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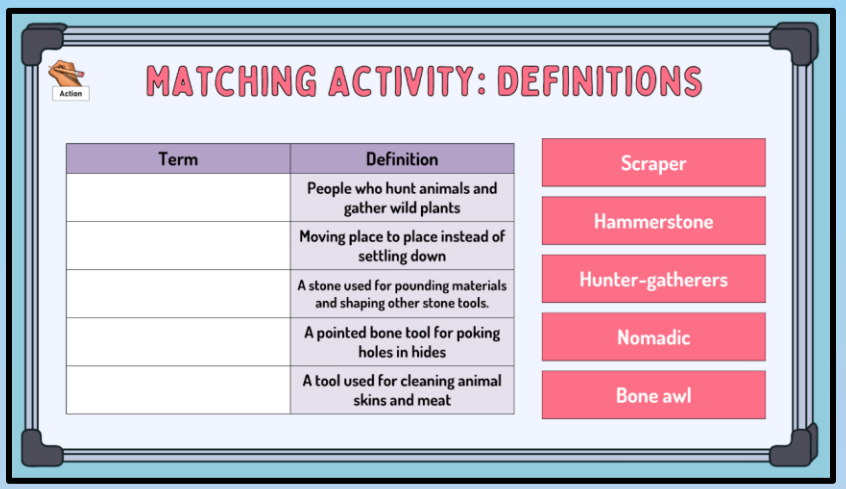
The Ancient World to the 7th Century– Grade 7

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



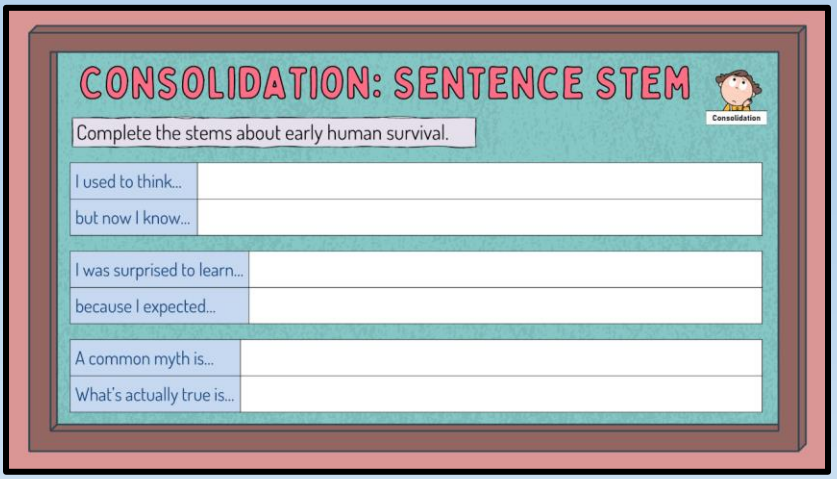


Part 2 – Action!

- Writing
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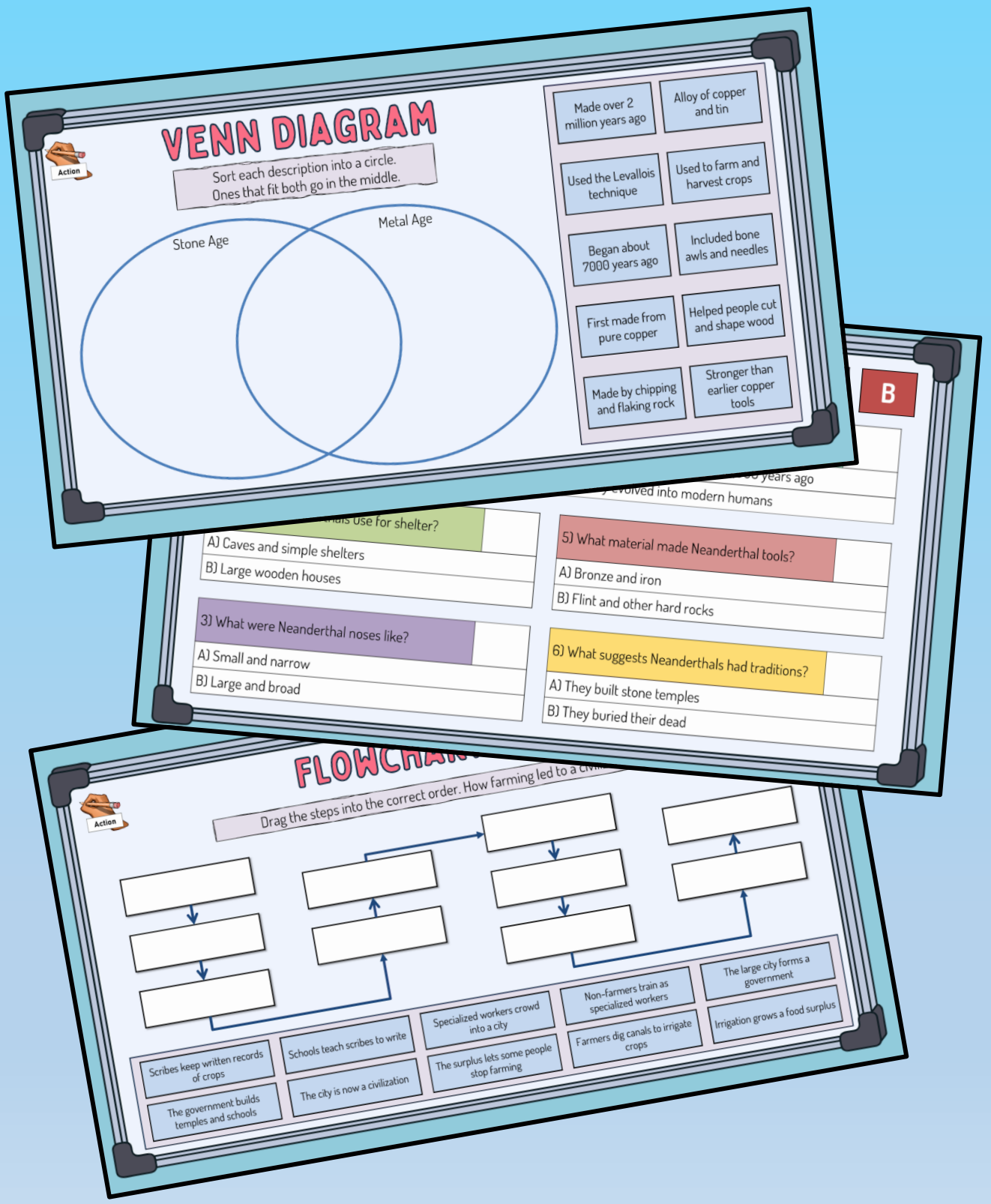
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- Exit Cards
- Quizzes
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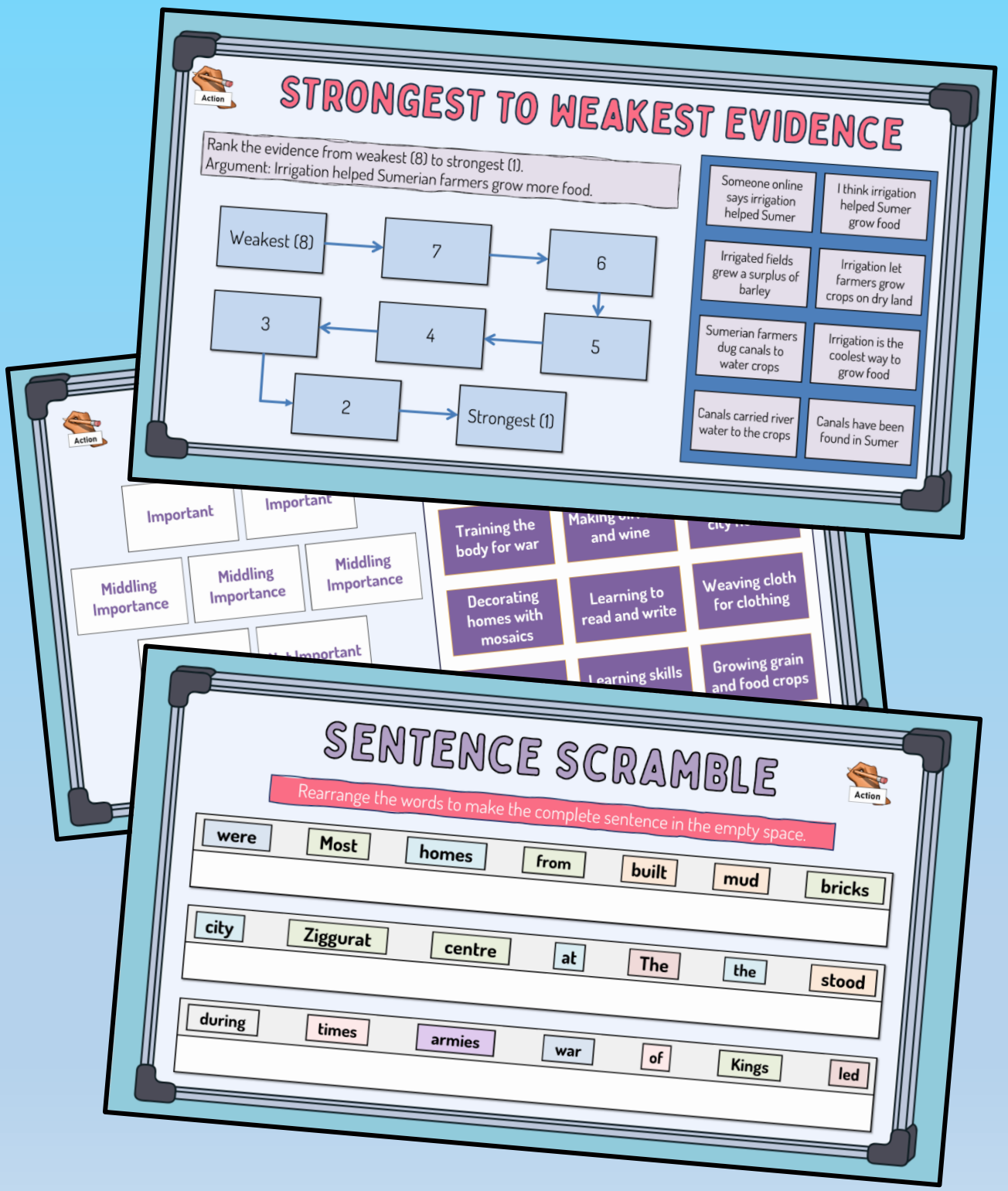
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The Ancient World to the 7th Century– Grade 7



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The Ancient World to the 7th Century– Grade 7

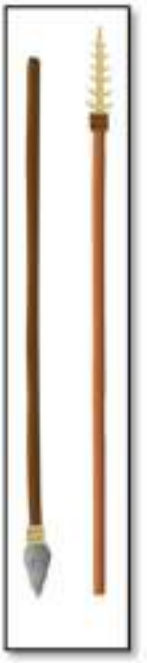


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Grade 7 – Social Studies Unit

The Ancient World to the 7th Century



Big Idea 1: Geographic conditions shaped the emergence of civilizations.

Big Idea 2: Religious and cultural practices that emerged during this period have endured and continue to influence people.

Big Idea 3: Increasingly complex societies required new systems of laws and government.

Big Idea 4: Economic specialization and trade networks can lead to conflict and cooperation between societies.

	Curriculum Expectations	Pages
7.1		
7.2		4-75, , 152
7.3	Features and characteristics of civilizations and factors that lead to their rise and fall	2-68, 88-95, 131-135, 139-140, 147-151, 153-155, 160-164
7.4	Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas	76-78, 134-135
7.5	Scientific, philosophical, and technological developments	69-71, 96-97, 100-101, 156-159, 165-170, 173-178
7.6	Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration	74-75, 79-84, 123-130, 136-138, 179-180
7.7	Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas	72-73, 98-99, 102-116, 121-122, 141-146, 171-172

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ANCIENT WORLD TO 7TH CENTURY



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Curriculum Connection
7.1

First Humans on Earth

First Humans
The first humans lived on Earth between **5 million and 7 million years ago**. Scientists believe they lived in **Africa**, where some apelike ancestors began walking on two legs. Walking upright helped them travel farther, carry food, and use their hands for tools. These early humans had to adapt to changing environments and learn new ways to survive.
Unlike people today, early humans did not have cities, farms, or modern technology. They depended on nature for everything they needed. Over time, they developed skills that helped them find food, protect themselves, and move from place to place. Their ability to learn and adapt helped humans survive for millions of years.

Food
The first humans were **hunters and gatherers**. This means they hunted animals and gathered food. Their diet included: meat from animals such as deer, rabbits, and smaller mammals, fruits, nuts, berries, roots, seeds collected from plants, and insects and eggs, which provided protein and nutrients. Because food was not always available, humans had to keep searching for new sources throughout the year.



Getting Around
Early humans traveled mainly on foot. They followed animals and moved to places where food and water could be found. They were **nomadic**, meaning they did not stay in one place for very long and did not build permanent homes. Living a nomadic lifestyle allowed them to survive in different environments. They often traveled in small groups and worked together for safety from dangerous animals and harsh weather conditions.



Tools
Early humans used simple tools made from **stone, wood, and bone**. These tools made everyday tasks easier and helped them survive.
Some common tools included:

- Sharp-edged stones for cutting and chopping.
- Wooden spears for hunting and protection.
- Bone awls for making holes in hides and wood.
- Hammerstones for cracking nuts and seeds.
- Scrapers for cleaning animal skins and preparing meat.

These early tools were important inventions that helped humans become more successful hunters, gatherers, and survivors.



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Curriculum Connection
7.1

Questions

Use information from the text to support your answer.

1) When and where did the first humans live?

2) What tools did the first humans use?

PREVIEW

Multiple Choice

1) A circular rock	Scraper	Hammerstone
2) A bone that is pointed	Bowl	Scraper
3) A chipped stone that is sharp	[illegible]	Hammerstone
4) What did the first humans eat?	[illegible]	French Fries
5) They moved around, so they were...	Sedentary	[illegible]

True or False

Circle whether the statement is true or false.

1) The first humans lived between 5 million and 7 million years ago.	T	F
2) Early humans first lived in Africa.	T	F
3) The first humans stayed in one place and built permanent homes.	T	F
4) Early humans were hunters and gatherers.	T	F
5) Early humans only ate plants and never ate meat.	T	F
6) Nomadic means moving from place to place.	T	F

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Curriculum Connection
7.1

Migrating From Africa

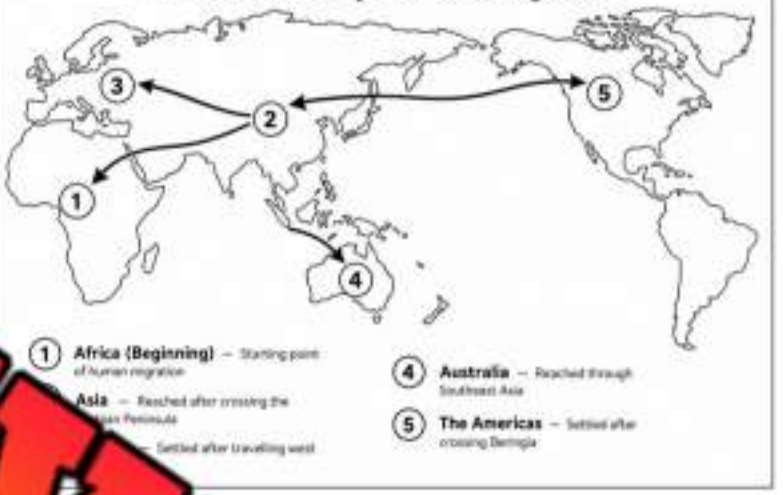


After living in Africa, early humans began migrating to other parts of the world, spreading their cultures and adapting to new environments. Over thousands of years, these migrations led to human populations living on every continent except Antarctica.

Out of Africa

Around 70,000 years ago, early humans, known as Homo sapiens, started migrating out of Africa. They crossed [illegible] and entered the Arabian Peninsula, beginning a journey that would [illegible] spread humans [illegible] Scientists believe migration occurred as people searched for food, resources, and better conditions.

Where Did Early Humans Migrate?



Into Asia and Europe

After leaving Africa, humans moved eastward into Asia and westward into Europe. By about 50,000 years ago, they had reached parts of Asia and the Middle East. Around 45,000 years ago, humans arrived in Europe, where they encountered other human species such as the Neanderthals. Over time, they spread throughout the continent and adapted to different climates.

Settling Australia

Early [illegible] reached Australia around 50,000 years ago. They travelled through Southeast Asia [illegible] crossed stretches of water [illegible] land bridges that existed at the time. Once there, they adapted to Australia's unique environment and developed their own cultural traditions.



The Americas and Beyond

Around 15,000 years ago, humans crossed a land bridge called Beringia, which connected Siberia and Alaska. They gradually moved throughout North America and eventually into South America, adapting to many different environments along the way.

Factors Influencing Migration

Several factors encouraged early human migration:

Climate Change: Weather changes made some areas easier or harder to live in.

Resources: People followed animals and searched for food and water.

Population Growth: More people needed more land, food, and resources.



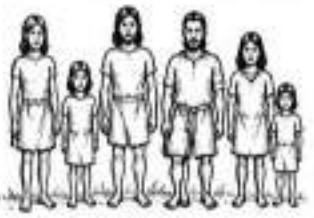
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Curriculum Connection
7.1

Direction

Circle the reasons why early humans migrated.

			
Looking [illegible]od	Wanting a television	Population growth	Looking for a shopping mall
			
Finding better places to live	[illegible]ange	Searching for [illegible]esources	Following animals, they hunted

PREVIEW

Multiple Choice

Circle the best a[illegible]

1) The First Humans moved because of	Cl[illegible]	Visiting Family
2) What was the name of the land bridge?	[illegible]ia	Bering
3) They came to the Americas how many years ago?	50 000	
4) When did the First Humans move out of Africa?	60 000 YA	[illegible]000 YA
5) They used walking and _____ to migrate.	Planes	Boats

Journey

Number the locations in the correct order of early human migration.

									
	America		Africa		Australia		Europe		Asia

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Curriculum Connection
7.1

Quiz Check-In	This quiz will assess students' understanding of the concepts covered in the "Migrating from Africa" worksheet.

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Early humans first lived in Africa before moving to other places.	T	F
2) They began leaving Africa about 70,000 years ago.	T	F
3) Early humans crossed the Red Sea to reach new lands.	T	F
4) Early humans only migrated to Europe and nowhere else.	T	F
5) Some early humans reached the Americas using a land bridge.	T	F
6) They migrated to find food and better living conditions.	T	F

Name: _____

Mark

Is the statement true (T) or false (F)?

1) Early humans first lived in Africa before moving to other places.	T	F
2) They began leaving Africa about 70,000 years ago.	T	F
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Name: _____

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6) They migrated to find food and better living conditions.	T	F

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Curriculum Connection
7.1

Neanderthals

Ancient Humans Thrive During the Ice Age

Neanderthals were a group of ancient humans who lived during the Ice Age. They survived in cold and changing environments for thousands of years.



Where and When Neanderthals Lived
Neanderthals lived in parts of Europe and western Asia from about 400,000 to 40,000 years ago. They lived in caves, grasslands, mountains, and forested areas, adapting to the resources and climates around them.

Physical Differences
Neanderthals were shorter and stockier than modern humans. Their larger noses may have helped warm cold air before it entered their lungs. They also had wider rib cages, stronger muscles, and a more prominent brow ridge, which helped them survive in cold environments.

Homes and Shelter
Many Neanderthals lived in natural caves that protected them from harsh weather and predators. Others built simple shelters using branches, animal skins, rocks, and bones. These shelters helped keep them warm and safe.

"Neanderthals were highly adapted to life in cold Ice Age environments."

Tools and Survival
Neanderthals made stone tools for hunting, preparing food, and crafting. They created hand axes, scrapers, and spear points from flint and other hard rocks. They also used wood, bones, and antlers to make useful tools.

How Did They Travel?
Neanderthals walked on foot across long distances. They followed animal herds and moved to find food, water, and shelter. Their strong legs helped them travel through forests and rough terrain.

Traditions
Evidence suggests that Neanderthals buried their dead, showing they may have had beliefs or traditions. Archaeologists have also found shells and animal teeth that may have been used as jewellery.

Although Neanderthals disappeared around **40,000 years ago**, their fossils, tools, and shelters continue to help scientists learn about human evolution and survival during the Ice Age.

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Curriculum Connection
7.1

Direction Draw a line to match each Neanderthal feature with its purpose.

Features			Purpose
1. Animal fur	▪	▪	A. Protection from weather
2. Caves	▪	▪	B. Hunting animals
3. Wooden spears	▪	▪	C. Protection form cold air
4. Strong	▪	▪	D. Long-distance travel
5. Ston	▪	▪	E. Preparing food and hides

True or Fals he the statement is true or false.

1) Neanderthals lived ,000 to 40,000 years ago.	True	False
2) Neanderthals had smalle an s.	True	False
3) Neanderthals made more advanced t ear ans.	True	False
4) Neanderthals only used rocks for thei ools.	True	False
5) Neanderthals used guns to hunt.	True	False

Question If you could spend one day with a Neande ha vant to learn from them?

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7.1

Compare List all the differences you can see between Neanderthals and the modern humans.





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7.1

Early Humans and Neanderthals

As early humans migrated into Europe and Asia around **45,000 years ago**, they came into contact with **Neanderthals**, who had already been living in these regions for hundreds of thousands of years. This encounter marked the beginning of a long period of interaction between t[illegible] human groups. Scientists [illegible] that these meetings influenc[illegible] groups lived, survi[illegible] their envir[illegible]ts.



PREVIEW

Cultural Exchan[illegible]

Early humans and [illegible] shared ideas and know[illegible] each other's way of life. Th[illegible] exchange may have included t[illegible] for making tools, hunting animals, preparing food, and building shelters. By observing one another, both groups may have learned new survival strategies that helped them adapt to changing environments.



Interbreeding

Genetic evidence shows [illegible]hat early humans and [illegible]nderthals interbred. As [illegible] many people [illegible] outside of Africa [illegible] all per[illegible]ge o[illegible]rthal [illegible]. Scienti[illegible] this interbreeding occ[illegible] in Europe and Asia an[illegible]ted to [illegible]netic diversity fo[illegible] od[illegible] populations.



Competition for Resources



Early humans and Neanderthals lived in some of the same regions and may have competed for important resources such as food, water, shelter, and hunting grounds. This competition affected migration patterns and made survival more challenging for both groups. As populations grew, access to resources became increasingly important.

Decline of Neanderthals

Neanderthals disappeared [illegible]und 40,000 years ago, but scientists are still studying the exact reasons why. Several factors may have contributed to their decline, including competition with early humans, climate change, disease, and changing environmental conditions. These challenges may have made it difficult for Neanderthals to survive over time.



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7.1

Who am I?

Read each clue. Write **EH** for **Early Human** or **N** for **Neanderthal**.

Lived in Europe and western Asia for thousands of years.		Lived during the Ice Age and adapted to harsh environments.	
Some of my DNA is still found in many people today.		Spread into new regions outside Africa.	
Migrated into Europe and Asia around 45,000 years ago.		Had a larger nose and a more prominent brow ridge.	
Used ston[illegible]and wooden spears fo[illegible]and survival.		Shared ideas and survival skills with another group.	
Had [illegible]ed survive[illegible] clima[illegible]		Disappeared around 40,000 years ago.	
Came into con[illegible] Neanderthals du[illegible]ratio[illegible]		Interbred with Neanderthals during encounters.	

True or False

Circle [illegible]he s[illegible]is true or false.

1) Early humans and Neanderthals first [illegible]ound 4[illegible]ears ago.	True	False
2) Early humans and Neanderthals didn't exchang[illegible]deas[illegible]dge.	True	False
3) Genetic evidence shows early humans and Nea[illegible]hal[illegible]	True	False
4) Neanderthal DNA is found in all modern humans.	True	False
5) Neanderthals disappeared around 40,000 years ago.	[illegible]	lse

Draw

Draw one thing Neanderthals used to survive.

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Curriculum Connection
7.1

Early humans and Neanderthals lived during the same time period and met in parts of Europe and Asia. They interacted in different ways, such as sharing ideas, competing for resources, and even interbreeding. Study the pictures below and answer the questions.

Early Humans



1) What do you notice in the photo?

2) What do you think these people are doing to survive?



3) What skills would you need to survive in their way of life? Explain.

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Curriculum Connection
7.1

Technological Advances in Tools

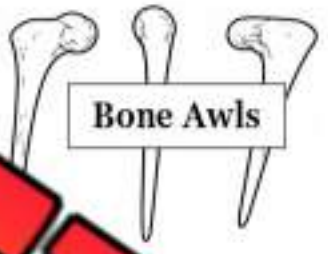
Early Human Tools (2 million+ years ago)
Over 2 million years ago, early humans like Homo habilis started creating simple stone tools called Oldowan tools. These tools included sharp flakes and choppers, used for cutting, crushing, and processing food and other materials in their daily lives.

Acheulean Tools (1.7 million years ago)
These adv[illegible]d stone tools, such as bifacial hand axes, were mor[illegible]d and versatile. They allowed for better processi[illegible]arcasses, woodworking, and other esse[illegible]



Middle Paleoli[illegible],00[illegible]o 50,000 years ago)
During the Mi[illegible]thic p[illegible]leanderthals and early Homo sapiens created more specialized [illegible]sing[illegible]technique. This method made rock flakes with different shapes [illegible]ter tools like scrapers, points, and knives.

Upper Paleolithic Innovation[illegible]0 t[illegible]s ago)
In the Upper Paleolithic period, Homo [illegible]new materials and techniques for making t[illegible]ey st[illegible] bone, antler, and ivory to create awls, needles, ar[illegible]poo[illegible]



Neolithic Revolution (12,000 years ago)
The Neolithic Revolution marked a major shift from [illegible]gatherer[illegible]tes to agriculture and permanent settlements. As a result, tool[illegible]d t[illegible]eds of farming communities. Stone hoes, sickles, and grinding ston[illegible]wer[illegible] cultivate, harvest, and process crops more efficiently.

Copper Age (7000 years ago)
Around 7000 years ago, humans began working with metals, marking the beginning of the Copper Age. They started using pure copper to make more durable tools for various purposes, such as farming, woodworking, and warfare. These early metal tools represented a significant technological advancement compared to stone tools.

Bronze Age (5000 years ago)
The Bronze Age began around 5000 years ago with the discovery and widespread use of bronze, an alloy of copper and tin. Bronze tools were stronger and more durable than copper tools, leading to further advancements in agriculture, warfare, and craftsmanship. Metalworking techniques also became more sophisticated, enabling the production of complex tools, weapons, and art.

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Curriculum Connection
7.1

Direction Match each tool or invention to the correct period. Write the letter of the correct answer.

1. Hand axes		**Tool Periods**
2. Bone awls and needles		A. Early Human (Oldowan) Tools
3. Stone choppers and sharp flakes		B. Acheulean Tools
4. Scrapers, points, and knives		C. Middle Paleolithic Tools
5. Stone h ickles		D. Upper Paleolithic Innovations
6. Pur		E. Neolithic Revolution
7. Bronz ols m pper and tin		F. Copper Age
		G. Bronze Age

True or False e w tement is true or false.

1) Early humans made stone to er go.	True	False
2) Neanderthals used the Levallois tech or too g	True	False
3) Upper Paleolithic tools included bone and an erial	True	False
4) The Neolithic Revolution began around 12,000 ye	True	False
5) Copper tools were developed before bronze tools.	Tru	False

My New Survival Tool Imagine you are an early human inventor. Draw and l ew tool that could help people survive and what would it be u for?



Used for:

_____

_____

_____

_____

_____

_____

_____

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Curriculum Connection
7.1

Activity – Stone Age Tools

Objective What are we learning about?

Students will learn about Stone Age tools by exploring, creating, and experimenting with their own replicas of these ancient instruments.



Materials t will you need for the activity?

- Al clay o (enough for each student to make a tool)
- Twigs, stick do (for making handles)
- String or t tachin s to tools)
- Reference ima Ston rinted or digital)
- Large workspace
- Various materials for tool rd, foam, fruits or vegetables, etc.)

Instructions How will you complete ivity?

1) Introduction: Begin a discussion about the Age, e types of tools used during this period. Show students refere Sto tools, explaining the materials used to create them and ses.
2) Tool Exploration: Have students complete the research e R y should look at some of the tools provided and choose one to i
3) Tool Creation: Distribute air-dry clay or playdough, sticks, and string h student. Guide them in creating their own replicas of Stone Age tools using the eference images as a guide. Encourage them to pay attention to the shapes, sizes, and overall designs of the tools.
4) Tool Experimentation: Once the students have created their tool replicas, provide them with various materials for testing their tools (cardboard, foam, fruits, or vegetables). Encourage them to experiment with their tools to understand their functions and effectiveness in different situations.
5) Reflection and Sharing: After the students have completed their tool experimentation, gather them together to share their experiences and observations. Ask each student to discuss what they learned about Stone Age tools, their functions, and the challenges faced by early humans in creating and using these tools.

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Curriculum Connection
7.1

Research Research answers to the questions below.

1) Look up 3 of the tools from the list below. Write a short description of each tool.

Hand Axe, Chopper, Scraper, Spear Point, Arrowhead, Burin, Hammerstone, Drill, Microlith, Adze, Sling Stone, Levallois Flake, Mortar and Pestle

2) Choose one t… the lis…

3) What was the tool used for

4) How was the tool made?

5) How well did the tool perform in the tests you did in class? Explain.

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Curriculum Connection
7.1

Story: Hunter-Gatherer or Agricultural Community

From Hunters to Farmers

Long ago, the first humans lived as **hunter-gatherers**. They travelled from place to place looking for food and water. People hunted wild animals and gathered fruits, nuts, seeds, and plants. Since food was not always easy to find, they lived in small groups and moved often. They did not build permanent homes because they needed to follow animals and seasonal food sources.

Around **12 ers ago**, a major change took place. Humans discovered that they could grow the d by planting crops and raising animals. This period became known as the **A n**. Instead of searching for food every day, people began farm ps such barley, and rice. They also domesticated animals that provide eat, m r useful resources.

Because farmi d a m food supply, people no longer needed to move constantly. Familie n bu ear their fields and water sources. Over time, these small settlemen illag eventually cities. Permanent communities allowed people to work to d cre rganized societies.



As farming became more impor , pe developed new tools to help with plant and harvesting. Farmers used tools such **hoes, sickles, and grinding stones**. They also learned irrigation techniques that helped bring water to their crops. These improvements made farming more productive and supported growing populations.

With more food available, not everyone needed to farm. Some peo workers and specialized in trades such as **pottery, weaving, and blacksmi** Communities began trading goods with one another, leading to cultural e nge and economic growth. The Agricultural Revolution changed human life forever and helped create the communities we know today.

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How do you think life changed for people after they started farming?

_____

_____

_____

_____

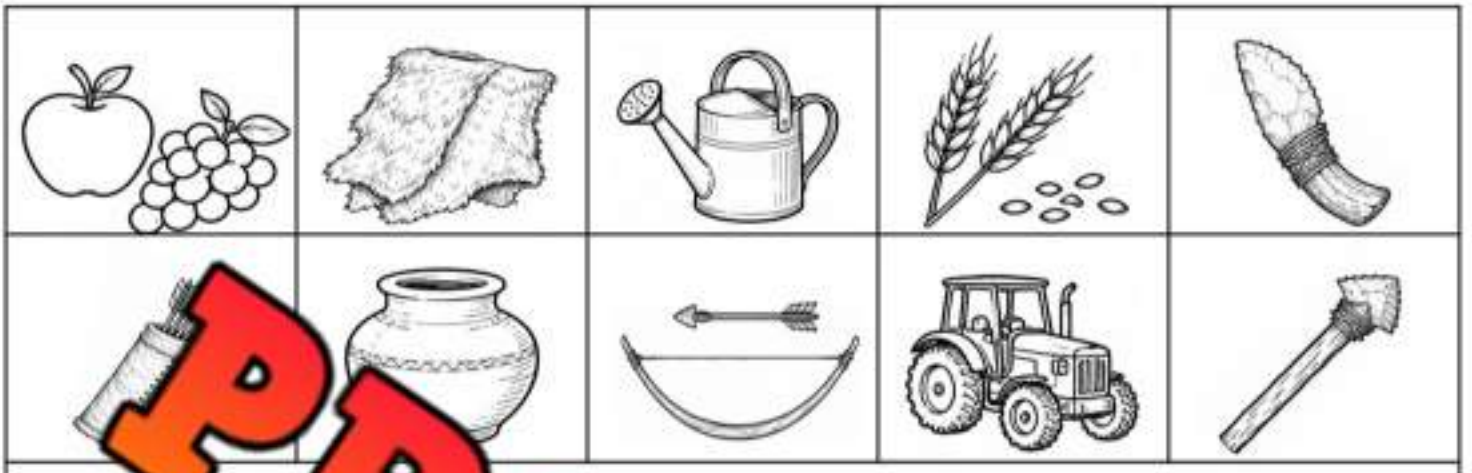
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Curriculum Connection
7.1

Pack Your Bag!

Imagine you are a hunter-gatherer or a farmer. Circle 5 things you would most likely need.



I choose to be ...in ...

☐ Hunter-Gather...

☐ Farmer

True or False

Circle whether the ...ent is ...r false?

1) Hunter-gatherer societies relied on agricultu... ...ood.	True	False
2) The Agricultural Revolution began around 12,00... ...a...	True	False
3) Agriculture led to the development of permanent set...	True	False
4) Division of labour allowed for specialized skills and trades.	...lse	
5) Agriculture resulted in a decrease in population growth.		False

Draw the difference

Draw a hunter-gatherer camp and a farming village.

Hunter-Gatherer Camp	Farming Village

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Curriculum Connection
7.2

Civilizations

What is a Civilization?

The success of agriculture led to the formation of villages. Surpluses in farming and other supplies led to people trading and increased specialization in the workforce.

A **surplus** is extra goods, like food or pots, that a family doesn't need.

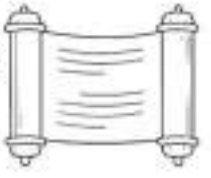


Com ities became more complex versus simple as the populatio ed. Governments were formed to settle disputes and k ar e, these villages grew to be cities. As the cities be e mo , th became what we now call, **civilizations.**

Civilizations –

To be considered a c tio ilt ulture had to fulfil each of the 5 traits.

PREVIEW

1	**Advanced Cities**	Large po ati orkforce, trade, temples
2	**Specialized Workers**	A civilization needs ma erent ildings, and services. People nee be ho can fulfill those roles. 
3	**Complex Institutions**	Institutions with specific purposes people need. For example, religious temples, government, military, and schools. 
4	**Record Keeping**	Civilizations kept track of things that would help their survival. For example, how much crops were planted last year. Some wrote these things down or used tiny wooden sticks to count. 
5	**Advanced Technologies**	Societies advanced to civilizations through innovated technologies. An example would be the irrigation systems that allowed the planting of more crops. 

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7.2

Matching

Draw a line from the term to the example.



Answer	Terms	Example
	Record Keeping	a) Civilization started with a surplus of food and supplies that led to a specialized workforce and trading.
	Complex Institutions	b) Inventions and innovations are necessary. Irrigation led to the ability to produce a surplus of crops to feed an entire city.
	Advanced Technologies	c) Civilization used rocks to symbolize how many potters they had making pots.
	Specialized Workers	People became artisans by being trained to do a specific skill like pottery, cloth making, farming, and carpentry.
	Advanced Cities	e) Protected by a military, could go to a temple to pray, join, or get the ruler to settle a dispute.

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Questions

Use information from the text to support your answers.

1) What is a civilization? Why did civilizations begin to form?

2) What is a surplus? How did they lead to villages being formed?

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7.2

Miniature Model: Build a Civilization

Objective What are we learning about?

Students will use simple classroom materials to build a mini model of a civilization. This hands-on activity will help them understand the five traits of civilizations and how early societies developed.

Materials ...ill you need for the activity?

- Blo... clay, c... ...r recycled materials
- Tape or gl... ...teri... ...ether
- Small objec... ...resent... ...uildings, or tools)
- Paper and markers ...
- Reference sheet about ... of ...



Instructions How will you complete ...ctivity?

1) Divide the class into small groups of 3–4 st...
2) Review the five traits of a civilization: advanced citi... ...ized ...ers, complex institutions, record keeping, and advanced technologies...
3) Plan your model by deciding what your civilization will include (e.g., ...arms, temples, roads, or tools).
4) Use your materials to build a small model that shows how a civilization might look.
5) Make sure your model includes at least 3 traits of a civilization (for example: buildings for cities, workers, or tools).
6) Label the important parts of your model (e.g., city, workers, temple, tools, records).
7) Write 1–2 sentences explaining how your model shows a civilization.
8) Share your model with the class and explain how it represents the traits of a civilization.

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7.2

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Creative Civilization Design	The student built the model in a clear and creative way to show how a civilization works.
Explains Civilization Traits	The student explained the traits of a civilization (cities, workers, institutions, record keeping, technologies).
Matches Civilization Feat	The model shows key features of a real or imagined civilization clearly.
Good	The student used materials like clay, blocks, cardboard, or cycled items effectively.
Adde Details	udent included details such as people, buildings, tools, s, corations to improve the model.

PREVIEW

Example Model

Modern ion

Our model represents a simple early civiliza e use ardboard, and small objects to build houses, roads, and farms advan y. We added small figures to represent specialized workers such as ers e included a temple and meeting area to show complex institution lik on and government. To represent record keeping, we added small symbols and drawings. We also showed advanced technologies by including tools and farming areas. We labelled each part of our model to explain how it connects to the traits of a civilization. Our group worked together to create this model to show how early people lived and organized their society.



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7.2

How To Guide | How to Build a Civilization Model

	Step	Description
1	Build the Base	Use a large piece of cardboard, wood, or foam board as the base. This will represent the land where your civilization is located.
2	Plan Your Civi[illegible]tion L[illegible]	Draw a simple map of your civilization on the base. Decide where to place houses, farms, roads, rivers, and important buildings like temples or meeting areas.
3	[illegible]ngs an[illegible] homes	[illegible]clay, blocks, or cardboard to build houses and structures. [illegible] represent your advanced city.
4	Add People and Jobs	[illegible]eate [illegible]res using clay or paper to represent [illegible]eci[illegible] such as farmers, builders, leaders, or tr[illegible]
5	Build Important Institutions	Add structures [illegible]ples[illegible] rnment buildings, or schools to show compl[illegible]itution[illegible] ivilization.
6	Show Record Keeping	Include symbols, drawing[illegible] [illegible]lets" to represent how people kept r[illegible] [illegible]d info[illegible]n.
7	Add Technology and Tools	Create simple tools, farming areas, or inv[illegible] advanced technologies used by your civilizatio[illegible]
8	Decorate and Label	Add details like trees, roads, rivers, and labels for each part of your model to clearly explain its features.
9	Review and Improve	Check your model and make improvements. Make sure all parts of a civilization are clearly shown and easy to understand.
10	Present Your Model	Share your model with the class. Explain how each part represents the traits of a civilization and how people lived in it.

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7.2

Model Building Checklist

Check each box when your group finishes that step.

	Step	Description
	Learn About Civilizations	We learned about the 5 traits of a civilization (cities, workers, institutions, record keeping, and technology).
	Make a Plan	We sketched our civilization and decided where to place buildings, farms, roads, and other features.
	Pick Your ials	We chose materials (clay, cardboard, paper, blocks, tape, etc.) to build our model.
	i	We created houses, buildings, and structures to represent our ivilization.
	dd Peo and	added figures or drawings to show different workers (farmers, ders, etc.).
	Ad Institution	We in rtant places like temples, government buildings, or sch
	Show Record Keeping	ymb , or labels to show how people kept reco
	Add Technology	We included t ning ar ntions used in the civilization.
	Add Details	We decorated our mod oads, and labels to make it clear and realistic.
	Present the Model	We explained our model and ws th of a civilization.

PREVIEW

Group Roles

Decide what each group member will do for the activity be

Student's Name	Task

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Curriculum Connection
7.2

Planning Answer the questions below.

1) **Learn about your civilization:** What features does your civilization have?

2) Plan your model: How will you show your civilization and its important features?

3) Build your model: How will you use classroom materials (cardboard, blocks, paper, tape, etc.) to build your civilization?

4) Add details: What details will you add to your model?

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Sketch Your Model	Draw what your Modern Civilization model will look like. Make sure to show the houses, farms, roads, rivers, and important buildings like temples or meeting areas.



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Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Civilization Design	Model does not clearly show a civilization	Model shows a few parts of a civilization	Model mostly shows the civilization	Model clearly and creatively shows a complete civilization
Explains Civilizati Traits	No explanation is given	Some explanation is given	Explanation is mostly clear	Explanation is clear, detailed, and easy to understand
Sh Civilization Features	s res	Model shows e features	Model shows most features	Model clearly shows all 5 traits (cities, workers, institutions, record keeping, technology)
Good Use of Materials	Materia not used we	So ter sed	Most aterials are d well	All materials are used effectively and creatively
Added Details	Few or no details are included	Some details are include	ly de e inc	Model has many thoughtful details like ocks, bridges, and workers

PREVIEW

Teacher Comments

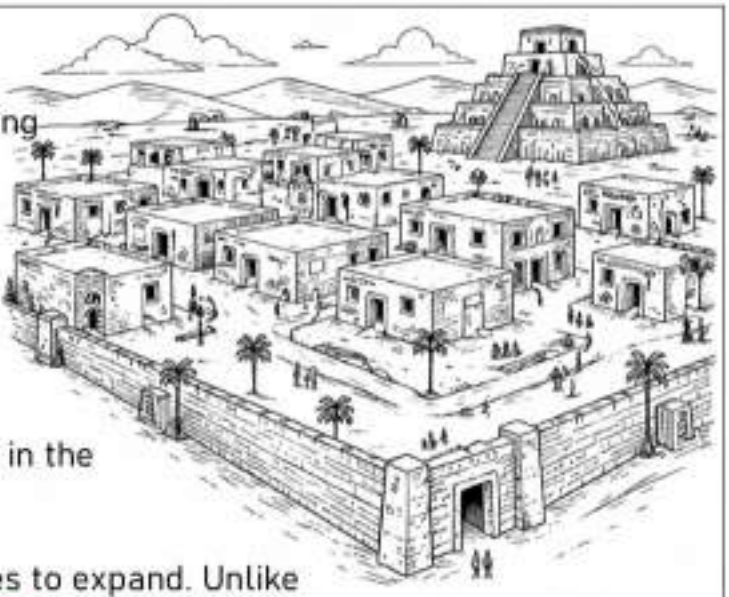
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Student Comments – What Could You Do Better?

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Case Study: Building A City In Sumer

A New Life in Mesopotamia



It is 3300 BC in Sumer, Mesopotamia, where one of the world's first civilizations is beginning to grow. Sumer is a city-state, meaning it has a main city surrounded by smaller communities and villages. As more people settle in th ea, farms and businesses develop o e city walls. While the villages p d and goods, most of the in ch as trading, religi remoni ining take place in the main city

As the populatio ses, th nues to expand. Unlike many modern cities, oa d in straight lines. Instead, they wind around buildings and ho tect t e from danger, a large wall surrounds the city. Gates are built into o p ter and leave safely.

Most families live in houses made from icks. T walls help keep homes cool during hot weather. Builders create doo ys usin den and beams before packing mud around them. Homes are designed a ce tyard, where families gather and cook food. Smoke from coo es h a roof made from leaves and other natural materials.



At the center of the city stands the most important building: the **Ziggurat.** This massive structure serves as both a temple and a city hall. Priests work in the Ziggurat and help lead religious ceremonies. People visit them to seek advice from the gods. In return, citizens provide the priests with grain and other supplies. Because they control many of the surplus resources, the priests become some of the most powerful people in Sumerian society.

Life in Sumer is changing quickly. As the city grows, leaders must decide how to protect the city, organize homes, and manage resources for everyone living there.

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Solve the Problem

Imagine you are a leader in Sumer. More families are moving into the city.

What should you do first?

- ❑ Build more homes
- ❑ Expand the city wall
- ❑ Create more farms
- ❑ Add mo gates



Explain your answer:

_____

_____

_____

_____

_____

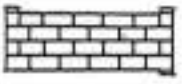
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_____

_____

My City-State

Sumerian city. Include the items below.

A city wall	
A gate	
Houses	
Farms	
A Ziggurat	

PREVIEW

True or False

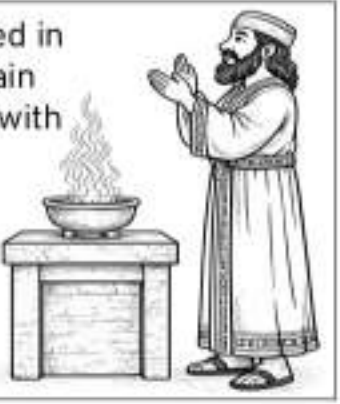
Circle whether the statement is true or false.

1. A city-state is like a province as it included many smaller cities.	True	False
2. The main city had farmlands inside of it.	True	False
3. Gates in the city walls allowed people to come and go.	True	False
4. The Ziggurat was a temple and city hall where the priests worked.	True	False
5. Sumerians built their house out of wood and concrete.	True	False

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Sumerian Civilization

The Sumerian people believed in **polytheism**, which meant they believed in many gods and goddesses, not just one. They believed that the four main gods created the world and ruled over it. These gods were associated with the sky, mountains, freshwater, and wind.



The Sumerians believed that if they worshipped these gods, bad things would not happen to them. Each god had a priest who served them. If th needed fresh water, people would go to the priest and ask hi to the god responsible for freshwater.

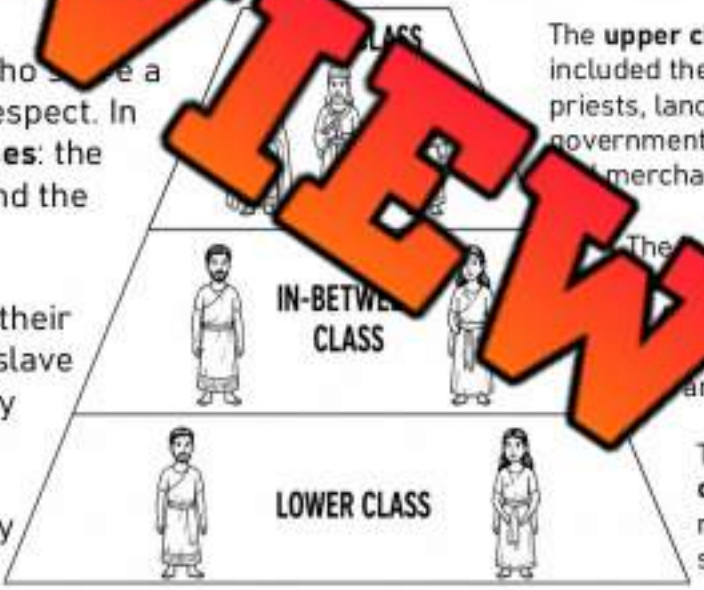
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As Sum ecame rival cities often attacked it. The people realize a s warrior to protect them from these thre owerf led the people during times of wa lang e continued to lead even during peace Event e people gave him the title of **King**.



SOCIAL CLASS AND WOMEN

A social class is a group of people who s e a similar level of wealth, status, and respect. In Sumer, there were **three social classes**: the upper class, the in-between class, and the lower class.



The **upper class** included the king, priests, landowners, government officials, merchants.

The **-between** isted ple farmers rtisans.

The **lower class** was made up of slaves.

Parents could sometimes give away their children as slaves to earn money. A slave could also save enough money to buy their freedom. Women in Sumer had many rights compared to women in some other ancient civilizations. They could become priestesses, own land, and work as merchants or artisans.

TECHNOLOGY ADVANCEMENTS

The Sumerians invented the **wheel** and the **plow**, two important tools that changed daily life. The plow helped farmers prepare land for planting, while the wheel made it easier to transport crops and supplies. They also created the **potter's wheel**, which helped shape clay into pots. These inventions improved farming, transportation, and craftsmanship, and versions of them are still used today.

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7.3

Sort it out

Put a check mark (✓) in the correct category for each item.

Items	Religion	King	Social Class	Technology
1. Priest				
2. Wheel				
3. Polytheism				
4. Plow				
5. Upper C				
6. Wa				
7. Potte Wheel				
8. Slaves				

PREVIEW

Direction

Circle th or who st like help.

1	The city is being attacked.	Priest	King	Farmer
2	The crops need planting.		King	Farmer
3	People want prayers for fresh water.		ng	Farmer
4	The city needs protection.			Farmer
5	A family needs food from the fields.	Priest		rmer
6	People want advice from the gods.	Priest		Farmer

True or False

Is the statement true or false?

1) The Sumerians believed in only one god.	True	False
2) Sumerians believed their gods control nature.	True	False
3) A king was chosen to protect the people from attacks.	True	False
4) Sumerians were treated equally and had the same social class.	True	False
5) Sumerian Women could own land like merchants or artisans.	True	False

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Curriculum Connection
7.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Circle the correct answer.

1) Did the Sumerians believe in many gods (polytheism)?	Yes	No
2) Was th ing the main leader who protected the people?	Yes	No
3) Were ferent social classes in Sumerian society?	Yes	No
4) D me rights as the upper class?	Yes	No
5) D nerian ortant tools like the wheel and plow?	Yes	No
6) Could wo ow and become merchants or priestesses?	Yes	No

Name: _____ Mark

Circle the correct answer.

1) Did the Sumerians believe in many olythe	Yes	No
2) Was the king the main leader who protected th ople	Yes	No
3) Were there different social classes in Sume ciet	Yes	No
4) Did slaves have the same rights as the upper clas	Yes	No
5) Did Sumerians invent important tools like the wheel an ?		No
6) Could women in Sumer own land and become merchants or pri		No

Name: _____ Mark

Circle the correct answer.

1) Did the Sumerians believe in many gods (polytheism)?	Yes	No
2) Was the king the main leader who protected the people?	Yes	No
3) Were there different social classes in Sumerian society?	Yes	No
4) Did slaves have the same rights as the upper class?	Yes	No
5) Did Sumerians invent important tools like the wheel and plow?	Yes	No
6) Could women in Sumer own land and become merchants or priestesses?	Yes	No

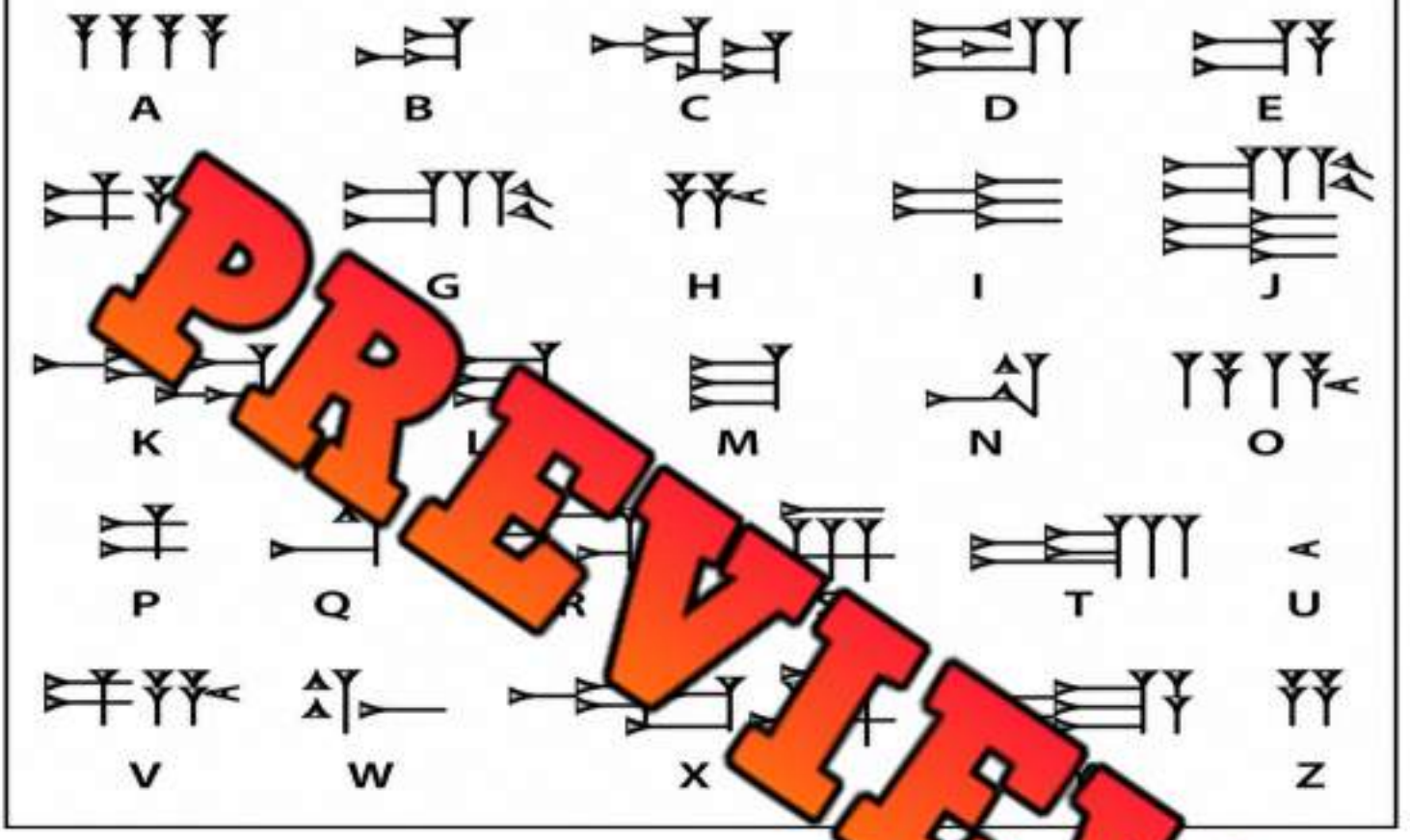
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Direction	Use the Sumerian cuneiform chart to help you write your answers in cuneiform symbols.

Sumerian cuneiform



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1) Favourite Food	
2) Favourite Sport	
3) Favourite Animal	
4) Favourite Colour	
5) Favourite Movie	

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Social Media Post – Indus Valley Civilization

IndusExplorer2600

How did the **Indus Valley Civilization** become one of the world's earliest urban civilizations? Emerging around **2600 BCE** in present-day Pakistan and northwest India, the Harappans built advanced cities, relied on rivers for farming and transportation, and developed impressive architecture, tools, and trade networks.

11:30 AM – 8/2026 – 1,929 SHARES 4,721 LIKES

PREVIEW

2 LIKES **Rive** he Indus Valley Civilization thrived because of the **Indus and Ghaggar-Ha** rivers provided fertile soil for farming and a reliable water **e.** People d them for transportation and communication between set ments.

5 LIKES **Mountain** on't fo role of the mountains! The **Hindu Kush and Himalayas** he rotec tion from invasions while providing resources such as timber, lants. They also influenced the climate and supported agricultu mon

9 LIKES **TradeRoutes2600:** Transpo on v ople used **boats** to travel along rivers and **animal-pulled carts** to ods a le on land. This made trade and communication much easier.

6 LIKES **CraftMasterIV:** The people of the Indus Val e skil eople. They used **stone, copper, and bronze tools** to create p jew s. Their craftsmanship was advanced for its time.

12 LIKES **FoodFactsHarappa:** Their diet included **wheat, barley,** an The also raised cattle, sheep, and goats for meat and milk. Fish fr ne d another important source of food.

25 LIKES **CityPlanner01:** One of the most impressive features was their city d Their cities had **grid-like street layouts** and advanced drainage systems. This level of planning was rare in the ancient world.

7 LIKES **HistoryNerd88:** People lived in **brick houses** with flat roofs and several rooms. Public buildings such as **granaries and baths** were also common, showing how organized their communities were.

85 LIKES **GeoExplorer22:** The location of the civilization was a major advantage. Fertile river plains supported farming, while rivers and mountains provided both protection and resources that helped the civilization grow.

32 LIKES **AncientCitiesFan:** The Indus Valley Civilization is often compared to **Mesopotamia and Ancient Egypt** because it was one of the world's earliest urban civilizations. Its advanced cities and innovations continue to impress historians today.

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Hashtag Challenge

Directions: Create hashtags for the Indus Valley Civilization.

1	
2	
3	
3	
5	

Multiple Cho[illegible] correct answer.

1) When did the Indus [illegible]ge?	2000 BCE	2600 BCE
2) Which river was near the [illegible]ley [illegible]	Nile	Indus
3) What protected the civilization from i[illegible]	Mountains	Forests
4) What were their primary transportation methods[illegible]	Boats	Cars
5) What metal did they use for tools besides sto[illegible]	[illegible]	Iron

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Questions

Answer the questions below.

1) How did rivers help the Indus Valley Civilization?

2) Describe two features of Indus Valley cities.

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Decline of the Indus Valley Civilization

Decline of the Indus Valley Civilization
The decline of the Indus Valley Civilization, which happened around **1900 BCE**, is still a mystery because we do not know the exact reasons. However, experts think several factors may have caused the civilization to decline.



Climate Ch[illegible]and Drought
A major re[illegible] the decline may have been changes in the climate. [illegible]sts that monsoon rain patterns changed over t[illegible]ifficult to grow crops. As food becam[illegible]der to [illegible]ople may have left their cities in search of be[illegible]rce[illegible] more fertile land.



2. Tectonic Activi[illegible]
Some researchers b[illegible] tha[illegible] of the Earth's plates may have changed [illegible] of imp[illegible]rivers. Since many cities depended on th[illegible] ch[illegible]r flow could have created serious prob[illegible]s. Ea[illegible]late shifts may have caused rivers to change[illegible], dry[illegible] flood nearby settlements.



3. Invasion or Conflict
Another theory is that the Indus Valley Civilizatio[illegible]d attacks or conflicts with other groups. Some historians suggest that the arrival of the **Indo-Aryans**, people from the north, may have contributed to the civilization's decline. However, there is not enough evidence to prove this theory with certainty.



4. Internal Factors and Decline in Trade
Problems within the civilization may have also played a role. Disagreements, unstable leadership, or a weakening economy could have made life more difficult. Trade with nearby civilizations such as **Mesopotamia**, may have decreased over time. If trade declined, the economy could have suffered, causing people to leave the cities.



Conclusion
Most experts believe that the decline of the Indus Valley Civilization was likely caused by a combination of factors rather than a single event. With limited evidence available, historians continue to investigate what caused one of the world's earliest urban civilizations to collapse.

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7.2

True or False

Circle whether the statement is true or false.

1) Experts know exactly why the civilization declined.	True	False
2) Changes in monsoon rains may have affected farming.	True	False
3) Earthquakes may have changed river paths.	True	False
4) The Indo-Aryans may have contributed to the decline.	True	False
5) Trade with Mesopotamia may have decreased.	True	False
6) Historians agree on one single cause.	True	False
7) Internal conflicts may have weakened the civilization.	True	False

Fill in the Blanks

Write in the blanks with the missing word.

tectonic activity	drought	Mesopotamia	conflict	economy

1) Changes in the weather that affect farming are called _____.

2) The movement of the Earth's plates can cause earthquakes is called _____.

3) When rivers change direction or dry up, it can affect people who depend on _____.

4) Fights or attacks between groups are called _____.

5) A weak economy and less trade are examples of _____.

Questions

Answer the questions below.

1) How did climate change and drought likely contribute to the decline of the civilization?

_____

_____

_____

2) How might tectonic activity have affected cities in the Indus Valley Civilization?

_____

_____

_____

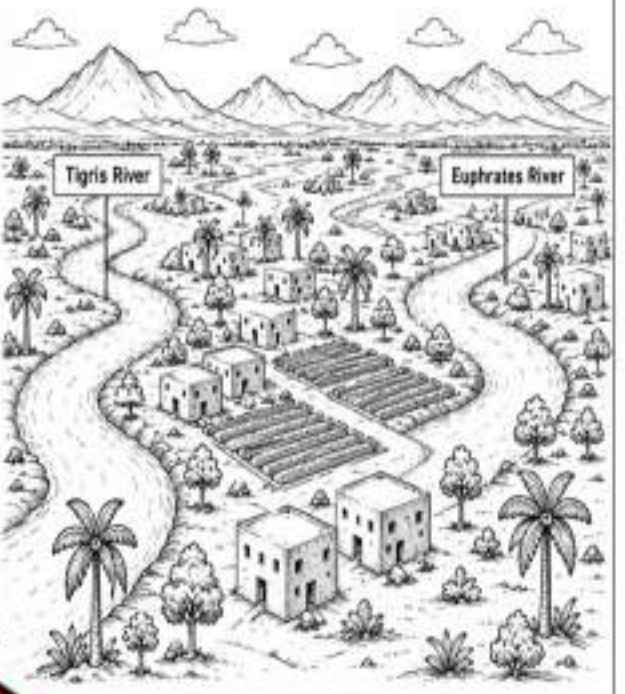
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Mesopotamia

Mesopotamia
Villages began to develop outside of Africa and into Europe and the Middle East. The village of Mesopotamia was formed in what is now between Iraq and Iran. The word Mesopotamia means *land between two rivers*, which makes it no surprise that it was a complex village located between the Tigris and Euphrates rivers.



The **fertile** [illegible] soil which allowed plants to grow. [illegible] the glaciers each year, the rivers would overflow, causing water to pour into the [illegible].

A **floodplain** is land [illegible] water floods onto. This water [illegible] flat land that farmers would [illegible].

PREVIEW

Rivers
The people didn't settle between two rivers by accident. They knew that the rivers provided three very important things:

- Water for irrigation
- Transportation routes
- Water for basic needs like drinking and bathing

Transportation
Living by the river made it much [illegible] around than [illegible] allowed the [illegible] of goods that could be traded [illegible] were also used [illegible].

Irrigation
The hardest part of being a farmer was predicting when rain would come to water the plants. Using the rivers to irrigate the farmland was an important step in human history as it gave the people control over their environment. They no longer had to wait for rain!



Drought was a serious problem as it is a long period of time with no rain. They didn't irrigate like we do today because they didn't have the technology for sprinklers. Instead, they dug out canals that led to the areas they wanted water. As the water levels rose, the water traveled to the plants. When a drought happened, the water levels stayed low, which made irrigation impossible. This meant the mass watering system did not work and therefore, the plants would die, and people would starve.

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Questions

Use information from the text to support your answer.

1. What is Mesopotamia? Why did people live there?

2. What do[illegible]ght mean? How were rivers used to irrigate farmland?

PREVIEW

Mesopotamia Survival Kit

Put a ✓ besi[illegible] the [illegible] help a Mesopotamian farmer survive and grow [illegible]

	River Water		[illegible]ertil[illegible]
	Irrigation Canal		Dr[illegible]
	Boat		Drinking Water
	Floodplain		Transportation Rout[illegible]

True or False

Circle whether the statement is true or false.

1) Drought is when there is no rainfall for a long period of time.	True	False
2) Living near water wasn't very important.	True	False
3) Water from rivers was used to irrigate farmland.	True	False
4) Rivers were used for irrigation only.	True	False
5) The rivers were used for transportation as well.	True	False

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Ancient Egypt – Geography Shapes Life

The Nile River



Ancient Egypt was located along the Nile River, which is the longest river in the world at 6,650km long. In Egypt, the people lived on either Red Land or Black Land. The Red Land was the desert where nothing could grow. Farmers lived on the Black Land next to the river in long narrow [illegible] each plot of land had access to the river.

Inference How do you think the Nile River supported life in Egypt?

So, What Happened?

The Nile River fed the Egyptians by irrigating their [illegible] provided transportation routes for carry food, and from fish in the river. The Nile flooded [illegible] summer from heavy rains that would allow water to flow into their farmland. This created fertile land for the farmers to produce crops to feed the city.

Agricultural Technology



The farmland was limited to areas beside the Nile River because the rest of the land was dry and non-fertile. This was a problem because in order for the civilization to expand, they needed more farmland to provide food for more people. An Egyptian invented a tool called a Shaduf that was essentially a bucket and a lever that allowed people to scoop water using the lever and send it to a dry area nearby. This allowed the farmland to expand.

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True or False

Circle whether the statement is true or false.

1) The Nile River is the longest river in the world.	True	False
2) The Nile River is in Greece.	True	False
3) Farmers lived in narrow strips along the Nile River.	True	False
4) A shaduf is a sprinkler used for irrigation.	True	False
5) New tec[illegible]gies like the shaduf made farming easier.	True	False

Two T[illegible]

Check only the two true facts in each set.

	The Nile R[illegible]e [illegible]rm[illegible]w crops.		The Nile flooded every year and helped the soil.
	The Red Land was go[illegible]ta[illegible]ming.		The Nile never changed or flooded.
	People lived close to the Nile River.		F[illegible] made the land more fertile.

Questions

Use information from the tex[illegible]upp[illegible]er.

1) Why is it important to choose where you build a city car[illegible]hin[illegible] Egyptians built near the Nile River.

2) How did the use of tools and technology make life better for the Egyptians?

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7.3

Blog Post: Egyptian Architecture

Building Ancient Egypt

Date: May 31, 2026 **Author:** Dr. Maya Carter 4-minute read

Ancient Egyptians were skilled builders who created homes, temples, and monuments that still amaze people today. Their houses were designed to stay cool in the hot climate, while their pyramids demonstrated the power and wealth of Egypt's rulers.

The ians made their houses out of **mud bricks**. They mixed soil, water from the Nile, and straw to create bricks that formed the walls of homes and buildings. Small wi e built high in the walls to reduce the amount of bright sunlight enter lls were often painted white to help keep homes cool. For th sticks tree leaves were woven together and placed on top of the walls. Middle-cla -c families slept on woven mats made from tall grass. Upper-class fa wood frames with woven mats as mattresses.

The Egyptian Khuf nument that would show the world how great he was. He ordered a p bu onour. Pyramids were used as burial tombs for powerful rulers. ther een buried in a pyramid. Believing that bigger was bett u c truction of the largest pyramid. Farmers, slaves, and other workers hel by ing heavy stones from the Nile River to the construction site.

The core of the pyramid was made from **2.3 n sto** kers cut the stones using copper saws and chisels. Each side of the d me **metres** long. Teams of workers were assigned different jobs during con ers performed much of the heavy lifting, while labourers ca ced t es according to the architects' plans. Egyptian artists decorated the inte s w d carvings. The Great Pyramid took **20 years** to complete.

Till next time,

Dr. Maya Carter

Comments:



James R. – May 31, 2026

I was surprised that Egyptians used mud bricks and straw to build their homes. Their houses were designed to stay cool in the hot climate.

Like Reply 2h ago



Cath M. – May 31, 2026

The Great Pyramid is amazing! Building it with 2.3 million stones and finishing it in 20 years must have taken a lot of teamwork.

Like Reply 5m ago

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Fact Hunt Find the information in the blog post and complete the chart.

1	Name of the ruler	
2	Number of stones used	
3	Length of each side of the pyramid	
4	Years to build the pyramid	
5	Ma rial used for houses	
6	R tioned in the text	

Wou 'd Rath Circle your choice and explain your answer.

Live in an Egyp e or Live in a palace bes e G Pyramid	ain why:
Make mud bricks for houses or Carry stones for the pyramid	Expl
Sleep on a woven mat or Sleep on a wooden bed frame	Explain wh

Question What is the Great Pyramid? Why was it built? How

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Curriculum Connection
7.3

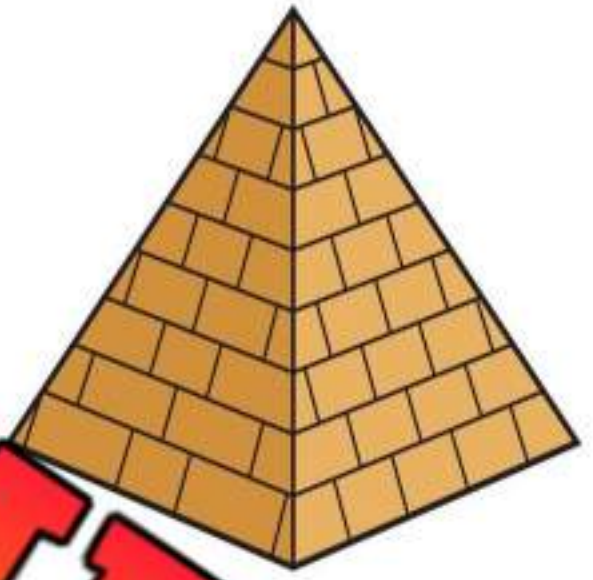
Activity - Build a Great Pyramid Model

Objective What are we learning about?

Students will understand how pyramids were designed and built in Ancient Egypt by creating a foldable pyramid model.

Materials What will we need for our activity?

- Pyramid template
- Crayons/markers
- Scissors
- Glue or tape



Instructions How will we complete our activity?

1) Colour the pyramid template to look like the symbols of Ancient Egypt.
2) Add details such as workers, symbols, bricks, or decorations to the sides.
3) Carefully cut along the solid outline of the template.
4) Fold along the dotted lines to create the pyramid shape. Glue or tape the tabs together to hold the model securely.
5) On each side of the pyramid, write one fact about Egyptian architecture or the Great Pyramid.
6) Decorate your model with colours and designs inspired by Ancient Egypt.
7) Check that all sides are folded correctly and the pyramid stands on its own.
8) Share your completed pyramid with a partner or small group.
9) Explain one new thing you learned about Egyptian architecture during this activity.

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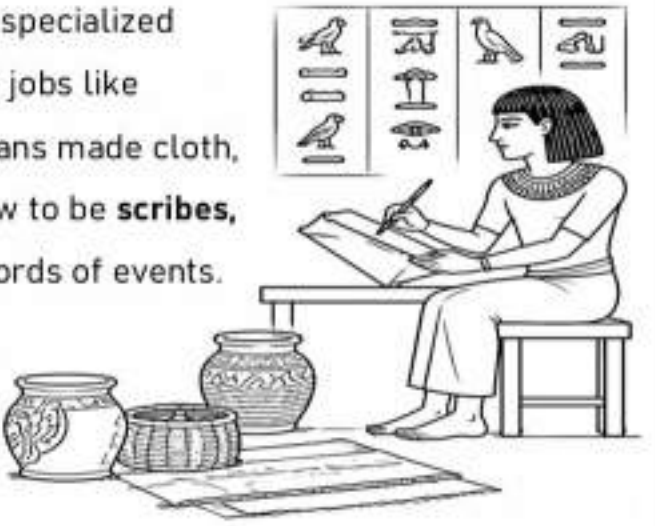
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Curriculum Connection
7.3

Ancient Egypt – Daily Life

Work



Much like the people of Sumer, the Egyptians had a specialized workforce. People became artisans who had skilled jobs like building houses, pyramids, and temples. Other artisans made cloth, pots, mats, furniture, and jewelry. Some learned how to be **scribes,** whose job was to write things down and keep records of events.

Growing Social Classes

As the civilization grew, it had its need to get organized. The Egyptians divided the land and cities into 42 provinces that needed government officials to keep it running smoothly. These officials were the **Rulers** of their province and were the most important people. The pharaohs were on top of the social class structure as the most respected and important people.

The priests were on the same level as the rulers as very important people. The next level were scribes and government officials that worked with them. The next social class was made up of farmers and artisans. The bottom class were the slaves and labourers.

Slaves

People became slaves if they owed money to someone else. They would work that money back to buy their freedom. They could also become a slave if they committed a crime or were captured in war. Slaves were used to build the pyramids.

Children



The children in Egypt played with toys like dolls, marbles, animal figures and board games. They also played physically active games with balls made of leather or long grass. The children in the higher social classes went to school to become artisans or scribes, while the children in the lower classes often did the jobs that their parents did. Almost all children were forced to get married by the age of 15!

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True or False

Is the statement true or false?

1) Egyptians had specialized jobs like artisans and scribes.	True	False
2) Scribes were responsible for writing and keeping records.	True	False
3) All people in Egypt were part of the same social class.	True	False
4) Priests and rulers were important members of society.	True	False
5) Slaves were sometimes people who were captured in war or who owed mon	True	False

Questi

rmation from the text to support your answer.

1. What jobs did ave?

2. What are social classes? Who was at the top was om?

PREVIEW

Multiple Choice

Circle the correct answer.

1) The bottom social class was	Slaves	Commoners
2) How many provinces were there?	52	42
3) Who recorded important events	Rulers	Scribes
4) Skilled workers were called	Artisans	Farmers
5) Who was on the same level as rulers?	Priests	Artisans

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Curriculum Connection
7.3



PREVIEW

Questions Look at the ima[illegible]d u[illegible]arned about Ancient Egypt to answer the questions in[illegible]te se[illegible]es.

1) How does the image show that Egyptians ha[illegible]ent ty[illegible]?

2) Which people in the image might belong to higher or lower social class[illegible] Why?

3) What would happen to daily life if the Nile River was not there?

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7.5

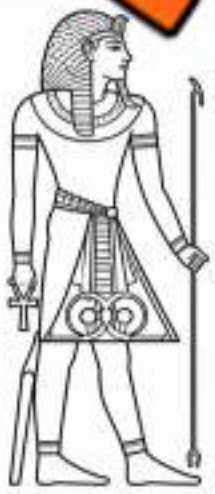
Direction	Use the Egyptian hieroglyph chart to help you write words using hieroglyph symbols.





Egyptian hieroglyphs

A	F	S
I/A	M	SH
Y	N	K/Q
	R	K
A	H	G
		T
W/U		CH
B	KH	D
P		





PREVIEW

1) Your Name	
2) Favourite TV show	
3) Favourite Dessert	
4) Favourite Season	
5) Favourite Subject in School	

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7.7

Ancient Egypt Empire - Government

Background
Egypt and its 42 provinces operated as a civilization for many centuries before uniting into an Empire that had one central government and one Ruler or Pharaoh. **Dynasties** were started as Pharaoh's passed along the role of Pharaoh to their sons. This is called **succession.** When a Pharaoh had no son to pass his title to, the dynasty was over. A dynasty could also be defeated if they were overthrown by another family.

Old Kingdo 86 BC to 2181 BC – 7 Dynasties
Legend h a man named Narmer is responsible for uniting Upper Egypt with Lower Egypt. This made Egypt a very powerful empire because of its large population and strong armies. They all pledged allegiance to the Pharaoh and the central government in Memphis, Egypt. Many amids were created during this time such as the Great Pyramids of Giza, hinx.


Temple in Memphi

Middle Kingdom - 2055 BC to 1650 BC ynasti
The Pharaoh began to lose control over the rule ach rovinces. The central government used to rule over all the provinc however, during this time, the provinces stopped listening to the King, and began operating as the ruler saw fit. They also faced invasions from outside groups.

One nomadic group called the Hyksos invaded Egypt from the Northeast. They attacked the Egyptians with horse drawn chariots. After almost 100 years of fighting, the Egyptians fended off the Hyksos. Later, they stole the idea for horse drawn chariots!



The New Kingdom - 1550 BC to 1070 BC – 13 Dynasties
A women Pharaoh was introduced in this time period. Queen Hatshepsut was the first woman to ever rule Egypt. She strengthened the Egyptian empire by expanding 650 kilometres south of Memphis and naming Thebes the new capital city. Queen Hatshepsut expanded by waging war on neighbouring villages. She also strengthened the Egyptian economy by expanding trade routes to Africa. Traders brought back rare herbs, spices, live monkeys, and scented woods.

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Curriculum Connection
7.7

Questions

Use information from the text to support your answer.

1. What is a dynasty? How are they started and how do they end?

2. Who wa[s] [a] woman pharaoh? What does this tell you about how women were treated i[n] [E]gypt?

PREVIEW

Questioning

What questions do y[ou] have af[ter] read[ing] the information?

1)	
2)	

True or False

Circle whether the statement is true or false.

1. A dynasty started when a different family became the Pharaoh.	True	False
2. The empire began when Lower and Upper Egypt united.	True	False
3. During the Old Kingdom, Egypt was invaded by the Hyksos.	True	False
4. Egypt defended the Kingdom with horse drawn chariots.	True	False
5. Egypt had a women Queen named Thebes.	True	False
6. The Queen expanded trade to Africa and traders brought monkeys.	True	False
7. Succession is when rule is passed on to the next heir of the throne.	True	False

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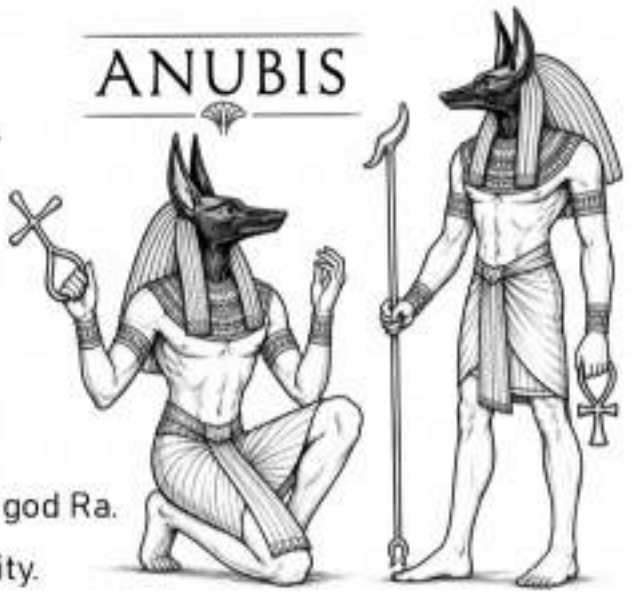
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Curriculum Connection
7.4

Religion in Ancient Egypt: Beliefs and Worldview

Introduction

Religion was an integral part of daily life in ancient Egypt, playing a significant role in the people's understanding of the world around them.



Pantheon of Gods

Ancient Egyptians believed in a vast number of gods and goddesses, each with unique roles and attributes.

- Seth: [illegible] storms, and deserts.
- [illegible]: [illegible] writing, and the moon.
- Amun: Supreme [illegible] combined with sun god Ra.
- Isis: Goddess [illegible] motherhood, and fertility.
- Sebek (Sobek): [illegible] protection, and military strength.
- Anubis: God of mummification and the [illegible]
- Bastet: Goddess of cats, protection, [illegible]
- Osiris: God of the afterlife, resurrection, and agriculture.

Beliefs and Practices

- Life after death: Egyptians believed in an afterlife [illegible] preparation, including mummification and the provision of necessities in the afterlife.
- Ma'at: The concept of balance, order, and harmony, which [illegible] Egyptian society and morality. Maintaining Ma'at was crucial to ensuring cosmic [illegible]
- Temples: Sacred spaces dedicated to gods, where priests performed rituals and offerings to maintain the gods' favor and uphold Ma'at.
- Festivals: Various religious celebrations throughout the year, such as the Festival of Opet and the Festival of Khoiak, were held to honor the gods.

Worldview

The ancient Egyptian worldview was shaped by their religious beliefs. They saw the world as a flat, rectangular landmass surrounded by a primordial ocean. The sky, represented by the goddess Nut, arched over the earth and was supported by the god Shu. The sun god Ra traversed the sky each day in his solar boat and passed through the underworld at night to be reborn each morning.

Egyptians believed that the gods played an active role in their lives and controlled natural forces, such as the flooding of the Nile, which was essential for agriculture. The pharaoh, considered both a god and a human, was responsible for maintaining Ma'at and ensuring the gods' favor.

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7.A

Matching Match the roles and attributes to the correct god or goddess.

Gods/Goddesses			Roles and Attributes
Isis	▪	▪	A. God of wisdom and writing
Bastet	▪	▪	B. Goddess of cats and protection
Anubis	▪	▪	C. God of mummification
Thoth	▪	▪	D. God of chaos and storms
Isis Seth	▪	▪	E. Goddess of motherhood and magic
Osiris	▪	▪	F. God of the afterlife and resurrection

PREVIEW

Direction An[illegible]ians [illegible]lieved in life after death. Draw what you think the a[illegible]e[illegible]ked li[illegible]d on the reading. Include at least three details.

True or False Circle whether the statement is true or false.

1) Ma'at represented chaos and disorder in ancient Egypt.	True	False
2) Ancient Egyptians believed in a single god.	True	False
3) Osiris was the god of the afterlife and agriculture.	True	False
4) Ancient Egyptians believed the earth was round.	True	False
5) The god Shu supported the sky goddess Nut.	True	False
6) The Nile's flooding was considered essential for agriculture.	True	False
7) The pharaoh was seen as both a god and a human.	True	False

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7.A

My Egyptian God

Create your own Egyptian god by filling in each section. Write the name of your god, draw its symbol, and describe its powers based on what you learned about Egyptian beliefs.

Name:

Symbol

Power

How does your Egyptian god help people in their daily life?

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7.6

Fall of Ancient Egypt

Invasions from Other People

One major reason for ancient Egypt's decline was the continuous attacks from outsiders. Throughout its history, Egypt faced invasions by various groups, starting with the Libyans and Nubians. Later, powerful empires like the Assyrians and Persians also invaded Egypt.



The most famous conquest was by the Greek leader, Alexander the Great in 332 BCE. It marked the end of Egyptian civilization. The Greek dynasty, the Ptolemaic kingdom, began a gradual loss of Egyptian culture, language, and identity as it blended with Greek culture.

Money Problems

Money issues also hurt ancient Egypt. Its civilization depended on the Nile River for farming and trading with other countries. As the empire grew, it became hard to control everything. Paying for a big army and government, along with corruption, made the state lose money.

Droughts and food shortages made the economy worse. The Nile River, which was the lifeblood of Egypt, experienced unpredictable flooding patterns, leading to crop failures and impacting the food supply. This instability in agriculture resulted in increased food prices, which caused money problems for Egyptians.

Trouble with Leaders

Egypt's leaders also had problems. After the New Kingdom period, Egypt split into smaller parts. Leaders and priests fought for power, which made the central government weaker. This made Egypt easier to invade, and the political problems made the people less united.

Roman Rule

The last big event for ancient Egypt was the Roman conquest in 30 BCE. When Cleopatra VII died, she was the last Ptolemaic ruler, and Egypt became part of the Roman Empire. The Romans changed the way Egypt was run, its economy, and culture, ending ancient Egypt as a separate civilization.

What Happened in the End?

Ancient Egypt ended because of invasions, money problems, trouble with leaders, and the Roman conquest. These issues made the powerful and wealthy civilization weaker until it finally became part of the Roman Empire.

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7.6

Questions

Use information from the text to support your answer.

1) What invasions caused the fall of Ancient Egypt?

2) What happened during the end of the Ancient Egypt civilization?

PREVIEW

True or False

Circle whether the statement is true or false.

1) Ancient Egypt faced invasions from A[illegible]s.	True	False
2) Egypt's economy relied on the Nile River for far[illegible]	True	False
3) Droughts and food shortages improved Egypt[illegible]	True	False
4) Egypt's political instability helped protect it from inva[illegible]	True	False
5) Cleopatra VII was the last Ptolemaic ruler of Egypt.	True	False

Making Connections

Can you think of a time when a group or team became weaker because of disagreements or poor leadership? What happened?

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7.6

Explain Carefully observe each picture and think about how it connects to the decline of Ancient Egypt. Use what you learned to explain what is happening in each image.

1) How could this affect farming and food supply in Ancient Egypt?



2) How could weak lead[illegible] lack [illegible]rces affect buildings and cities?



3) How do invasions affect a civilization's power and safety?



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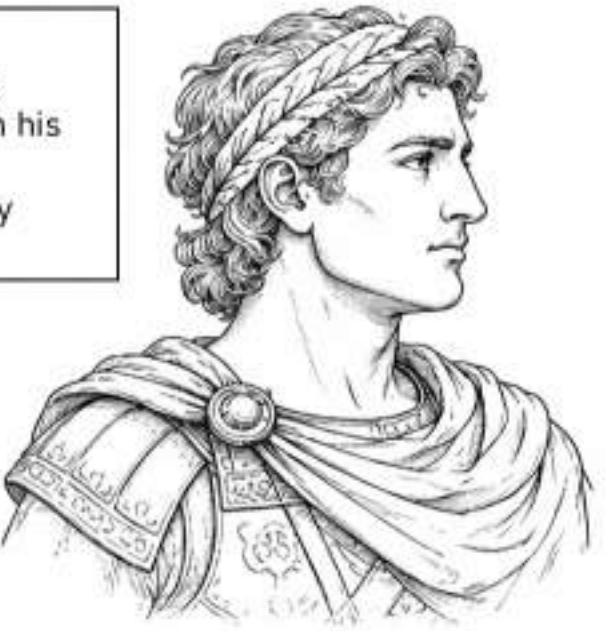
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Curriculum Connection
7.6

Alexander the Great and the End of Ancient Egypt

Early Life and Rise to Power
Born in Pella, Macedonia in 356 BCE, Alexander was educated by Aristotle, the famous philosopher. When his father, King Philip II, was assassinated in 336 BCE, Alexander became king and started his extraordinary conquests.



The Macedonian Conquest
In 334 BCE, Alexander began his campaign against the Persian Empire. By 331 BCE, he had defeated Persia and expanded his empire, which now stretched from Egypt to Egypt and India. In 332 BCE, he conquered Egypt, ending Egyptian rule.

The Egyptians welcomed Alexander as a liberator. A **liberator** is someone who releases people from imprisonment or oppression.

He set up a Greek administration, established cities like **Alexandria**, and encouraged cultural exchanges between the Greeks and Egyptians.

The **Hellenization process**, which blended Greek and Egyptian customs, also led to the decline of ancient Egyptian traditions and practices. Alexander facilitated the construction of several temples and monuments, showcasing a mix of Greek and Egyptian styles.

Death and Legacy
After Alexander's sudden death in **Babylon in 323 BCE**, his empire was divided among his generals. Egypt was ruled by **Ptolemy I Soter**, who started the **Ptolemaic Dynasty**. This Greek dynasty lasted until **Cleopatra VII**, the last Pharaoh of Ancient Egypt, committed suicide in **30 BCE**.
Following her death, Egypt became a **Roman province**, marking the end of ancient Egyptian civilization.
In summary, Alexander the Great's invasion of Egypt played a crucial role in the decline of ancient Egyptian culture. The establishment of a Greek administration, the founding of Alexandria, and the Hellenization of Egypt led to the erosion of traditional Egyptian practices.
The fusion of Greek and Egyptian styles in architecture and art, as well as the eventual end of the Ptolemaic Dynasty, signified the end of the ancient Egyptian era.



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7.6

Questions

Use information from the text to support your answer.

1) Who was Alexander the Great? Explain his early life.

2) Describe the region Alexander the Great ruled over. How big was it and who did he have to co[illegible]er to expand his territory?

Alexander's Report Card

[illegible]ccess[illegible]lexander? Give him a score from 1–5 stars in ea[illegible]ter[illegible] stars below.

Category	Rating (1–5 Stars)
Military Leadership	☆ ☆ ☆ ☆ ☆
Expanding an Empire	☆ ☆ ☆ ☆ ☆
Influencing Egyptian Culture	☆ ☆ ☆ ☆ ☆
Building New Cities	☆ ☆ ☆ ☆ ☆

PREVIEW

True or False

Circle whether the statement is true or false.

1) Alexander was born in Athens, Greece.	True	False
2) A liberator is someone who releases people from oppression.	True	False
3) Alexander's father died of natural causes.	True	False
4) Alexander defeated the Roman Empire.	True	False
5) Alexander conquered Egypt in 332 BCE.	True	False
6) Hellenization led to the decline of ancient Egyptian traditions.	True	False
7) Egyptians saw Alexander as an oppressor.	True	False

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Curriculum Connection
7.2

Rise of Ancient Greece

Rise of the Civilization

Ancient Greece was a civilization that emerged around 800 BCE and lasted until about 146 BCE when it was conquered by the Romans. This perioc saw the rise of city-states, great achievements in art, science, and philosophy, and the birth of democracy Athens.



Location

Ancie as d in the southeastern part o pe, al diterranean Sea. It included mainl he nds in the Aegean Sea, a stern Asia Minor, which is now pres y Tu ion was characterized by mountains and rocky terrain, with ma islands.

Using the Environment

- Mountains made natural walls, so e m parate cities with their own ways of life, leaders, and focus on g care s
- Living near the sea helped them become g ilor thers, and travel to faraway places, making Ancient Greece a str wer
- They grew olives, grapes, and grains on the rocky land, which were important for food, money, and even their religion, like Dionysus, the god of wine



- Since there wasn't much good land for farming, they used steps on hillsides to grow more crops and feed more people. This farming method is called **terracing**. It turns hills and mountains into level, stair like areas that plants can grow on. It also helps keep soil and water from running down the mountain or hill.
- They had many resources like marble, clay, and metals such as copper, silver, and iron. They used these resources for big buildings, beautiful art, and strong tools, weapons, and armor.

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7.2

Questions

Use information from the text to support your answer.

1) Where was Ancient Greece located?

2) How d[illegible]ent Greeks use their environment?

PREVIEW

True or False

Circle[illegible]r t[illegible]t is true or false.

1) Ancient Greece emerged around 800 [illegible] and las[illegible] BCE.	True	False
2) Democracy was first born in Athens, Ancient[illegible]	True	False
3) Ancient Greece was located in northeastern Europe[illegible]	[illegible]rue	False
4) Ancient Greeks were known for their sailing and sea pow[illegible]	[illegible]	False
5) Marble, clay, and metals were abundant resources in Ancient Gre[illegible]	[illegible]	[illegible]alse

Draw

Ancient Greece had many cities separated by mountains. Draw a diagram to show mountains and separate cities. Use the 4 cities below.

Greek Cities

Sparta

Delphi

Athens

Thebes

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7.2

Instruction Explain your thoughts about the pictures.



Using the Sea

The Greeks lived close to the sea, which helped them become skilled sailors and traders. They used boats to travel, trade goods, and share ideas with other civilizations.

1) What is happening in this picture? How did the sea help Ancient Greece grow and connect with other places?

Farming and

Since the land was rocky, far d a called terracing to grow crops e oli grapes. They also used natural resou stone and metals to build and create ls.



2) W ou ture? Why did e Gr this way?

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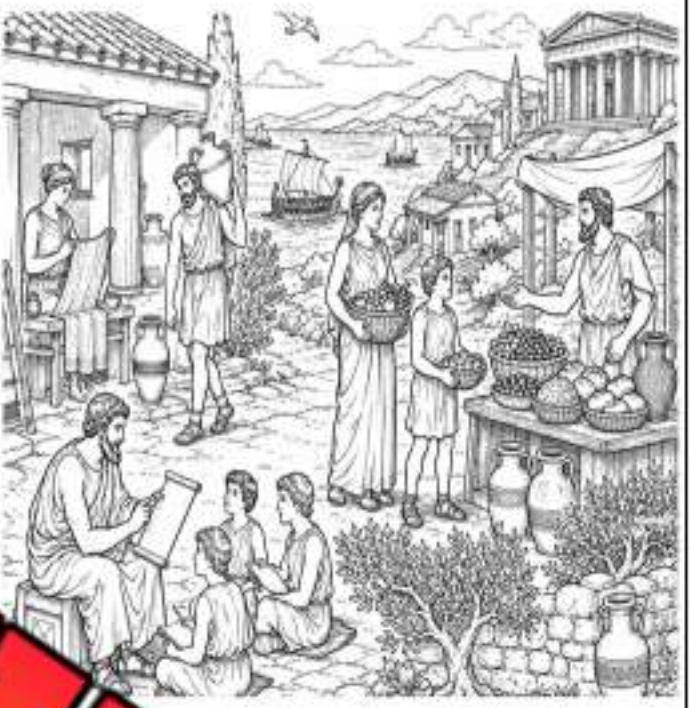
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Curriculum Connection
7.3

Ancient Greece - Culture

Introduction

Ancient Greece, a civilization influential in art, philosophy, politics, and science, also had a unique culture.



Food

The Mediterranean triad—cereals, olives, and grapes—dominated the ancient Greek diet.

They ate:

- Grains: barley (for bread, porridge)
- Vegetables: onions, garlic, legumes
- Meat: goats, sheep
- Fruits: grapes, figs, apples, pears
- Fish and seafood: coastal areas
- Wine and olive oil: [illegible]

PREVIEW

Clothing

Clothing was simple, functional, and of [illegible]

- Peplos: A women's outfit made from large fabric, usually wool or linen. It was draped over the body, folded at the top, and fastened with pins at the shoulders.
- Chiton: A fabric piece worn by men and women, made of materials like linen. Draped around the body and pinned at the shoulder, it was belted at the waist. Men's chitons were shorter, while women's reached the ankles.
- Himation: A larger fabric piece used as an outer garment, draped over shoulders and body for extra warmth, sun protection, or modesty.
- Sandals: Simple footwear made of leather or plant fibers, with straps

Education

Education was mainly for wealthy boys, starting at age seven, and involved:

- Reading, writing, arithmetic, music, poetry
- Physical education: athletics, wrestling, combat skills
- Girls learned domestic skills at home

Shelters

Housing varied based on location, social status, and wealth:

- Rural homes: single-room, mud-brick structures, thatched/wooden roofs
- Urban homes: sun-dried or kiln-fired brick houses, tiled roofs, central courtyard
- Wealthier homes: frescoes (murals), mosaics, decorative elements like columns

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7.3

Paraphrase Rewrite each section in your own words with only the important information.

Food	
Clothing	
Educatio	
Shelters	

PREVIEW

Making Connections Whic[illegible]ncien[illegible]k culture homes, clothing, school, or food is [illegible] you[illegible]lain how it is the same or different.

Multiple Choice Circle the correct answer.

1) What was the primary fabric used for making a peplos?	Silk	Linen
2) Which garment was used by women in ancient Greece?	Chiton	Peplos
3) Which age did boys begin school?	5	7
4) What was a feature of urban homes in Ancient Greece?	Courtyard	Chimney
5) What was the main material used in making rural homes?	Mud	Stone

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Reflection Questionnaire

Cut the reflection questionnaires below.

Name: _____

Circle the box of your choice.

1) Ancient Greeks mainly ate foods like olives, grapes, and grains.	✔	✘
2) Greek clothing was usually heavy armour for daily wear.	✔	✘
3) Education in Ancient Greece was mostly for wealthy boys.	✔	✘
4) Greek homes could be simple or decorated depending on wealth.	✔	✘

Name: _____

Circle the box of your choice.

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2) Greek clothing was usually heavy armour for daily wear.	✔	✘
3) Education in Ancient Greece was mostly for wealthy boys.	✔	✘
4) Greek homes could be simple or decorated depending on wealth.	✔	✘

Name: _____

Circle the box of your choice.

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2) Greek clothing was usually heavy armour for daily wear.	✔	✘
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4) Greek homes could be simple or decorated depending on wealth.	✔	✘

Name: _____

Circle the box of your choice.

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2) Greek clothing was usually heavy armour for daily wear.	✔	✘
3) Education in Ancient Greece was mostly for wealthy boys.	✔	✘
4) Greek homes could be simple or decorated depending on wealth.	✔	✘

PREVIEW

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Ancient Greeks - Contributions

The ancient Greeks made numerous contributions to science, technology, and philosophy that have shaped Western civilizatior Some of their key contributions include:



Mathematics

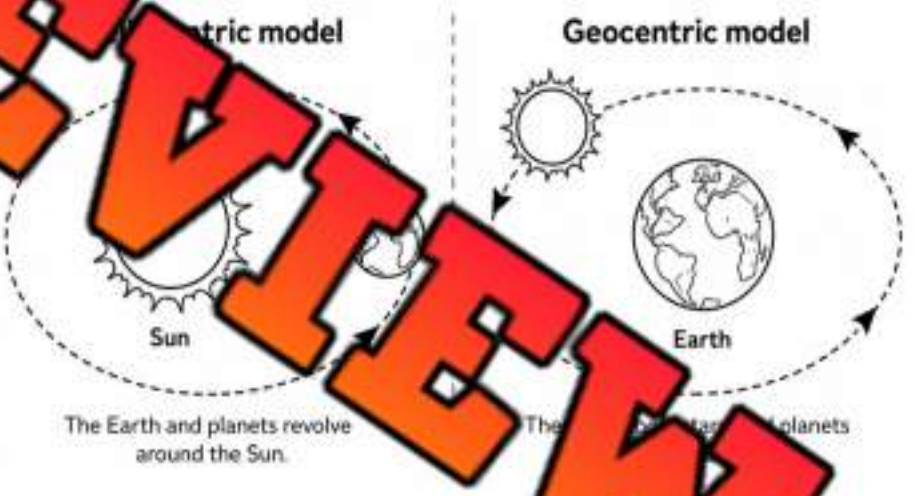
Greek mathematicians such as Pythagoras, Euclid, and Archimedes made significant advancements in mathematics, including g metry, number theory, and mathematical analysis.

Pythagora philosopher and mathematician who is best known fo ean Theorem, which states that in a right quare of the length of the hypot (the si e the right angle) is equal to the sum of the s ths of the other two sides.

PREVIEW

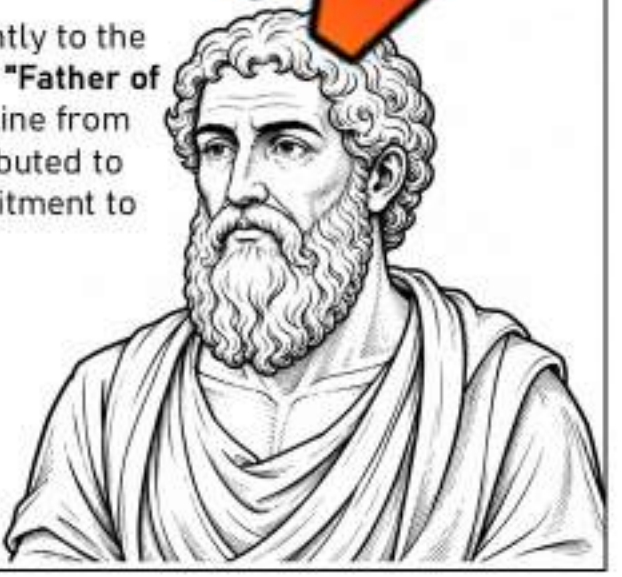
Astronomy

Greek astronomers like Aristarchus, Eratosthenes, and Hipparchus made groundbreaking discoveries in astronomy. Aristarchus proposed a heliocentric model of the solar system. The heliocentric model states that the Earth and planets revolve around the Sun.



Medicine

Greek doctors like Hippocrates contributed significantly to the field of medicine. Hippocrates, often regarded as the **"Father of Medicine,"** established medicine as a separate discipline from philosophy and religion. The Hippocratic Oath is attributed to Hippocrates. Greek doctors took the oath as a commitment to ethical medical practice.



It outlines principles such as:

- Treating patients with respect
- Maintaining confidentiality
- Prioritizing patient well-being

Although it has evolved over time, it still serves as a foundation for medical ethics today.

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Explain Describe how the Ancient Greeks made contributions to each field below.

Mathematics	
Astr	
Medicine	

PREVIEW

Multiple Choice Circle the correct answer

1) Who is known as the "Father of Medicine"?	Pytha	tes
2) Who proposed the heliocentric model?	Aristarchus	tosthenes
3) Who developed the Pythagorean theorem?	Archimedes	Pythagoras
4) The geocentric model places what at the universe's center?	Earth	Sun
5) Who is associated with the Hippocratic Oath?	Hipparchus	Hippocrates
6) Euclid contributed significantly to which field?	Astronomy	Mathematics
7) The Hippocratic Oath focuses on what aspect of medicine?	Ethics	Anatomy
8) The heliocentric model revolves around what?	Earth	Sun

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Ancient Greeks - Economy

Introduction

The ancient Greek economy was a complex system driven by trade, craftsmanship, and agriculture.



Money

The ancient Greek economy operated using a mo tary system based on coinage. C ade from precious metals li old, and bronze, were ed among city- The mo n and widely a epted si er drachma. City had own unique coin ch di symbols and images es their cultural identity.

The table provides a r estimate of the cost of some co ion goods in terms of silver drachmae.

Item	Cost - Silver Drachmae
Pottery (vase)	1 - 5
Olive oil (1 liter)	1 - 2
Wine (1 liter)	2 - 4
Bread (1 loaf)	0.1 - 0.5
Meat (1 kg)	5 - 10
Textiles (1 garment)	10 - 30
work (small)	5 - 25
simple)	10 - 50
dals	1 - 5
Sl	150 - 300

PREVIEW

Trading

Trade was a vital component of the ancient Gre nom engaged in both local and international trade, exchanging goods wi ng city s and far-off regions like Egypt, Persia, and the Black Sea area.

Maritime trade was crucial due to Greece's geograph loca y islands and extensive coastline. Key trading hubs included Athens tus.

Jobs

The ancient Greek economy offered a variety of jobs to support its trade and production sectors. Some common occupations included farmers, fishermen, craftsmen, traders, merchants, soldiers, and slaves. Skilled artisans, like potters, sculptors, and metalworkers, were highly respected for their expertise.

Earnings

Earnings in ancient Greece varied depending on the job and social status. Skilled craftsmen and merchants could accumulate significant wealth through trade and selling their products, while farmers and fishermen generally had more modest incomes. Slaves, who were considered property, did not earn money for their labor.

The economic system allowed for social mobility, and individuals could improve their financial standing through successful trade, craftsmanship, or other ventures.

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7.7

My Greek Coin

Design your Greek coin below.

Front Side

Back Side

Front Side
Draw a symbol that represents your city-state.

Back Side
Draw something that represents your economy or trade.

PREVIEW

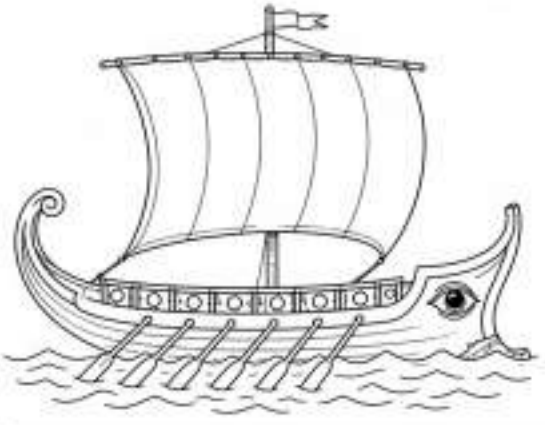
True or Fals

ete w the statement is true or false.

1) Silver drachma was e mon t Greek coin.	True	False
2) Ancient Greeks primarily t h r ity-states.	True	False
3) Ancient Greece had a barter-only ec	True	False
4) Pottery was a popular good produced ncient e.	True	False
5) Slaves in ancient Greece earned money for t our.	True	False

Trade Route Adventure

Choose five items to trade, select a n, ar tain why people there would want your goods.



Choose five items to t		
Olive Oil	Pottery	Wine
Jewelry	Textiles	Bread
Where Are You Going?		
Egypt	Persia	Black Sea Region

Why would people in this place want your goods? _____

_____

_____

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7.7

Newspaper Article: Ancient Athens - Government

Democracy Begins in Ancient Greece

Published: Published: 500 BCE

Around **2,500 years ago**, the people of Athens, Gre created one of the first democratic ments in history. Citizens were give rtunity to participate in goverr ing shape the future ir city-s emocratic governme s used wo d today have been influ ny o me principles establis ncien

Athens: Birthplace of Dem
Ancient Athens became know birthplace of democracy. In Athen male citizens who were 18 years of age or old could participate in the Assembly, where they discussed important issues and voted on laws and decisions affecting the city. This democratic system made Athens different from other Greek city-states.

Other Forms of Government
Sparta's Oligarchy
While Athens practiced democracy, Sparta followed a military-focused **oligarchy**. In this system, a small group of powerful leaders controlled the government and made decisions for the city-state. Citizens had much less involvement in government than they did in Athens.

Mycenae's Monarchy
Mycenae used a **monarchy**, where a king held primary authority and ruled the city-state. Power was often passed down through the royal family, and ordinary citizens had little or no input in government



re the Citizens?
ncie k society was divided into three cate ple.

cial group. They were n e age who had complete quir rvice. Only citizens c d p h government and vot ues.

Metics
Metics were people who had been born outside the city-state of Athens. Although some became wealthy or influential, they were not allowed to become citizens.

Slaves
Slaves were the lowest social group. Many were owned by wealthy Athenians or by the city-state itself. People could become slaves if they were captured in war or punished for crimes such as stealing or breaking the law.

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Questions

Use information from the text to support your answer.

1) What does a democratic government mean?

2) Describe the different government styles in the Greek cities below.	
Athens	
Sparta	
Mycenae	

PREVIEW

True or False

Circle whether the statements are true or false.

1) Democracy started around 2500 years ago.	True	False
2) Democracy was first born in Athens, Ancient Greece.	True	False
3) Mycenae had a military-focussed government.	True	False
4) Sparta had a military-focussed government.	True	False
5) Metics had the most power in Ancient Athens.	True	False

Design A New Law

The citizens of Athens need a new law. Create your own!

Draw a Symbol for Your Law	My Law

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7.7

Instruction Read each statement about Ancient Athens. Think about what you learned from the reading. Put a ✓ under Yes if the statement is true and a ✓ under No if the statement is false.

#	Statements	Yes or No	
1	Ancient Athens is known as the birthplace of democracy.	Yes	No
2	All people in Athens could vote in government decisions.	Yes	No
3	Citiz[illegible]o be male and over a certain age to participate.	Yes	No
4	[illegible] to vote in Athens.	Yes	No
5	Citi[illegible]ns me[illegible]bl[illegible]o make decisions.	Yes	No
6	Sparta use[illegible]e de[illegible]stem as Athens.	Yes	No
7	In Athens, citizens [illegible]k and [illegible]laws.	Yes	No
8	A small group of leaders [illegible]olle[illegible]an oligarchy.	Yes	No
9	Monarchy means rule by one king[illegible]een.	Yes	No
10	Athens allowed more citizen participation[illegible]ther [illegible]	Yes	No
11	Slaves were considered citizens in Athens.	Yes	No
12	Metics were people who could vote in Athens.	[illegible]	No
13	Sparta focused more on military strength than democracy.	[illegible]	No
14	Athens and Sparta had different forms of government.	Yes	No
15	In a democracy, people have a say in decisions.	Yes	No
16	Only rich people could be citizens in Athens.	Yes	No
17	Citizens in Athens helped create laws.	Yes	No
18	The government of Athens influenced modern democracy.	Yes	No
19	All Greek city-states had the same government system.	Yes	No
20	Athens was less democratic than Sparta.	Yes	No

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7.7

Direct Democracy in Athens

The Assembly

The Assembly meetings took place every 8 to 10 days throughout the year. During this time, Athens had a male population of 60,000 citizens, in which approximately six thousand would participate.



The six thou and would meet on the Pnyx Hill in a dedicated and anyone who wanted to speak or vote co by raising their hand. The majority would w Once a year, citizens could meet xile a citizen of Athens.

Most of the tim ch someone who didn't participate in they atch down the name of who they to e ken piece of pottery called an ostr g someone to leave forever. h la adapted the word ostracize fr ak

PREVIEW

Direct Democracy

This form of participating in government is called Direct Democracy. Every member at the assem had equal rights to speak and vote on issues. The citizens who participated in the government took it very seriously, and even looked down on the citizens who were allowed to participate but chose not to.



This type of democracy differs from the Representative Democracy that Canada uses, where only elected officials get to pass laws and make decisions for the government.

How to Vote

Voting was usually done by a show of hands. Each citizen's vote counted as one vote, regardless of their status in society. Another method they used was to drop either a brown or white stone in a jug.

- **A brown stone would mean voting one way.**
- **A white stone meant they voted the other way.**

At the end of the voting, the stones were counted, and the decree was announced.



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True or False

Circle whether the statement is true or false.

1) Everyone in Athens, including women and slaves, could vote.	True	False
2) Ostracism was a way to reward citizens for good behavior.	True	False
3) In Athens, citizens met regularly in an assembly to make decisions.	True	False
4) Everyone in Athens, including women and slaves, could vote.	True	False
5) In direct democracy, citizens vote directly on issues.	True	False
6) A brown or white stone could be used to vote.	True	False

Multiple Choice

Circle the correct answer.

1. Who was allowed in Athens?	Everyone	Citizens
2. Where was the assembly held?	Pnyx Hill	Agora
3. What was the name of the pottery shard?	Ostrakon	Ostracise
4. How many citizens participated in the assembly?	6,000	60,000
5. They voted using their...	Ballets	Hands

Speak To The Assembly

Choose one issue and write a short speech explaining your idea and why the citizens should vote for it.



Choose One Issue

❑ Improve the roads	❑ Build a new temple
❑ Plant more olive trees	❑ Create a new marketplace

Citizens of Athens,

I believe we should _____

_____

_____

_____

Because _____

_____

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7.7

Social Structure in Athens

Background
Although Athens was forward thinking in their government, they still did not provide equality to the people in their society. Women, slaves, and metics were treated very differently then citizens. Very rarely could people move classes as it took the majority of citizens to vote for a slave or metic to become a citizen. Wo[illegible]n were never allowed to become a citizen, and therefore [illegible]ot participate in the government.

Boys an[illegible]
Men [illegible]al[illegible]hens, and their birth was even celebr[illegible] When [illegible]ave birth to a boy, the family hung an olive branch to [illegible]r, i[illegible]ting victory! When a girl was born, they atta[illegible]e of w[illegible]icating her future as a homemaker.

Both boys and gi[illegible]ed [illegible]other and played with toys like dolls, rattles, [illegible]wing[illegible] At the age of 7, the boys went to school to l[illegible]ead[illegible]l math, while the girls stayed home to be educa[illegible]eir [illegible] The mom taught them how to read and writ[illegible]also he[illegible]d skills like weaving, spinning, and childcar[illegible]



When a girl turned 15, the father would choose a husband for them and they would go live with his family! When a boy turned 18, they were required to serve in the military. At the age of 20, they became citizens of Athens.

The rights men and women had were very different. Women were forced to have a male guardian who made important decisions for them. The male was usually her father, husband, brother, or son and they were in charge of the women's life.

Slaves
Slavery was part of the society in Athens. Each citizen of Athens owned several slaves who were forced to work for free. Even the poor Athenians owned two or three slaves! Slaves performed various tasks, including household chores, farming, and mining. They also served as tutors, nurses, and entertainers.

Key Terms

Slave
Someone who is owned by the city-state or a wealthy person.

Metic
Someone who was not born in Athens but moved there.

Citizen
A man in Athens who was born there, over 20 years old, and performed his required military service.

[illegible]le Guardian
[illegible]n needed a [illegible]guardian to [illegible]t [illegible]hem. W[illegible]ere not in co[illegible] of their own life, their male guardian was.

Olive Branch
Branch on an olive tree. Used to indicate a boy was born to the family who hung it on their front door. Symbolized victory for the family.

PREVIEW

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Curriculum Connection
7.7

Questions

Use information from the text to support your answer.

1) Who had more rights in Athens, men or women? Explain.

2) How we[illegible]lives of boys and girls in Athens different? Explain.

PREVIEW

Multiple Choice

Cir[illegible]or[illegible]

1) Who couldn't become Athenian citize[illegible]	Women	Metics
2) What represented a boy's birth?	[illegible]ool	Olive
3) Athenian boys' military service age?	[illegible]	20
4) Women's guardian in Athens?	F[illegible]	[illegible]riend
5) Did poor Athenian citizens own slaves?	[illegible]	[illegible]

Matching

Draw a line from the term to the description.

Term	Description
Citizen	Someone who was born outside of Athens.
Metic	A symbol of victory when a boy was born.
Slave	When a man had control over another woman.
Olive Branch	A man who was born in Athens and could vote.
Male Guardian	Someone who was owned by the State of Athens or another person.



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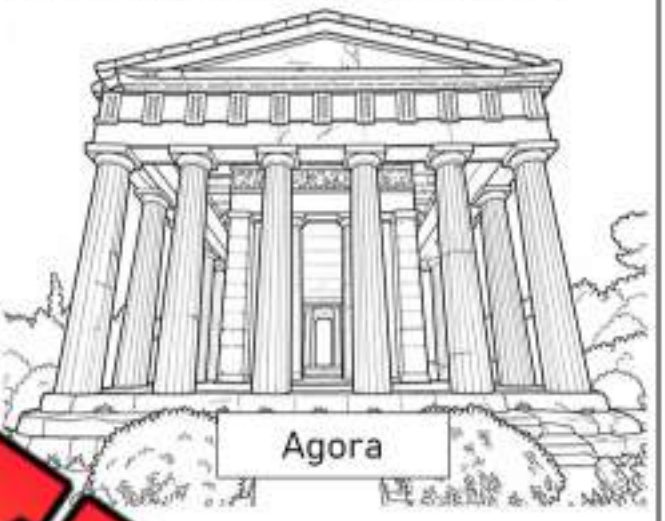
Athens – Government Structure

3 Pillars of Government

The three pillars of government in Athens were:
(1) Assembly – all citizens can participate and vote on matters
(2) Council of 500 – full-time government of Athens
(3) Court – decided someone's guilt or innocence and punishments for breaking laws

Council of 500

The counc 0 was known as the boule because n the Bouleuterion at the Agora t g place. The citizens in Athe e divide tribes. Each tribe could se 50 me rve on the council. Members nee th f 30. For 1/10 of the year), the s from a tribe would be in e of



Membership in the counc mocr process for the following rea

1) The council was chosen in a lotter When s were chosen randomly, therefore everyone had an equal e to be c

2) Citizens could only serve on the council tw s allo people a chance to get on council.

3) The Chairman or leader of the council was chose in a and would only serve for 24 hours.

The Council had the important job of planning the agenda for gs. When 6000 citizens attended the Assembly, an agenda was necessar to etings organized. The agenda outlined what would be discussed and voted on d the meeting.

Court System

If Athenians felt they were wronged by someone, they could bring their complaint to the magistrate. Magistrates were citizens and officers of the court who were chosen by lottery for a one-year term.

Magistrates could set a fine for punishment, or they could send a case to trial. A trial would have a jury of between 501 to 1500 people on it who would listen to the defendant and the plaintiff explain their case.

Wealthy Athenians would hire professional speech writers to help them make effective arguments. If found guilty by the jury, they would be sentenced to death, or face imprisonment. Many fled Athens to avoid the death penalty.

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7.7

Plan an Assembly

Imagine you are one of the 500 council members. Check 3 topics to place on the Assembly agenda.



❑ Build



❑ Improve the harbour



❑ Create a new marketplace



❑ Increase military training



❑ Plan



❑ Repair public buildings

Why are these important?

PREVIEW

Multiple Choice

Circle the correct answer.

1. The Assembly had how many people participate?	500	6000+
2. The Council was made up of people over the age of...	50	30
3. Council members were chosen from a...	Vote	Lottery
4. The Council had the important job of setting the...	Agenda	Laws
5. A magistrate could fine or send a case to...	Trial	Prison

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7.7

Caption These

Explain the pictures.



Thémistocle was a General in Athens who was voted to be exiled. He was forced to leave Athens for 10 years! He could return after that and get his property back.



Anot[illegible] to be exiled. He was exi[illegible]rom A[illegible]noved to Persia, Athens's enem[illegible]erxe[illegible]Persia promoted him t[illegible]or of M[illegible]

PREVIEW

What do you notice in th[illegible]e? Wha[illegible]sting to you? What are you wondering?

Quote

What did they mean by the quote?

1) "Just because you do not take an interest in politics doesn't mean [illegible]ake an interest in you!" – Pericles: Orator and General in Athens

2) "Society is well governed when its people obey the magistrates, and the magistrates obey the law." – Solon: Lawmaker and Poet

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7.7

Caption These

Explain the pictures.



- Pericles was a master orator (public speaker)
- Known as the first citizen of Athens
- Led Athens from 461 to 429 BC: "Age of Pericles"
- He promoted the arts and literature
- His family was wealthy, so he studied when he was younger
- He is always portrayed wearing a helmet
- He spent his wealth supporting the Arts

What do you notice in the [illegible] What i[illegible]ing to you? What are you wondering?

Quote

What did they mean by the quote?

"Our policy does not copy the laws of neighboring states; we are rather a [illegible] to others than imitators ourselves. It is called a democracy, because not the few but the many govern. If we look to the laws, they afford equal justice to all in their private differences; if to social standing, advancement in public life falls to reputation for capacity, class considerations not being allowed to interfere with merit; nor again does poverty bar the way, if a man is able to serve the state, he is not hindered by the obscurity of his condition" – Thucydides, at Pericles' Funeral

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7.6

Roman Expansion & War

Expansion
By 275 BC, the Romans had taken over the entire Italian peninsula. They defeated the Etruscans and the Greeks with military force. Instead of making the people in these regions' prisoners of war or slaves, they offered them citizenship to Rome if they were willing to pay taxes to the Roman government and fight in the military.

The Punic Wars
In 264 BC, [illegible] was quick to utilize the [illegible] ssive military [illegible] were a ser[illegible] against [illegible] Cartha[illegible] trading city in [illegible] Rome ended up [illegible] ach of the 3 wars, howe[illegible] ey nearly lost the second wh[illegible] Carthage general named Hannibal crossed the Alps with a heard of elephants. The Roman general Scipio defeated Hannibal and eventually conquered Carthage. This expanded Roman territory through Spain, Italy, and Greece.



PREVIEW





New Territory
As you can see by the map, The Roman Empire was expanded into northern Africa, which is below the Mediterranean Sea. The Romans now controlled valuable land surrounding the Mediterranean Sea and on the coast of the Atlantic Ocean.

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Curriculum Connection
7.6

Fill in the Blanks Fill in the blanks with the missing word.

Carthage	Greece	Alps	Hannibal
Africa	Scipio	Italian	Rome

1) By 275 BC, the Romans had taken over the entire _____ Peninsula.
2) The Punic Wars were fought between Rome and _____.
3) Hannib[illegible]ed the _____ Mountains with elephants.
4) The R[illegible] _____ defeated Hannibal.
5) A[illegible], R[illegible]anded into northern _____.

Question Wh[illegible]ed in [illegible]nd Punic War against Carthage? Where did the wa[illegible]t an[illegible]s did Hannibal move through?

PREVIEW

True or False Circle whether the statement is true or fal[illegible]

1. When Romans conquered new land, they made the captured people slaves	True	False
2. The newly captured could become Roman citizens	True	False
3. The Punic Wars had a total of 5 long wars	True	False
4. Hannibal was a Carthage general who invaded Rome in the second war	True	False
5. Hannibal brought a heard of wolves with him to invade Rome	True	False
6. The Roman general Scipio defeated Hannibal and took over Carthage	True	False

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Curriculum Connection
7.6

Fact or Fiction: Roman Expansion & War Edition

Objective

What are we learning about?

Students will explore how the Roman Empire expanded through wars and conquests. They will learn about the Punic Wars, Hannibal's journey across the Alps, and how Rome gained control of territories around the Mediterranean Sea.

Materials

What you need for the activity?

- Fact or Fiction statements about Roman Expansion and
- A "Fact" sign and a "Fiction" sign
- Space in the classroom for students to move to either side
- Roman Empire maps or pictures for discussion



PREVIEW

Instructions

How will you complete the activity?

1) Your teacher will read a statement about Roman Expansion and
2) Listen carefully and decide whether the statement is true or false.
3) If you think the statement is true, move to the "Fact" side of the room.
4) If you think the statement is false, move to the "Fiction" side of the room.
5) Stay on your chosen side while the correct answer is discussed.
6) Pay attention to the explanation to learn more about Roman history.
7) Return to your seat and get ready for the next statement.
8) Have fun learning about the rise of the Roman Empire!

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Curriculum Connection
7.6

Fact or Fiction | Read the statements to the class.

#	Statement	
1	The Romans fought a series of wars called the Punic Wars.	**Fact**
2	Carthage was a powerful city in North Africa.	**Fact**
3	Hannibal crossed the desert with zebras.	**Fiction**
4	Roma helped soldiers move quickly across the empire.	**Fact**
5	T lanes during battles.	**Fiction**
6	Han al cr s with elephants.	**Fact**
7	Rome expan errito military conquest.	**Fact**
8	Roman soldiers foug aser s	**Fiction**
9	The Roman Empire controll and erranean Sea.	**Fact**
10	Rome was defeated by elephants in ery batt	**Fiction**
11	Roman soldiers were trained to fight in org gro	**Fact**
12	Roman ships could travel to North America.	**Fiction**
13	Rome defeated Carthage in the Punic Wars.	act
14	Hannibal rode a dragon across the Alps.	**Fiction**
15	The Romans conquered parts of Spain and Greece.	**Fact**
16	The Alps are tall mountains in Europe.	**Fact**
17	The Mediterranean Sea was frozen all year long.	**Fiction**
18	Rome became one of the largest empires in history.	**Fact**
19	Carthage was hidden under the ocean for thousands of years.	**Fiction**
20	The Mediterranean Sea was important for trade and travel.	**Fact**

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Curriculum Connection
7.6

Julius Caesar

Who Was Julius Caesar?
Julius Caesar was born in Rome in **100 BC** to a noble family. He had great ambition to become a powerful man in Rome. He believed his best chance for success was on the battlefield. Caesar began his military career in present-day Turkey, where he achieved success as a soldier.



He was lat[illegible]noted to general and sent to **Gaul** to fight a fierce Gaul arm[illegible] a brilliant military campaign, Caesar outsmarted the Gau[illegible]their land for Rome. This victory brought great[illegible]mpire and helped Julius Caesar build a power[illegible]reputa[illegible]

PREVIEW

Dictator
When Caesar returned[illegible]manded that he disband his army. Caesar had other[illegible]rmy into Rome and demanded leadership of the c[illegible]d him, and the Senate had little choice but to grant him[illegible]

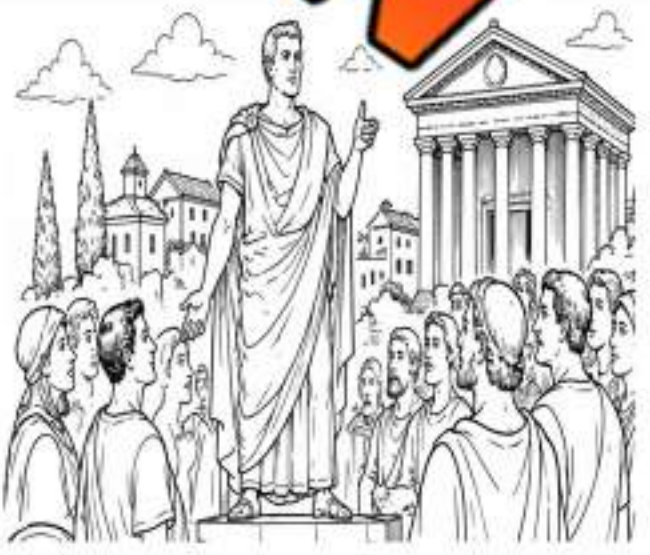


In 44 BC, Caesar became Dictator for Life. This mea[illegible]t th[illegible]le respected him so much that they changed their[illegible]ic go[illegible] system into a dictatorship.

A dictatorship means that a country or empire is ruled by one leader who has most of the power.

Caesar's Rule
As ruler, Caesar governed Rome with absolute authority. He made decisions that he believed were best for the Roman Empire.

Although he held great power, Caesar was known for listening to the concerns of ordinary people, especially the poor. He introduced laws that helped reduce crime and created jobs for poorer citizens in Rome. His leadership strengthened Rome and increased his popularity among many Romans, but it also made some powerful senators fear that he had become too powerful.



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7.6

True or False

Circle whether the statement is true or false.

1. Julius Caesar was born in Rome to a noble family.	True	False
2. Caesar began his military career in Gaul.	True	False
3. Caesar defeated the Gauls and brought wealth to Rome.	True	False
4. The Senate wanted Caesar to keep his army when he returned.	True	False
5. A dictatorship means the empire is ruled by many leaders.	True	False

Question

e information from the text to support your answer.

1) W Julius C hat did he accomplish?

2) What is a dictator? Was Julius Caesar a dictat he a der?

PREVIEW

Multiple Choice

Circle the correct answer.

1.	Caesar was born in	100 AD	100 BC
2.	Caesar started his military career as a	Soldier	General
3.	As a general, Caesar outsmarted the	Egyptians	Gauls
4.	Caesar changed the Roman government into a	Dictatorship	Republic
5.	Caesar took care of which group?	Poor	Rich
6.	A dictatorship has how many leaders?	1	2

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7.6

Julius Caesar Assassination

Caesar was well loved in Rome for many years until the Senate and Roman people worried, he would want to become King of Rome. Being king wasn't the problem as he was already the only leader of Rome, however, being king would mean his son would become king and the leadership would stay in his family until they were overthrown.

Inference What do you predict happened?

What do [illegible] senators did to stop Julius Caesar from becoming King?

PREVIEW

So What Really Hap[illegible]?

On March 15, 44 BC, the senato[illegible]aesa[illegible] to discuss issues within the Roman Empire. The custom for these [illegible]etings [illegible]aesar was the only one allowed to sit, while the Senators stood arou[illegible]. One [illegible] went to Caesar to ask him a question. He grabbed Caesar's sho[illegible] whi[illegible]dictator. As Caesar was dealing with this senator, another senator approached Caesar and stabbed him with a knife. Caesar was in trouble, as he realized it was a plot to assassinate him. The other senators pulled out their knives and put an end to Caesar's life. One of the senators ordered a pair of servants to get rid of his body.



The leaders of the conspiracy to assassinate Caesar were eventually discovered and killed. The senators were tired of Caesar because of his power-hungry tyrant behaviour; however, the people of Rome believed he was a great leader who worked to help them.

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7.6

Persuasive Writing

Pretend you are the senator who plotted Caesar's death. Write a speech to the Roman people that would explain your actions! Be persuasive, as it might save your life!



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Curriculum Connection
7.6

The Fall of the Roman Empire

Splitting the Empire: Wealthy East vs. Weaker West
The eastern part of the Roman Empire was much wealthier than the West. They had trading routes established with Africa, Asia, and Europe that brought in different supplies and grew their economy. They were also protected by the Black Sea, so they were invaded much less often.

The cities on the western side of Rome were smaller and less prosperous. They were located further away from trade routes, which meant they couldn't access the variety of goods that the East could. They were also more exposed to attack along their northern border and had to spread their army thinly along the border, which made it easier for invaders.

PREVIEW

Invasions and the Western Empire
The invaders were trying to steal goods or kidnap people to take as slaves to bring back to their native land. The **Germanic** people were a nomadic group who attacked Roman cities often. The Romans considered these Germanic people to be **barbarians**, people who were uncivilized and primitive. Between 350 AD and 500 AD, nomadic groups attacked the weakest borders of the western Roman empire. They picked apart these cities to the point where many people would move away and find a safer place to live.



In the year 410, another nomadic group called the Goths raided the city of Rome and looted the businesses and homes. This raid, along with the years of economic, political, and military problems, led to the fall of the Western Roman Empire. In the year 476, the last Western Roman emperor was removed from power. This dates the official fall of the Western Roman empire. With the West defeated, the roads and public buildings fell into disrepair. The Germanic people took over the land while the Roman Catholic Church became a unifying power. The eastern empire of Rome continued for almost a thousand more years.

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Curriculum Connection
7.6

Multiple Choice

Circle the correct answer.

1.	Which group invaded the western empire of Rome?	Barbarians	Germanic
2.	The Germanic people were what type of group?	Nomadic	Wealthy
3.	Which year did the western Roman empire fall?	410 AD	476 AD
4.	Which sea protected the eastern empire of Rome?	Black	Mediterranean
5.	Which side of Rome was wealthier?	Eastern	Western

Fall of Rome Chain

Use information from the text. Complete the chain to showing how



PREVIEW

True or False

Circle whether the statement is true or false.

1) The eastern part of the Roman Empire was wealthier than the western part.	True	False
2) Western Roman cities were closer to trade routes than eastern cities.	True	False
3) The Romans considered the Germanic people to be civilized citizens.	True	False
4) The city of Rome was attacked by the Goths in 410 AD.	True	False
5) The western Roman Empire officially fell in 476 AD.	True	False
6) The eastern part of the Roman Empire was protected by the Black Sea.	True	False
7) The Goths raided the city of Rome in 410 AD.	True	False
8) After the western Roman Empire fell, the eastern empire ended immediately.	True	False

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Curriculum Connection
7.7

Evolution of Economies – Early Societies

Sumerian Civilization

The Sumerians initially relied on bartering, trading goods and services directly. People would trade something they had for something someone else had. For example, to barter, you might offer one metal pot in exchange for 2 bags of grains.

As their civilization expanded, they needed a currency to make trading easier. They introduced the shekel. The shekel measured the value of commodities like grains, labour and livestock. For example, one shekel might be worth 180 litres of barley. One shekel might also buy you one small sheep or goat, or a full day of work from a labourer.

Ancient Egypt

Ancient Egyptians used a mixed economic system, involving bartering and currency. People exchanged goods and services directly, but over time, metal rings and coins began circulating.

The Deben, a unit of copper, silver, or gold, was used to measure the value of goods and services. It provided a common measurement of value for various goods and services. For example, a certain amount of grain or a piece of clothing would be worth a specific number of Deben.

Ancient Greece

The Ancient Greek economy transitioned from barter to coinage. Greek city-states minted their coins, with the silver drachma being the most widely accepted.

The silver drachma was collected by people in Greece and was used like money is collected in our society. The coins were used to buy things and pay for services.

Goods/Services	Cost (Denarii)
Loaf of bread	0.5
1 liter of olive oil	1
1 liter of wine	1
1 kg of cheese	2
Tunic (clothing)	15
Pair of sandals	5
Rent (apartment)	120 per year
Slave (unskilled)	500-1,000
Slave (skilled)	2,000-4,000
Gladiator show	5-10

Ancient Rome



The Roman economy evolved from a bartering system to a highly developed monetary system. The introduction of coinage, such as the silver denarius and the gold aureus, facilitated trade and commerce across the vast Roman Empire.

As Rome expanded, its economy became more complex, and currency use allowed for easier tax collection and wealth accumulation. The Roman currency system also played a role in financing large infrastructure projects, such as aqueducts, roads, and public buildings.

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7.7

Questions

Use information from the text to support your answer.

1) What is a bartering system? Why was it not good for advanced civilizations?

2) How ha[illegible]nomies evolved from Sumerian civilizations to Ancient Rome? What did they use b[illegible] and what did Ancient Romans use?

PREVIEW

Multiple Choice

Cir[illegible]rre[illegible]

1) What did Sumerians initially rely on [illegible]e?	Bartering	Currency
2) What measured value in Sumerian civilizatio[illegible]	[illegible]kel	Deben
3) In Ancient Egypt, what unit measured value?	Deb[illegible]	Drachma
4) What was the most common coin in Ancient Greece?	Der[illegible]	[illegible]hma
5) Which currency was used in Ancient Rome?	D[illegible]	[illegible]achma

Matching

Match the civilization with the correct description from the list below.

Sumerian Civilization	Used silver drachma coins for buying and selling
Ancient Egypt	Used denarius coins in a developed monetary system
Ancient Greece	Used the shekel as a unit to measure value in trade
Ancient Rome	Used the deben to measure the value of goods and services

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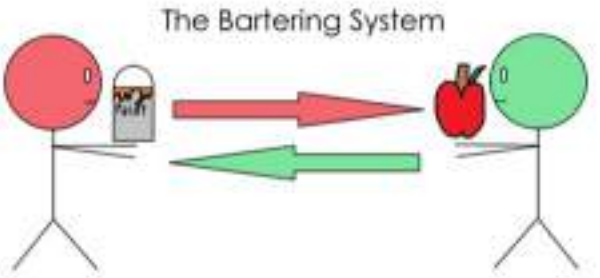
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Curriculum Connection
7.7

Activity – Bartering System

Objective What are we learning about?

To help students learn about the concept of bartering and how it was used as a means of trade before the invention of currency by engaging them in a bartering simulation.



Materials t will you need for the activity?

- B s t 5 copies of the cards (or more if you want students to do r ading)
- A de ated e" rea in the classroom or outdoors

PREVIEW

Instructions How u co ivity?

1) There are 30 different ar h a different good or service. Each student will get 5 of the sa arte xample, one student might get 5 bartering cards that are carpentry . This they are a carpenter who can trade one of their cards for a diffe good or ce. efore, you will need to print 5 copies of the 30 cards. (If you want s to h cards, print more copies).
2) Cut out each card. You may not need all 30 cards e less students in your class.
3) Make piles of each card (5 in each pile)
4) Distribute the bartering cards to the students. Each student will get same card with a certain good or service.
5) Set up a designated "marketplace" area in the classroom or outdoors. Encourage students to visit the marketplace to trade their items with other students. Remind them that the goal is to make fair trades based on perceived value, without using money or currency.
6) Allow students to engage in bartering for a designated period of time (e.g., 15-20 minutes). Encourage them to negotiate and communicate with their peers about the value of their items and the terms of their trades. They can also trade new items they have received in trades. They could even trade 2 cards for 1, if they think it is fair.
7) Students should pretend they are living in an Ancient Civilization they have studied and make deals for things that would have been useful back then.

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Bartering Card 1: Item: Handmade wooden bowl Description: A beautifully crafted wooden bowl, perfect for serving meals or holding fruits and other items.	Bartering Card 2: Item: Sewing services Description: Skilled in sewing and mending clothes, offering to repair or tailor garments in exchange for other goods or services.	Bartering Card 3: Item: Basket of fresh vegetables Description: A basket filled with a variety of fresh vegetables, such as carrots, tomatoes, and lettuce, ideal for a healthy meal.
Bartering Card 4: Item: pouch Descriptio l, durable leath hol small i	Bartering Card 5: Item: Knitted woolen scarf Description: A cozy, warm woolen scarf, perfect for keeping warm during cold weather.	Bartering Card 6: Item: Cooking lessons Description: Offering to teach basic cooking techniques and share delicious recipes in exchange for goods or services.
Bartering Card Item: Handmade potter vase Description: A beautifully designed pottery vase, ideal for holding flowers or as a decorative piece in your home.	Card 8: : Bas h fruits ipt filled w a va esh such as orang grape perfect refreshing	Bartering Card 9: Item: Gardening services Description: Offering assistance in planting, weeding, and maintaining a rden in exchange for ds or services.
Bartering Card 10: Item: Homemade candles Description: A set of three scented candles, made from natural beeswax, perfect for creating a relaxing ambiance in your home.	Bartering Card 11: Item: Hand-carved wooden figurine Description: A charming hand-carved wooden figurine, great for decorating your home or as a unique gift.	Ba Ca 12: Ite De to teach fishi iques and share tips tching fish in exchange for goods or services.
Bartering Card 13: Item: Freshly baked bread Description: A loaf of delicious, freshly baked bread, perfect for sandwiches or enjoying with a warm bowl of soup.	Bartering Card 14: Item: Hand-painted pottery plate Description: A beautiful hand-painted pottery plate, ideal for serving food or as a decorative piece in your home.	Bartering Card 15: Item: Knitted woolen hat Description: A cozy, warm woolen hat, perfect for keeping your head warm during cold weather.

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Bartering Card 16: Item: Babysitting services Description: Offering to look after children for an agreed-upon time in exchange for goods or services.	Bartering Card 17: Item: Homemade jam Description: A jar of delicious homemade jam, made from fresh fruit, perfect for spreading on toast or using in desserts.	Bartering Card 18: Item: Basket weaving lessons Description: Offering to teach the art of basket weaving, sharing techniques to create beautiful, functional baskets.
Bartering Card 19: Item: F laid eggs Descripti en fresh, free-ra for coo or as thy br	Bartering Card 20: Item: Animal care services Description: Offering to care for pets or livestock, providing feeding, grooming, or exercise in exchange for goods or services.	Bartering Card 21: Item: Handmade beaded necklace Description: A stylish handmade beaded necklace, perfect for accessorizing your outfit or as a thoughtful gift.
Bartering Card Item: Carpentry servic Description: Offering carpentry skills to build or repair furniture, structures, or other wooden items in exchange for goods or services.	Card 23: m: F vested Descrip or golde perfe sweeten g tea, sp g on toast, or usin king.	Bartering Card 24: Item: Handwoven basket Description: A durable, handwoven basket, ideal for carrying items, storing belongings, or as a corative piece.
Bartering Card 25: Item: Musical performance Description: Offering to play a musical instrument or sing for an event or gathering in exchange for goods or services.	Bartering Card 26: Item: Handmade soap Description: A bar of fragrant, handmade soap, made from natural ingredients, perfect for cleansing and moisturizing your skin.	Ba Card 27: I De o tea ainting techniq lping to develop a stic skills in exchange for goods or services.
Bartering Card 28: Item: Freshly brewed herbal tea Description: A bag of loose-leaf herbal tea, made from freshly picked herbs, perfect for brewing a soothing and aromatic cup of tea.	Bartering Card 29: Item: Home repair services Description: Offering to help with minor home repairs, such as fixing leaks, patching walls, or painting in exchange for goods or services.	Bartering Card 30: Item: Handmade quilt Description: A beautiful, warm handmade quilt, perfect for adding an extra layer of warmth on your bed or for cuddling up on the couch.

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7.7

Results Answer the questions below.

1) How did you do in the bartering game? What did you start with? What did you end with?

2) What [illegible]al? Why was it a good deal? How will the goods/services you got help

3) Were some people better at bartering [illegible]n other [illegible]ptai[illegible]y this would have affected the bartering economic system in ancie[illegible]izatio

4) Is the bartering system a consistent way of doing business? Does it create a stable economy? Explain why or why not.

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Curriculum Connection
7.3

Inca People - Culture

Background – Who are they?

The Inca empire ruled over the west coast of South America from the early 1400s to 1532. The Inca are known for their complex government and system of roads. Everyone in the Inca civilization had a job, a home, and something to eat.



Worldview – What do they believe?

The Incas [illegible] that their ruler, *the Inca Sapa*, was p[illegible] believed that the gods occup[illegible]ree diff[illegible]ms – (1) the sky, (2) the inner earth, (3) the outer earth. The In[illegible]s believed in 5 different gods and goddesses. The most [illegible]nt of the gods was Inti, who was the god of the sun. [illegible]uge beautiful temples to honour their gods. The [illegible]s of these temples were covered in sheets of [illegible]. The [illegible]o believed in an afterlife. They would [illegible]n a[illegible] the bodies of the dead before burial.



The Arts – [illegible], Dan[illegible] Art

The Inca [illegible]e exper[illegible]vers embroiderers. Th[illegible]ld sp[illegible] wool from alpaca[illegible]llam[illegible] make colourful clothi[illegible] special occasions. Potter[illegible] made for religious ceremonies and everyday items. Artists would decorate the pots with colourful patterns. They would make sculptures from precious stones such as turquoise. These stones would be used as jewelry.





Society – How did the people interact with each other?

The Inca society had 3 social classes. When you were born, you were put into one of the following classes and you could not move classes, no matter how hard you worked. The noble class was the rich and wealthy people. The public administrator class was below the noble class and these people worked for the government. The lowest class were the commoners who were farmers, merchants, and artisans.

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Check Check the facts stated in the worksheet.

	Statements
	The Inca Empire ruled parts of South America from the 1400s to 1532.
	The Inca believed their ruler, the Inca Sapa, was part god.
	The most important Inca god was Inti, the sun god.
	The Inca did not believe in life after death.
	They made clothing using wool from alpacas and llamas.
	There were different social classes that people could not easily change.

Questions Answer the questions using information from the text to support your answer.

1. What were the Inca's [illegible]

2. What were the 3 social classes?

Multiple Choice Circle the correct answer.

1. How many realms did the Inca believe existed?	2	3
2. The Noble were part of which social class?	High	Middle
3. The Inca were experts in embroidery and...	Religion	Weaving
4. The Inca believed strongly in an...	Afterlife	Artwork
5. There were both gods and...	Rulers	Goddesses

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Curriculum Connection
7.3

Quiz Check-In	This quiz will assess students' understanding about the culture of Inca People. Cut along the lines and give each section to a student.

Name: _____

Mark	

Is the statement true (T) or false (F)?

1) The Inca Empire was located on the west coast of South America.	T	F
2) The Inca civilization lasted until the 1900s.	T	F
3) The Inca ruler was called the Inca Sapa.	T	F
4) The Incas believed Inti was the god of the sun.	T	F
5) The Incas used alpaca and llama wool for clothing.	T	F
6) Inca artists decorated pots with colourful patterns.	T	F

Name: _____

Mark	

Is the statement true (T) or false (F)?

1) The Inca Empire was located on the west coast of South America.	T	F
2) The Inca civilization lasted until the 1900s.	T	F
3) The Inca ruler was called the Inca Sapa.	T	F
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5) The Incas used alpaca and llama wool for clothing.	T	F
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Name: _____

Mark	

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3) The Inca ruler was called the Inca Sapa.	T	F
4) The Incas believed Inti was the god of the sun.	T	F
5) The Incas used alpaca and llama wool for clothing.	T	F
6) Inca artists decorated pots with colourful patterns.	T	F

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Curriculum Connection
7.3

Story: Mayan People's Daily Life

Long ago, the Mayan people lived in cities and villages across Central America. Their daily lives depended on where they lived and their social status. Rich Mayans could afford colourful clothing made from animal skins, while poorer people wore simpler clothes. Men usually wore loincloths, and women wore long skirts. During colder weather, both men and women wrapped themselves in a blanket called a *manta*. Many adults also got tattoos after they were married.

Food was a[n] important part of Mayan life. The Mayans hunted animals such as peccaries (wild pigs), rabbits, frogs, tadpoles, and grasshoppers. They used bows and arrows for large[r] [a]nimals for smaller ones. They also fished using harpoons, fishhooks, and s[pe]ars. Corn was their most important food source. Along with beans and squash, it was the basis of many meals. Corn was often ground into cakes and flattened into [wh]at we now call tortillas.

The homes people li[ved] in depended on their wealth. Rich kings and nobles lived in large stone palaces, while poor[er] people lived in small huts near their farms. These huts were usually made from mud and [st]raw. Some homes were built on raised platforms to help protect them from flood[ing].

When it was time for fun and entertainment, the Mayans enjoyed a game called *ulama*. This exciting ball game was played by two teams who tried to [k]eep a rubber ball through a stone ring. Players were not allowed to use their [h]ands or [f]eet to keep the ball in play. Although it was popular, the game could be very serious. [S]ometimes prisoners of war were forced to play, and the losing team could even be put to death.
The Mayans built a rich culture based on farming, hunting, religious life, and [t]rade that helped their civilization thrive for many centuries.

PREVIEW



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Build A Mayan Village

Draw your own Mayan Village and include the images below.

Small Hut	Stone Place	
		
Corn field	Ulama Court	
		

PREVIEW

Question

How did the de[illegible]f the [illegible]eople reflect their culture, work, and way of living?

True or False

Circle whether the statement is true or false.

1. The rich kings and nobles lived in simple huts made of basic materials.	True	False
2. The Mayans mostly ate potatoes as their main source of food.	True	False
3. Only the men got tattoos after marriage.	True	False
4. Poorer men commonly wore simple clothing such as loincloths.	True	False
5. The Mayans ground corn to make food like tortillas.	True	False

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Curriculum Connection
7.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Who does each description belong to?

1) Colourful clothing made from animal skins	Rich Mayans
	Poor Mayans
2) A blanket used to stay warm	Manta
	Ulama
3) Main food source of the Mayans	Fish
	Corn
4) They used bows and arrows for hunting	Mayans
	Romans
5) People who lived in large stone palaces	Commoners
	Kings/nobles

Name: _____ | Mark

Who does each description belong to?

1) Colourful clothing made from animal skins	Rich Mayans
	Poor Mayans
2) A blanket used to stay warm	Manta
	Ulama
3) Main food source of the Mayans	Fish
	Corn
4) They used bows and arrows for hunting	Mayans
	Romans
5) People who lived in large stone palaces	Commoners
	Kings/nobles

Name: _____ | Mark

Who does each description belong to?

1) Colourful clothing made from animal skins	Rich Mayans
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2) A blanket used to stay warm	Manta
	Ulama
3) Main food source of the Mayans	Fish
	Corn
4) They used bows and arrows for hunting	Mayans
	Romans
5) People who lived in large stone palaces	Commoners
	Kings/nobles

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Curriculum Connection
7.5

Mayan Technologies

Astronomy – The Mayan Calendar

The Mayan calendar system is a combination of two separate calendars: the Haab and the Tzolk'in. They work together to create a larger cycle called the Calendar Round.



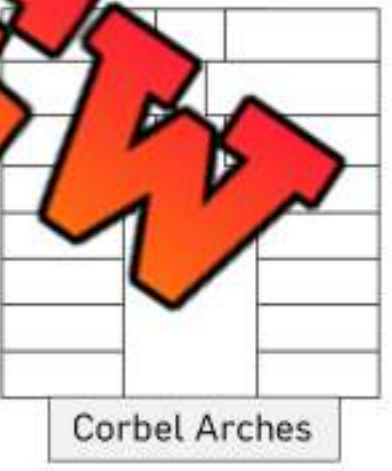
- The Haab: This is a 365-day solar calendar based on the Ea movement around the Sun. The Haab has 18 mo h with 20 days, and a short extra mont Each month has a name, and th from 0 to 19.
- The lk'in: -da ritual calendar that consists o s c d with 13 numbers (1 to 13). The cycle he day names and numbers, cr a ion for each of the 260 days. This calendar was important for re ar cere urposes.

The Mayan calendar works by l ocki Tzolk'in cycles. Every day has a position in both the Haab and Tzolk'in c . The cycles align every 52 Haab years, creating a larger cycle called the ndar R . When the same day appears on both calendars again, the Mayans considered it cant

PREVIEW

Engineering and Architecture

The Mayans were exceptional engineers and architects, building grand cities with pyramids, temples, and palaces using advanced construction techniques. They developed a unique architectural style, employing corbel arches, which enabled them to create large, open spaces and tall structures that were both functional and visually stunning.



The Mayans also engineered complex water management systems, including reservoirs, canals, and underground aqueducts.

To build these aqueducts, the Mayans used their advanced engineering skills. They dug tunnels and channels, often through limestone bedrock, and carefully sloped them to allow water to flow by gravity. Sometimes they lined the tunnels with stones or plaster to prevent water from seeping into the ground. The Mayans also built reservoirs to store water, which connected to the aqueducts.

The underground aqueducts were very helpful for the Mayan civilization. They provided a reliable source of clean water, which was crucial for drinking, bathing, and irrigation.

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7.5

True or False

Circle whether the statement is true or false.

1) The Haab is a 365-day solar calendar.	True	False
2) The Haab is a 260-day ritual calendar.	True	False
3) The Haab has 12 months.	True	False
4) The Haab has 365 days in one cycle, like our modern calendar.	True	False
5) The Tzolk'in has 20 day names that repeat 13 times.	True	False

Draw

ictures based on what you learned.

Mayan Calendar	Mayan Pyr	Water System

PREVIEW

Questions

Answer the questions below.

1) What is similar about the Mayan Calendar and our modern calendar?

2) What is an underground aqueduct? How were they built?

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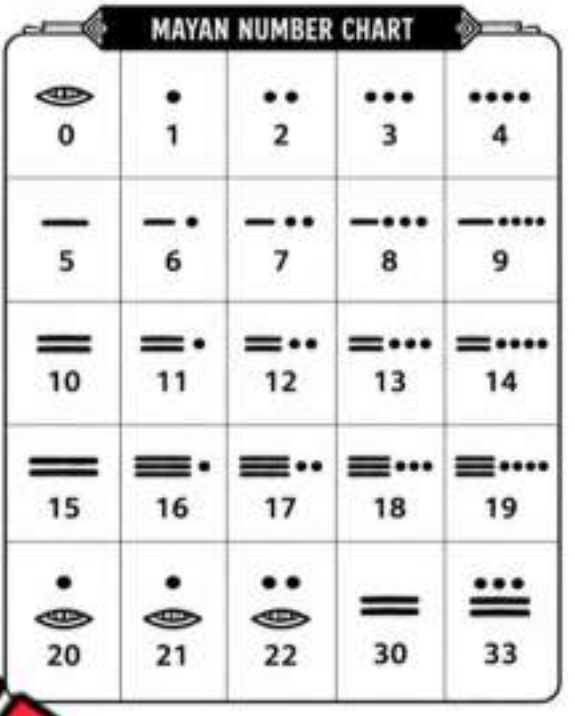
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Curriculum Connection
7.5

Mayan Number System

Mayan Number System

The Mayan number system is interesting. It's called the "vigesimal" system because it's based on the number 20. It works like this:



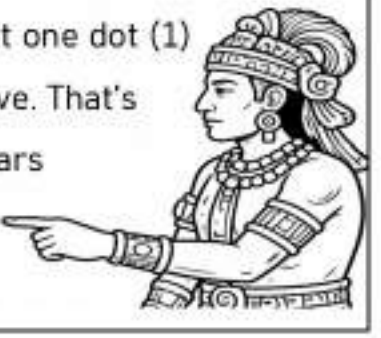
1.. Instead of using 10 as the base like we do in our decimal system, the Mayans used 20 as the base for their number system. This means they counted in groups of 20.

2. The Mayans used three symbols to write their numbers: a dot for 1, a bar for 5, and a special symbol that looks like a shell for 0.



3. To write numbers, they would stack the symbols on top of each other, kind of like a tall cake. The bottom layer would represent ones, the layer above that would represent 20s, and the layer above that would represent 20 times 20 (which is 400), and so on.

4. For example, if you wanted to write the number 26, you would put one dot (1) in the bottom layer and one bar (5) and one dot (1) in the layer above. That's because 26 is equal to 1 x 20 + 5 + 1. The number 412 would be: 2 bars and 2 dots (12) at the bottom, then one shell above (0), and 1 dot above that (400).



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7.5

Numbers Write the numbers using the Mayan number system.

Our System	Mayan System
1	
5	
8	
10	
23	
30	
32	
37	
43	

Our System	Mayan System
50	
65	
97	
115	
409	
465	
830	
850	
1300	

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Curriculum Connection
7.3

Aztec People – Daily Life

Clothing – What clothing did they wear?



The Aztec people wore clothes that were made by the wife of the family. Men wore loincloths and long capes, while women wore long skirts and blouses. The poor commoners had to weave their own cloth to make their cloth[illegible] while the richer Aztecs could purchase clothing or cloth already m[illegible]

[illegible] for wearing clothing. Laws were made to state what colours certain [illegible]ple co[illegible] For example, only rich nobles could wear clothing decorated with feathers [illegible] emp[illegible]uld wear a turquoise-coloured cloak.

Food – What did they e[illegible]?

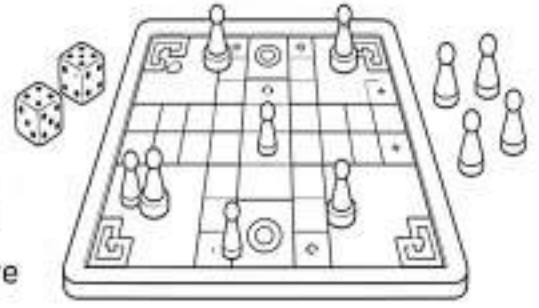


The Aztec mainly ate maize ([illegible]ey [illegible]he corn up to make tortillas. They also ate beans, s[illegible]sects, honey, dogs, and even snakes! As a treat, [illegible]e Azte[illegible]ld make chocolate from cocoa beans!

Shelter - What did they live in?

The poorer commoner lived in shelters made from adobe bric[illegible]. Ad[illegible]sun dried clay. There were four areas within the average home. An area [illegible]th[illegible] to sleep in, a family shrine where gods would be kept, a place where meals [illegible]d be prepared, and an eating area. The nobles had similar homes but made from stone. These homes were bigger and decorated with artwork.

Entertainment – What did the Mayans do for fun?



They played many games to have fun. One of the most popular games was a board game called *Patolli*. Patolli is played with dice and the object of the game is to move your piece around the gameboard.

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7.3

Multiple Choice

Circle the correct answer.

1) What did Aztec men usually wear?	Dresses	Loincloths
2) What was the main food of the Aztecs?	Rice	Maize (corn)
3) What were Aztec homes made of?	Steel	Adobe
4) Who could wear special decorated clothing?	Nobles	Everyone
5) What ga[illegible] the Aztecs play for fun?	Chess	Patolli

PREVIEW

Ques[illegible]

[illegible]nation from the text to support your answer.

1. What rules d[illegible] clothing?

2. Describe an average Aztec home? Wha[illegible]ooms di[illegible]ave?

True or False

Circle whether the statement is true or false.

1) Aztec women wore long skirts and blouses.	True	False
2) All Aztec people could wear any color they wanted.	True	False
3) Maize (corn) was an important food for the Aztecs.	True	False
4) Aztec homes were usually made from metal and glass.	True	False
5) Poor Aztec families often made their own clothing.	True	False
6) The Aztecs sometimes ate insects and fish.	True	False

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7.7

Ancient China Civilization - Feudalism

How Leaders Ruled: The Mandate of Heaven and the Fēngjiàn System

During the Zhou Dynasty, the king had a special right called the Mandate of Heaven, which meant the gods allowed him to rule. To make sure everything worked smoothly, the king set up a sy alled the Fēngjiàn System.

In king chose impor tocrats to be l rule lords. These lords hel fer areas and supp ing wi soldiers when need retur king gave them land.

How People Lived: Kings and Everyday People, and Workers

In the Zhou Dynasty, people were part of different groups. The kings, queens, and other important people were called nobles. They had a lot of power and money, and their children would grow up to be just like them.

Everyday people, like farmers and artists, worked on the land and made things we needed. They lived under the control of a local lord. At the very bottom were workers called slaves, who had to work very hard and had no freedom.

Type of People	Responsibilities
King	- Ruling the kingdom
	- Granting land and privileges to vassal lords
	- Upholding the Mandate of Heaven
Vassal Lords	- Governing their designated regions
(Regional Rulers)	- Supporting the king with military forces
	- Distributing land to subordinates and commoners
Aristocrats	- Assisting vassal lords in governance
	- Holding political power within their regions
	Supporting the vassal lords
cal fficials)	ping with administration and bution
	- En r within their ju
Commoners	cult the land and pro ood
(Farmers, Artisans,	- Artisans: p nd crafts
and Merchants)	- Merchants: tradi ods and services
	- Paying taxes and providing labor to the local lord
Slaves	- Working as laborers on the land or in households
	- Serving their owners without any rights or freedoms

How Land Was Owned and Shared

Owning land was very important during the Zhou Dynasty. The king owned all the land but gave some to his vassal lords as a thank you for their support. These lords then shared the land with people who worked for them, who then shared it with everyday people. This way of sharing land created a system where everyone had a role to play and depended on each other to live.

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Multiple Choice

Circle the correct answer.

1) Who ruled the kingdom in the Chinese feudal system?	Aristocrats	King
2) Who supported the king with military forces?	Subordinates	Vassal Lords
3) Which group cultivated the land and provided food?	Commoners	Slaves
4) Who were chosen as regional rulers?	Aristocrats	Commoners
5) Who ov[illegible]l the land during the Zhou Dynasty?	King	Vassal Lords

Ques[illegible]

[illegible]e questions below.

1) What is the [illegible]n (F[illegible] System)? How does it work?

2) Explain what each of the groups of people belo[illegible]

King	
Vassal Lords	
Aristocrats	
Subordinates	
Commoners	
Slaves	

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Curriculum Connection
7.5

China - Advanced Civilization

Introduction
Ancient China was one of the most advanced civilizations because of its remarkable inventions, diverse culture, organized society, extensive trade, and advanced farming techniques.

Cool Inventions: China introduced many groundbreaking inventions like paper, the compass, gunpowder, and printing. The compass, for example, revolutionized navigation and explo while paper made it easier to write, share information, and produce books. G led to the development of firearms, and printing allowed for the mass product and knowledge dissemination.


Art of War

Rich Cu e: Anci ad a long and vibrant history full of great literatu an its cultural heritage includes classic texts like ing" a t of War."

Famous philo rs l aozi, and Sun Tzu lived during this time, an as on overnance, and strategy still influence peop both ad around the world.

Organized Society: China developed a w structu ciet th efficient systems like the Fēngjiàn System that helped rulers govern e ely. Th cracy system, where people got government jobs based on their ski wled mance in exams, is a prime example. This approach created a stable d go which contributed to China's progress and prosperity.

Trade Networks: China established extensive trade networks with ot g routes like the Silk Road, which connected China to places like Indi urope. This allowed them to exchange goods, such as silk, spices, and porcelain earn about new ideas, technologies, and artistic styles. The Silk Road facilitated cultu exchanges and contributed to the spread of Buddhism throughout Asia.

Better Farming and Technology: China made significant advancements in farming with new methods, better irrigation systems, and animal domestication.

For instance, the use of iron plows improved agricultural productivity, and the invention of the waterwheel allowed for more efficient irrigation. These innovations supported China's growing population and helped establish a stable food supply, further contributing to the civilization's success.



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True or False

Circle whether the statement is true or false.

1) Confucius, Laozi, and Sun Tzu were philosophers in Ancient China.	True	False
2) The Fēngjiàn System in Ancient China was an inefficient way to govern.	True	False
3) The Silk Road connected China to India, Persia, and Europe	True	False
4) Ancient China didn't make any advancements in farming technology.	True	False
5) The invention of the waterwheel in Ancient China improved irrigation.	True	False

Question

the questions below.

1) What was the ruling system? Do you think it was a good way to govern people?

2) What inventions did the Ancient Chinese civilization

Summarize

Why was Ancient China considered one of the most advanced civilizations?

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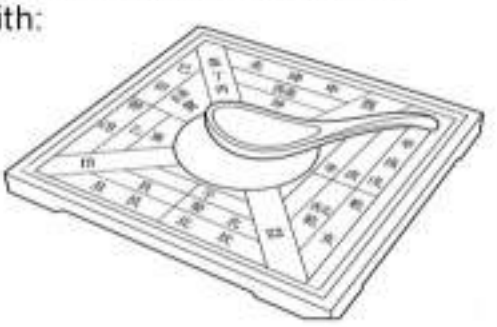
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Curriculum Connection
7.5

Ancient China Civilization - Inventions

The First Compass

The first compass was invented around the 2nd century BCE in the Han Dynasty. Called the "south-pointing spoon" or "sinan," it was a lodestone device that pointed south by aligning with Earth's magnetic field. The compass helped with:



Navigation: The compass made navigating easier, helping travelers, merchants, and soldiers find their way more accurately, made long-distance trips and exploring and more efficient.

Cart[illegible]ass, mapmaking improved, creating more precise and reliable maps for purposes like trade, administration, and military planning.

Geomancy: The compass was [illegible] Feng Shui, an ancient Chinese practice that finds the best locations for homes, graves, and other structures. Using the compass, Feng Shui practitioners could align structures with natural energies to bring good fortune.

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Paper

Paper was invented by Cai Lun, an official in the Eastern Han Dynasty, around 105 CE. He improved the process of making paper using mulberry bark and plant fibers, resulting in better quality material. The invention of paper helped Ancient China with:



Writing and Record Keeping: Paper made writing, record keeping, and information sharing more efficient, improving communication between regions and creating a more connected society.

Literature and Education: Paper made it easier to produce books, spreading literature, knowledge, and ideas throughout society. Important texts like the "I Ching" and "The Art of War" became more widely available, fostering intellectual and cultural growth.

Art: Paper expanded artistic possibilities, leading to new forms of Chinese painting and calligraphy. Artists could create detailed works on paper, which were more portable and easier to access than silk or bamboo.

Currency: Paper became a material for making currency. The first paper money appeared in the Tang Dynasty, offering a more convenient way to trade and conduct commerce compared to metal coins or bulky goods.

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Multiple Choice

Circle the correct answer.

1) What is the name of map making?	Cartography	Geomancy
2) The compass's alternate name is	Sinan	Lunan
3) The compass improved which?	Agriculture	Navigation
4) Paper was invented by...	Confucius	Cai Lun
5) The compass was invented during which dynasty?	Han	Ming

Explain

...ach invention help the Ancient Chinese civilizations?





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Draw

Draw the compass and explain how it works.

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Curriculum Connection
7.6

Trade – The Silk Road

What was the Silk Road?

The **Silk Road** was a group of trade routes that went across Asia to the Mediterranean Sea. These routes connected China with the Middle East and the countries in the Mediterranean (Greece, Italy, France, Turkey, etc.).



It got its name from the fact that Silk [illegible] these routes [illegible] Middle East and the Mediterranean. China made silk, so it was a valuable product for their economy. Cities along the Silk Road [illegible] as traders would stop and trade goods along their journey.

It was also called the "One Belt, One Road" initiative. It helped China improve their already strong civilization. The road was the path on land, while the belt was the maritime path that connected places by boat.

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Trading Products

Silk wasn't the only product being traded along the Silk Road. Things like porcelain and other types of pottery were traded. Food, wine and spices were also traded as well. Certain places became known for their products, so they would specialize in them and send them to other countries. Chess pieces were made in India and sent to China, while paper arrived in the Mediterranean from China.

Trading Ideas

Buddhism is a religion that was spread along the Silk Road. Buddhist monks travelled from India to China and Asia to spread the word of the Buddhist religion. They converted many people and Buddhist monuments still exist in the cities along the Silk Road. Other religions like Christianity and Islam were spread along the route as well.

Technologies and innovations were other areas that were spread along the Silk Road. For example, glass making began in the Mediterranean in the 5th century, but spread to India, Asia, and China by the end of the 5th century.

As people used the trading routes, they studied the architecture and city planning in other cities and brought home these ideas for their own cities and villages. Music from Turkey and Central Asia was the most popular along the Silk Road and became very popular in China and the Mediterranean.

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7.6

Visualize

What picture were you painting in your head while you were reading?

	Describe the picture.
	_____ _____ _____ _____ _____

True or False

Decide whether the statement is true or false.

1. The Silk Road was made.	True	False
2. Music, architecture, and technologies were spread along the silk road.	True	False
3. Products like chess pieces, and spices were traded along the routes.	True	False
4. The Buddhist religion was spread from China to India.	True	False
5. Many of the cities along the Silk Road became wealthier.	True	False

Questions

Use information from the text to support your answers.

1. **Text to Self** – Have you ever made a trade? What was the outcome? Was it a benefit? Have you ever traded ideas for music or tv shows?

_____
_____
_____

2. **Text to World –** What kind of trading happens in today's world? Who does Canada trade with? Do we share music, architecture, and food with other countries?

_____
_____
_____
_____

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Unit Test – The Ancient World

Multiple Choice /10

1. What was the name of the first civilization? a) Sumer b) Ancient Egypt c) Ancient Rome d) Ancient G	2. Which society used aqueducts for fresh water a) Sumer b) Ancient Egypt c) Ancient Rome d) Ancient Greece
3. Early so ...ally developed near which ... a) Mou... b) Water c) Forests d) Flat Lands	4. The region of land that was between the Tigris and Euphrates Rivers was called... a) South America b) Ancient Greece c) Mesoamerica) Mesopotamia
5. Which group of people had t... number of rights in most early soc...es? a) Men b) Women c) Nobles d) Priests	...dic group is a group that a) Sta... ...ce b) ... a lot ... ...od c) ... ... d) Believ... ...spiritu... ...ad
7. Which continent did the First Humans first live on? a) Europe b) South America c) Africa d) Australia	8. The Inca socie... was... a) North America b) South America c) Europe d) Australia
9. Which civilization did Alexander the Great belong to? a) Ancient Egypt b) Ancient Greek c) Ancient Rome d) Ancient China	10. Where was democracy invented? a) Athens b) Rome c) Beijing d) Alexandria

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Define What do the terms below mean?

Term	Definition – What does it mean?
Social class	
Civilizatio	
Mesopotamia	

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Short Answer Answ ues – Each question is worth 3 marks

1) What is direct democracy? How did i in Ath

2) What is bartering? How did economies change from bartering to s?

3) Who was Julius Caesar? What happened to him?