

Peoples of the Ancient World

A Closer Look at Early Civilizations

Technology today has made the world a smaller place, with differences in cultures seeming at the same time fewer and more noticeable. Archaeological finds have sparked the interest of people of all ages as we seek to answer those great human questions: who are we, and where have we come from? The *Peoples of the Ancient World* series helps answer those questions by transporting students back to the great and fascinating cultures of the past. The *Peoples of the Ancient World* Teacher Guide fuels further exploration of early civilizations and cultures with exciting, hands-on lessons. By using this guide, you have an opportunity to tap into high student interest while exposing students to broader historical issues.

Participation in these lessons will lead students to make global connections and to understand higher-level concepts, such as the evolution of world religions and the arts. Students will become aware of some of the issues involved in the creation of government, language and writing systems. They will realize that civilizations advance over the course of centuries rather than all at once.

The lesson plans in this guide are tailored for grades 4–6 and address various subjects including social studies, science, language and performing arts. Each lesson plan is designed to stand alone. As such, the lessons do not need to be presented in sequential order. Helpful reproducible worksheets appear at the end of the guide. The titles in the series include:

Life in Ancient Mesoamerica

Life in Ancient South America

Life in Ancient Japan

Life in Ancient Greece

Life in the Ancient Indus River Valley

Life in Ancient China

Life in Ancient Mesopotamia

Life of the Ancient Vikings

Life in Ancient Rome

Life of the Ancient Celts

Life in Ancient Africa

Life in Ancient Egypt

All lesson plans included in this guide may be used in combination with one or more of the *Peoples of the Ancient World* books.

As students investigate the topics addressed in the series and become more aware of the history of early civilizations, they will sharpen their critical thinking skills and understand how societies form. So jump in and ask questions with your class as you have fun learning about early civilizations!



National Standards Correlation

Lesson Plan Title	Correlation to National Standards
<p>Where in the World Did Civilizations Begin?</p>	<p>Social Studies</p> <p>The learner can construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.</p> <p>The learner can create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.</p> <p>The learner can locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans.</p> <p>The learner can examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.</p>
<p>Our City</p>	<p>Language Arts</p> <p>Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p> <p>Social Studies</p> <p>The learner can examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.</p> <p>The learner can observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.</p> <p>The learner can give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.</p> <p>The learner can explain and demonstrate the role of money in everyday life.</p>
<p>History, Her Story</p>	<p>Social Studies</p> <p>The learner can identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.</p> <p>The learner can give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.</p> <p>The learner can give examples of the role of institutions in furthering both continuity and change.</p> <p>The learner can show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.</p>
<p>Rapping It Up</p>	<p>Language Arts</p> <p>Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>Social Studies</p> <p>The learner can explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.</p> <p>The learner can give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of references.</p> <p>The learner can describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.</p>

Lesson Plan Title	Correlation to National Standards
Go for the Gold!	<p>Language Arts Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p> <p>Science Students should develop understanding of personal health.</p> <p>Social Studies The learner can show how learning and physical development affect behavior. The learner can work independently and cooperatively to accomplish goals.</p>
Decoding the Message	<p>Language Arts Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</p> <p>Science Students should develop understanding of history of science.</p> <p>Social Studies The learner can identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others. The learner can explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding.</p>
Archaeologists Dig It!	<p>Science Students should develop understanding of history of science.</p> <p>Social Studies The learner can use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information. The learner can demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.</p>
Vacation in Ancient Times	<p>Language Arts Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p> <p>Social Studies The learner can describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture. The learner can identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.</p>

For state specific educational standards, please visit <http://www.crabtreebooks.com/>.

Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
Where in the World Did Civilizations Begin?	Art Geography Social Studies	<ul style="list-style-type: none"> • creating and reading maps • landforms and land use • locations of early civilizations
Our City	Art Economics Language Arts Rhetoric Social Studies	<ul style="list-style-type: none"> • development of civilizations • main ideas of text • public speaking • the writing process
History, Her Story	Economics Language Arts Social Studies	<ul style="list-style-type: none"> • women’s roles and economic contributions in some early civilizations • how institutions shaped women’s roles in society
Rapping It Up	Dance Language Arts Music Social Studies	<ul style="list-style-type: none"> • how civilizations address needs through arts and culture • how civilizations interpret experiences through mythology and art
Go for the Gold!	Physical Education Social Studies	<ul style="list-style-type: none"> • sports of early civilizations • personal health and fitness
Decoding the Message	Art Language Arts Science Social Studies	<ul style="list-style-type: none"> • recognizing different language systems • recognizing that civilizations borrow from other language systems • writing and decoding a message in another language
Archaeologists Dig It!	Science Social Studies	<ul style="list-style-type: none"> • excavating an archaeological site • identifying a civilization by its artifacts • making an archaeological grid
Vacation in Ancient Times	Drama Language Arts Social Studies	<ul style="list-style-type: none"> • identifying main ideas in a text • writing a television commercial

Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
Where in the World Did Civilizations Begin?	2–3 class periods	estuary floodplains geysers glaciers hot springs isthmus lowlands oases peninsula plateau tributaries	Evaluate students' participation and cooperation during geography game. Evaluate students' maps for accuracy and detail using the checklist as a rubric.
Our City	2–3 class periods	civilization historians	Assess posters, reports, and presentations for completion, detail, and creativity.
History, Her Story	1–2 class period(s)	economy institutions	Check letters for appropriate focus and use of language, supporting evidence, grammar, spelling, and punctuation.
Rapping It Up	2 class periods	creation stories culture mythology	Assess performances for accuracy, comprehension of main concepts, and creativity.
Go for the Gold!	2 class periods	chariot discus javelin Olympics	Evaluate students' reproducibles, cooperation and participation. Evaluate students' reports for neatness, completion, spelling and grammar.
Decoding the Message	2 class periods	archaeologist archaeology character decode symbolize	Evaluate how students worked in groups, how groups reconstructed the pottery, and the accuracy of decoded messages.
Archaeologists Dig It!	2 class periods	archaeologist archaeology excavate	Evaluate students' group participation and reproducibles.
Vacation in Ancient Times	2 class periods	effective main idea	Evaluate students' work for accuracy of information, use of main ideas, and creativity.

Where in the World Did Civilizations Begin?

A Lesson on the Geography of Early Civilizations

Content

Students will strengthen their geography knowledge while learning how to create, read, and use maps. Students will learn geographical and topographical terms.

National Standards

The following standards will be addressed in the lesson:

Social Studies

The learner can construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.

The learner can create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.

The learner can locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans.

The learner can examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Verbal-Linguistic



Visual-Spatial

Prerequisites

Students should read books in the *Peoples of the Ancient World* series to familiarize themselves with the early civilizations described in the books. They should study the maps and review the geographical information given in the books, especially the definitions of words that describe the landforms and geographic features around which early civilizations formed.

Materials

- chalkboard and chalk or whiteboard and markers
- books from the *Peoples of the Ancient World* series
- student copies of the *Where in the World Did Civilizations Begin?* reproducible
- a world map
- index cards
- paper or poster board
- crayons, markers, or colored pencils

Instructional Procedure

Anticipatory Set

Write the vocabulary words *estuary, floodplains, geysers, glaciers, hot springs, isthmus, lowlands, oases, peninsula, plateau, and tributaries* on the board. Ask if students are familiar with any of these words and can tell what they mean. Then define the words. Remind students that the definitions are also in the glossaries of books in the *Peoples of the Ancient World* series. Show students pictures in the *Peoples of the Ancient World* series that illustrate these landforms.

Class Discussion

Review with students the locations of some of the major civilizations discussed in the books in the *Peoples of the Ancient World* series (for example, ancient Egypt and Mesopotamia). Point out the locations of the civilizations on a world map. Prompt students to look for any trends they see in where civilizations developed (such as proximity to water and availability of high ground). Ask the class: *Did landforms have anything to do with where civilizations developed?* Discuss how land features shaped how human beings used land in early civilizations. Then help students locate the Persian Gulf, the Middle East, Scandinavia, the Balkans, and Bohemia—areas of the world that are specifically discussed in the *Peoples of the Ancient World* series—on a world map.

Objectives

The student will be able to...

- find the locations of early civilizations on a world map
- define *estuary, floodplains, geysers, glaciers, hot springs, isthmus, lowlands, oases, peninsula, plateau, and tributaries*
- identify the Persian Gulf, the Middle East, Scandinavia, the Balkans, and Bohemia on a world map
- create a map

Activity

Part I

Erase the board and divide the class into two teams. Have ready index cards with the names of early civilizations and cards with the names of areas of the world in which these civilizations were found (such as Sumerians, the Middle East, Aztecs, South America, etc.). Write the vocabulary words on separate index cards. Explain to students that you are going to have a geography bee. Use the index cards to quiz a member of each team in turn. To earn points for their team, students should locate the civilization or area of the world given on the index card on the world map, or correctly define the vocabulary term. The team with the most points wins. Add incentive by rewarding the winning team with a homework pass or treat!

Part II

Have students choose one of the early civilizations described in the books in the *Peoples of the Ancient World* series. Give students paper or poster board and crayons, markers, or colored pencils and assign each to create a map showing the location of his or her chosen civilization. Remind students to include as many details as possible, such as rivers, tributaries, and other geographical features. Have them label the features of their maps. Tell students to complete the *Where in the World Did Civilizations Begin?* reproducible checklist, which will help them get the best possible grade on their maps.

Accommodations and Extensions

Encourage students who are having trouble defining the vocabulary words to use index cards to create vocabulary flashcards. Have students pair up and use their flashcards to quiz each other.

As an extension, have students create a world map that shows the locations of all the early civilizations described in the books in the *Peoples of the Ancient World* series.

As a further extension, have students present their maps to the class and explain the geographic features and other facts about their chosen civilizations. Have the presenters answer questions from the class. Presentations should be at least five minutes each.

Closure

Display students' maps around the room. Lead a class discussion about what the maps show about the ancient civilizations, such as what they needed (water, farmable land or access to trade routes) and what challenges people in those areas may have faced (rough terrain, dry land or harsh weather).

Assessment

Use the *Where in the World Did Civilizations Begin?* reproducible as a rubric to grade student maps and participation.

Our City

A Lesson on Building a Civilization

Content

Students will identify the main components of a civilization while strengthening their understanding of how civilizations rise, develop, and fall. They also will hone their writing and public speaking skills.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Social Studies

The learner can examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

The learner can observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.

The learner can give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.

The learner can explain and demonstrate the role of money in everyday life.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Logical-Mathematical



Verbal-Linguistic



Visual-Spatial

Objectives

The student will be able to...

- recognize the components of a civilization
- understand how a civilization develops
- identify main ideas from the text
- work with a group to create a poster, write a report, and give a presentation

Prerequisites

Students should read books in the *Peoples of the Ancient World* series, especially *Life in Ancient Mesopotamia*, before beginning this lesson. Review with students how to write a report.

Materials

- *Life in Ancient Mesopotamia* and other books from the *Peoples of the Ancient World* series
- student copies of the *Our City* reproducible
- pencils and paper
- poster board
- crayons, markers, or colored pencils

Instructional Procedure

Anticipatory Set

Write the words *civilization* and *historians* on the board. Explain that a historian is one who studies the people and things of the past. Explain that a civilization is a group of people with at least one common language, and a form of social organization or government. Give the class time to scan through *Life in Ancient Mesopotamia*.

Class Discussion

Ask the class: *What are some topics in Life in Ancient Mesopotamia?* (the location and birth of Mesopotamian civilization; landforms; the different peoples of the civilization; government; everyday life; the economy; languages; schools; religion; the arts; technology; the end of the civilization) Write student responses on the board. Have students flip through other books in the *Peoples of the Ancient World* series. Ask them if they notice that the same types of topics are covered in the other books. Tell them that these topics are usually what historians discuss when they are describing a civilization.

Activity

Divide students into small groups. Each group will create an imaginary civilization. Tell students to answer the questions on the *Our City* reproducible to help them create their civilization. Tell them that the components of their civilization can be real (real locations, real languages) or fictional (imaginary plants and animals, futuristic technology). Have each group write a two-page report on its civilization. Students should use proper grammar, punctuation, and spelling. Tell each group to use poster board and crayons, markers, or colored pencils to create a poster that illustrates components of its civilization, such as its location on a map, visual examples of its arts, and diagrams of its technology. Have each group present its civilization to the class and answer questions about the civilization's components.

Accommodations and Extensions

As an accommodation, have groups write a one-page report on its civilization instead of two, or use only actual aspects of real civilizations to create theirs.

As an extension, have students delve further into an aspect of their civilization. They could create art, sketch or make clothing typical of their civilization, play or write music typical of their civilization, or write about or make models of inventions or technology their civilization may invent or use.

Closure

After each group has presented, ask students to think about the presentations. Ask them which group presented the most complete picture of a civilization, and why they think so. After the students give their opinions, discuss what the students did well in the presentations and what they could have improved. For instance, one group might have presented a complete picture of its civilization's arts but neglected to talk much about its type of government. Stress that all of a civilization's components are important in understanding a civilization's development.

Assessment

Assess posters, reports, and presentations for fulfillment of all parts of the assignment, level of detail, and creativity.

History, Her Story

A Lesson on the Role of Women in Early Civilizations

Content

Students will learn about the roles of women in early civilizations while strengthening their reading and research skills. They will practice working effectively in small groups and then will articulate their thoughts on the roles of women in early civilizations by writing a letter to a friend.

National Standards

The following standards will be addressed in the lesson:

Social Studies

The learner can identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.

The learner can give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.

The learner can give examples of the role of institutions in furthering both continuity and change.

The learner can show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Logical-Mathematical



Verbal-Linguistic

Prerequisites

Have students look through the books in the *Peoples of the Ancient World* series to find the sections that discuss the roles of women. Point out that although some sections about women are explicitly labeled as such, students will have to read other sections more closely to find references to women.

Materials

- chalkboard and chalk or whiteboard and markers
- *Life of the Ancient Celts, Life in Ancient Egypt, Life in the Ancient Indus River Valley, Life in Ancient Africa, Life in Ancient Japan, Life of the Ancient Vikings, Life in Ancient Greece, and Life in Ancient Mesoamerica*
- student copies of the *History, Her Story* reproducible
- paper and pencils

Instructional Procedure

Anticipatory Set

Write the words *economy* and *institutions* on the board. Explain their definitions. Ask students: *What do the books tell you about the roles of women in early civilizations?* Write student responses on the board.

Class Discussion

Discuss with students the fact that women often were not considered the equals of men in early civilizations. Tell them that women often did not have the same rights as men when it came to marriage and divorce, careers, education, and home life. Tell students that in the United States, women were not granted the right to vote until 1920. Point out that even today in countries all over the world, including the United States, women are not always treated equally. (Give modern examples, such as “equal pay for equal work,” etc.) Also point out that at this time in history, women in some parts of the world have more rights than ever before. (Give modern examples such as the right to choose if, when, and whom they marry, the right to own property, the right to hold a government office, etc.)

Objectives

The student will be able to...

- use books in the *Peoples of the Ancient World* series to perform research
- work in a group to discuss the results of research
- compare and contrast the roles of women in different civilizations
- write a letter to a friend about the roles of women in different civilizations

Activity

Part I

Divide students into small groups. Tell the groups to look through the books mentioned on the Materials list and find the sections that discuss the roles of women. Ask each group to elect one of its members to write on a piece of paper what the group discovers about the roles of women in each of the eight books. (If time is an issue, tell students to work with only a certain number of the eight books.) Ask the groups to pay special attention to what the books mention as the reasons for the treatment women received: Were religious, political, or cultural institutions at the root of discrimination against or equal treatment of women? Did the treatment of women change over time? Ask the groups also to pay special attention to the ways that women contributed to their society's economy, whether it was by functioning as a leader, farming or herding, creating a product such as pottery or rugs, caring for children, cooking and doing household chores, or pursuing another career such as medicine.

Part II

Distribute student copies of the *History, Her Story* reproducible. Have each student choose two of the books mentioned on the Materials list. Tell students that they will pretend that they live in one of the civilizations and write a letter to a friend who lives in the other civilization. Students should tell their friends what life is like for girls and women in their civilizations and compare and contrast it with what life is like for girls and women in their friends' civilizations, using the reproducible to help them. In the letter, students should also draw a conclusion about which civilization offers women more freedom. Students should use correct grammar, spelling, and punctuation. Since the audience is a friend, the tone of their letters should be friendly and not formal.

Accommodations and Extensions

Provide extra assistance with the writing of the letter to students who struggle with writing fluency. Allow these students to work with a partner to draft their letters.

As an extension, have students write a letter to a second friend who lives in yet another civilization. Students should compare and contrast the roles of women in the first two civilizations with the roles of women in the third civilization, and draw a conclusion about which civilization offers women more freedom.

Closure

Discuss with students the fact that the treatment of women in many early civilizations was related to the views of women held by government or religious institutions. Ask students to name the many ways women contributed to the economies of their civilizations. Write their responses on the board. Stress that even when women were restricted to caring for children and running households, they contributed to the economy, because if they were not there to do those jobs, society could not function.

Assessment

Check letters for appropriate focus and voice, use of language, use of supporting evidence, and correct grammar, spelling, and punctuation.

Rapping It Up

A Lesson in the Arts and Culture of Early Civilizations

Content

Students will examine the artistic and cultural aspects of an early civilization while expressing themselves through music and dance.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Social Studies

The learner can explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

The learner can give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of references.

The learner can describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Interpersonal



Musical



Verbal-Linguistic

Prerequisites

Students should read books in the *Peoples of the Ancient World* series before proceeding with the lesson. Have students pay particular attention to the sections on the arts, culture, creation stories and other myths.

Materials

- chalkboard and chalk or whiteboard and markers
- *Life in Ancient Mesoamerica* and other books from the *Peoples of the Ancient World* series
- copies of the *Rapping It Up* reproducible for small groups
- a CD or cassette tape player
- paper and pencils

Instructional Procedure

Anticipatory Set

Write the words *creation stories*, *culture*, and *mythology* on the board. Explain their definitions. Have students read the “Arts and Culture” section on pages 24–25 and the “Creation Stories” box on page 15 of *Life in Ancient Mesoamerica*. Then have students skim other sections of the book for other references to arts and crafts.

Class Discussion

Discuss with students the “Arts and Culture” section of *Life in Ancient Mesoamerica*. Ask students to name the kinds of art the Mesoamericans created. Write student responses on the board. Students should mention carvings, sculpture, pottery, music, jewelry and architecture. They also might say that Mesoamericans played a ball game and that they altered their bodies in artistic ways (tattoos, piercings.) Urge students to find descriptions of arts and crafts in other parts of the book. (fabric weaving, bookmaking) Ask students what needs and concerns the Mesoamericans addressed through their arts and culture. (For example, Mesoamericans fulfilled their need to remember and honor important historical events by carving stone panels that depicted the events.) Direct students’ attention to the “Creation Myths” box on page 15. Explain that most civilizations created a mythology, a series of stories called myths that explain things such as how their civilization began, or how the earth came to be and why they have certain religious rituals. Point out that many civilizations also have other myths to explain occurrences in nature and other important historic events.

Objectives

The student will be able to...

- identify main ideas about myths, arts, and culture from the text
- explain how creation stories, other myths, arts, and culture help civilizations explain experiences and address needs and concerns
- write a song or rap
- choreograph a dance

Activity

Divide students into small groups. Give each group a copy of the *Rapping It Up* reproducible. Tell them to choose one of the books in the *Peoples of the Ancient World* series. Each group will compose a song or rap about the creation myths or other myths of its chosen civilization. The song or rap should mention how the civilization's myths explained experiences. Alternately, groups can compose a song or rap about the arts and culture of their chosen civilization. In that case, the song or rap should mention how the civilization's arts and culture fulfilled its needs and concerns. Groups also should choreograph a simple dance to accompany their song or rap. Groups will perform their dance and song or rap for the class. Tell students that they may set the lyrics of their song or rap to the tune of a familiar song, such as "Old MacDonald Had a Farm" or "Twinkle, Twinkle, Little Star." Students may bring in a cassette tape or CD of music to accompany their performance. Performances should be about five minutes long.

Accommodations and Extensions

Place students in mixed-ability groups to accommodate different learning rates and styles.

As an extension, ask students to do further research on the myths of their chosen civilization and write a report on them.

Closure

Have groups perform their song or rap and dance for the class. Afterwards, each group should answer questions from the class about its chosen civilization's myths or arts and culture.

Assessment

Assess performances for accuracy of information, student comprehension of main concepts, creativity, and proper length.

Go for the Gold!

A Lesson on the Sports of Early Civilizations

Content

Students will examine the place and purpose of sports and physical activities in early civilizations while learning about the importance of physical fitness in their own lives.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Science

Students should develop understanding of personal health.

Social Studies

The learner can show how learning and physical development affect behavior.

The learner can work independently and cooperatively to accomplish goals.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Interpersonal



Verbal-Linguistic

Prerequisites

Students should read the sections on sports and physical activities from the following books: *Life in Ancient Greece*, *Life in Ancient Japan*, *Life in Ancient China*, *Life in Ancient Mesoamerica*, *Life in Ancient Egypt*, and *Life in Ancient Africa*. Before the lesson, ask students to bring in sports equipment for show-and-tell of the sports or physical activities (such as skating) that they enjoy. Have them wear comfortable clothes and tennis shoes on the day of the lesson. Arrange for volunteers (perhaps parents) to be present to demonstrate martial arts.

Materials

- basketballs
- CD or cassette tape player and dance music
- sticks and string
- magnets and paper clips
- paper “fish” and a circular “fishing pond”
- paper and pencils
- student copies of the *Go for the Gold!* reproducible

Instructional Procedure

Anticipatory Set

Tell students that they will be learning about and participating in sports or physical activities of early civilizations. Ask students to think about which sports and physical activities they enjoy. Invite students who have brought things for show-and-tell to present them to the class.

Class Discussion

Discuss with students the information on sports and physical activities that is included in the *Peoples of the Ancient World* series. Ask students to tell you what they know about the Olympics. Have a student volunteer read aloud the section on the Olympics in *Life in Ancient Greece*. Review with students the definitions of *chariot*, *discus*, *javelin*, and *Olympics*. Ask students to discuss which sports or physical activities they most enjoy, or what they most like to watch on TV or during the Olympics. Write student responses on the board. Tell students that when they exercise, they are helping keep themselves healthy and fit. Point out that people who exercise reduce the likelihood that they will develop certain diseases or conditions, such as diabetes, heart attacks, and strokes. Encourage students to discuss what they know about exercise and fitness as a class.

Objectives

The student will be able to...

- work collaboratively in small groups to participate in sports or physical activities
- work individually to participate in sports or physical activities
- write about personal interests and goals relating to health and fitness

Activity

Have a class Olympics Day. Set up six stations either indoors or outdoors, depending on the weather. The stations should be staffed by staff or parent volunteers. Divide students into small groups and have them rotate among the stations. The volunteer at each station will talk with each group of students in turn about the sports or physical activities of the early civilization represented at that station. At the Japan station, a volunteer will demonstrate karate or jujitsu moves or positions, and will lead students in practicing them. Students will run races at the Greece station. At the China station, a volunteer will demonstrate Tai Chi moves and will lead students in practicing the moves. Students will play basketball at the Mesoamerican station. (Basketball is as close as one can get to the ball game the Mayans and Aztecs played without having access to the paddles they used.) At the Africa station, students will dance to recorded music. At the Egyptian station, students will “fish” with magnets tied to strings on sticks. The paper fish will sport paper clips, which will stick to the magnets on the fishing poles. The “fish” will be in a circular container that will serve as a pond.

Accommodations and Extensions

Students with physical disabilities may act as “courtside reporters” observing and taking pictures of (or drawing) the sports or physical activities at each station, or they may choose to complete modified versions of the sports or physical activities.

Students with physical disabilities may also write an “Ancient Sports Section” reporting on the class Olympics Day.

As an extension, have students do research on the sports or physical activities of early civilizations. These sports or physical activities could be the ones covered on your Olympics Day, or they could be others that were mentioned in the books (such as sumo wrestling or samurai fighting in *Life in Ancient Japan*). Then have students write short news stories and make an “Ancient Sports Section” as class.

Closure

Have students write a one-page report about their favorite activity of Olympics Day, their favorite sport or physical activity in general, and why they think it is important to exercise.

Assessment

Evaluate students’ reproducibles for accuracy and participation. Evaluate students’ reports for neatness, completion, spelling and grammar.

Decoding the Message

A Lesson on Language Systems

Content

Students will learn about the language systems of early civilizations while learning about the work of scholars who decode ancient languages.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Science

Students should develop understanding of history of science.

Social Studies

The learner can identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.

The learner can explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Logical-Mathematical



Verbal-Linguistic



Visual-Spatial

Prerequisites

Students should read *Life in Ancient Egypt*, concentrating on the “Language and Learning” section. Review with students the definitions of *archaeologist*, *archaeology*, *character*, *decode*, and *symbolize*.

Materials

- a picture of the Rosetta Stone
- *Life in Ancient Egypt*, *Life in Ancient Africa*, *Life in Ancient China*, and *Life in Ancient Japan*
- student copies of the *Decoding the Message* reproducible
- 5–7 pieces of very inexpensive pottery
- paint and paint brushes
- pencils

Instructional Procedure

Anticipatory Set

Show students the Rosetta Stone picture. Remind them that without the stone, archaeologists and other scientists and scholars might never have decoded Egyptian hieroglyphs. Ask students to study the key on page 16 of *Life in Ancient Egypt* that equates Egyptian hieroglyphs with letters of the English alphabet. Tell students that this key is their Rosetta Stone for the lesson!

Class Discussion

Ask the class: *How did ancient Egyptians develop their language system?* (They borrowed a system from people who lived in Mesopotamia and adapted it for their own use.) Remind students that early civilizations often developed language systems by borrowing from those of other civilizations. Have student read the “Words and Wisdom” section of *Life in Ancient Africa* to see how the Nubians of Kush used Egyptian hieroglyphs as the basis for their language. Have students read the “Script and Scholars” section of *Life in Ancient China* and the “Language and Learning” section of *Life in Ancient Japan* to see how the Japanese used Chinese characters when they first began writing down their language. Ask students to think of reasons why people might want to borrow or adapt writing systems rather than create new ones. Then, discuss the complexity of Egyptian hieroglyphs with students. Point out that there were more than 700 symbols, each representing an entire word, syllable, or letter of the alphabet.

Objectives

The student will be able to...

- recognize that different civilizations have different language systems
- write a message with ancient Egyptian hieroglyphs
- decode a message written with ancient Egyptian hieroglyphs

Activity

Divide students into small groups. Give each group a piece of pottery, paint, and paint brushes. Tell students to use the key on page 16 of *Life in Ancient Egypt* and their *Decode the Message* reproducible to draft a message that they will then paint on their piece of pottery. When the pottery has dried, each group will trade its piece of pottery with another group. Groups then will use the key on page 16 to decode the message on the pottery they received from another group. Each group will tell the class its decoded message, and the group that wrote the message originally will tell whether the others decoded their message correctly.

Accommodations and Extensions

Encourage students with reading difficulties to take a leading role in painting the message on the pottery.

As an extension, have students research another language system, perhaps cuneiform (*Life in Ancient Mesopotamia*) or runes (*Life of the Ancient Vikings*) and write a message in that language. Have students trade and decode the messages.

As a further extension, challenge students to be archaeologists. Take the pottery away from the groups and break it into several pieces. (Be sure to use hard pottery that will not have jagged edges). Scatter the pottery in a pile on the floor of the classroom and have groups first put pieces together, then try and decode the messages.

Closure

Stress the importance of understanding and respecting the fact that civilizations often borrow writing systems and new words from other languages. Tell students that understanding how different languages develop can help us understand how unique cultures still have things in common.

Assessment

Assess how well students work in groups, how well groups reconstruct the messages on their pieces of pottery, and the accuracy of their decoded messages.

Archaeologists Dig It!

A Lesson on the Work of Archaeologists

Content

Students will excavate an “archaeological site” using an archaeologist’s scientific methods, including a grid system. They will determine which early civilization lived on the site by examining the artifacts they find. They also will construct a simple time line showing the evolution of the civilization based on which artifacts they find in which layers.

National Standards

The following standards will be addressed in the lesson:

Science

Students should develop understanding of history of science.

Social Studies

The learner can use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.

The learner can demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Interpersonal



Logical-Mathematical



Visual-Spatial

Prerequisites

Students should read books in the *Peoples of the Ancient World* series before proceeding with the lesson.

Before the day of the activity, chose a civilization (or two, if you want to put a different one in each tub) and assemble “artifacts” from that civilization. Be sure to include distinctive artifacts that will identify a civilization for students (i.e., miniature mummies and “gold” for ancient Egypt, stones with hieroglyphs or other language systems painted on them, boats and toy weapons for ancient Vikings, etc.) Bury the artifacts in potting soil in the rubber tubs. Be sure to bury artifacts in layers at different depths to tell a story about the civilization. (For instance, you might bury simple pottery deepest, miniature skeletons throughout, and more intricate “tools” or jewelry higher up.) On the day of the activity, spread old newspapers on the floor under and around the dig tubs. It might be helpful to enlist a parent or other volunteer for the lesson.

Materials

- chalkboard and chalk or whiteboard and markers
- books in the *Peoples of the Ancient World* series
- student copies of the *Archaeologists Dig It!* reproducible
- small paint brushes
- beach digging tools (small shovels, trowels, etc.)
- grid paper and pencils
- various “artifacts” from the civilization chosen by the instructor: small figurines, pottery, trinkets and plastic jewelry, etc.
- two large plastic tubs
- potting soil
- old newspapers

Instructional Procedure

Anticipatory Set

Write the words *archaeologist* and *archaeology* on the board. Explain their definitions. Explain that archaeologists spend a long time working on a site, painstakingly moving dirt and debris a little at a time so that they don’t damage any artifacts they are digging up. Show students the digging tools and paint brushes and explain that they will be using these tools to dig up artifacts and brush away dirt in their own archaeological dig! Tell students to wear old clothes on the day of the activity as they are almost certain to get dirty.

Objectives

The student will be able to...

- excavate an archaeological site using scientific methods
- identify a civilization by the artifacts they find at an archaeological site
- construct a simple time line

Class Discussion

Ask students what they think of when they hear the term *archaeologist*. Ask them how long they think it takes archaeologists to excavate a dig site. Discuss with them why it can take such a long time—often years—to dig a site. Explain that they will be working faster than archaeologists do because they will have a smaller site to dig. Then, ask students how they think archaeologists might record the things they find. Show students the graph paper and explain that they will draw the site on the graph paper and divide it into squares (labeled A1, A2, etc.) on a grid so that they can draw where they found each artifact. Model this by drawing a graph on the board and labeling it in a quadrant. Then show students how to draw a cross-section of the dig site (using simple rows without columns) so that they can draw at what depth they found each artifact.

Activity

Divide students into two groups. Give one tub or “archaeological site” to each group. Have the students in each group take turns using the digging tools and brushes to uncover the artifacts you buried. When they dig up items, have them transfer the items to newspaper to brush off any excess dirt. Have students use their graph paper to note where their group found each artifact. (Students should do this individually.) When the groups have dug up all the artifacts, have them discuss and decide which civilization lived on the site. The questions on the *Archaeologists Dig It!* reproducible will help them in this task. Then have them each use the reproducible to draw a time line of major events in the civilization’s history that they can deduce from the artifacts they found.

Accommodations and Extensions

Allow students who are having difficulties making their grid to work with a partner.

As an extension, have students turn their findings into a newspaper article. Tell them to pretend that they are newspaper reporters covering the excavation of an important archaeological site.

Closure

Discuss with the class which civilization (or civilizations) lived on the archaeological site (or sites). Ask students why they came to the conclusions they did, and which artifacts pointed them toward the correct civilization. Have students direct you as you draw a time line on the board for the civilization. Ask them to explain why they placed events in the order that they did.

Assessment

Assess how well students worked in groups, how well students constructed a grid, and whether they correctly identified their civilization.

Vacation in Ancient Times

A Lesson on Identifying Main Ideas

Content

Students will identify the main ideas in one of the books in the *Peoples of the Ancient World* series. Working in a group, they will write and perform a television commercial that seeks to persuade people to spend their vacation in the chosen civilization.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Social Studies

The learner can describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

The learner can identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Musical



Interpersonal



Verbal-Linguistic

Objectives

The student will be able to...

- identify main ideas from a text
- work with a group to create a commercial

Prerequisites

Students should read books in the *Peoples of the Ancient World* series before proceeding with the lesson. Review with students the term *main ideas* and how to identify them.

Materials

- books in the *Peoples of the Ancient World* series
- student copies of the *Vacation in Ancient Times* reproducible
- CD or cassette tape player, if needed

Instructional Procedure

Anticipatory Set

Ask students to explain the purposes of television commercials. Write student responses on the board. Explain the definition of the word *effective*. Have students describe television commercials that they find especially effective. Ask them to explain why they think some commercials are effective.

Classroom Discussion

Choose one of the books in the *Peoples of the Ancient World* series and give students time to scan through it. Ask students to identify its main ideas. Write student responses on the board. Ask students how they determined the most important ideas. Students should use examples from the book to justify their responses.

Activity

Divide students into small groups. Tell the groups that they are each going to pick one of the remaining books in the *Peoples of the Ancient World* series. Each group will read through its chosen book together and write the book's main ideas on the *Vacation in Ancient Times* reproducible. Then each group will write a commercial for its chosen civilization. The commercial will try to convince people who live in current times to hop into a time machine and take a vacation in the early civilization. Commercials should play up elements of the early civilization that students think would appeal to the modern-day vacationer. Groups should use the main ideas of their chosen books in the commercials. Remind students of their thoughts on what makes commercials effective. Tell them to think about using those techniques in their commercials. Have groups assign roles in the commercial to its members. Everyone should have a speaking role. Students can bring in CDs or cassette tapes of music to use in their commercials. Give groups time to practice their commercials.

Accommodations and Extensions

If students feel uncomfortable having speaking roles in the commercials, give them extra time to practice their lines and a partner with whom to practice.

As an extension, have students write a second commercial; this time, the commercial will warn vacationers away from an early civilization. The commercial will play up all the elements of the civilization that vacationers would find dangerous (for instance, human sacrifice in Mesoamerica).

For a further extension, have students use their chosen books to create a travel brochure for their civilization, including a map of where the civilization was located, and during what years it was at its height.

Closure

Have groups perform their commercials for each other or to another class. After all groups have presented, have students vote on which civilization they would most like to visit on vacation.

Assessment

Assess how well students worked in groups, the accuracy of the information in their commercials, the use of main ideas from the text, and the creativity of the commercial.

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Where in the World Did Civilizations Begin?

Map Guide

Does my map include. . .

The name of my civilization?

Rivers and lakes?

Mountains, if any?

Color?

The names of oceans or seas?

Important city names?

A map key?

A compass rose?

What should someone looking at my map know about my civilization?

Our City

Directions: Answer the following questions to help your group create a civilization.

1. Where is your civilization? What landforms and water masses are there?

2. What is the weather like here? What kinds of plants and animals are there?

3. What kind of government does your civilization have? What are leaders called? Who chooses them?

4. What is the language or languages of your civilization? What are the schools like? Who goes to school?

5. How do the people of your civilization get food? What do they trade with other peoples? What do they use for money?

6. Describe the culture of your civilization. What kind of art or entertainment do the people have?

7. What is your civilization called?

History, Her Story

Directions: Use the questions to help you compare the roles of women in two different civilizations. You might not be able to answer every question, but you should answer most of them in your letter to a friend.

In each civilization...

- were women considered the equals of men? Why or why not?
- were women given more freedom if they were members of the upper class?
- did women's status change at some point in the civilization's history? Why?
- could women inherit and own property?
- could women choose when and whom they married? Could they divorce?
- could women be rulers or leaders? Could they hold other jobs?
- were girls allowed to attend school? Did they learn the same things as boys?
- what were a woman's responsibilities in the home? Were they the same as a man's?
- what goods and services did women provide for their society? For their families?

Go For the Gold Rubric

Score Key

3= Great

2= Good

1= Okay

Category	My score for myself	My teacher's score for me
Participating in stations <ul style="list-style-type: none"> • listening to volunteer • participating to the best of my ability 		
Report details <ul style="list-style-type: none"> • description of favorite Olympics Day activity • description of favorite sport or activity in general • thoughts on why exercise is important 		
Grammar, punctuation, neatness and spelling		

Total: _____ /18

Group Members _____

Decoding the Message

Directions: Write your group's message in English on the lines below. Then, copy the message in Egyptian hieroglyphs. Use this copy to paint the message onto your pottery.

Directions: On the lines below, decode and write the message that your group received from another group.

Archaeologists Dig It!

Directions: Discuss the questions below with your group members to help you decide which civilization lived on the site that you are excavating.

- What artifacts did you find at the site?
- Are there any distinctive arts or crafts?
- Are there clues about a distinctive language system?
- Are there any coins or other types of money?
- Are there any skeletons or other types of human remains?
- Are there any distinctive inventions?
- Are there any carved scenes that are distinctive to one civilization?

This civilization is: _____

Directions: Use the line below to create a time line of the civilization that lived on your site. Decide which events happened earlier or later in time based at what layer of dirt you find certain artifacts buried. (Usually, things buried deepest happened first.) You will not be using specific dates on the timeline.

Deepest Layer

Middle

Top



Group Members _____

Date: _____

Vacation in Ancient Times

Our book title is _____

The main ideas from our book are...

- _____
- _____
- _____
- _____

Directions: Use the space below and the back of the sheet to write a rough draft or sketch of your group’s commercial.