid.
2. Color pictures of people, homes, food, etc. representing all levels of society.
3. Labels that clearly identify each level.
4. Written description of daily life for people living in each level. Information about homes, jobs, food, clothing, etc. must be included.

Before beginning, spend time as a group planning social pyramid. Discuss the levels that need to be included, where to place them on the pyramid, and the illustrations that will best represent each level on the pyramid.

Upon completion of your social pyramid, your group will use it to teach what has been learned to the rest of the class. During group presentations, comparisons will be made among the civilizations.
Summary of Ancient Civilizations

China

Egypt

Greece

Mesoamerica

Mesopotamia
Complete Task Analysis
Ask, “What are we expected to do”? 

Record responses on chart paper.

<table>
<thead>
<tr>
<th>Define the Task</th>
<th>Ask</th>
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</table>
| Develop a PowerPoint presentation to share with the mayor and town council.  
  • Describe how location and place influenced the development of the culture.  
  • Analyze the relationships among the cultural universals.  
  • Uncover how change over time influenced ancient civilizations.  
  • Apply the lessons they have learned about ancient civilizations to make recommendations about how to avoid repeating the mistakes in modern civilizations and our local town. | What questions do we have now?  
  •  
  •  
  • |
## Connect Two Terms

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<tr>
<th>nome</th>
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<td>agriculture</td>
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Academic Journal Topics

Use at the Beginning of Lesson

1. Tell what you know about __________ (a new concept).
2. What is your opinion about __________ (topic of the day)?
3. Describe an experience you have had relating to ________ (topic of the day).
4. Explain how ________ (topic of the day) plays a part in your life.
5. Explain how ________ (topic of the day) will play a part in your life ten years from now.
6. Summarize what you have learned so far about ________ (previously studied topic).
7. What has been the impact of ________ (previously studied topic) on your life?
8. Describe a difficulty you have had related to __________ (new or previously studied topic).
9. How do you think ________ (previously studied topic) relate to ________ (new topic)?
10. List from one to three questions about ________ (new topic).
11. Do you think your classmates understand what's going on? If not, why not?
12. Why is the teacher presenting this lesson?

Use in the Middle of the Lesson

1. Write a question you have about anything we have discussed so far.
2. Write a sentence telling how knowing about ________ (new topic) might be useful to you personally.
3. What is interfering with your learning right now?
4. How do you feel about this issue now?
5. How would you feel about this issue if you were ________ (someone likely to have a different perspective)?
6. What are you thinking about right now?
7. How do you feel when you hear someone one say __________ (a controversial statement about the topic of study)?
8. How do you think your best friend (or boyfriend or girlfriend) feels about ________ (controversial topic)?

Use at the End of a Lesson

1. How do you think your feelings about ________ (new topic) is different from your teachers (or friends or parents)?
2. Summarize what you have learned today about ________ (new topic).
3. Write a revised definition of ________ (new concept).
4. Write a question you still have about ________ (new concept).
5. Explain how ________ (new topic) relates to ________ (old topic).
6. How could the teacher have made this lesson more interesting?
7. How could the teacher have made this lesson easier to understand?
8. How will you use the information you learned today?
9. What went wrong with the lesson today?
10. What was good about the lesson today?

Source: http://712educators.about.com/cs/writingresources/l/bljrnlacademic.htm
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Write about it.....
## Social Studies Lessons

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<td><a href="http://www.ignitingministry.org/advertising/mediaterms.aspx#d">http://www.ignitingministry.org/advertising/mediaterms.aspx#d</a></td>
<td>Infomercial Assessment</td>
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</tbody>
</table>
Essential Question: Why do civilizations rise and fall?
Final Product: PowerPoint Presentation  Audience: City Council

<table>
<thead>
<tr>
<th>Teamwork 1</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark:</td>
<td>Determine how location and place influenced the development of the culture.</td>
</tr>
<tr>
<td>Questions to be answered:</td>
<td><strong>How did the physical features of a region influence the development of the civilization?</strong></td>
</tr>
<tr>
<td></td>
<td>- Where is the civilization located?</td>
</tr>
<tr>
<td></td>
<td>- How did the physical features of the region influence and lead to the development of the civilization?</td>
</tr>
<tr>
<td></td>
<td>- How did the people of the civilization use their resources to develop and sustain civilization/culture?</td>
</tr>
<tr>
<td>What are students supposed to do?</td>
<td>Create a large map of the region where civilization was located.</td>
</tr>
<tr>
<td></td>
<td>Present relevant information about how the geography of the region influenced the development of agriculture and culture in the civilization.</td>
</tr>
<tr>
<td></td>
<td>Color and label an outline map that demonstrates knowledge of the influence geography had on the development of the civilization.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teamwork 2</th>
<th>Cultural Universals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark:</td>
<td>Analyze the relationships among cultural universals in ancient civilizations.</td>
</tr>
<tr>
<td>Questions to be answered:</td>
<td><strong>How are the cultural universals evident in the civilization?</strong></td>
</tr>
<tr>
<td></td>
<td>- What influences did government have on the people of the civilization?</td>
</tr>
<tr>
<td></td>
<td>- Identify and describe the social pyramid of the civilization.</td>
</tr>
<tr>
<td></td>
<td>- Was there social mobility?</td>
</tr>
<tr>
<td></td>
<td>- How did religious beliefs affect the lives of the people?</td>
</tr>
<tr>
<td>What are students supposed to do?</td>
<td>Complete Cyberhunts about the development of government and use graphic organizers to synthesize information.</td>
</tr>
<tr>
<td></td>
<td>Present relevant information about government to the class.</td>
</tr>
<tr>
<td></td>
<td>Research information about levels of society.</td>
</tr>
<tr>
<td></td>
<td>Use information learned about levels of society to create a social pyramid for each civilization.</td>
</tr>
<tr>
<td></td>
<td>Use social pyramid to present information about levels of society to the class.</td>
</tr>
<tr>
<td></td>
<td>Investigate Creation Myths and gods and goddesses to learn how religious beliefs influenced the lives of the people.</td>
</tr>
<tr>
<td></td>
<td>Present information about religious beliefs to the class.</td>
</tr>
<tr>
<td></td>
<td>Create an infomercial that compares and contrasts government, levels of society, and religious beliefs of two civilizations being studied. Make recommendations that could have helped ensure the survival of the civilization.</td>
</tr>
<tr>
<td>Teamwork 3  Interactions/Change over Time</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
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</tr>
<tr>
<td><strong>Benchmark:</strong> Determine how peoples’ interactions with their environment, culture, and other civilizations bring about changes over time and answer the question, “Could this happen to us?”</td>
<td></td>
</tr>
</tbody>
</table>

**Questions to be answered:**

**How did the interaction of the people with their environment, culture, and other civilizations bring about change over time? What evidence of the civilization is present in the modern world?**

- How did the civilization develop, flourish, and change?
- What were the time periods in which the civilization developed, flourished, and declined or changed?
- Was it assimilated or did it collapse? Why or why not?

**What are students supposed to do?**

- [ ] Create an evaluation of Age of Empires to rate accuracy in terms of relationship to ancient civilizations and write a reflection about changes civilizations bring over time.
- [ ] Create a PowerPoint in which information presented to the class throughout the unit is synthesized to present to the mayor and city council.

**Final Team Task:** Present findings to the mayor and city council about ancient civilizations and how information from the past can help determine the future.

**Team Evaluation:** Use rubric to judge the product and refine as needed.
<table>
<thead>
<tr>
<th></th>
<th>4 Superior</th>
<th>3 Excellent</th>
<th>2 Good</th>
<th>1 Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Presentation demonstrated exceptional knowledge of the geography and culture of the civilization and how human interactions bring about change over time. Use of vocabulary greatly enhanced understanding.</td>
<td>Presentation demonstrated excellent knowledge of the geography and culture of the civilization and how human interactions bring about change over time. Use of vocabulary somewhat enhanced understanding.</td>
<td>Presentation demonstrated some knowledge of the geography and culture of the civilization and how human interactions bring about change over time. Use of vocabulary did not enhance understanding.</td>
<td>Presentation did not demonstrate knowledge of the geography and culture of the civilization and how human interactions bring about change over time. Use of vocabulary was inaccurate.</td>
</tr>
<tr>
<td><strong>Supporting Presentation</strong></td>
<td>Multimedia or poster greatly enhanced understanding of the geography and culture of the civilization and how human interactions bring about change over time.</td>
<td>Multimedia or poster somewhat enhanced understanding of the geography and culture of the civilization and how human interactions bring about change over time.</td>
<td>Multimedia or poster enhanced understanding of the geography and culture of the civilization and how human interactions bring about change over time. Some information may not be accurate.</td>
<td>Multimedia or poster does not enhance presentation. Inaccurate information is presented.</td>
</tr>
<tr>
<td><strong>Reasoning</strong></td>
<td>Presentation fully explained geography and culture of the civilization and how human interactions bring about change over time.</td>
<td>Presentation somewhat explained geography and culture of the civilization and how human interactions bring about change over time.</td>
<td>Presentation fully explained geography and culture of the civilization and how human interactions bring about change over time.</td>
<td>Presentation inaccurately explained geography and culture of the civilization and how human interactions bring about change over time.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Entire presentation was well organized. Information flowed in a logical manner.</td>
<td>Most of the presentation was well organized and flowed in a logical manner.</td>
<td>Some of the presentation was well organized or information was presented in an illogical manner.</td>
<td>Presentation did not flow and information was presented in an illogical manner.</td>
</tr>
<tr>
<td><strong>Oral Presentation</strong></td>
<td>Students could be easily understood throughout entire presentation. Excellent posture and eye contact.</td>
<td>Students could be easily understood throughout most of the presentation. Good posture and eye contact.</td>
<td>Students did not speak clearly throughout the presentation. Students displayed poor posture and eye contact was not established.</td>
<td>Students could not be understood. Students displayed poor posture and eye contact was not established.</td>
</tr>
<tr>
<td><strong>Bibliography</strong></td>
<td>All sources listed using correct format.</td>
<td>Some sources listed using correct format.</td>
<td>Some sources listed but not in correct format.</td>
<td>Most sources listed but not in correct format.</td>
</tr>
</tbody>
</table>

Total Points Earned ____________/28 points possible   Grade ____________

Comments: