

# Ancient Worlds Inside Out

## TEACHER'S GUIDE

Social studies curriculum expectations ask students to identify, compare, and understand aspects of daily life in different early societies. Using primary and secondary sources, students should be able to synthesize information about early societies—especially their relationship to the environment and how it affects their culture and methods of survival. The engaging series *Ancient Worlds Inside Out* uses primary sources to explore these themes with readers. Each title explores an ancient society's structure, agriculture, beliefs, interrelationships, education, and more through the lenses of primary sources. Readers are given the opportunity to use the source to understand what life was like in early societies.

The *Ancient Worlds Inside Out* Teacher's Guide explores themes found in the books, encouraging students to develop historical questions about the past, delve into and compare primary sources as windows into the past, and compare life today with life in an ancient society. They will also explore the connection between an ancient society and the environment in which they live. Students participating in the lessons in this guide will be encouraged to make text-to-text, text-to-world, and text-to-self connections.

The lessons in this guide are tailored for grade 4 and can be taught as stand-alone lessons. Each lesson is inquiry based and helps students develop the historical inquiry skills they need to successfully interpret and understand history. Reproducible worksheets and assessment tools accompany each lesson. The titles in *Ancient Worlds Inside Out* are:

*Ancient China Inside Out*  
*Ancient Egypt Inside Out*  
*Ancient Greece Inside Out*  
*Ancient Maya Inside Out*  
*Ancient Mesopotamia Inside Out*  
*Ancient Rome Inside Out*

# PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
Exploring the Past	3 to 4 class periods*	ancient artifact audience date maker origin primary source question secondary source
In their Environment	2 class periods	arable climate deforestation effect environment features global warming impact landscape mountain needs overpopulation plains plateau precipitation recreation shelter valleys
A Day in the Life	2 to 3 class periods	backgrounds education journal entry nomadic perspective poor rural slave urban wealthy

\* 1 class period = 40-60 minutes

# ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

## Instructional Strategies

- Break tasks into parts with accompanying timelines
- Provide extra time for processing of oral information
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provide model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

## Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

## Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

# LESSON 1

## Exploring the Past

### Curriculum Correlations

#### C3 Framework

- D2.His.9.3-5.
- D2.His.10.3-5.
- D2.His.12.3-5.
- D2.His.13.3-5.
- D2.His.16.3-5.

#### Ontario Social Studies

Grade 4 Heritage and Identity: Early Societies

- A2.1
- A2.2
- A2.4
- A2.5
- A2.6
- A3.2

### Materials

- *Ancient Worlds Inside Out* books
- White board with markers or chalkboard with chalk
- Poster or display board
- Chart paper and markers.
- Computers and printer
- *Exploring the Past Worksheet*
- *Exploring the Past Rubric*
- *Exploring the Past Exit Card*

### Objectives

Students will:

- Understand that we use primary and secondary sources to answer questions about the past.
- Formulate questions to guide an investigation about an ancient society.
- Use books to gather and analyze two primary sources that help to answer their question about the past.
- Present their findings by creating a poster or display board.

### Setting the Stage

Have a class discussion about an ancient society of choice. Teacher can choose which society to focus on based on class interest or initiatives. Ask students:

- What do we want to know about ancient \_\_\_\_\_?

Have students brainstorm answers to the question in small groups. Have them write their answers on chart paper.

After 5 to 10 minutes, invite each group to tape their piece of chart paper up at the front of the classroom. Go over students' answers together. Discuss some of the things that they want to learn about ancient \_\_\_\_\_. Ask students why those topics interest them and why they would like to learn more about them.

Tell students that when historians want to learn information about an ancient society, they decide on one thing to focus on and formulate a question to lead their investigation. As a class, turn some of the topics identified on the chart paper into historical questions. Some examples might be:

- What foods did families eat in ancient Maya?
- What did children learn in school in ancient Greece?
- How did people build homes in ancient Mesopotamia?
- How did farmers grow food in ancient China?
- Who were the gladiators in ancient Rome?
- What were the religious beliefs of rulers in ancient Egypt?

Create an anchor chart together with students that lays out the questioning process.

**Write and review that a question has:**

- **A specific place and time**
- **A specific subject, such as children, farmers, and rulers**
- **A specific topic, such as education, religion, or shelter.**

Remind students that general questions are too broad for historians to research. They need the questions to guide their research in a specific way.

Next, ask students how we might find out the answers to our questions. Allow them to "Think, Pair, Share" some answers to this question. Lead students to the answer:

- **We find answers to historical questions by studying primary and secondary sources.**

Write the definitions for primary and secondary sources on the anchor chart:

- **A primary source is a piece of evidence that has been preserved and handed down from the past. A primary source was created by someone who witnessed the event or lived in that time period.**
- **A secondary source is one person's description or interpretation of a historical event or era. A secondary source is created by a person who did not witness or participate in the event or era.**

Class discussion: Types of sources. Students might mention:

- **Primary sources**
  - ▶ Written sources created at the time, such as newspaper or magazine articles, letters, diaries, laws, treaties
  - ▶ Visual sources taken or created at the time, such as photographs, drawings, paintings, cartoons, videos
  - ▶ Artifacts or objects from the time, such as clothing, cooking tools, inventions
  - ▶ Statistics collected at the time, such as census data or weather records

- **Secondary sources**

- ▶ Textbooks, journal articles, or books about history
- ▶ Reviews of art, such as paintings and films
- ▶ Visual sources such as paintings, drawings, and maps made after the event
- ▶ Websites
- ▶ Newspaper or magazine articles written about the past

Direct students to a book in the *Ancient Worlds Inside Out* series. Any book can be chosen as an example.

Show students a primary source on any page of the book. Explain to students that the books in this series use primary sources, usually artifacts, to illuminate one part of life in an ancient society. Tell them that the books themselves are secondary sources, as they are the authors' interpretation of the past.

Use the primary source example in the book to model primary source analysis:

Show students how the artifact can give us information about the ancient society. Explain to students that when we look at a primary source, we want to find out the following information to determine if it will help us answer the question:

- **Maker, date, place of origin, intended audience, and purpose.**

Go through example with students so they have some prior knowledge with which to complete the assignment.

### Activity

Hand students *Ancient Worlds Inside Out* books, as well as devices for individual research. Students may also need library time for research. Hand students *Exploring the Past Worksheet* to guide their projects.

Explain to students that they will formulate their own historical question that will direct their research about an ancient society that interests them. They can choose any of the six ancient societies included in the *Ancient Worlds Inside Out* series.

Using their worksheets, they need to formulate a historical question about the ancient society that interests them. Their question needs to fit the criteria listed on the anchor chart.

Using the historical question as their guide, they need to find two primary sources that can give them information about their topic.

They should use the books as their primary research sources, but they may also use their devices or other library books.

Students need to fill out their *Exploring the Past Worksheet*. They then need to create a poster or display board that shows their historical question and the primary sources that help give an answer to the question.

Each poster or display board should include:

- The historical question developed
- A drawing or printed photograph of each primary source
- A label for each primary source, classifying the type of source
- A short sentence describing the primary source
- Two to four sentences describing how the primary source answers the historical question.

Teacher can choose to share the *Exploring the Past Rubric* with students so that they are aware of the expectations for their poster or display board.

### Extensions

- Have students find a secondary source that also helps answer their historical question, and add it to their poster or visual display.
- Invite students to answer the same question about another early society, and compare the two societies in a written paragraph.
- Students can choose one primary source in *Ancient Worlds Inside Out* and use it to give a presentation to their peers, identifying which historical questions that source might be helpful to answer (thinking about the same activity backward)

### Wrap-Up

Display the posters around the classroom and have students conduct a gallery walk in which they review their peers' work.

Hand students *Exploring the Past Exit Card*. Have them complete the questions on the exit card and hand in.

### Assessment

Assess student understanding of major concepts using *Exploring the Past Exit Card*. Assess students' posters using *Exploring the Past Rubric*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Exploring the Past Worksheet

I am interested in: [name the ancient society, the subject, and the topic you are interested in]

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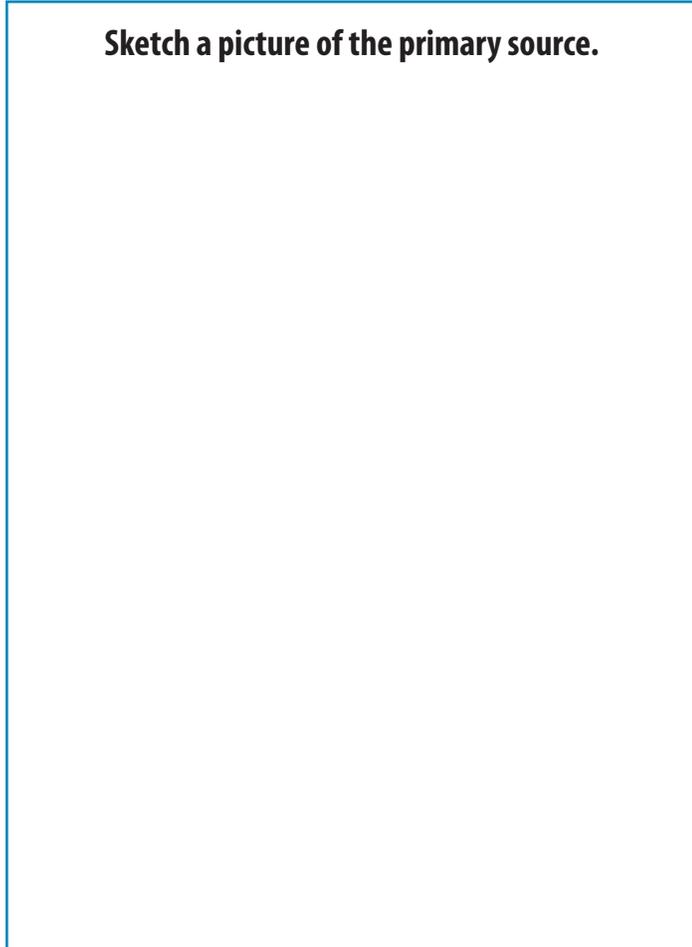
My historical question is:

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### Primary Source 1

Sketch a picture of the primary source.

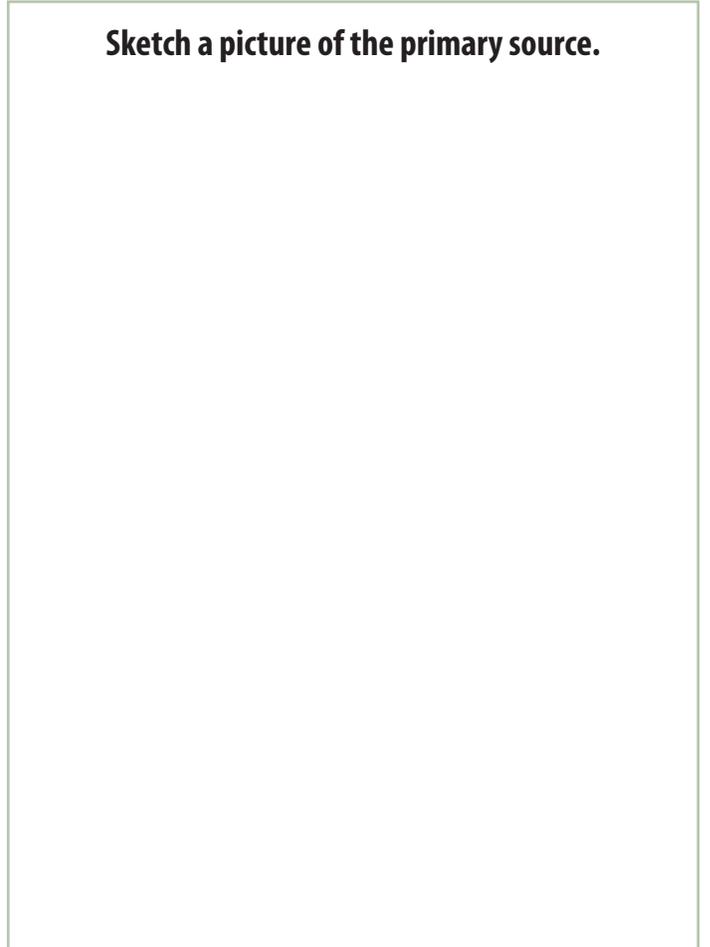


**Label the primary source. What type of source is it?**

(Artifact, written source, visual source)

### Primary Source 2

Sketch a picture of the primary source.



**Label the primary source. What type of source is it?**

(Artifact, written source, visual source)

# Exploring the Past Worksheet

## Primary Source 1

Identify the information you know about the source:

Maker: \_\_\_\_\_

Date: \_\_\_\_\_

Place of origin: \_\_\_\_\_

Intended audience: \_\_\_\_\_

\_\_\_\_\_

Purpose: \_\_\_\_\_

\_\_\_\_\_

How does the primary source help answer your historical question? (Answer using two to four sentences.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Primary Source 2

Identify the information you know about the source:

Maker: \_\_\_\_\_

Date: \_\_\_\_\_

Place of origin: \_\_\_\_\_

Intended audience: \_\_\_\_\_

\_\_\_\_\_

Purpose: \_\_\_\_\_

\_\_\_\_\_

How does the primary source help answer your historical question? (Answer using two to four sentences.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Now, turn the information on this worksheet into a visually-engaging poster for your peers.**

**Include the following information on your poster:**

- The historical question developed.
- A drawing or printed photograph of each primary source.
- A label for each primary source, classifying the type of source.
- A short sentence describing the primary source. Include the information you know: what is the maker, place of origin, intended audience, date, or purpose?
- Two to four sentences describing how the primary source answers the historical question.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Exploring the Past Exit Card

Why is it important to ask specific, historical questions to guide research into the past?

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What is a primary source? Define using your own words.

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What is a secondary source? Define using your own words.

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What challenges did you face when finding primary sources to answer your question?

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In two or three sentences, formulate a brief answer to your historical question, using the primary sources you found.

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Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Exploring the Past Rubric

	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b>	Historical question does not fit criteria and primary sources are unclear or incorrectly labeled and described.	Student creates historical question that somewhat fits criteria and finds, labels, and describes two primary sources with some clarity issues.	Student creates historical question that fits criteria and correctly finds, labels, and describes two primary sources.	Student creates historical question that fits criteria and, finds, labels, and describes, showing exceptional insight, two primary sources.
<b>Thinking</b>	Student does not explain how each primary source helps them answer their historical question.	Student somewhat explains how each primary source helps them answer their historical question.	Student clearly explains how each primary source helps them answer their historical question.	Showing exceptional insight, student clearly explains how each primary source helps them answer their historical question.
<b>Application</b>	Student does not show application of knowledge of historical inquiry and source materials to explain how primary sources help them answer a historical question.	Student has some clarity challenges and somewhat applies knowledge of historical inquiry and source materials to explain how primary sources help them answer a historical question.	Student applies knowledge of historical inquiry and source materials to explain how primary sources help them answer a historical question.	Showing exceptional insight, student applies knowledge of historical inquiry and source materials to explain how primary sources help them answer a historical question.
<b>Communication</b>	Student does not use appropriate vocabulary and visuals are unclear.	Student uses somewhat-appropriate vocabulary and somewhat-clear visuals to communicate information about their historical inquiry.	Student uses appropriate vocabulary and clear visuals to communicate information about their historical inquiry.	Student uses high-complexity vocabulary and clear visuals to communicate information about their historical inquiry.

Additional notes:

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# LESSON 2

## In their Environment

### Curriculum Correlations

#### Ontario Social Studies

Grade 4 Heritage and Identity: Early Societies

- A1.4
- A2.2
- A3.4
- A3.5

#### C3 Framework

- D2.Geo.4.3-5.
- D2.Geo.5.6-8.
- D2.Geo.6.6-8.
- D2.Geo.10.6-8.

### Materials

- *Ancient Worlds Inside Out* books
- *Cause and Effect Worksheet*
- *Comparing Connections Exit Card*
- *Cause and Effect Checklist*
- “Cause and Effect” Cards
- Devices with Internet access, for research

### Setting the Stage

Help students think about the ways we are influenced by, and how we influence, our local, national, and global environments.

Pass out “Cause and Effect” Cards” to students. Cut cards individually prior to lesson. Each student gets one card. Each card has an environment-related cause or effect. Students need to find their “partner” by roaming the classroom and comparing their cards with those of their peers.

There may be some overlap in the cards had by students—this is okay, but ensure that each student will have a partner. Be sure to check with partners to make sure they are sitting with the correct pair.

When students have found their partner, they should sit together and speak about the cause and effect they have been given. Give students five minutes to discuss in their pairs.

Hold class discussion about how we influence, and are influenced by, our environments. Discussion prompts include:

- Share your cause and effect. How does it describe how we affect the environment, or how the environment affects us?
- Which causes and effects can be found in our local environment? Which can be found in the global environment?
- How does your cause and effect relate to how we meet our needs in the following areas: food, housing, clothing, recreation?

### Objectives

Students will:

- Identify some major features of the environment and landscape in which an ancient society lives.
- Understand that the environment in which a society lives affects the daily lives of the people who live there.
- Explore and explain how an ancient society uses the land and environment around them to meet their needs, and the effects humans have on their environment.
- Compare the connections between two societies and the environments in which they live.

## Activity

Explain to students that every ancient society affected, and was affected by, their environment. We can learn a lot about an ancient society by learning about its connection with its environment.

Define environment:

- **The physical surroundings in a place.**

Go over some examples of features of environment and landscape:

- Climate or usual temperature
- Regular precipitation (rain, snow)
- Oceans, rivers, lakes
- Mountains, plateaus, hills, plains, valleys, forests
- Soil, rock, sand, clay
- Natural plant life or other vegetation

Hand each student the *Society and Environment: Cause and Effect Worksheet*.

Explain to students that they will choose one ancient society and fill out the worksheet. They will explore how each society affects and is affected by the environment, when it comes to their daily lives and how they meet their needs for survival.

Students should use the books in *Ancient Worlds Inside Out* and their devices for research. Give students a class period to complete their worksheets.

## Extensions

- Have students choose one cause—effect relationship to flesh out and make a short, 5-minute presentation about it.
- Post the worksheets around the class and have a gallery walk in which students write on a Post-it note something new they learned from their peers' worksheet.

## Wrap-Up

Have each student pair up with a peer who explored how a different ancient society was connected with its environment. Compare the two. How did each society rely on, and affect, their physical environment?

Each student fills out the *Comparing Connections Exit Card*, which asks them to describe the similarities and differences between the two ancient societies.

Class discussion to complete lesson:

- How did the ancient society rely on their environment for things like food and shelter?
- How did the ancient society affect their environment? Consider both positive and negative effects.
- Which ancient societies did you compare, and what did you learn?
- What were some similarities between the two societies you compared? What were some differences?

## Assessment

Use *Cause and Effect Checklist* to assess the *Environment and Society: Cause and Effect Worksheet*. Assess *Comparing Connections Exit Card* for student understanding and application of knowledge in their comparison.

## Cause and Effect Cards

### Causes

Strong agricultural industry

Many fishermen

Large oil pipeline spill

City is becoming overpopulated

Large expanses of flat, cleared grassland

Arctic landscape with freezing temperatures  
and snowy, icy landscape

Beautiful mountains used for outdoor activities

### Effects

Flat, arable land

Village on the coast of an ocean

Soil is contaminated, and plants are killed

Large urban sprawl and many commuters

Jobs for cattle ranchers who raise  
cows that graze on grass

Travel by dog sled and  
warm clothing made from furs

High tourism, providing jobs  
and boosting economy

## Cause and Effect Cards

### Causes

New housing developments in small cities

Oil fields offering many job opportunities

High use and disposal of plastics

Extremely hot climate

Deforestation for agriculture

Melting glaciers due to global warming

River that floods often

### Effects

Local plants and animals are threatened because their ecosystems are destroyed to build houses

Cities being built in areas where there is a lot of oil

Pacific Garbage Patch, a huge island of ocean plastic

Light, linen clothing to keep cool

Forest ecosystems being harmed

Polar bears unable to use ice to hunt, and starving

Homes on stilts

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Environment and Society: Cause and Effect Worksheet

The ancient society I chose is: \_\_\_\_\_

The environment in which the ancient society lives is: \_\_\_\_\_

Some major physical features of the environment in which my ancient society lives are:

Use words and/or sketches to answer the questions about each part of life in the ancient society.

	<b>Cause</b> What environmental features impacted the ancient society? What practices by the ancient society impacted the environment?	<b>Effect</b> What was the effect of the environmental impact on the ancient society? What was the effect of the ancient society's impact on the environment?
<b>Food and agriculture</b>		
<b>Shelter or housing</b>		

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

### Environment and Society: Cause and Effect Worksheet

Recreation		
Employment		
Clothing		

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Comparing Connections Exit Card

Give one example that shows how the environment affected daily life in your ancient society.

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Give one example that shows how your ancient society affected the environment in which they live.

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Which ancient society did you compare with yours?

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Name one way your ancient society has a similar relationship to the environment as the other ancient society.

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Name two ways your ancient society has a different relationship to the environment, compared to the other ancient society.

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Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Cause and Effect Checklist

Criteria	Met	Somewhat Met	Not Met
Student identifies the environment in which their ancient society lives, and identifies at least one major physical feature of that environment.			
Student identifies the environment in which their ancient society lives, and identifies at least one major physical feature of that environment.			
Student describes how the ancient society affects their environment.			
Student shows insightful comparison between their ancient society and another, in relation to their relationship with the environment. Student identifies one way the societies are similar and two ways the societies are different.			
Student uses appropriate, topic-specific vocabulary on their worksheet and exit card.			

Additional notes:

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# LESSON 3

## A Day in the Life

### Curriculum Correlations

#### C3 Framework

D2.His.2.3-5.

#### Ontario Social Studies

Grade 4 Heritage and Identity: Early Societies

A1.3

A3.3

#### Common Core State Standards

CCSS.ELA-LITERACY.W.4.3

CCSS.ELA-LITERACY.W.4.4

CCSS.ELA-LITERACY.W.4.5

CCSS.ELA-LITERACY.W.4.6

#### Ontario Language Arts Standards

Writing Standards: Grade 4

Overall Expectations 1, 2, 3

### Materials

- *Comparing Daily Life Venn Diagram*
- *Ancient Worlds Inside Out* books
- Chart paper and markers
- Devices with Internet access for research
- Computers and printer for good copies
- *Day in the Life Worksheet*
- *Journal Entry Rubric*

### Setting the Stage

Ask students to write a list of things they do each day, from the beginning of the day to the end. Invite students to share their “day in the life” and have a class discussion about what their typical days entail. Ask students questions such as:

- What do students eat and wear?
- How do they travel?
- What do they learn at school and what activities do they do after school?
- What is their house like?
- Where do families get their food?

Choose one book in *Ancient Worlds Inside Out* series to read or review as a class.

For this lesson, *Ancient Rome Inside Out* has been used as an example.

Ask students:

- What do you think life was like for a child in ancient Rome?

Have a class discussion. Invite students to “Think, Pair, Share” if discussion does not flow.

To pique students’ interest, show them the videos below. These detail a day in the life of a male teen, and of female sisters.

- Male teen: <https://bit.ly/2DI05rP>
- Female sisters: <https://www.youtube.com/watch?v=RQMgLxVxsrw&vl=en>

Ask students:

- What differences did you notice between the day in the life of a male teen and the female sisters?

Students should identify that the experience of a male and female are different in ancient Rome and name a few of the ways why the experiences are different.

Ask students:

- Can you think of any other things, besides gender, that might mean that people, including children, have different experiences from one another?

Students may name the following characteristics:

- Wealthy, poor, slave, urban, rural, nomadic

### Objectives

Students will be able to:

- Describe the differences between the lives of children of different backgrounds in an ancient society.
- Describe a day in the life of a school-aged child in two different ancient societies.
- Compare life of a child in a specific ancient society to the life of a child today.

## Activity #1

Place students in groups of three or four. Hand each group *Comparing Daily Life Venn Diagram*. Explain that they will compare aspects of daily life between people of different backgrounds in one ancient society.

Each group gets one *Ancient Worlds Inside Out* title, along with a device on which to conduct outside research, if needed.

Students will compare the following aspects of life:

- Housing
- Food
- Education
- Clothing
- Recreation

Give students half an hour to fill in their Venn Diagrams as a group. Conference with students as they work to keep them on the right track.

Have each group present their Venn Diagram when they have completed the activity. Ask each group to identify the differences between the people of different backgrounds, in different areas of their lives.

Have a short class discussion to consolidate what students learned in their activities. Ask them how the daily lives of people of different backgrounds differ and are the same.

## Activity #2

Ask students to think about some ways that their lives differ from children from different backgrounds in the ancient societies we have studied. Allow students to “Think, Pair, Share” to brainstorm some answers.

Explain to students that they will choose a child from a certain background, in a certain ancient society. Students can choose a subject (background and society) that interests them.

Students will write two journal entries describing a day in the life of a child. Entry should cover such things as housing, food, education, clothing, and recreation (as previously established in Activity 1).

- One entry describes a day in the life of a child today. Students can think back on the setting-the-stage activity and draw from personal experience to write their entry.
- One entry describes a day in the life of a child from a particular background, in an ancient society. Students can use the books in *Ancient Worlds Inside Out* and devices to research this journal entry.

Hand students *Day in the Life Worksheet*. Instruct them to fill out the worksheet in addition to writing their journal entries.

The worksheet has the information students need to complete their journal entries and guides them in creating the entries. Teacher may also choose to share the rubric with students so that they understand the expectations of the assignment.

## Extensions

- Have students pair up and create a role-play activity in which they act out a conversation between two children in different ancient societies.
- Invite students to pair up and tell the other about the child they wrote about, explaining the difference between their lives and the lives of children in ancient societies. Have each pair share one or two main ideas they spoke about.

## Wrap-Up

Have students edit or peer-edit the journal entries before typing up a good copy and printing to hand in.

Ask students to share some of the similarities and differences they noticed when writing the two journal entries. Focus on the connections they make with themselves and how they compare with each other. Have a short class discussion.

Invite students to share their journal entry from the perspective of the child in the ancient society. Students who choose not to share can listen respectfully.

## Assessment

Collect journal entries and *Day in the Life Worksheet*, and use the *Journal Entry Rubric* to assess. Take anecdotal notes while students are participating in the activities throughout the lesson.

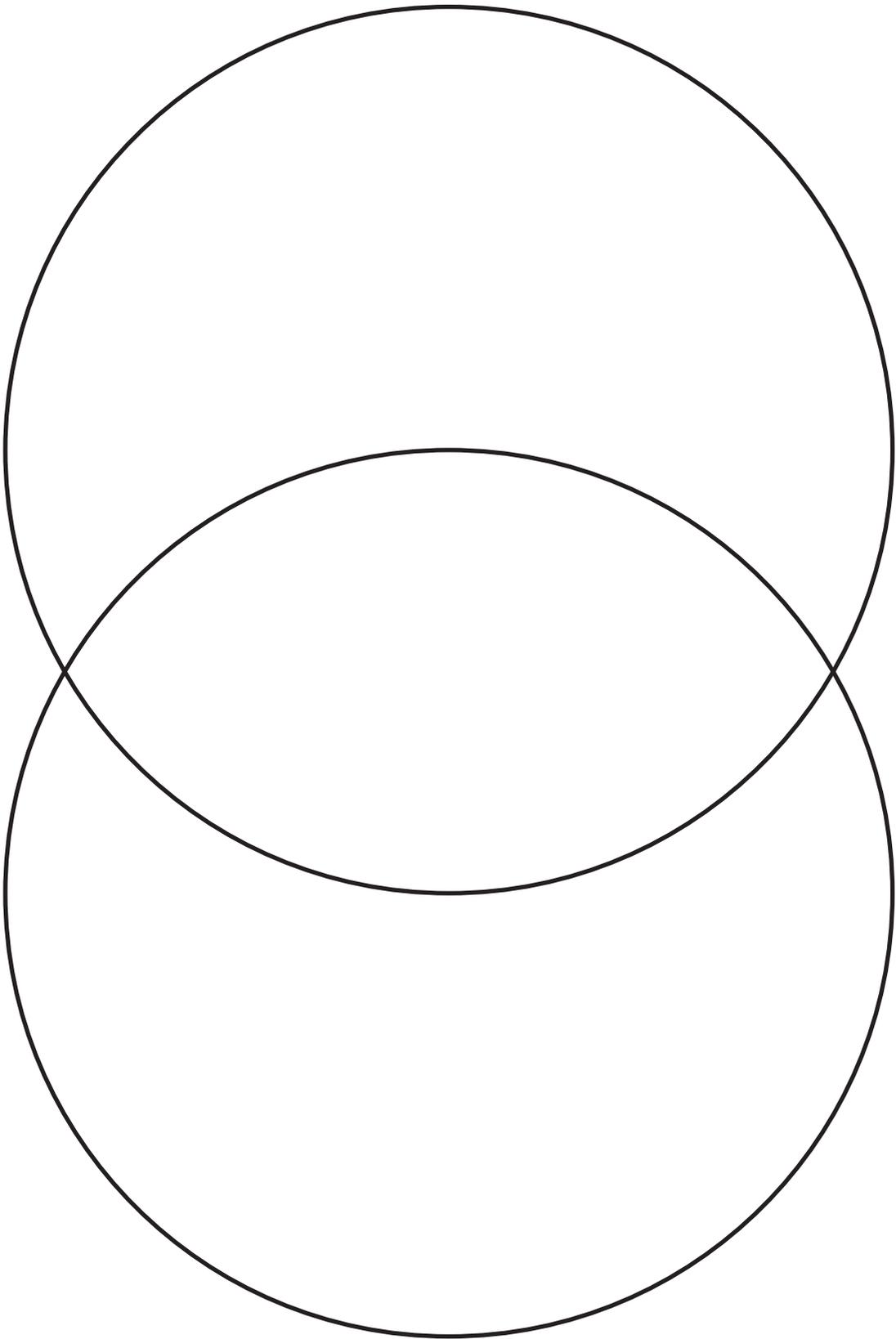
**Names:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### **Comparing Daily Life Venn Diagram**

Choose one ancient society and compare the lives of people of two different backgrounds. Compare housing, food, education, clothing, and recreation.

The ancient society we chose is: \_\_\_\_\_

**Person from a \_\_\_\_\_ background**      **Person from a \_\_\_\_\_ background**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Day in the Life Worksheet

You will write two journal entries that describe a day in the life of two different children:  
one who lives today, and one who lives in an ancient society.

Your journal entries should cover at least three of the following topics:

- Housing, food, education, clothing, and recreation.

Use vocabulary you have used to describe life in the ancient society.

I have chosen to write from the perspective of a child in ancient \_\_\_\_\_.

The child is from a \_\_\_\_\_ background.

Use the chart below to write some ideas to plan your journal entries.

Life of a child today	Life of a child in ancient _____

Write three to four sentences that compare the lives of a child today and a child in the ancient society.

What are the similarities? What are the differences?

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Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Journal Entry Rubric

	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b>	Student identifies 1 or zero of the following: clothing, housing, food, education, and recreation	Student identifies 2 of the following: clothing, housing, food, education, and recreation	Student identifies 3 of the following: clothing, housing, food, education, and recreation	Student accurately and clearly identifies 3 or more of the following: clothing, housing, food, education, and recreation
<b>Thinking</b>	Student does not identify, or wrongly identifies, the perspective of a child in an ancient society.	Student somewhat identifies the perspective of a child in an ancient society.	Student accurately identifies the perspective of a child in an ancient society.	Showing exceptional insight, student identifies the perspective of a child in an ancient society.
<b>Application</b>	Application of knowledge about life in an ancient society is limited in comparison, which is unclear or incomplete.	Student shows some application of knowledge of life in an ancient society by writing a comparison in less than three sentences.	Student applies knowledge of life in an ancient society to write a clear comparison in three or four sentences.	Student shows excellent insight as they apply their knowledge of life in an ancient society by writing a clear comparison in three or four sentences.
<b>Communication</b>	Perspective may be missing from students' writing. Student uses limited topic-specific vocabulary and some proper grammar and spelling, with significant mistakes.	Student writes from two perspectives, but perspective may be unclear. Student uses some topic-specific vocabulary and some proper grammar and spelling, with some mistakes.	Student writes from two perspectives, uses topic-specific vocabulary, and writes with proper grammar and spelling, with limited mistakes.	Student writes from two clear perspectives, uses topic-specific vocabulary with ease and skill, and writes with proper grammar and spelling, with no mistakes.

Additional notes:

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