Ancient Civilizations: New Perspectives. PROJECT PLAN

Class Description
My practicum placement is in a grade 7 class at Sir James Douglas Elementary in southeast Vancouver. Of the 28 students, 17 are male and 11 are female. The school is a dual-track French immersion and English school in an ethnically diverse neighbourhood that encompasses the entire range of socio-economic classes, though the largest representation is of families with little to no expendable income. I am in a standard English instructional classroom, though the majority of my students speak an additional language at home, including Cantonese, Mandarin, Japanese, Vietnamese, Tagalog, Punjabi, Spanish, and Farsi. Only one student is still a reception-level English language learner, though many other students in the class immigrated to Canada longer than 5 years ago. There are no Caucasian or First Nations students in my class. Four students are on Individualized Education Programs, two of whom register on the autism spectrum. I will be teaching Social Studies for the entirety of my long practicum, and this project plan is intended to guide my lessons for those 10 weeks.

Because of the diversity of learning styles, English language abilities, and cultural backgrounds present in my practicum class, I did not feel it would be meaningful or equitably engaging to tackle the Ancient Civilizations Prescribed Learning Outcomes and curricular requirements by doing a textbook-centered unit on Ancient Rome or Greece (particularly when none of my students are of European ancestry). Rather, I focused on structuring my Social Studies project as an extended, scaffolded research project where students work individually and in small groups linked by a common, focal civilization. Rather than learning arbitrary dates and hard “facts” about past civilization, the students are presented with a wealth of information and must collectively construct their own version of what is significant, relevant, and fascinating about their particular focal civilization. Additionally, I chose to present Ancient China, Egypt, and Mesoamerica as the topics of research not only to be culturally responsive to the students in my class, but also to provide an opportunity to span the globe with comparisons of cultural similarities and difference and the common features of civilizations – including the modern civilization that my students personally experience. The methods through which past cultures are studied, analyzed, and categorized are also applicable to our own current culture. As such, rather than presenting a singular version of the past through the lens of one distinct, distant, and arguably strange civilization, here the students are encouraged to think critically about the past and the present.

Guiding Questions
- How have ancient civilizations shaped our modern world?
- How are human civilizations similar? What are the conditions that allow civilizations to develop in scale, scope, and complexity? What are the common features of civilizations, both past and present?
- How are human civilizations different? Are there factors that determine how or why civilizations may be so culturally unique?
- How do we learn about the past? How are human civilizations remembered – and how might our modern civilization be recorded? What legacies – both good and bad - are left behind by human action?
- Why should we learn about the past? Why do civilizations collapse? What can we learn from the record of human history?
Resource Critique

- **Ancient Worlds** Outlooks Grade 7 Social Studies text: this text tackles many ancient civilizations on a good introductory level. Useful for defining the concept and common features of civilizations. Somewhat limited if students wish to delve more deeply into a particular facet of a given locale or culture.

- **Non-Fiction Reading Power**, by Adrienne Gear: though a Language Arts-focused teacher resource intended to facilitate better non-fiction reading comprehension among elementary-aged students, this has some great strategies and lesson plan ideas to scaffold effective research and note-taking skills for your students. Great for more effectively integrating the Language Arts in a Socials research project.

- **The Tomb of Perneb**, film on the New York Metropolitan Museum website, at [http://www.metmuseum.org/metmedia/video/collections/egyptian/tomb-of-perneb](http://www.metmuseum.org/metmedia/video/collections/egyptian/tomb-of-perneb): The museum has put out a great short film (22 min) on the Tomb of Perneb (their permanent collection includes an installation of this mastaba). The film clarifies the beliefs behind elaborate ancient Egyptian burial practices and details the artifacts that are found in their collection that illustrate these beliefs. More importantly, this film also describes the issue of authenticity when displaying ancient, culturally significant artifacts for the modern public. A good jumping-off point for a discussion on culturally sensitivity, who owns the past, and how or if it is appropriate to dig up and relocate cultural artifacts from the past. The website also has a kid-friendly interactive flash game for the Tomb of Perneb, Teachers can also download a PDF entitled *The Art of Ancient Egypt: A Resource for Educators* from the site (at [http://www.metmuseum.org/en/learn/for-educators/publications-for-educators/the-art-of-ancient-egypt](http://www.metmuseum.org/en/learn/for-educators/publications-for-educators/the-art-of-ancient-egypt)). This resource has a brief summary of the history of ancient Egypt, and goes into much greater depth on Egyptian art specifically. Included are great visuals and accompanying worksheets detailing common deities and royal symbols, as well as the meaning behind posture in representational art.

- **Kidskonnect.com**: A kid-friendly website. Within its educational resources (available at [http://kidskonnect.com/subjectindex/66-educational.html](http://kidskonnect.com/subjectindex/66-educational.html)) are links to several ancient civilizations that have a somewhat comprehensive list of “Fast Facts” for each civilization, including clarification for some contextually-specific vocabulary. Best of all, there are numerous links to other websites that detail the same ancient civilization and are appropriate for children. Great internet research starting point, though mainly for the other links. Aesthetically underwhelming and somewhat light on depth of information.

- **Ancientweb.org**: Great online source of information for ancient civilizations, arranged according to modern country at [http://ancientweb.org/index.php/explore/](http://ancientweb.org/index.php/explore/). Includes lots of photos and images, but the complexity of the text is likely suitable only for students who are reading above grade level. There is also a comment section that indicates most visitors to the site are adults (comment content was not questionable, but teacher would want to monitor this).
• *Kidspast.com*: This site has an online world history textbook (http://www.kidspast.com/world-history/index.php). The information is thoroughly indexed, but only after you selected one of the broad headings under the umbrella of “World History.” Warning: this site also contains “History Games” and there is a link to one of these games or other distracting, hyper-linked advertisements aimed at children on nearly every page. But the text is accessible to students who may read slightly below grade level.

• Library Resources: these will depend on your own school library, but I do have a few recommended sources:

• *The Usborne Introduction to Archaeology* and website: [http://www.usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&loc=ca&area=H&subcat=HA&id=2866](http://www.usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&loc=ca&area=H&subcat=HA&id=2866): the anthology itself is full of great images, and comparatively light on written content, so possibly a good resources for ESL students. Because it covers many ancient civilizations, it does not go into a great deal of depth for any, BUT the website provides additional links for further, often interactive or multi-modal online sources of information. You must know the page numbers from the anthology that deal with the civilization you wish to explore more in-depth on the website, because the Quicklinks correspond to page numbers from the hard copy of the book and are not otherwise indexed.

• Scholastic also has a great series: *People of the Ancient World*. These are great, engaging non-fiction resources for upper-intermediate elementary-aged children that have plenty of illustrations and visual components.
Subject: Social Studies
Topic: Ancient Civilizations
Level: Grade 7

Prescribed Learning Outcomes:

- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information
- A3 compile a body of information from a range of sources
- A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation
- A5 defend a position on a contemporary or historical issue

- B1 analyse the concept of civilization as it applies to selected ancient cultures
- B2 analyse social roles within one or more ancient civilizations
- B3 identify influences and contributions of ancient societies to present-day cultures

- C1 describe the evolution and purpose of rules, laws, and government in ancient civilizations
- C2 assess how ancient systems of laws and government have contributed to current Canadian political and legal systems

- D1 describe various ways ancient peoples exchanged goods and services
- D2 assess ways technological innovations enabled ancient peoples to
  - adapt to and modify their environments
  - satisfy their needs
  - increase exploration and trade
  - develop their cultures
  - D3 compare ancient and modern communications media

- E1 assess how physical environments affected ancient civilizations
- E2 identify the impact of human activity on physical environments in ancient civilizations

(integrated with Health and Career, Language Arts, and Visual Arts PLOs)
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<th>Topic</th>
<th>Objectives (PLOs)</th>
<th>Procedure (Activities and Duration)</th>
<th>Materials</th>
<th>Adaptation</th>
<th>Assessment/ Criteria</th>
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<tr>
<td>1 What makes a civilization? (plenty of food)</td>
<td>A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues &lt;br&gt; B1 analyse the concept of civilization as it applies to selected ancient cultures</td>
<td>-students examine their own lunch as an artefact of our modern civilization, noting as much as possible about the journey of their food from earth to lunch bag &lt;br&gt;-teacher leads class discussion on how a surplus of food indicates and contributes to other key features of civilization: agriculture, large cities, division of labour, structured society, great works, system for keeping records &lt;br&gt;-students complete t-chart defining features of civilization and providing an example from Vancouver</td>
<td>-lunch &lt;br&gt;-paper, pencils &lt;br&gt;-chalkboard &lt;br&gt;-t-chart &lt;br&gt;-text, p.105-106 for reference on Features of Civilization</td>
<td>-peer translation &lt;br&gt;-definition of features of civilization may be completed in L1</td>
<td>-completion of t-chart, lunch inventory &lt;br&gt;-anecdotal notes on participation in class discussion</td>
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<td>2 What is Archaeology?</td>
<td>A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information &lt;br&gt;A3 compile a body of information from a range of sources</td>
<td>-students write out their activities from the last 24 hours, then indicate which of these could be associated with an artefact &lt;br&gt;-students complete “Know” in KWL; brief class diagnostic discussion &lt;br&gt;-jigsaw research in pairs &lt;br&gt;“experts” report back to class while students fill in “Learn” &lt;br&gt;-teacher-led conclusion; students complete “Wonder”</td>
<td>-text, p.22-28 &lt;br&gt;-KWL chart &lt;br&gt;-paper, pencils &lt;br&gt;-chalkboard</td>
<td>-peer translation &lt;br&gt;-KWL chart may be completed in L1</td>
<td>-completion of KWL chart &lt;br&gt;-clarity of summary in jigsaw research presentation</td>
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<td>3 Intro to Ancient Civilizations Unit</td>
<td>A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and</td>
<td>-deserted island activity: students work in pairs to identify 15 items they would bring to survive; list must be reduced, 2-5 items at a time &lt;br&gt;-teacher outlines shape of unit: intro to 3 ancient civilizations, students will select a civilization to research in</td>
<td>-paper, pencils &lt;br&gt;-chalkboard</td>
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<td>-completion of THIEVES outline in journal</td>
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<td>drawing conclusions – to a range of problems and issues</td>
<td>small groups, weekly research themes will be provided to cover the features of civilizations from Lesson 1, weekly presentations will allow students to compare across ancient civilizations AND with modern world (Vancouver), final “Fair” at end (dress, food, artefact) -discuss good research techniques: citations, plagiarism, note-taking -strategies: THIEVES, “stealing” good information (Title, Headings, Introduction, Every First Sentence, Visuals, Ending, So What?/Summarize): practice on</td>
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<td>4</td>
<td><strong>Ancient China Hook: The Terracotta Warriors</strong></td>
<td>-students will apply THIEVES non-fiction reading strategies to selected information on the Terracotta Warriors -students will synthesize the handout information into 3-5 points, hypothesize which of the features of a civilization this could illustrate, and pose 1-2 “curiosity questions” for further learning on Ancient China -class debrief and teacher-led conclusion on some facets of civilization in Ancient China (longest period of civilization; inventions of compass, paper, gunpowder; longest man-made structure: Great Wall of China)</td>
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<td>A3 compile a body of information from a range of sources</td>
<td>-Terracotta warriors handouts -paper, pencils -chalkboard</td>
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<td>A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</td>
<td>-notes: 5 points, relevant feature(s) of civilization, inquiry questions</td>
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<td>A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information</td>
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<td>5</td>
<td>Ancient Mesoamerica Hook: The World’s First Team Sport</td>
<td>A3 compile a body of information from a range of sources A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues B1 analyse the concept of civilization as it applies to selected ancient cultures</td>
<td>-students will apply non-fiction reading strategies to handout on the first team sport in human history! (Mayan ball game) -students will synthesize the handout information into 3-5 points about the rules and purpose of the game, hypothesize which of the features of a civilization this could illustrate, and pose 1-2 “curiosity questions” for further learning on Ancient Mesoamerica -class debrief and teach-led conclusion: define Mesoamerica as land between North and South America, and this ancient civilization profile as including Mayans, Aztecs, and Olmecs; notable inventions of “zero”, complex calendar</td>
<td>-Mayan ball game handouts -paper, pencils -chalkboard</td>
<td>-notes: 3-5 details of Mayan ball game, relevant feature(s) of civilization and why, inquiry questions,</td>
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<td>6</td>
<td>Ancient Egypt Hook: The Tomb of Perneb</td>
<td>A3 compile a body of information from a range of sources A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues A5 defend a position on a contemporary or historical issue B1 analyse the concept of civilization as it applies to selected ancient cultures</td>
<td>-students will watch The Tomb of Perneb video (22 min) and complete a jigsaw viewing activity afterwards with a partner (with different worksheet) -students will apply non-fiction reading strategies to Ancient Egypt handout, if necessary, to complete jigsaw -class debrief and teacher-led discussion: who do archaeological artefacts belong to? How does authenticity factor in to how we display artefacts in museums? Should we preserve archaeological sites untouched so future researchers can use new technology to better study them? -students submit preference for</td>
<td>-2 jigsaw viewing worksheets -Tomb of Perneb film (available online) -laptop and projector -paper, pencils</td>
<td>-ELL students receive simplified version of jigsaw worksheet -viewer’s response: who do archaeological artefacts belong to?</td>
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<td>Week 3 Research Theme: Physical Geography and Major Cities</td>
<td>7-8</td>
<td>B1 analyse the concept of civilization as it applies to selected ancient cultures. E1 assess how physical environments affected ancient civilizations. Students will be assigned their research groups based on their ancient civilization preference. Scaffolded small group research - class-wide brainstorm of key terms to “thieve” during research: (natural environment, climate, weather, topography, settlements). Review note-taking. Guiding questions: Where was this ancient civilization? What is the natural environment? What raw materials and natural resources were available? What are the major cities/centres and estimated populations? Where are they? How did humans impact the natural environment? Library resources - paper, pencils, lesson 8: graphic organizer (physical geography, major settlements, key dates). Over-sized maps for visual representation. Levelled reading materials. Individual: research notes and graphic organizer.</td>
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<td>9</td>
<td>Physical Geography and Major Cities presentations</td>
<td>A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation. B3 identify influences and contributions of ancient societies to present-day cultures. Student research groups present findings (10 min max per civilization). Audience members complete Venn diagram to identify one similarity and difference between their focal civilization and other presentations, as well as with Vancouver/modern civilization. Group: presentation, map. Individual: Venn diagram for cross-cultural comparison. Peer evaluation for group work.</td>
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<td>10</td>
<td>Prep for Field Trip</td>
<td>Discussion of trip to Museum of Anthropology. Ancient cultures of British Columbia.</td>
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<td>Week</td>
<td>Topic</td>
<td>Activity</td>
<td>Library Resources</td>
<td>Notes</td>
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<td>11</td>
<td>Field Trip: Museum of Anthropology</td>
<td>B3 identify influences and contributions of ancient societies to present-day cultures</td>
<td>-drawing comparisons between local First Nations cultures and focal ancient civilizations</td>
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<td>12</td>
<td>Unpack Field Trip</td>
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<td>-individual: write-up/illustration</td>
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<td>13-14</td>
<td>Week 5 Research Topic: Agriculture and Food</td>
<td>A3 compile a body of information from a range of sources</td>
<td>-scaffolded small group research</td>
<td>-library resources</td>
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<td>A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</td>
<td>-class-wide brainstorm of key terms to “thieve” during research: diet, farming</td>
<td>-menu graphic organizers: food, how it was grown/sourced, what technology was needed, how it would have been paid for (monetary system)</td>
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<td>-guiding questions: What type of agriculture did this civilization practice? (include description of technology) What did they typically eat? How did they exchange goods and services? Did they have a monetary system?</td>
<td>-individual: notes, graphic organizer</td>
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<td>15</td>
<td>Agriculture and Food presentations</td>
<td>A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation</td>
<td>-What’s on the Menu in Ancient _____?</td>
<td>group: presentation, menu with details</td>
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<td>B3 identify influences and contributions of ancient societies to present-day cultures</td>
<td>-student research groups present findings in the form of a waiter detailing the menu features (10 min max per civilization)</td>
<td>-individual: Venn diagram for cross-cultural comparisons</td>
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<td>-audience members identify one similarity and difference between their focal civilization and other presentations, as well as with Vancouver/modern civilization</td>
<td>-peer evaluation for group work</td>
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<td>16-17</td>
<td>Week 6 Research Topic: Social Structure and Government</td>
<td>B1 analyse the concept of civilization as it applies to selected ancient cultures</td>
<td>-scaffolded small group research</td>
<td>-library resources</td>
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<td>B2 analyse social roles within one or more ancient cultures</td>
<td>-class-wide brainstorm of key terms to “thieve” during research: hierarchy, labour, leader, role, law</td>
<td>-social structure graphic organizer: type of government,</td>
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<td>-guiding questions: What form of government was used? Were there</td>
<td>-individual: notes, graphic organizer</td>
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| 18 | **Social Structure and Government presentations** | A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation
B3 identify influences and contributions of ancient societies to present-day cultures
C2 assess how ancient systems of laws and government have contributed to current Canadian political and legal systems | -student research groups present findings in the form of a waiter detailing the menu features (10 min max per civilization)
-each student will assume the social role of someone from their ancient civilization and tell us about their life, status, job, etc.
-audience members complete Venn diagram to identify one similarity and difference between their focal civilization and other presentations, as well as with Vancouver/modern civilization | group: presentation, map
-individual: Venn diagram for cross-cultural comparisons
-peer evaluation for group work |
| **Week 7** | **Research Theme: Art and Religion** | B1 analyse the concept of civilization as it applies to selected ancient cultures
D3 compare ancient and modern communications media
D2 assess ways technological innovations enabled ancient peoples to: adapt to and modify their environments satisfy their needs increase exploration and trade develop their cultures
-scaffolded small group research: students will work within their groups to uncover basics of art, religion, and belief within their civilization
-class-wide brainstorm of key terms to “thieve” during research: art, belief, music, religion, language, writing
-remind students to seek out an artefact to recreate in following week’s lessons
-guiding questions: Did this civilization have religious or spiritual beliefs? What is typical of their art? Do the artistic representations help determine what type of clothing they wore? | -library resources
-art and religion graphic organizer: systems of writing, religion, art
-individual: notes, graphic organizer |
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<th>Week</th>
<th>Activity/Description</th>
<th>Details</th>
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<td>21</td>
<td><strong>Art and Religion presentations</strong>&lt;br&gt;A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation&lt;br&gt;B3 identify influences and contributions of ancient societies to present-day cultures&lt;br&gt;-student research groups present findings by linking beliefs (the intangible) to tangible artefacts from the archaeological record (10 min max per civilization)</td>
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<td>22</td>
<td><strong>Week 8: Ancient Civilization Fair prep and individual research</strong>&lt;br&gt;B1 analyse the concept of civilization as it applies to selected ancient cultures&lt;br&gt;A3 compile a body of information from a range of sources&lt;br&gt;D2 assess ways technological innovations enabled ancient peoples to:&lt;br&gt;-adapt to and modify their environments&lt;br&gt;-satisfy their needs&lt;br&gt;-increase exploration and trade&lt;br&gt;-develop their cultures&lt;br&gt;-each group member must select 1 unique artefact to research and create for ancient civilization fair [visual arts integration] including brief report on what meaning can be derived from the culture through this artefact&lt;br&gt;-guiding questions: Which feature(s) of civilization does your selected artefact best illustrate? Do you consider this artefact to be a form of technology? Did this artefact serve to enable ancient people to: adapt to and modify their environments, satisfy their needs, increase exploration and trade, or develop their culture?</td>
<td>-library resources&lt;br&gt;-art supplies&lt;br&gt;-accumulated graphic organizers and research notes&lt;br&gt;-individual: artefact and accompanying report&lt;br&gt;-group: fulfill criteria that each individual produces their own artefact</td>
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<td>25</td>
<td><strong>Week 9: Ancient Civilization Fair/Unit Wrap-Up</strong>&lt;br&gt;A4 deliver a formal presentation on a selected issue or inquiry using two or more forms of representation&lt;br&gt;-research groups will assemble a “living museum” for their civilization, including their artefacts, map from Week 3, and snack items informed by Week 5&lt;br&gt;-students will role play the social</td>
<td>-participation in Fair (costume, contribution of food item, artefact)</td>
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roles of their civilization while interacting with members of other civilizations

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<th>Final Debrief</th>
<th>A5 defend a position on a contemporary or historical issue</th>
<th>-students will complete a post-fair reflection (based on their interactions with peers acting as members of other ancient civilizations) outlining which technologies or aspects of civilization they felt would have been useful cross-cultural contributions</th>
<th>-accumulated graphic organizers and research notes -paper, pencil</th>
<th>-individual reflective responses</th>
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<td>guiding questions: <em>Which technologies was your civilization lacking that you witnessed in other civilizations? Which technologies were unique to your civilization that you feel would have been a useful contribution to the other ancient civilizations?</em></td>
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**Lesson Plans**

**Lesson #1 of 26**
**Time:** 45 minutes

**Objectives**

**PLOs:**
- A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- B1 analyse the concept of *civilization* as it applies to selected ancient cultures

At the end of this lesson, the students will:
- understand the common features of civilizations throughout history
- apply these features to our modern civilization

**Materials**
Hook (5 min) *(ideally, this would be completed as a pre-activity, possibly directly before lunch the day before this lesson, in order to save instructional time)*

What is in your lunch bag? In their journals, students will write down all the information they can about their lunch.

Guiding Questions:
Where did the food come from (ie. grocery store – and beyond)? Where did it grow originally? Where was it processed (ie. industrially or at home)? How far has it travelled? How did you specifically get it?

Introduction (5 min)

Think/Pair/Share: Work with a partner to recreate the journey of your lunch from the earth to your lunch bag.

Guiding Questions:
What are all the factors that contributed to your lunch today?

Development (20-30 min)

Teacher-led (5 min)

*What is a civilization? (“a large, organized society that has lasted a long time” text pg.105)* So why did we start with our lunches? Do we also live in a civilization today, here and now? Yes; there are certain characteristics that every civilization has – and one of the most important is that there must be plenty of food.

- **Agriculture**: fertile geography (most ancient civilizations were usually found in river valleys. (“Can you think of why that might be?” Annual flooding fertilizes soil, making it very rich), use of technology (now one person can produce more food than they need for themselves and their family) (p.56-57 in text)

Guiding Questions:
*What is a civilization? What does it mean to have a surplus of food? Why is a surplus of food essential for the development of a civilization?*

Class Activity (teacher-mediated discussion) (20-25 min)

Teacher continues to ask student pair groups for details on their lunches in order to clarify the other characteristics of civilizations, relating these features back to the lunch “artefact” as much as possible, as well as to Vancouver (our modern civilization). Guided
questioning may also be used to progress through the features of a civilization: “Let’s brainstorm about some of the other features that might be the same across many different civilizations: we know that there is a surplus of food, so every person does not have to forage or farm in order to eat. Do you think everyone still lived on a farm or in the country?”

- **Large cities/settlements**: density of population increases when everyone does not need enough space to grow or hunt for their own food – “but what do people do if they live in a city and do not need to grow their own food?”
- **Division of labour**: many types of jobs (for example, if you can supply me with food, I will supply you with clothes); creates time for more innovation, leading to more technology – also, pursuits that are not necessary for survival (art, religion, philosophy)
- **Structured Society**: with people living close together, there is a need for some generally agreed upon rules. This happens in small groups, like this class, even though we all know each other! When cities start to develop, and people are performing different types of jobs, social hierarchy starts to develop too. This is why we still have government and laws today.
- **Great Works**: when people have enough to eat, and some people have more power than others, and there are many types of jobs that people do, it is possible to build things that are much bigger than a family or group of friends could do alone. “Can you think of any examples of monuments or great works from ancient civilizations?” They are huge projects – and also were usually bad news for the people who had to work on them (think about constructing the pyramids without all the technology we have today!).
- **System for keeping Records**: now that we have people exchanging goods and food, and working at different jobs, and having rules, we also need a system for our civilization to keep track of everything! “What system do we use to keep track of things?” (writing, monetary system)

*Independent Work (10 min)*

Students will complete a T-chart with definition and characteristics of a civilization on one side, and an example from Vancouver on the other; including:

- Plenty of food
- Large Settlements
- Many Types of Jobs
- Structured Society
- Great Works
- Systems for Keeping Records (use text, p.105-106 as a reference for definitions)

*Adaptations/Modifications*

- Peer translation
- Definitions of Features may be completed in L1.

*Closing (5 min)*
Time allowing, students may share their examples from Vancouver that illustrate the features of civilization. If time runs short, students should complete at least the features/definitions side of the T-chart, while Vancouver examples could be assigned as homework.

Final closing: “As we continue to research various ancient civilizations in this unit, keep these characteristics of all civilizations in mind. Then we will be able to compare and contrast what these features might look like in different cultures.”

Lunch/“artefact” notes and T-chart filed in Socials duotang.

**Assessment**
- Completion of lunch inventory (from Hook), lunch journey (from Think/Pair/Share), and T-chart with features, definitions, and examples.
- Anecdotal notes on participation and depth of insight

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**Lesson #2 of 26**
**Time:** 45 minutes

**Objectives**

PLOs:
- A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information
- A3 compile a body of information from a range of sources

At the end of this lesson, the students will:
- Define “archaeology” and “artifact”.
- Understand how information is obtained from the archaeological record.

**Materials**
- Ancient Worlds text
- KWL chart
- Question Slips for jigsaw research activity

**Hook (5 min)**

Quickly write down everything you did in the last 24 hours (1-2 min). Now see how many of the things you wrote down are associated with an “artifact” (an item or thing, maybe even a written record); write down the object beside the activity.

Guiding Questions:
What behaviours, actions, or habits leave a physical “trail” of clues? How might we interpret these clues or artifacts that are left
behind? Can we infer information from physical artifacts that do not involve writing?

**Introduction (5 min)**
Diagnostic: individually, students will complete the “Know” section of their KWL graphic organizer, filling in any information or associations they may already have with archaeology.

Guiding Questions:
What is archaeology?

**Development (20-30 min)**

*Teacher-led (5 min)*
Teacher will ask for students’ responses, while creating a class-wide brain web on the chalkboard.

Guiding Questions:
What is archaeology? How do archaeologists learn about cultures that no longer exist? What are some of the ethical questions or moral dilemmas that come with “digging up the past”? Who do these artifacts belong to?

*Small Group Work (5-10 min)*
Jigsaw reading and reporting: Ch. 2 (text: pg.22-38)

In pairs, students will read a sub-section of the text book’s information on archaeology, making notes, and preparing to present as the class “expert” on this small area: “Try to provide a clear answer to the question in just a few sentences”. Topics will be distributed (with page number references) on slips of paper to the pairs.

1. What is an artifact? (p.22)
2. What is archaeology? (p.23)
3. How do archaeologists use to study the past? (p.23)
4. What is a hypothesis? (p.24)
5. Name and describe in 1-2 sentences the steps in making and testing a hypothesis. (p.24-25)
6. Do archaeologists always agree about what the evidence means? (bottom of p.26) Why, or why not?
7. Summarize the paragraph “Treasure in Trash” (p.27)
8. What is an excavation? Read “The Dig” and the information on the right side of the page (p.27): explain what archaeologists look for in the layers of an excavation.
9. What are some of the “natural processes” that might bury an archaeological site over time? (p.28)
10. Describe how archaeologists use the scientific techniques of “Comparison” and “Statistical Analysis” to gather information (p.30).
11. Describe how archaeologists use the scientific techniques of “Chemical Analysis” and “Dating” to gather information (p.30).
12. Describe how archaeologists use the scientific technique of “Remote Sensing” to gather information (p.30). Include a description of the example found in the photograph on this page.

13. What is experimental archaeology? (p.32)

14. Read “Perspectives: Who owns historical artifacts?” (p.38): what are the 4 perspectives on who should own historical artifacts and remains?

Class Activity (20min)
Student groups will report back to the class on their sub-section of archaeology with a small, informal presentation: they will read out the question they were assigned, and briefly summarize what they found out.

Teacher will scaffold note-taking by writing down important points on the chalkboard. Students will complete the “Learn” section of their KWL chart as new information is presented.

Adaptations/Modifications
• Peer translation

Closing (5-10 min)
Teacher will ensure the following 2 key terms have been appropriately and accurately clarified with a brief recap:
• Archaeology: the study of humans and culture through material remains: artifacts, written records, living history, experimental archaeology (ie. the “garbage” of a culture); where things are found matters just as much as the artifact itself; archaeologists act as “detectives” to try to piece together the past based on clues that were left behind
• Artifacts: objects made, altered, or used by humans

Students will take a few minutes to pose at least 2 questions they have about archaeology or the study of ancient civilizations in the “Wonder” section of their KWL chart.

KWL chart will be filed in Social duotang.

Assessment
• Completion of the KWL chart (evaluate ability to take notes in “Learn”, and indication of higher level thinking in formulating “Wonder” questions)
• Observational notes on ability to summarize and articulate new information in the informal presentations

Lesson #3 of 26
Time: 45 minutes

Objectives
PLOs:
- LA B6: select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including:
  - predicting
  - making connections
  - making inferences and drawing conclusions
  - using ‘text features’
  - reading selectively
  - determining the importance of ideas/events
- SS A1: apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- SS A3: compile a body of information from a range of sources

At the end of this lesson, the students will:
- understand how to approach a informational source of non-fiction literature
- apply non-fiction reading strategies in order to determine key words and the most important content within a selection

Materials
- Ancient Worlds text
- paper, pencils
- chalkboard
- teacher’s sample deserted island survival list
- Non-Fiction Reading Power, by Adrienne Gear (for teacher reference of THIEVES strategy)

Hook (5 min)
Teacher introduces small group research unit: “We are going to be researching several ancient civilizations. To do this, you will be looking at many books and websites to collect information. There is so much information out there that you will need to become experts at deciding which information is important and relevant, and which information and details are not essential. I am going to teach you a few tricks to help you find the most important information when you are researching; but first, let’s play a game to get our minds thinking about how to decide what is important.”

Individually, students will be asked to draft a list of 15 items they would bring to a deserted island with no infrastructure in order to survive 1 year.

Guiding Questions:
What would you need to survive on a deserted island for one year? What would you take with you if you were only allowed 15 items?

Introduction (10 min)
Students will compare their list with a partner; then, the teacher will ask them to come up with 1 list for both partners, but it can only have 10 items on it. Teacher will model and think aloud, working from own list. Partners will be asked to limit their list to 5, and finally 3 items. Class-wide discussion comparing final lists.

Guiding Questions:
What is most important to you? Is your partner’s idea of importance the same? How did you reach an agreement? What helped you narrow down your list the most: thinking, discussing, comparing? Did you always keep the “main idea” (survival) in mind?

Development (20-30 min)

Teacher-led (5 min)
Teacher links desert island activity to upcoming research: “Researching these various ancient civilization will be similar to this in many ways: there will be lots of information available to you, and you will need to decide what is important, and what is not essential, just like you did with the items on your deserted island list. First let’s brainstorm what I mean by non-fiction.” Teacher creates brainweb of different types of non-fiction on board from student suggestions (eg. recipes, directions, maps, newspaper articles), Students are given 2 minutes to write down how getting information from a piece of non-fiction is different than reading a piece of fiction.

Guiding Questions:
What do you do differently when you are reading non-fiction material?

Class Activity (20 min)
Review suggestions from students, with teacher refining the articulation if necessary:
- Sequence: non-essential (vs. fiction, which must be read in order)
- Know what you are looking for (what is the main idea?)
- Look for key words.

Teacher introduces THIEVES: “I am going to give you some tips of good ways to get information from non-fiction material without having to read every word, in order. This is going to help you ‘steal’ the ‘good’ information that is most important to you.” Teacher explains each subsection:
- T: title (of passage, chapter, section)
- H: headings (indicating sub-sections; if new paragraph means a new idea, a new heading means a new big idea)
- I: introduction (first paragraph)
- E: every first sentence (of each paragraph)
- V: visuals (lots of information can be found in the images in non-fiction material, like maps, graphs, timelines – even the
illustrations might tell you something)

- **E: ending** (last paragraph/conclusion)
- **S: So what?** (What can you summarize about this piece of non-fiction? What are the key ideas? Is it worth reading more closely for a particular research topic you have in mind?)

*Independent Work (5-10 min)*

Students practice using THIEVES on brief introduction to Mesopotamia (text, pg. 66-67), applying each “letter” in order to come up with 1 “So what?” thought/sentence.

**Adaptations/Modifications**

- Peer translation
- Simplified non-fiction selection that includes similar text features

**Closing (5 min)**

Debrief on activity (“Did you find the THIEVES strategy helpful in helping you ‘steal’ information from this passage?”) and “So what?” points. Compare students’ summaries (“Did anyone else come up with a similar, final ‘So what?’ thought? If you came up with something different, what was it?”)

**Assessment**

- completion marks: desert island list (in pairs); THIEVES categories recorded in Socials journals
- observation and anecdotal notes on participation