

# **Creating Civilizations: Project Plan**

## **Description of the classroom:**

The class is made up of around 25 grade 7 students who are ethnically diverse and very active. The students are very friendly and range from being introverted, independent workers to extroverted personalities. The students work well individually and within group settings, and are eager to learn about and share ideas. There are two students with special needs, and they join us from time to time. These two students have extra support from one EA in the classroom.

## **Rationale:**

Part of the B.C curriculum requires students to be able to distinguish between different civilizations and recognize the significant factors that contribute to the rise or decline of an empire. These lessons will allow students to think about ancient civilizations in more meaningful ways. They will learn about the different characteristics present in ancient civilizations and apply them to civilizations that they would want to create. In this sense, they are able to use analytical skills to deconstruct what has happened in the past and the reasoning behind it, in order to become experiential learners.

## **Big Ideas/Curricular Competencies**

- Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)
  - Key question: What role does geography play in the location of civilizations?
- Assess the significance of people, places, events, or developments at particular times and places (significance)
  - Key question: What are the most significant factors that contribute to the decline of an empire?

## **Lesson 1 (October 6, 2017)**

**Learning Intention:** I can understand the factors that aid in the success or failure of a civilization.

**Lesson Hook:** In a circle, students will say their names and describe the “weather” in their world (to describe how they are feeling) by saying things such as: “I feel bright and sunny,” and/or “My world is a little cloudy,” etc. Students will then get into a Know-Wonder-Learn activity.

**Stage Plan:**

- Students will take part in the get-to-know-you activity about the weather in their world.
- Students will partake in a K-W-L activity in which they will split up into groups and discuss what they know about civilizations and what they wonder. They will then write this information on two separate sticky notes and place them onto two sides of the whiteboard. The “learn” section will be completed at the end of class.
- Students will be introduced to the project: they will be told about the ultimate goal and learning intention. They will be reminded again of this when they come back after their lunch break.
- Students will be shown a video on civilizations and a follow-up discussion will take place.
  - <https://www.youtube.com/watch?v=pMSwzhgkGFY>

**Lesson Closure:** Students ponder on their own definitions of civilization.

**Assessment:** Students should understand the word “civilization” and be able to discuss this topic with others.

**Enactivism:** Enacted learning means “learning by doing.” As co-facilitators, we want the students to be very hands-on. Because of this, we want them to take part in activities such as Know-Wonder-Learn, sharing aloud, and listening to others’ definitions of “civilizations,” and creating their own civilizations when given a small brainstorming topic. The K-W-L activity provides the students with the opportunity to write down and share their knowledge. This process helps the students to think about what they have already known about this topic.

### **Lesson 2 (October 6, 2017)**

**Learning Intention:** I can name some characteristics of a civilization.

**Lesson Hook:** The discussion about the video shown in the previous lesson will continue.

**Stage Plan:**

- The discussion about the video will be continued. The definition and characteristics of civilization will be provided to the students.
  - Definitions (Dictionary.com):
    - “The stage of human social development and organization that is considered most advanced.

- The process by which a society or place reaches an advanced stage of social development and organization.
- The society, culture, and way of life of a particular area.
- The comfort and convenience of modern life, regarded as available only in towns and cities.”
- Characteristics
  - Form of organized government
  - Social classes
  - Entertainment
  - Technology (to what extent?)
  - Military
  - Subsistence strategies
  - Religion
  - Modes of transportation
  - Gathering of food
- Students will write down individually what the word ”civilization” mean to them on sticky notes. Students will add the sticky notes to “learn” section on the board.
- Student responses will be shared aloud.
- The class will be divided into groups and asked to brainstorm about a possible civilization of a given setting/ situation. Their ideas will then be shared with the class.

**Lesson Closure:** Before we finish the class, ask students to brainstorm about the kind of civilization they want to create (no classes until Oct 27th)

**Assessment:** Students should be able to predict a possible civilization of a given setting/situation based on the characteristics of civilizations from the past.

**Enactivism:** Enacted learning means "learning by doing." As co-facilitators, we want the students to be very hands-on. Because of this, we want them to take part in activities such as Know-Wonder-Learn, sharing aloud, and listening to others' definitions of "civilizations," and creating their own civilizations when given a small brainstorming topic.

### Lesson 3 (October 27, 2017)

**Learning Intention:** I can model a civilization based on some characteristics of a civilization that was learned previously.

**Lesson Hook:** First, we had morning activities to greet the students. Review the lesson from two weeks ago: what do you remember from our last meetings together? Any ideas for your project?

**Stage Plan:**

- Morning meetings: circle time
  - Say one thing about the camping experience that you want to share with the group.
  - “If you have done...” game to get students switch seats so they don’t only sit with their friends.
  
- Questions: what do you remember from our last meetings together? Any ideas for your project.
  
- Review the characteristics of civilization. Show a video and class discussion.
  - <https://www.youtube.com/watch?v=OILFK8oSNEM> (the first 6 mins)
  - <https://www.youtube.com/watch?v=wOmjinioNulo> (the first 2 mins)

**Lesson Closure:**

Students will be forming ideas and be finding their own groups. The discussion will be continued in the afternoon

**Assessment:**

Students are able to relate the concepts that they have learned about civilizations and apply them to their project plans. The hope is that they will be able to successfully implant the key characteristics of thriving civilizations to the “worlds” they are creating.

**Enactivism:** Enacted learning is an active discourse that allows for the inclusivity of all children. It provides for a more active role of the whole class by using a hands-on approach. It is not enough to simply make a few statements about a concept; instead, the concept must be modeled or provided to the students in a way that does not just reveal information. The purpose is so that the students are more involved in the learning. They will more likely remember and understand concepts by being part of the learning. The students will be part of this process by taking part in activities such as watching the video as a class and contributing to discussions that will take place.

## Lesson 4 (October 27, 2017)

**Learning Intention:** I can model a civilization based on some characteristics of a civilization that was learned previously.

**Lesson Hook:** Review the two videos and continue the discussion from last class.

### **Stage Plan:**

- Explain the project again. There is a supplemental form that will be provided to the students, which they must fill out and return. Give students time to think about their topic. Help students to form groups (or to work alone if they prefer) based on their interests.
  - Examples: recall the video
  - Examples of a kingdom where you can eat candies all day: your civilization must work and be able to thrive. In the end of the presentation, we will have a vote for the thriving civilization.
  - The project can be done as a poster, a story, acting/a play, design drawing (explanations must be given/ presented)
  - Incorporate the characteristics of civilizations that we talked about.
- Something to consider: a checklist will be provided for the students (table 1; as shown at the very end)
  - What are some resources or technologies that you might need in order for your civilization to work? Try to be as realistic as possible.
  - Think about the environment setting. Places that are more suitable for living might have denser population. For example, there are more people in Downtown Vancouver than a desert. What would you need in order to live in this environment?
  - Who/ what will co-exist in your civilization? And who are the enemies?
  - How the power is distributed in the society, and why would such arrangement work?
  - Consider factors such as military, public health, transportation, education etc.
- Group activity: modeling one civilization with students.
  - Within the circle, students will use the space as the territory for building a civilization.
  - For example, water bottles can be used as buildings, and pencil cases can represent cars. Any other objects can be used too. Everyone has to donate one thing to the circle and present its meaning in this civilization.

- Finishing grouping the students. Submit a name list and their topic. Ask for suggestions for the project. Emphasis on things that make a civilization thrive (army, government system, people's well being...)

**Lesson Closure:** A class discussion will take place about the work that was done today. Students will be asked for feedback in regards to suggestions they have for their civilizations to succeed.

**Assessment:** Students are able to relate the concepts that they have learned about civilizations and apply them to their project plans. The hope is that they will be able to successfully implant the key characteristics of thriving civilizations to the “worlds” they are creating.

**Enactivism:** Enacted learning is an active discourse that allows for the inclusivity of all children. It provides for a more active role of the whole class by using a hands-on approach. It is not enough to simply make a few statements about a concept; instead, the concept must be modeled or provided to the students in a way that does not just reveal information. The purpose is so that the students are more involved in the learning. They will more likely remember and understand concepts by being part of the learning. The students will be part of this process by taking part in activities such as modeling a civilization with the entire class. An area will be cleared in the class for the learning to take place. As a group, they must work together to create a “world” of their choosing and they will be provided with materials, in order to do so.

### **Lesson 5 (November 3, 2017)**

**Learning Intention:** I can model a civilization based on some characteristics of a civilization learned previously. I am able to explain reasons as to why certain civilizations succeeded or fell, and apply this to the civilization I have created. I am able to describe certain aspects of a civilization that apply to the one that I have created and the role they play in its success.

**Lesson Hook:** Morning meeting (sitting in the project groups): On a scale of 1 to 10, where would you say your project stands? Are you confident? Anything you want to share?

#### **Stage Plan:**

- Morning meeting (to check on how students are feeling)
- Presentation about the characteristics that have led to the success and/or decline of a civilization, from a historical lens. Information about ancient civilizations will be reiterated and put into a broader framework as to how different characteristics play a role and to what extent.

- Students will refer back to the checklist (table 1) detailing the requirements of the assignment. They will be provided information on what aspects of a civilization they need to include as well as questions that we might ask them about their civilizations.
- Students will be provided with materials that they might want to use for their civilization such as cardboard boxes, clay, paper, paint, colouring utensils, popsicle sticks, etc.
- The class will be given the remainder of time to work on their projects.

**Lesson Closure:** Each group will be asked how they feel about the project from the beginning of class to now.

**Assessment:** Students are able to relate the concepts that they have learned about civilizations and apply them to their project plans. The hope is that they will be able to successfully implant the key characteristics of thriving civilizations to the “worlds” they are creating. The hope is that students can explain why certain civilizations succeeded or fell, and have applied this to the civilization they have created. Students should be able to describe certain aspects of a civilization that apply to the one they created and the role they played in its success.

**Enactivism:** Enacted learning is an active discourse that allows for the inclusivity of all children. It provides for a more active role of the whole class by using a hands-on approach. The students will be part of this process by taking part in activities such as watching the video as a class and contributing to discussions that will take place.

In this particular lesson plan, students are given the opportunity to incorporate the characteristics that we talked about in class into their imaginary civilization. Since many of the students are making modifications based on today’s society, we want the students to 1) be mindful in their daily life and 2) learn more about our existing civilization. Being mindful is to spot things that the students do not agree or things that can be improved in today’s society. And now they are given the opportunity to change these things in their created civilization. Even if the students are not making changes legislatively, the students need to be able to describe the government system or the power distribution in our pre-existing civilization. Instead of saying “we made changes for the transportation with the same government”, you can say “our government is the same as today. This is a \_\_\_\_\_ system. \_\_\_\_\_ has the real power and control. People’s religion are \_\_\_\_\_ ect. ”

**Ancient Egypt: (Facts listed on the board)**

- Ancient Egypt was situated in a location that might not have been prime for the existence of a civilization. It was located in the desert by the Nile River Valley. The Nile River was the center of existence for Egyptians as it served as a pathway for the transportation of goods and people. The land around the Nile River was very fertile and

the soil provided Egyptians with crops such as wheat and flax. This was due to the flooding that carried silt and replenished the soil.

- More details will be provided based on the students' discussion and questions.

### **Lesson 6 (November 3, 2017)**

**Learning Intention:** I can model a civilization based on some characteristics of a civilization learned previously. I am able to explain reasons as to why certain civilizations succeeded or fell, and apply this to the civilization I have created. I am able to describe certain aspects of a civilization that apply to the one that I have created and the role they play in its success.

**Lesson Hook:** Students will be asked if they have some creative/interesting ideas that they want to share with the class.

#### **Stage Plan:**

- Check in with the class to see how they are doing. Each group will be talked to individually in the hopes that they know what they are required to do for next week.
- Class is given time to wrap up on their projects and told that they must finish whatever is left before next Friday

**Lesson Closure:** Mindful breathing: class must close their eyes or put their heads down whilst they are instructed to take deep breaths in order to facilitate calmness and relaxation. They will then be provided with detailed information about what they are required for next class.

**Assessment:** Students are able to relate the concepts that they have learned about civilizations and apply them to their project plans. The hope is that they will be able to successfully implant the key characteristics of thriving civilizations to the “worlds” they are creating. The hope is that students can explain why certain civilizations succeeded or fell, and have applied this to the civilization they have created. Students should be able to describe certain aspects of a civilization that apply to the one they created and the role they played in its success.

**Enactivism:** Enacted learning is an active discourse that allows for the inclusivity of all children. It provides for a more active role of the whole class by using a hands-on approach. The students will be part of this process by taking part in activities such as watching the video as a class and contributing to discussions that will take place.

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spot things that the students do not agree or things that can be improved in today's society. And now they are given the opportunity to change these things in their created civilization. Even if the students are not making changes legislatively, the students need to be able to describe the government system or the power distribution in our pre-existing civilization. Instead of saying "we made changes for the transportation with the same government", you can say "our government is the same as today. This is a \_\_\_\_\_ system. \_\_\_\_ has the real power and control. People's religion are \_\_\_\_\_ect. "

### **Lesson 7 (November 10, 2017)**

**Learning Intention:** Students should be able to describe certain aspects of a civilization that apply to the one they created and the role they played in its success, by providing detailed reasoning and good arguments.

**Lesson Hook:** Talk to the class as a whole and describe the presentation process.

#### **Stage Plan:**

- Explain the presentation process
  - It will be 6 groups presenting in the morning. Students will walk around and listen to each group's presentation. Students are encouraged to ask questions, and in the end, they will vote for each group by anonymously filling up the feedback slips based on physical characteristics of the civilization and by the content described by the presenters.

#### **Lesson Closure:**

Quickly summarize the first 6 presentations, and the presentations will be continued in the afternoon.

**Assessment:** Students should be able to describe certain aspects of a civilization that apply to the one they created and the role they played in its success, by providing detailed reasoning and good arguments.

**Enactivism:** Enacted learning is an active discourse that allows for the inclusivity of all children. It provides for a more active role of the whole class by using a hands-on approach. In this particular lesson plan, students are given the opportunity to explain about the civilizations they have created and the reasoning behind the choices they have made. They will ask/answer questions while other classmates take turns viewing the work of different groups.

## Lesson 8 (November 10, 2017)

**Learning Intention:** Students should be able to describe certain aspects of a civilization that apply to the one they created and the role they played in its success, by providing detailed reasoning and good arguments.

**Lesson Hook:** Students will be asked whether there is something from the morning session that can be improved.

### **Stage Plan:**

- Presentations will resume
- Peer feedback forms will be collected from students and students will be silent reading while we determine the “winners.”
- Award ceremony will ensue for the winners and gifts will be given to students.

**Lesson Closure:** Class will be thanked for their time, effort, and hospitality.

**Assessment:** Students should be able to describe certain aspects of a civilization that apply to the one they created and the role they played in its success, by providing detailed reasoning and good arguments.

**Enactivism:** Enacted learning is an active discourse that allows for the inclusivity of all children. It provides for a more active role of the whole class by using a hands-on approach. In this particular lesson plan, students are given the opportunity to explain about the civilizations they have created and the reasoning behind the choices they have made. They will ask/answer questions while other classmates take turns viewing the work of different groups.

### **Supplements:**

<b>Table 1</b>
<p><b>Rule 1:</b> The project can be done as a poster, a story, acting, musical, design drawing, anything! (explanations must be given/ presented as well)</p> <p><b>Rule 2:</b> Your civilization must work and be able to thrive.</p> <p><b>Rule 3:</b> You need to incorporate the characteristics of civilizations that we talked about.</p>

**Rule 4:** Something to consider:

- What are some resources or technologies that you might need in order for your civilization to work? Try to be as realistic as possible.
- Think about the environment setting. Places that are more suitable for living might have denser population. For example, there are more people in Vancouver downtown than a desert. What would you need in order to live in this environment?
- Who/ what will co-exist in your civilization? And who are the enemies?
- How the power is distributed in the society, and why would such arrangement work?
- Consider factors such as military, public health, transportation, education etc. (if your civilization is not about human beings, then think about the equivalent ones)

**Rule 5:** Be original and creative.

**Rule 6:** Have fun!

## **Resource critiques:**

The website Dictionary.com was used to look up the definition. This website has been one of the world's learning online source for English definitions, and its definition is extracted from the Collins English Dictionary.

The resources that we used in class include three YouTube videos:

- <https://www.youtube.com/watch?v=pMSwzhgkGFY>
- <https://www.youtube.com/watch?v=OILFK8oSNEM> (the first 6 mins)
- <https://www.youtube.com/watch?v=wOmjnioNulo> (the first 2 mins)

These resources were very engaging for the students, and they inspired many great thoughts.

The use of videos helped clarify our goals with the students as we believed visual information

might stimulate more thinking. The videos helped stimulate discussion and questions from students. Some students referred back to the videos shown when presenting about their civilizations. The problem with using YouTube videos was the issues surrounding credibility and reliability. We also found that using YouTube videos might have restricted students' thinking because they became self-critical of what they were planning on showing.