

# Grade 8 – Social Studies

## Manitoba Cluster 1: Understanding Societies Past and Present

	Learning Experiences	Pages
8.1.1	<b>What Is a World View?</b> KI-005 Explain the concept of world view. KI-006 Describe influences that create differences in world views. Examples: culture, time, place, cross-cultural interactions, media, governance... VI-004 Be willing to consider differing world views.	7-26
8	<b>Origins of Human Societies</b> KI-010 Relate various stories and theories of the origin and	
8.1.3	KI-007 Compare and contrast the concepts of society and civilization. KI-008 Give reasons why societies may stay the same or change over time. Examples: culture, education, trade, power, war... KI-009 Describe ways in which societies organize, maintain, and perpetuate themselves. Examples: physical survival, education, culture... KL-022 Give examples of the influence of the natural environment on the development of societies. VL-008 Appreciate the importance of sustaining the natural environment for future societies.	53-78
8.1.4	<b>Knowing the Past</b> KH-027 Identify various sources of historical evidence and information and explain how each enhances understanding of the past. Include: archeology, artifacts, literature, art, music, biographies, journals, photographs, oral histories. KH-028 Explain the importance of knowing the past and understanding history.	80-95

Preview of 75 pages from this product that contains 132 pages total.

NAME: \_\_\_\_\_

# UNDERSTANDING SOCIETIES PAST AND PRESENT

**PREVIEW**



# Block 1:

## What Is a World View?

### Focus

- Reports

What is a World View?, Influences on World Views, Considering Different World Views

- Case Studies

Elon Musk and Technological Innovation, The Arab Spring and Social Media

- Activities

Collage, Show and Tell, Role Play

# What is a World View?

## Defining World Views

A world view is essentially the lens through which a person views the world. It comprises our beliefs, values, and attitudes that shape how we understand the universe and our place in it. This framework influences how we perceive everything from daily interactions to major events and is unique to each individual. For example, someone who believes strongly in environmental conservation may interpret development differently than someone whose primary focus is economic growth.



## Components of a World View

World views consist of several components:

- 1) **Beliefs:** Core convictions about what is true.
- 2) **Values:** What is considered good or beneficial.
- 3) **Attitudes:** Our predispositions or reactions to certain situations or information.

These elements combine to guide our perceptions of the world around us, shaping our actions, reactions, and interactions.

## Impact on Behaviors and Decisions

World views not only influence personal choices but also shape societal actions. For instance, a community that holds a world view valuing tradition may resist modern changes more than a community that values innovation. Here are some ways world views can impact decisions and behaviours:

- **Political Affiliations:** People often support political parties whose policies reflect their own world views.
- **Social Interactions:** World views affect how we relate to people of different backgrounds or beliefs.
- **Career Choices:** Individuals might choose professions that align with their world views, like a conservationist working in environmental protection.

## How World Views Shape Understanding

Our world view filters the information we receive, influencing how we interpret news, interact with others, and respond to global issues. For example, during a global crisis, someone with a world view emphasizing global connectivity might focus on international cooperation, while another person might prioritize national interests.



**Questions**

Answer the questions below.

1) Define 'world view' in your own words.

---

---

---

2) Discuss how understanding various world views can benefit society.

---

---

---

**Write**

Write a dialogue between someone with an environmental world view and someone with a different world view.

---

---

---

---

---

---

---

**True or False**

Is the statement true or false?

1) All world views prioritize economic growth.	True	False
2) Environmental values can shape economic decisions.	True	False
3) World views cannot change over time.	True	False
4) People from the same family always share the same world view.	True	False
5) World views influence one's perception of news.	True	False

# Exit Cards

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

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

Is the statement true or false?

1) Every person has the same world view.	T	F
2) Career choices are often influenced by an individual's world view.	T	F
3) Attitudes are core assumptions about what is true in the world.	T	F
4) World views affect only individual actions and not societal actions.	T	F

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

Is the statement true or false?

1) Every person has the same world view.	T	F
2) Career choices are often influenced by an individual's world view.	T	F
3) Attitudes are core assumptions about what is true in the world.	T	F
4) World views affect only individual actions and not societal actions.	T	F

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

Is the statement true or false?

1) Every person has the same world view.	T	F
2) Career choices are often influenced by an individual's world view.	T	F
3) Attitudes are core assumptions about what is true in the world.	T	F
4) World views affect only individual actions and not societal actions.	T	F

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

Is the statement true or false?

1) Every person has the same world view.	T	F
2) Career choices are often influenced by an individual's world view.	T	F
3) Attitudes are core assumptions about what is true in the world.	T	F
4) World views affect only individual actions and not societal actions.	T	F

## Activity – World View Collage

### Objective

What are we learning about?

To explore and articulate personal world views using PowerPoint's built-in image library, enabling students to reflect on the various cultural, temporal, and personal influences that shape their perspectives.



### Materials

What will be needed for the activity.

- Computer with Internet access
- Access to PowerPoint's built-in image library

### Instructions

How you will complete the activity

1. Open PowerPoint on your computer and select a blank slide.
2. Select a blank slide where you will create your collage.
3. Using the 'Insert' menu, navigate to 'Pictures' and then choose 'Online Pictures' to access PowerPoint's built-in library.
4. Search for images that reflect different aspects of your world view, including cultural, temporal, and personal influences.
5. Insert your chosen images onto the slide, arranging them creatively to form a cohesive collage.
6. Resize, crop, and adjust the images as needed to best fit your design.
7. Add text boxes to provide brief explanations of how each image relates to your world view.
8. Save your PowerPoint file once your collage is complete.

## Reflection

Answer the questions below.

1) Rate your experience of the activity by shading the stars. 5 stars indicate the best experience, and 0 stars indicate the worst experience.

How much did you enjoy participating in the digital collage creation activity?



How well did the images from the PowerPoint library allow you to express your personal experiences?



How well did this activity help you understand the diversity of world views among your classmates?



How much did this activity enhance your digital skills, particularly in using PowerPoint?



How well did the collage creation process help you reflect on your world view?



2) Discuss a personal experience that has significantly influenced your world view, as depicted in the collage.

---

---

---

---

3) How have different cultural influences shaped your perspectives on life?

---

---

---

---



## Case Study: Elon Musk and Technological Innovation

### Elon Musk: A Visionary Influencing Global Technology

Elon Musk, the founder of SpaceX and CEO of Tesla, stands as a central figure in modern technological innovation. His endeavors are not just reshaping industries but are also significantly influencing global perspectives on technology and sustainability.



### SpaceX and Mars Colonization

Elon Musk's SpaceX has dramatically transformed how the world views space exploration with its pioneering vision of colonizing Mars. This ongoing project brings the concept of space exploration closer to reality, inspiring a global audience and other industries to consider the long-term possibilities of human life on other planets.

#### Key Achievements of SpaceX

- Developing the reusable Falcon Heavy rockets to decrease space travel costs
- The creation of the Starship, designed to carry humans to Mars
- Historic firsts, such as the first privately funded spacecraft to dock at the ISS

### Tesla's Push for Electric Vehicles

Tesla, under Musk's leadership, has become synonymous with the advancement of electric vehicles (EVs), influencing the global automotive industry and energy sectors. By proving that EVs can be both desirable and practical, Tesla has played a crucial role in pushing the world towards sustainable energy adoption.

#### Tesla's Impact on Sustainable Energy

- Introduction of high-performance electric vehicles like the Model S and Model X
- Expansion of the Supercharger network, facilitating the practicality of EVs globally
- Advancements in battery technology and energy storage solutions

### Broader Societal Impacts

The influence of Musk's companies extends beyond technological advancements, shaping global opinions on pressing issues such as climate change and the future of energy. By integrating cutting-edge technologies with renewable energy initiatives, Musk not only advocates for a sustainable future but also demonstrates the practicality of these solutions in everyday life. His work encourages a shift in public and corporate policy towards more sustainable practices, proving that technological innovation can drive positive change.

## True or False

Is the statement true or false?

1) SpaceX launched Falcon 10 rockets.	True	False
2) Tesla's Roadster uses hydrogen fuel cells.	True	False
3) Starship is intended for lunar missions.	True	False
4) Falcon Heavy is a single-use rocket.	True	False
5) Tesla proved EV can be both desirable and practical.	True	False

## Questions

Answer the questions below.

1) Explain how Musk's companies influence world views on sustainability.

2) Describe the primary goal of SpaceX and why by Elon Musk.

## Write

Write three arguments supporting the importance of renewable energy technologies, drawing from Tesla's impact.

1)	
2)	
3)	

## Show and Tell – Influences on World Views

### Objective

What are we learning about?

To help students explore and articulate how different influences such as culture, media, and governance shape their personal world views.

### Material

What you will need for the activity.

- Personal item that represents an influence on world view, e.g., a book, photo, musical instrument, etc.
- Presentation space in the classroom



### Instructions

How you will complete the activity

1. Prior to the activity, instruct each student to select a personal item, picture, or story that represents a significant influence on their world view.
2. Allocate time for each student to prepare a short presentation (2-3 minutes) explaining their chosen item and its significance.
3. On the day of the showcase, arrange the classroom with adequate space for each student to display their item and speak.
4. Begin the presentations, allowing each student to explain their item and how it influences their view of the world.
5. After each presentation, allow time for a couple of questions from their peers to encourage interaction.
6. Once all students have presented, lead a class discussion on the variety of influences shared and what common themes might be evident.
7. Encourage students to reflect on new perspectives they may have gained through their classmates' presentations.

## Items

## Personal items

Family photo album	Traditional costume	Favourite book
Musical instrument	Recipe book	Sports equipment
Travel souvenirs	Religious symbol	Art supplies
A map of a favourite place	Film or movie poster	Handwritten letter
A piece of paper from a significant event	Video game	A piece of artwork
A ticket stub from a significant event	A photograph of a historical landmark	DIY craft
Dance shoes	A piece of technology	A plant or seed
National flag	Cultural artifact	Handmade jewelry
An award or trophy	Local currency	A science project
Childhood toy	Comic book	A collection of stamps
Recipe of a family dish	A foreign language book	A handwritten letter from another country
Bird feeder	Hiking boots	Photo of a famous landmark
Piece of pottery	Herbal medicine	Old radio
Vintage clothing	Model airplane	Keychain collection
Eco-friendly product	Poetry collection	Concert tickets



**Reflection**

Design a postcard from your younger self to your current self. What would younger you be surprised to learn about your current worldview?

**PREVIEW**

## Case Study: The Arab Spring and Social Media

### The Arab Spring and Social Media

The Arab Spring was a series of anti-government protests, uprisings, and armed rebellions that spread across much of the Arab world in the early 2010s. It began in Tunisia in December 2010 and quickly took hold in Egypt, Libya, Syria, Yemen, and Bahrain. The movement aimed at ending authoritarian practices and corruption.



### Role of Social Media

Social media platforms like Facebook, Twitter, and YouTube played a crucial role in the Arab Spring. These platforms served multiple purposes:

- **Organizing and Mobilizing:** Activists used social media to organize demonstrations and rallies. Quick and easy communication helped mobilize large numbers of people, often in a short time.
- **Spreading Information:** In many of these countries, where the media was state-controlled, social media offered a way to bypass government restrictions and share real-time information.
- **Raising Awareness:** International awareness of the protests and governmental repression was heightened through viral social media posts.

### Media's Influence on Public Opinion

During the Arab Spring, media, particularly social media, had a profound impact on public opinion and political views both within the Arab world and globally. Here are some key influences:

- Regular people, who had no prior platform, were able to voice their concerns and report from the ground, making the human rights violations known worldwide.
- The portrayal of protests and government responses on social media often shaped public perception about the legitimacy and necessity of the protests.
- The extensive use of social media for political discussion introduced new ways of political engagement and discourse that challenged traditional narratives.

### The Power of Media in Mobilizing Change

The Arab Spring illustrates the transformative power of media in society. It showed how media could not only support the mobilization of social change but also influence political policies and the global discourse around democracy and human rights. The events highlighted the potential of digital platforms as tools for political activism and societal change, redefining how movements and resistances can be formed and sustained in the digital age.

**Questions**

Answer the questions below.

1) Explain how social media helped to shape public perception of the Arab Spring.

---

---

---

2) What role did YouTube play in the Arab Spring movements?

---

---

---

**True or False**

Is the statement true or false?

1) The Arab Spring started in 2011.	True	False
2) Traditional media freely covered the movements.	True	False
3) The Arab Spring did not influence global politics.	True	False
4) International awareness was unaffected by social media.	True	False
5) Media did not redefine resistance in the digital age.	True	False

**Write**

Write a short dialogue between two activists planning a protest.

---

---

---

---

---

---

---

---

# Exit Cards

Cut Out

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

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

How did activists use social media during the Arab Spring?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

How did activists use social media during the Arab Spring?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

How did activists use social media during the Arab Spring?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

How did activists use social media during the Arab Spring?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

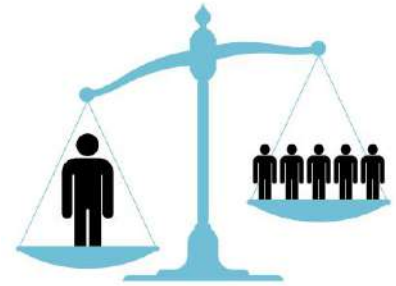
\_\_\_\_\_



## Considering Different World Views

### Considering Different World Views

In our increasingly interconnected world, understanding and respecting diverse world views is crucial. By examining how different perspectives influence our interpretations of events and ideas, we can foster greater empathy and cooperation among global communities.



Aspect	World View A: Individualism	World View B: Collectivism
Core Values	Emphasizes individual rights and independence.	Emphasizes group goals and the importance of community bonds.
Success	Success is measured by personal achievements (e.g., wealth, status).	Success is measured by contributions to the group's well-being (e.g., Japan).
Behaviour	People are encouraged to express themselves and pursue personal goals.	People are encouraged to think about the welfare of others first and often conform to group norms.
Communication Style	Direct and clear, focusing on conveying personal thoughts and feelings.	Indirect and nuanced, focusing on maintaining harmony and respect.
Decision Making	Decisions are often made by individuals based on personal preferences.	Decisions are often made through group consensus, considering the impact on the community.
Education	Emphasizes critical thinking and individual analysis.	Emphasizes learning through shared knowledge and collective benefit.
Current Event Example	In debates on healthcare in the USA, individuals advocate for personal choice in healthcare options.	In the response to natural disasters in Japan, community support and group strategies are emphasized for recovery efforts.

By comparing these different world views, we see that individualism and collectivism shape societies in distinct ways. Understanding these differences is essential in a globalized world where interactions between cultures with different perspectives are common. Embracing diverse viewpoints not only enriches our global understanding but also enhances international relations and cooperation. Through empathy and open-minded dialogue, we can appreciate the strengths of each world view and build a more inclusive world.

**Questions**

Answer the questions below.

1) Describe how individualism might influence education in a society like the USA.

---

---

---

2) How does the communication style in collectivist societies maintain social harmony?

---

---

---

**True or False**

Is the statement true or false?

1) Individualism prioritizes community over the individual.	True	False
2) Collectivism leads to personal decisions being made for the group.	True	False
3) The USA values community success over individual rights.	True	False
4) Education in collectivist cultures focuses on group learning.	True	False
5) Natural disasters in Japan showcase individualistic responses.	True	False

**Write**

Write a paragraph on how understanding different worldviews can improve international relations.

---

---

---

---

---

---

---

## Activity: World Views Role Play

### Objective

What are we learning about?

Students will gain an understanding of different world views to foster empathy, enhance communication skills, and promote an appreciation for cultural diversity.



### Materials

What you will need for the activity.

- Role-play cards
- Props (optional such as artifacts, clothing)
- Reflection journals or writing paper
- Coloured pencils or markers

### Instructions

How you will complete the activity

1. Divide the students into pairs and distribute role-play cards to each pair.
2. Allow the students some time to read their scenarios and prepare for their roles. Encourage them to think about the cultural values and beliefs their characters might hold.
3. Each pair performs their role-play in front of the class. Each role-play should last for about 3-5 minutes, focusing on initial greetings, exchange of cultural information, and navigating any misunderstandings.
4. After each performance, allow the class to discuss what they observed. Encourage feedback on how effectively the students communicated and respected different world views.
5. Rotate the role-play scenarios among the pairs to give students the experience of different cultural interactions.
6. Wrap up the activity with a group discussion on the importance of cultural sensitivity and understanding in global interactions.

## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>Academic Traditions</b>	<p><b>Characters:</b> Alex from Canada and Kaito from Japan.</p> <p><b>Plot Points:</b> Alex and Kaito discuss their school experiences. Kaito explains the entrance exam culture in Japan. Alex shares about extracurricular activities and school sports in Canada. They compare the pressures and expectations from their families. They discuss how these systems influence their personal and career goals.</p>
<b>Festival Celebrations</b>	<p><b>Characters:</b> Chiara from Italy and Marisol from Mexico.</p> <p><b>Plot Points:</b> Chiara is curious about the Day of the Dead festival. Marisol explains the significance of the festival and its traditions. Chiara describes the Venice Carnival and its origins. They exchange thoughts on how festivals preserve cultural history. They plan a mini-festival in school with their classmates.</p>
<b>Culinary Exchange</b>	<p><b>Characters:</b> Amira from Nigeria and Eloise from France.</p> <p><b>Plot Points:</b> Amira invites Eloise to try traditional Nigerian dish. Eloise shares her experience with French cuisine, focusing on desserts. They discuss how food in cultural identity and family. They plan a cooking session to teach each other recipes. They reflect on how food acts as a bridge between different cultures.</p>
<b>Wedding Customs</b>	<p><b>Characters:</b> Raj from India and Sarah from Sweden.</p> <p><b>Plot Points:</b> Raj describes a traditional Indian wedding. Sarah explains the customs of a Swedish wedding. They compare the symbolism in wedding attire and ceremonies. They discuss how marriage signifies different values in their cultures. They imagine planning a wedding that blends both their traditions.</p>
<b>Business Etiquette</b>	<p><b>Characters:</b> David from the UK and Hana from South Korea.</p> <p><b>Plot Points:</b> David talks about the casual approach to meetings in the UK. Hana explains the formal hierarchy in Korean business settings. They role-play a business meeting, incorporating both styles. They debate the pros and cons of each approach. They discuss how these practices affect international business relations.</p>



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>Artistic Expression</b>	<p><b>Characters:</b> Lila from Egypt and Tom from Australia.</p> <p><b>Plot Points:</b> Lila shares about the rich history of Egyptian art. Tom introduces Aboriginal art forms and their meanings. They visit a local art gallery to observe different art styles. They collaborate on an art project that combines both styles. They discuss how art can communicate cultural values and histories.</p>
<b>Religious Practices</b>	<p><b>Characters:</b> Noor from Saudi Arabia and Ivan from Russia.</p> <p><b>Plot Points:</b> Noor explains the five pillars of Islam. Ivan shares Russian Orthodox traditions. They discuss the role of religion in daily life and governance. They visit each other's places of worship. They reflect on the similarities and differences in religious observance.</p>
<b>Educational Values</b>	<p><b>Characters:</b> Sophia from the USA and Lei from China.</p> <p><b>Plot Points:</b> Sophia describes the emphasis on creativity in American schools. Lei describes the competitive academic environment in China. They participate in a classroom exchange program. They discuss the impact of education on personal freedom and societal expectations. They work on a school project to share their learning experiences with peers.</p>
<b>Environmental Views</b>	<p><b>Characters:</b> Finn from Finland and Maya from Brazil.</p> <p><b>Plot Points:</b> Finn discusses the importance of nature in Finnish culture. Maya explains the challenges and efforts in preserving the Amazon rainforest. They plan an environmental campaign for their school. They compare how their countries handle environmental policies. They brainstorm global strategies for better environmental conservation.</p>
<b>Sports and Leisure</b>	<p><b>Characters:</b> Oliver from the UK and Keiko from Japan.</p> <p><b>Plot Points:</b> Oliver shares about the cultural significance of football in the UK. Keiko introduces the discipline of martial arts in Japan. They teach each other some basic skills from their sports. They discuss how sports can influence national identity and pride. They organize a school sports day featuring both football and martial arts.</p>

# Block 2:

# Origins of Human Societies

## Focus

- Reports

Theories of Human Origins,

- Blog Post

Development of Agrarian Societies

- Case Studies

Lucy the Australopithecus, The Transition of the Natufian Culture

- Fact Sheet

Hunter-Gatherer Societies

- Activities

Timeline, Role Play, Fact or Fiction, Agrarian Society Model

# Theories of Human Origins

## Diverse Creation Myths

Across the world, cultures have crafted various myths to explain the origins of humanity. These myths often reflect the values, environment, and history of the people who created them. Here are a few examples:

- **Norse Mythology:** According to Norse legend, the first humans, Ask and Embla, were formed from two pieces of wood by the god Odin and his brothers.
- **Navajo Creation:** In Navajo culture, the creation story involves the first man and woman being created from ears of corn by the Holy People in a place similar to the present-day Earth.
- **Aboriginal Dreamtime:** Aboriginal tribes in Australia believe that the ancestral spirits created the world and its people during the Dreamtime, a sacred era that predates time as we know it.



## Scientific Theories of Evolution

Science offers explanations based on evidence from fossils, genetics, and observations of living species. The theory of evolution, popularized by Charles Darwin, suggests that all species, including humans, have evolved over millions of years from common ancestors through a process called natural selection. Key points include:

- **Natural Selection:** Traits that enhance survival and reproduction become more common in successive generations.
- **Fossil Record:** Fossils like those found in Africa's Great Rift Valley provide evidence of human evolution, showing a gradual development from early hominids to modern humans.
- **Genetic Evidence:** DNA comparisons reveal strong similarities between humans and other primates, like chimpanzees, indicating a common ancestor.

## Recent Discoveries in Anthropology

Recent advancements in anthropology have shed more light on human origins:

- **Homo Naledi:** Discovered in South Africa in 2013, these fossils suggest a previously unknown species of early human with both primitive and modern traits.
- **Neanderthal DNA:** Studies show that modern humans outside Africa carry about 1-2% Neanderthal DNA, suggesting that interbreeding took place between Neanderthals and early modern humans.
- **Tools and Artifacts:** Discoveries of tools and art from ancient sites indicate the development of technology and culture among early humans.

**Questions**

Answer the questions below.

1) Explain what natural selection entails and its role in evolution.

---

---

---

---

2) What do the discoveries of Homo Naledi suggest about human evolution?

---

---

---

**Draw**

Sketch the evolutionary timeline from an ape-like ancestor to modern humans.

**True or False**

Is the statement true or false?

1) Odin created Ask and Embla from clay.	True	False
2) Navajo creation involves water and sky elements.	True	False
3) Darwin's theory is called "Survival of the Fittest."	True	False
4) Homo Naledi fossils were found in North America.	True	False
5) DNA studies do not support evolution.	True	False



## Activity - Timeline of Human Development

### Objective

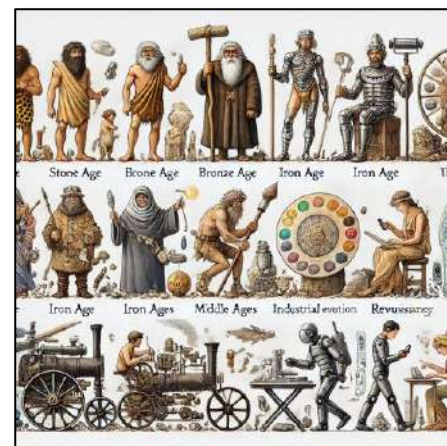
What are we learning about?

This activity guides students through an exploration of various theories and stories about the origins of human life.

### Materials

What you will need for the activity.

- Large sheets of poster board
- Markers, coloured pencils, and crayons
- Ruler or measuring tape
- Scissors and glue
- Reference sheet outlining various theories of human origin (provided)
- Access to additional resources for the activity or for further research (optional)



### Instructions

How you will complete the activity

1. Begin by handing out the reference sheet to each group, which outlines various theories of human origin.
2. Assign each group a specific theory or story from the reference sheet. Encourage them to use additional resources or the internet to gather information and interesting facts about their assigned theory.
3. Have each group create a section of the timeline on the large paper or poster boards, illustrating their theory with drawings, key points, and significant concepts. They should use markers, coloured pencils, and any other materials to make their section informative and visually appealing.
4. Once all groups have completed their sections, have them present their theory to the class, explaining the main elements and why it is significant to the understanding of human origin.
5. Connect each section together to form a continuous timeline. Arrange the timeline in a chronological or thematic order as appropriate.
6. Display the timeline in a prominent area of the classroom where students can view all the theories together, allowing for comparison and further discussion.

## Reference Sheet

## Theories of Human Origin

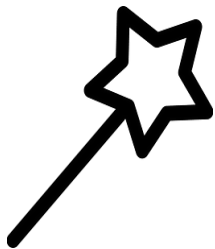
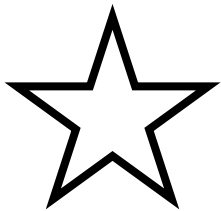
Theory/Story	Origin Background	Date/Period	Description
Aboriginal Dreamtime	Australian Aboriginal	Timeless (Creation Era)	Details the creation of the world and life by ancestral spiritual beings. The Dreamtime is the foundation of Aboriginal spiritual identity.
Enuma Elish	Babylonian	Circa 18th to 16th century BCE	Babylonian creation myth where the god Marduk slays the chaos monster Tiamat and creates the world from her body parts.
Iroquois Creation Story	American Indian	Ancient	Relates the creation of the world on the back of a turtle, involving a woman who falls to the earth and a muskrat who helps create land.
Pangu and the Cosmic Egg	Chinese Mythology	Ancient	Tells of Pangu emerging from a cosmic egg and creating the world by separating yin (earth) from yang (sky), growing taller each day to hold them apart.
Biblical Creation	Judeo-Christian	Genesis (c. 1000 BCE)	Describes the creation of the world in six days, with humans created in God's image on the sixth day.
Evolution (Darwinism)	Scientific	19th Century (1859)	Proposes that species evolve over time through natural selection and genetic variation, descending from ape-like ancestors.
Big Bang Theory	Scientific	Early 20th Century (1927)	Explains the origin of the universe as an expansion from a singularity, leading to the formation of galaxies and eventually planets.
Out of Africa Theory	Scientific (Anthropology)	Late 20th Century (1980s)	Argues that modern humans first developed in Africa and then spread out to inhabit virtually every region of the world, replacing earlier forms of hominids.
Gaia Hypothesis	Scientific (Ecology)	Late 20th Century (1970s)	Proposes that organisms interact with their inorganic surroundings on Earth to form a synergistic and self-regulating, complex system that helps to maintain conditions for life on the planet.
Simulation Hypothesis	Philosophical/Scientific	Early 21st Century	Suggests that all of reality, including the Earth and the universe, is in fact an artificial simulation, most likely a computer simulation.

**Two Stars And A Wish**

Identify two strengths (stars) and one area for improvement (wish) about your group's performance.

Write two strengths and one weakness of your group's performance.

**PREVIEW**



## Case Study: Lucy the Australopithecus

### Discovery of Lucy

In 1974, a remarkable discovery was made in the Afar region of Ethiopia. Anthropologists unearthed the fossilized remains of a female *Australopithecus afarensis*, later affectionately named Lucy after the Beatles song "Lucy in the Sky with Diamonds."

Lucy's remains are estimated to be 3.2 million years old, making her one of the earliest known ancestors of modern humans.

### Significance of the Discovery

Lucy's discovery was a critical piece of evidence for understanding human evolution, particularly her ability to walk upright on two legs, known as bipedalism. Here are the key aspects of her skeletal structure that indicate bipedalism:

- The structure of her hip bones shows for an upright posture.
- The shape of her pelvis suggests a two-legged gait, similar to humans today.
- The bones of her legs and feet suggest she could walk upright for long distances.

Bipedalism is significant because it marks a departure from the movement patterns of other primates, who primarily use all four limbs for locomotion.

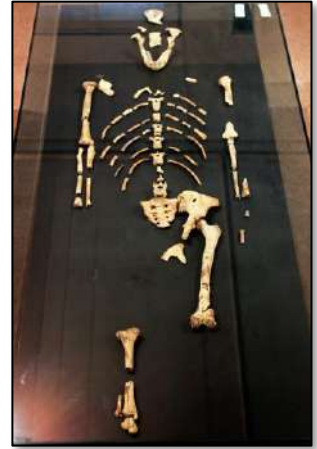
### Impact on Views of Human Evolution

Lucy's discovery was pivotal in shaping scientific views on human evolution. Before her discovery, it was commonly believed that the development of a large brain preceded bipedalism. However, Lucy's small skull and brain size, combined with her upright mobility, supported a new understanding: bipedalism likely developed first, followed by brain enlargement in human ancestors.

### Role in Paleontology

Studying fossils like Lucy has profoundly impacted our understanding of human history. These findings help scientists piece together the puzzle of human evolution by providing concrete evidence of how ancient species lived and moved. Lucy's discovery underscored the importance of East Africa as a significant region in human evolutionary history and prompted further research that continues to influence our understanding of our ancestors.

This exploration into Lucy's life and significance not only deepens our knowledge of human origins but also highlights the role of paleontology in uncovering our past. Through Lucy, we gain insights into the evolutionary adaptations that have defined the human species over millions of years.







# Exit Cards

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

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

Circle the correct answer.

1) Where were the remains of Lucy discovered?	Kenya
	Ethiopia
2) How many years old are Lucy's remains?	2.2 million
	3.2 million
3) Which region's importance is underscored by Lucy's discovery?	West Africa
	East Africa
4) What supports Lucy's upright walk?	Joints
	Head
5) "Lucy in the Sky with Diamonds" belonged to which singer?	Beatles
	Drake

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

Circle the correct answer.

1) Where were the remains of Lucy discovered?	Kenya
	Ethiopia
2) How many years old are Lucy's remains?	2.2 million
	3.2 million
3) Which region's importance is underscored by Lucy's discovery?	West Africa
	East Africa
4) What supports Lucy's upright walk?	Joints
	Head
5) "Lucy in the Sky with Diamonds" belonged to which singer?	Beatles
	Drake

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

Circle the correct answer.

1) Where were the remains of Lucy discovered?	Kenya
	Ethiopia
2) How many years old are Lucy's remains?	2.2 million
	3.2 million
3) Which region's importance is underscored by Lucy's discovery?	West Africa
	East Africa
4) What supports Lucy's upright walk?	Joints
	Head
5) "Lucy in the Sky with Diamonds" belonged to which singer?	Beatles
	Drake

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

Circle the correct answer.

1) Where were the remains of Lucy discovered?	Kenya
	Ethiopia
2) How many years old are Lucy's remains?	2.2 million
	3.2 million
3) Which region's importance is underscored by Lucy's discovery?	West Africa
	East Africa
4) What supports Lucy's upright walk?	Joints
	Head
5) "Lucy in the Sky with Diamonds" belonged to which singer?	Beatles
	Drake

## Activity: Theories of Origin Role Play

### Objective

What are we learning about?

To engage students in understanding various theories of human origin and development through role-play, enhancing their comprehension and presentation skills.



### Materials

What you will need for the activity.

- Scenario cards (each card describing a different theory of human origin)
- Costume items (leaves, fringes, hats)
- Props for role-play (costume pieces, markers, and tape)
- Reference materials on theories of human origin (books, printed summaries)

### Instructions

How you will complete the activity

1. Begin by introducing the concept of human origin and discussing different theories briefly.
2. Distribute prepared scenario cards to groups; each card should contain a specific theory, key points, and suggested scenes or dialogues.
3. Provide students with materials and let them use the reference materials to flesh out their understanding of the assigned theory.
4. Allow groups time to plan and rehearse their skit, encouraging them to use the details on the scenario cards creatively to build their performance.
5. Organize a performance day where each group presents their skit to the class, explaining their theory through the role-play.
6. Facilitate a short discussion after each presentation, encouraging students to ask questions and the performers to explain their creative choices.
7. Optionally, record these performances for review and further analysis.

## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>Evolutionary Theory</b>	In this scenario, students portray the gradual development of humans from ancient ancestors through natural selection. Start with a depiction of a simple, ape-like creature foraging for food. Transition to the discovery of fire, demonstrating the leap in survival and societal structure. Introduce tool-making with simple props to symbolize advancement. Show the progression of language from basic gestures to complex communication. Finally, depict a scene of early humans teaching their young, emphasizing the importance of education and community in evolution.
<b>Hindu Creation Myth</b>	Portray the Hindu story of creation, starting with Vishnu asleep in the cosmic ocean. Demonstrate the emergence of Brahma from Vishnu's navel and the creation of the world. Show the creation of plants, animals, and the human race. Depict Brahma as he divides the world into three parts. Introduce the gods and depict their life in a newly created world, focusing on their duties and lessons. Conclude with a festival scene celebrating the creation.
<b>Aboriginal Australian Dreamtime</b>	This scenario shows the Dreamtime, a creative epoch when ancestral spirits fashioned the world. Begin with the spirits in a dormant state, then introduce the spirits, emerging from the earth. Show the spirits creating landmarks and animals. Have students enact the laws being given to the people. Conclude with a scene of storytime where the Dreamtime is passed down through generations.
<b>Chinese Creation Myth</b>	Begin with the cosmic egg and the birth of Pangu, who separates the sky from the earth, growing taller each day to keep them apart. Portray Pangu's transformation into various parts of the world upon his death. Portray Nüwa, the goddess who created humans from yellow clay, illustrating the individuality of each human. Include scenes of Nüwa repairing the sky to save her creations, using stones of five colours. Conclude with the first humans learning to live and adapt in their new world.
<b>Big Bang and Subsequent Evolutionary Theory</b>	This combined scientific narrative begins with a depiction of the Big Bang, using lights and sounds to represent the explosion. Show the formation of basic elements and the first stars. Transition to the cooling of Earth and the appearance of water. Show the first single-celled organisms in water, transitioning to more complex life forms. Culminate with the evolution of humans, emphasizing the long journey from the Big Bang to human societies.



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>Biblical Creation Story (Genesis)</b>	This scenario portrays the Biblical account of creation according to Genesis. Begin with the depiction of God creating light and separating light from darkness. Show the creation of the sky, land, and seas, followed by the creation of plants, animals, and finally humans, Adam and Eve, all within six days. Act out the scene in the Garden of Eden, focusing on the daily life of Adam and Eve, including their interactions with the environment. Conclude with the pivotal moment of eating the forbidden fruit and the subsequent expulsion from Eden, exploring themes of temptation and consequence.
<b>Darwin's Theory of Natural Selection</b>	Depict Charles Darwin's journey on the HMS Beagle, observing various species. Start with Darwin collecting samples on the Galápagos Islands, focusing on his observation of the finches and how their beaks differ, leading to his theory of natural selection. Act out a debate between Darwin and a contemporary skeptic discussing the implications of his theory. Include a scene where Darwin is writing his seminal work, "On the Origin of Species." End with a discussion among scientists on how the theory has shaped modern biology.
<b>Sumerian Creation Myth</b>	Portray the ancient Sumerian creation myth where the world begins with the primordial gods representing fresh water (Abzu) and salt (Tiamat) waters. Illustrate the tumult from which several gods emerge, leading to a struggle for dominance among them. Focus on the crafting of humans by the god Marduk from clay to serve the gods. Depict the final battle in a dramatic battle. Show early humans labouring under the gods, living on their created purpose, and celebrating festivals in honour of the gods.
<b>African Eve Hypothesis</b>	This scenario explores the concept that all humans are descended from a common ancestor, Mitochondrial Eve, based in Africa. Begin with a depiction of a diverse, interconnected group of early humans in Africa. Show a geneticist explaining the process of tracing mitochondrial DNA. Act out a series of vignettes showing the migration of these early humans out of Africa to different parts of the world, adapting to new environments. Conclude with a scene in a modern genetics lab, where scientists discuss the implications of this theory on our understanding of human connectivity.
<b>Hopi Creation Story</b>	Begin with the Hopi depiction of the world's creation, emerging through successive phases, each destroyed by fire, ice, or water. Portray the entrance of the Hopi into this, the Fourth World, through a reed from the previous world. Show the interaction between the Hopi people and Kachinas (spiritual beings) who teach them how to live harmoniously with nature. Include scenes of planting corn, conducting rituals, and dances that are central to Hopi culture. End with a portrayal of a Hopi elder passing down stories to the younger generation.

## Fact Sheet - Hunter-Gatherer Societies

### Hunter-Gatherer Societies

Hunter-gatherer societies are groups of people who subsist by hunting animals and gathering wild plants, rather than farming or raising livestock. They rely on natural resources, moving periodically to optimize access to food and other necessities.

#### Mobility

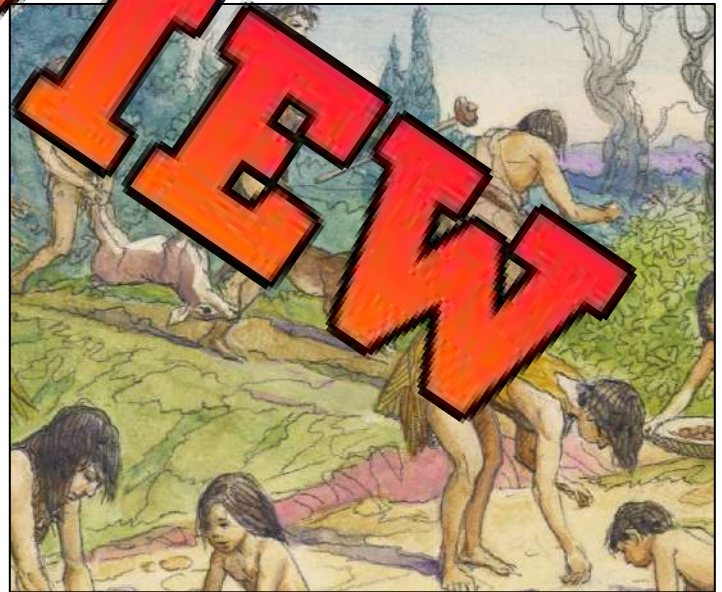
Hunter-gatherer societies are nomadic, moving from place to place in search of food and resources. They do not establish permanent settlements or towns. Instead, they set up temporary camps, staying only as long as the local environment can provide for their needs. This constant movement is essential for their survival, allowing them to follow animal migrations and seasonal growth of plants.

#### Social Structures

Hunter-gatherer societies have egalitarian social structures. Leadership roles are fluid and not based on a formal hierarchy. Decisions are often made collectively, and resources are shared among the group to ensure everyone's needs are met. This social organization fosters a strong sense of community and interdependence, contrasting with the individualistic nature of many modern societies.

#### Diet

The diet of hunter-gatherer societies is diverse, relying heavily on foraged wild plants and hunted animals. Their food sources vary significantly depending on the geographical region and season. They typically consume a balanced mix of proteins, fats, and carbohydrates, which they obtain from natural sources like fruits, nuts, vegetables, meat, and fish. This diet is often considered healthier than modern diets that may include processed foods.



#### Example

The San people of Southern Africa are a contemporary example of a hunter-gatherer society. They live primarily in the Kalahari Desert and continue to practice traditional hunting and gathering methods. Their diet includes local plants and animals, such as tubers and antelopes, and they move frequently within their territorial lands, maintaining an intimate connection with their natural environment.

**Questions**

Answer the questions below.

1) Describe the typical diet of a hunter-gatherer society.

---



---



---

2) Why might the lifestyle of hunter-gatherers be considered more sustainable than that of modern societies?

---



---



---

**True or False**

Is each statement true or false?

1) Hunter-gatherers lived in permanent settlements.	True	False
2) The San people reside in Northern Europe.	True	False
3) Hunter-gatherer diets are high in processed food.	True	False
4) All modern societies use money for transactions.	True	False
5) Mobility is essential for hunter-gatherer survival.	True	False

**Write**

Write a short journal entry from the perspective of a member of a hunter-gatherer society describing their day.

---



---



---



---



---



---



---

## Fact or Fiction – Hunter-Gatherer Societies

### Objective

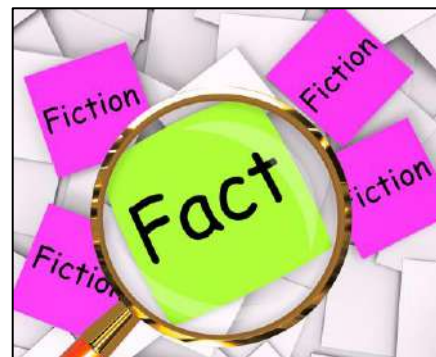
What are we learning about?

To help students improve their critical thinking skills and learn more about hunter-gatherer societies.

### Materials

What you will need for the activity.

- A list of statements about hunter-gatherer societies
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom for the 'Fact' and 'Fiction' signs, allowing students to move to either side



### Instructions

How you will complete the activity

1. Your teacher will read statements. Pay close attention as each statement is shared.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!



**Fact or Fiction**

Read the statements to the class.

#	Statement	Fact or Fiction
1	Hunter-gatherers had no form of government.	Fiction
2	Hunter-gatherer societies typically moved around often to follow food sources.	Fact
3	The diet of hunter-gatherers was primarily vegetarian.	Fiction
4	Hunter-gatherers made tools from stones, bones, and wood.	Fact
5	Hunter-gatherer societies were peaceful and had no conflicts.	Fiction
6	Hunter-gatherers had detailed knowledge of the plants and animals in their environment.	Fact
7	They used mechanical tools to gather food.	Fiction
8	Oral storytelling was important for hunter-gatherers to pass on knowledge.	Fact
9	Hunter-gatherers lived in permanent buildings made of bricks.	Fiction
10	Fire was first used by hunter-gatherer societies for cooking and warmth.	Fact
11	All hunter-gatherer children attended formal schooling.	Fiction
12	Hunter-gatherers created cave paintings that still exist today.	Fact
13	They relied heavily on agriculture to survive.	Fiction
14	Many hunter-gatherer societies practiced seasonal migrations.	Fact
15	Hunter-gatherers used whistles to communicate over long distances.	Fiction
16	The use of tools by hunter-gatherers marked the beginning of the Stone Age.	Fact
17	Hunter-gatherer societies often traded goods with neighbouring groups.	Fact
18	Hunter-gatherers lived in large, structured cities.	Fiction
19	They had complex social structures that included roles for different members.	Fact
20	Hunter-gatherers could only use tools they found in nature, not ones they made.	Fiction



**Reflection**

Reflect on the activity by writing about its different aspects.

**What Did You Learn?****What Surprised You?****What Did You Find Difficult?****Questions to Improve The Game.**

**PREVIEW**

## Blog Post: Development of Agrarian Societies

### Agrarian Societies: A Revolutionary Shift in Human History

Date: July 10, 2024

Author: By: Jordan McKenzie

*4-minute read*

The transition from hunter-gatherer communities to agrarian societies marks one of the most significant revolutions in human history. Around 12,000 years ago, during the Neolithic period, this shift changed the course of human development, leading to the establishment of permanent settlements and the foundation of modern civilization.

Initially, humans relied on hunting wild animals and gathering edible plants to survive. This lifestyle required constant movement in search of food, making it difficult to build lasting homes or accumulate wealth. However, the discovery and subsequent adoption of agriculture allowed for controlled food production through the cultivation of crops and domestication of animals.

The development of agriculture led to food surpluses. For the first time, societies could grow more food than they immediately needed. This surplus allowed people to store food for future use, supporting larger populations and reducing the risk of famine. By 7000 BCE, evidence shows that villages such as Jericho in the Near East had populations in the hundreds, sustained by these surpluses.

A sedentary lifestyle became feasible because people no longer had to move around to find their next meal. This stability fostered the growth of villages and eventually cities, as more people could live together in one place. The world's first cities, like Uruk in Mesopotamia, emerged around 3500 BCE, driven by the agricultural surplus and the increasing complexity of human societies.

These developments had profound implications. Permanent settlements led to the creation of government, social structures, and even early forms of technology. Agriculture was not just about food; it reshaped every aspect of life, setting the stage for the advancement of human civilization.

#### Comments:



Miles Turner - July 10, 2024

Incredible article, Jordan! The shift to agrarian societies indeed set the foundation for modern civilization. However, it's worth noting that this transition also had its downsides, such as the increase in social hierarchies and environmental impacts which are still relevant today.

[Like](#) [Reply](#) 2h ago

Questions      Answer the questions below.

- 1) Explain the connection between food surpluses and the growth of villages.
- 
- 
- 
- 
- 
- 2) How did sedentary lifestyles fostered by agriculture impact social structures?
- 
- 
- 
- 

Visualizing      Draw what you see in the picture. Explain the picture.

True or False      Is the statement true or false?

1) Jericho had populations in the thousands by 7000 BCE.	True	False
2) Domestication was pivotal for agrarian societies.	True	False
3) Uruk was among the first cities due to agriculture.	True	False
4) Permanent settlements hindered governmental development.	True	False
5) Sedentary lifestyles were enabled by agriculture.	True	False

## Activity – Agrarian Society Model

### Objective

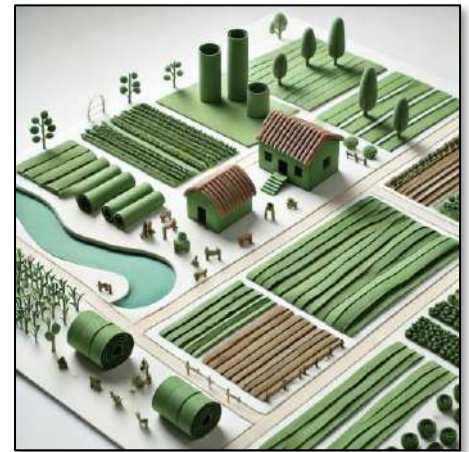
What are we learning about?

To help students understand the evolution from nomadic lifestyles to settled agrarian societies, focusing on the role of agricultural development and surplus food in shaping early social structures.

### Materials

What you will need for the activity.

- Modeling clay
- Colored paper
- Scissors
- Markers or paint
- Glue or tape
- Ruler
- Pencil



### Instructions

How you will complete the activity.

1. Distribute the materials equally among the students.
2. Ask each student to sketch a simple layout of an agrarian society, including housing, farming, and storage.
3. Using clay, create basic shapes to represent houses and storage.
4. Use green paper to make fields. Cut the paper into strips and roll them into cylindrical crops.
5. Arrange the houses and fields on a flat surface to form a village.
6. Use additional clay to create pathways between the structures.
7. Encourage creativity in adding details like trees, rivers, or animals using any leftover materials.
8. Once all the models are complete, conduct a class discussion where each student presents their model, explaining the layout and how it reflects the features of an agrarian society.
9. Encourage students to discuss the decisions they made during construction and how these reflect the societal structure and resource management of an agrarian community.

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

47

Curriculum Connection  
8.1.2

Plan

Use this space to plan and draw the layout of your farm model.

**PREVIEW**



**Reflection  
Journal**

Write a journal entry from the perspective of an individual transitioning from a nomadic to a sedentary lifestyle. Discuss their hopes, challenges, and daily life.

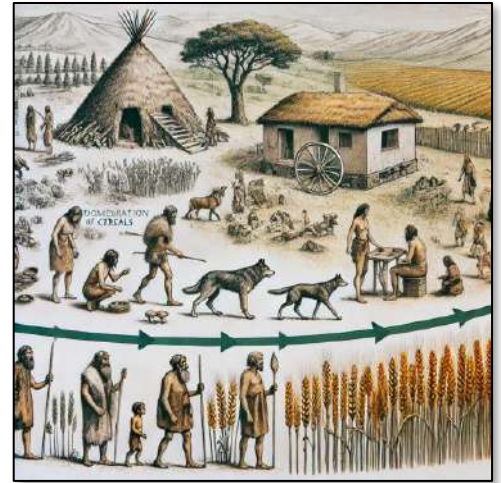
**PREVIEW**

## Case Study: The Transition of the Natufian Culture

### Background of the Natufian Culture

The Natufian culture thrived from approximately 12,500 to 9,500 BCE in the Levant region, an area now comprising modern-day Israel, Jordan, Lebanon, and Syria. This culture is renowned for being among the first to make the pivotal shift from a semi-sedentary hunter-gatherer lifestyle to an agrarian society.

This period was a significant transformation in human history, as it laid the groundwork for the development of future civilizations.



### Transition to Agriculture

The Natufians were instrumental in paving the way for human society towards agriculture. Initially, they were hunter-gatherers who relied on wild cereals. Over time, they began to actively cultivate crops such as wheat and barley. This shift was not abrupt but a gradual adaptation that allowed them to sustain larger populations and form stable communities. Key advancements during this period include:

- **Cultivation of cereals:** Wheat and barley were among the first crops to be domesticated, providing a reliable food source.
- **Domestication of animals:** The Natufians domesticated dogs, which played roles in hunting and provided protection for the settling communities.

### Impact on Society

The agricultural practices developed by the Natufians had profound impacts on society. The ability to produce food led to the establishment of permanent settlements, such as the well-known site of Ain Mallaha (Eynan). These settlements are some of the earliest evidence of structured communities.

The surplus of resources led to an increase in population density and the complexity of social structures. This era laid the foundational elements for societal growth, including the development of trade networks, social hierarchies, and more sophisticated tools and artifacts.

### Role in Human Development

The Natufians' successful transition to an agrarian lifestyle marks a crucial chapter in the broader narrative of human development. Their innovations in agriculture and settlement not only sustained their own culture but also set the stage for the emergence of future civilizations.

## True or False

Is the statement true or false?

1) Natufian culture existed 10,000 to 7,000 BCE.	True	False
2) Natufians were primarily sedentary throughout their existence.	True	False
3) Barley was the first cereal Natufians domesticated.	True	False
4) Dogs were the first animals domesticated by Natufians.	True	False
5) Ain Mallaha was a transient Natufian settlement.	True	False

## Questions

Answer the questions below

1) Explain the significance of Ain Mallaha in understanding Natufian culture.

---

---

---

2) How did Natufian agricultural practices contribute to societal complexity?

---

---

---

## Write

Write a short dialogue between two Natufians discussing the benefits of settled life versus nomadic life.

---

---

---

---

---

---

---

---

**Choose**

Circle if the statements relate to Hunter-Gatherer (HG) or Agrarian societies.

#	Statements	HG	Agrarian
1	Individuals often migrate seasonally in search of food and resources.	HG	Agrarian
2	Food surplus allows for larger populations to be sustained.	HG	Agrarian
3	Diet is varied, depending on the types of plants and animals available locally.	HG	Agrarian
4	Social structures are generally egalitarian with few hierarchical leaders.	HG	Agrarian
5	Land ownership and inheritance are defined and regulated.	HG	Agrarian
6	Large groups of people are common, consisting of several families.	HG	Agrarian
7	Permanent structures are made from materials such as wood, stone, and mud.	HG	Agrarian
8	Temporary shelters are made from materials like leaves and branches.	HG	Agrarian
9	Craft specializations emerge, such as weaving, and metalwork.	HG	Agrarian
10	The concept of land ownership is closely connected to community.	HG	Agrarian
11	Large, permanent settlements are established near water sources.	HG	Agrarian
12	Societies cultivate crops and domesticate animals and labor.	HG	Agrarian
13	Members typically work fewer hours per day and have more leisure time.	HG	Agrarian
14	Food acquisition relies on knowledge passed down about local flora and fauna.	HG	Agrarian
15	Complex societal hierarchies develop, including distinct leadership roles.	HG	Agrarian
16	Trade networks are established for exchanging goods with distant groups.	HG	Agrarian
17	Children are often involved in learning farming techniques from a young age.	HG	Agrarian
18	Religious and cultural practices become more centralized and complex.	HG	Agrarian
19	Populations are usually smaller due to the need for mobility.	HG	Agrarian
20	Tools are primarily made from organic materials found in the environment.	HG	Agrarian



# Block 3:

# Societies and Civilizations

## Focus

- Reports

Reasons for Societal Change or Stability, Organization and Maintenance of Societies

- Newspaper Article

Sustaining the Natural Environment

- Blog Post

Environmental Influence on Societies

- Compare and Contrast Essay

Society vs. Civilization

- Case Studies

Case Study: The Maya Civilization: Collapse and Legacy, Case Study: Bhutan and Environmental Sustainability

- Story

Immigration and Multiculturalism

- Activities

Memory Game, Poster

## Compare and Contrast Essay - Society vs. Civilization

Aspect	Society	Civilization
Definition	A society refers to a group of individuals who share a common culture, geographical location, or social structure.	A civilization is a complex society characterized by urban development, social stratification, and a form of governmental organization.
Organization	Societies can range from simple to complex but often lack the formal political structures found in civilizations. Examples include hunter-gatherer communities.	Civilizations have detailed governmental systems and often complex legal codes, with examples like Ancient Egypt and the Roman Empire.
Technology	Societies often have basic technological advancements in social organization and survival.	Civilizations demonstrate advanced technology, such as the creation of the wheel, architectural innovations like the pyramids, and development of writing systems like cuneiform.
Culture	Cultural achievements in societies are often oral, like folklore, dances, and rituals that define a group's identity.	Civilizations boast monumental cultural achievements, such as literature, monumental architecture, and organized warfare, like the Epic of Gilgamesh and Mesopotamian warfare.
Economic Systems	Economic activities in societies are usually subsistence-based, focusing on agriculture and hunting.	Civilizations have complex economies, including trade networks, currency systems, and specialized labour, as seen in the Silk Road trade or the industrial activities of ancient Rome.
Examples	Indigenous tribes in the Amazon, Bedouin groups in the Middle East.	Ancient Greece, the Indus Valley Civilization, and modern post-industrial nations.

While both societies and civilizations form the foundation of human organization, civilizations represent a more advanced stage of development with structured governance, intricate economies, and significant cultural and technological achievements. Societies, on the other hand, might remain with simpler social structures and more direct subsistence strategies, but are equally important for understanding human social evolution.

## Questions

Answer the questions below.

1) Describe how the governmental structures in civilizations differ from those in societies.

---

---

---

2) How does the cultural heritage of societies compare to that of civilizations?

---

---

---

## True or False

Is this statement true or false?

1) Societies typically have advanced technological systems.

True

False

2) Civilizations include complex economic systems.

True

False

3) All societies have structured governmental systems.

True

False

4) The economic systems in civilizations focus on mass production.

True

False

5) Writing systems were developed in civilizations.

True

False

## Diary

Write a diary entry that describes a day in the life of someone in an ancient civilization.

---

---

---

---

---

---

---

---

# Exit Cards

Cut Out

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

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

Is the statement true or false?

1) Societies lack formal political structures.	T	F
2) The tribes in Amazon are examples of civilizations.	T	F
3) Ancient Egypt is an example of a society that lacked complex legal codes.	T	F
4) Societies and civilizations both utilize advanced technology for daily survival.	T	F

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

Is the statement true or false?

1) Societies lack formal political structures.	T	F
2) The tribes in Amazon are examples of civilizations.	T	F
3) Ancient Egypt is an example of a society that lacked complex legal codes.	T	F
4) Societies and civilizations both utilize advanced technology for daily survival.	T	F

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

Is the statement true or false?

1) Societies lack formal political structures.	T	F
2) The tribes in Amazon are examples of civilizations.	T	F
3) Ancient Egypt is an example of a society that lacked complex legal codes.	T	F
4) Societies and civilizations both utilize advanced technology for daily survival.	T	F

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

Is the statement true or false?

1) Societies lack formal political structures.	T	F
2) The tribes in Amazon are examples of civilizations.	T	F
3) Ancient Egypt is an example of a society that lacked complex legal codes.	T	F
4) Societies and civilizations both utilize advanced technology for daily survival.	T	F



## Memory Game: Societies and Civilizations

### Objective

What are we learning about?

To enhance students' understanding of various societies and civilizations by identifying and recalling key characteristics and achievements through a memory game.

### Materials

What you will need for the activity.

- Memory cards (provided) with the names of societies and their characteristics on another side.
- A flat surface to lay out the cards.
- Whiteboard to display the cards for reference by students while they are playing.



### Instructions

How you will complete the activity.

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on a flat surface.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand societies and civilizations..

Cards      List of societies and civilizations

Civilization/Society	Characteristics/Description
Ancient Egypt	Pyramids, hieroglyphs, pharaohs, fertile Nile Valley, mummification
Roman Empire	Colosseum, extensive roads, legal systems, Senate, conquests
Indus Valley Civilization	Advanced urban planning, standardized systems, trade, undeciphered script, metalwork
Maya Civilization	Complex calendar, hieroglyphic writing, step pyramids, maize cultivation, astronomy
Ancient Greece	Democracy, philosophy, Olympics, theatrical innovations, naval power

PREVIEW

## Cards

## List of societies and civilizations

Civilization/Society	Characteristics/Description
Ming Dynasty	Forbidden City, Great Wall extensions, porcelain, Zheng He's expeditions, civil service exams
Viking Society	Seafaring, raiding and trading, Norse mythology, longships, sagas
Aztec Empire	Teotihuacan, chinampas, human sacrifices, calendar, ball games
Ancient Persia	Cyrus the Great, Zoroastrianism, Royal Road, qanat systems, extensive empire
Abbasid Caliphate	House of Wisdom, Baghdad's Golden Age, trade routes, advancements in science, calligraphy

## Cards

## List of societies and civilizations

Civilization/Society	Characteristics/Description
Inca Empire	Machu Picchu, quipu, terraced farming, road system, sun worship
Ottoman Empire	Janissaries, siege of Constantinople, coffee culture, tulip period, extensive bureaucracy
Medieval Japan (Samurai)	Budhism, code, shogunate, tea ceremony, katana, Zen
Zulu Kingdom	Shaka Zulu, military innovations, cowhide shields, communal living, beadwork
Ancient Sumer	Cuneiform, ziggurats, city-states, early mathematics, Epic of Gilgamesh



## Cards

## List of societies and civilizations

Civilization/Society	Characteristics/Description
Mongol Empire	Genghis Khan, horseback archery, yurts, Silk Road expansion, postal system
Mali Empire	Timbuktu, gold-salt trade, Mansa Musa's pilgrimage, griots, Timbuktu University
Qing Dynasty	Opium Wars, Summer Palace, Blue Bird of Happiness, Dowager Empress, Boxer Rebellion
Renaissance Italy	City-states, patronage of arts, humanism, Leonardo da Vinci, banking innovations
Byzantine Empire	Hagia Sophia, Greek fire, Justinian Code, iconoclasm, strategic position between Asia and Europe

## Story: Immigration and Multiculturalism

### A New Leaf in Maplewood

In the bustling town of Maplewood, a young immigrant named Elena gazed out her window, reflecting on her journey from Ukraine to Canada. Just a year ago, she and her family had arrived in Maplewood, a town known for its vibrant mix of cultures. Elena had learned that in 2021, Canada welcomed 405,000 immigrants, the highest number in its history.



Elena's story began when her family decided to move to Canada in search of a better life and better opportunities. "We chose Canada because it's one of the most welcoming countries in the world," her father had explained. Indeed, statistics showed that Canada's immigrant population accounted for over 21% of the total population, contributing significantly to the country's diversity.

The transition wasn't without its challenges. Language barriers and cultural differences made the first few months difficult. However, Elena soon discovered the joys of multiculturalism in her school. She was fascinated by the diversity in her classroom—students from all over the world shared their unique traditions and perspectives. This was a vivid example of multiculturalism's benefit: fostering understanding and respect among diverse groups.

Elena also learned about the challenges of maintaining a multicultural society. Issues like discrimination and social integration were topics of discussion in her social studies class. "Multiculturalism requires effort from all members of society to create an inclusive environment," her teacher, Mr. Adrian, had pointed out.

Through community events and school projects, Elena saw firsthand the benefits of diverse communities. These events not only showcased different cultures but also promoted unity. She realized that every culture added a unique thread to the social fabric of Maplewood, enriching it.

Now, as Elena looked out at the colourful streets during the Maplewood Cultural Festival, she felt a deep sense of belonging. Her journey was a testament to the power of embracing diversity. Maplewood, with its blend of cultures, was not just her new home but a shining example of multicultural success.

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

64

Curriculum Connection  
8.1.3

True or False

Is the statement true or false?

1. Elena moved from Ukraine to France.	True	False
2. Canada welcomed over 400,000 immigrants in 2021.	True	False
3. Immigrants make up 10% of Canada's population.	True	False
4. Discrimination is not a topic in Elena's class.	True	False
5. Multiculturalism eliminates all social challenges.	True	False

Write

Write a paragraph about your own cultural background and a tradition you cherish.

**PREVIEW**

Questions

Answer the questions below.

1) Explain the importance of multiculturalism as seen at the Maplewood Cultural Festival.

---

---

---

2) What challenges do immigrants like Elena face when moving to a new country?

---

---

---

## Case Study: The Maya Civilization: Collapse and Legacy

### The Maya Civilization: An Overview

The Maya civilization was a Mesoamerican culture known for its remarkable advancements in various fields such as writing, astronomy, and architecture. Flourishing in areas that now encompass Mexico, Belize, Guatemala, and Honduras, the Maya developed a complex hieroglyphic script, one of the most sophisticated writing systems in the pre-Columbian Americas. They were also skilled astronomers, charting celestial movements to guide agricultural and social life. Their architectural feats include towering pyramids, palaces, and observatories, reflecting a highly organized societal structure and rich cultural traditions.



### Advancements

- Writing: Developed a complex system of hieroglyphs.
- Astronomy: Used detailed astronomical observations to create calendars.
- Architecture: Built elaborate monumental structures, including the famous pyramids.

### Theories Behind the Decline

Around the 9th century, the Maya civilization began a decline, puzzling historians and archaeologists. Several theories have been proposed to explain this sudden fall:

- Environmental Degradation: Intensive agricultural practices may have led to deforestation, soil depletion, and water shortages.
- Warfare: Increased warfare among the Maya city-states could have caused societal breakdowns.
- Social Upheaval: Class struggles and political turmoil might have weakened the once-cohesive society.

### The Maya Legacy

Despite their ancient cities lying in ruins, the descendants of the Maya people continue to live in Central America, preserving a rich heritage that includes traditional arts, agricultural practices, and community rituals. The Maya languages are still spoken today, and many contemporary Maya communities hold tight to customs and traditions that have been passed down through generations. Their legacy is evident in the vibrant cultural tapestry of modern Central America, contributing significantly to its diversity.

### Lessons on Sustainability and Resilience

The story of the Maya civilization offers profound lessons on the importance of sustainability and resilience. It serves as a historical example of how environmental stewardship, wise management of resources, and societal cohesion are crucial for the long-term prosperity of civilizations.



## True or False

Is the statement true or false?

1) The Maya used a simple writing system.	True	False
2) Maya astronomy was primitive compared to other cultures.	True	False
3) Maya architecture included significant wooden structures.	True	False
4) Warfare was uncommon among the Maya city-states.	True	False
5) The Maya civilization still influences modern Central America.	True	False

## Question

Answer the questions below.

1) Explain how war and drought have contributed to the Maya's decline.

---

---

---

---

2) Discuss the impact of environmental factors on the Maya civilization.

---

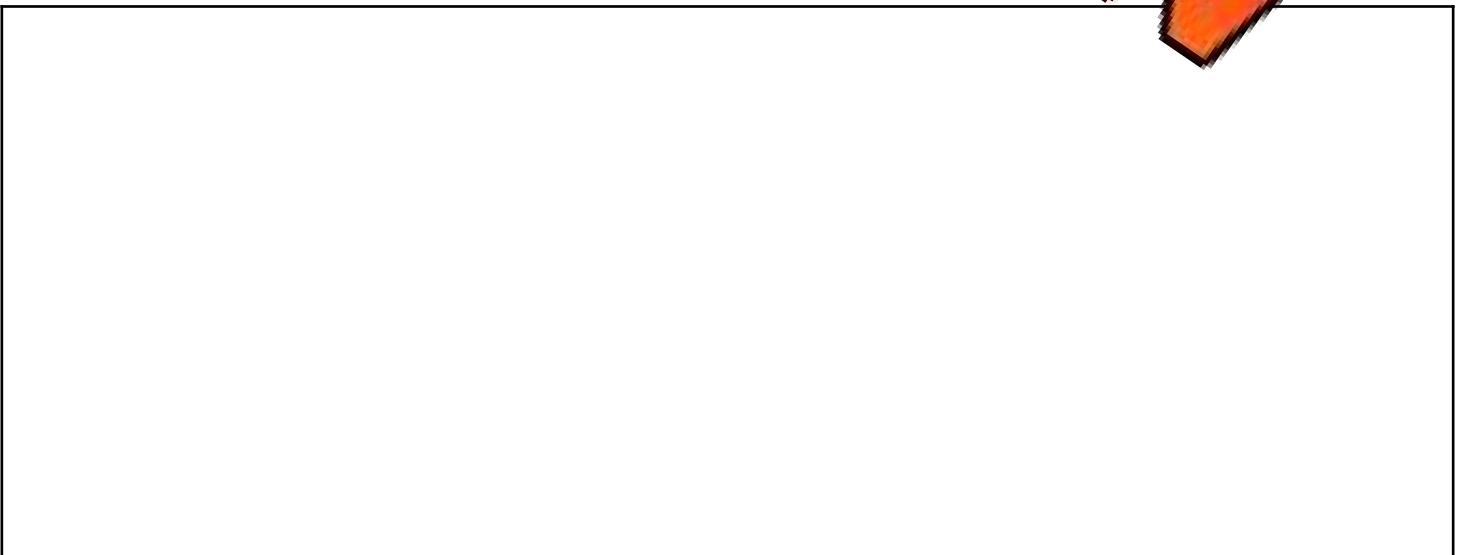
---

---

---

## Draw

Draw a Maya hieroglyph that could represent a river.



# Exit Cards

Cut Out

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

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

How do the descendants of the Maya people preserve their cultural heritage today?

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

How do the descendants of the Maya people preserve their cultural heritage today?

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

How do the descendants of the Maya people preserve their cultural heritage today?

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

How do the descendants of the Maya people preserve their cultural heritage today?

## Newspaper Article: Sustaining the Natural Environment

### Eco-Awareness Peaks as Global Leaders Commit to Sustainability

Published on July 11, 2024

**Breaking News** In an unprecedented global gathering, world leaders from over 100 countries have agreed to enhance their commitment to environmental sustainability. This historic decision underscores the urgent need to protect and nurture the natural environment as a balanced ecosystem for future generations.

During the summit, held in Davos, Switzerland, the primary focus was on tackling pressing environmental issues such as climate change, deforestation, and water scarcity. Statistics shared at the conference reveal that over 15% of the global land area has suffered severe degradation due to agricultural practices and urban expansion.

Furthermore, scientists report a disturbing 30% increase in carbon emissions over the past decade alone, accelerating the effects of global warming.

In response, the summit unveiled a comprehensive plan aiming to reduce carbon emissions by 40% globally by 2035. This ambitious target will be achieved through the promotion of renewable energy sources, such as solar and wind power, which currently account for 22% of the world's total energy production. Experts at the summit highlighted that boosting this figure to 50% could significantly mitigate

the adverse effects of climate change.

Water conservation also received significant attention. With nearly 2 billion people worldwide lacking access to clean drinking water, the summit's leaders have committed to improving water infrastructure and reducing water wastage in agriculture and industry by 25% over the next 15 years.

The role of individual countries in sustaining biodiversity was another critical topic discussed. It was revealed that the loss of biodiversity could lead to the extinction of up to 10,000 species each year, affecting food security and natural habitats.

A new global initiative aims to protect at least 30% of Earth's land and ocean territories by 2030, focusing on areas most critical for biodiversity.

As these discussions make international headlines, the message is clear: sustainability is no longer optional but essential for the survival of our planet.

The commitments made today are a great step towards a sustainable future, but they require the continued effort of all nations and individuals to become a reality.



**Questions**

Answer the questions below.

1) Describe how urban expansion contributes to environmental degradation.

---



---



---



---

2) How can reducing water wastage help sustain the environment?

---



---



---



---

**True or False**

Write 'true' or 'false'?

1) Carbon emissions have decreased over the last decade.	True	False
2) Renewable energy currently generates 50% of global energy.	True	False
3) Leaders aim to cut carbon emissions by 25% by 2030.	True	False
4) Water scarcity was a primary focus at the summit.	True	False
5) The biodiversity initiative aims to protect 20% of Earth's land.	True	False

**Write**

Script a dialogue between two leaders discussing a new policy.

---



---



---



---



---



---



---



---



## Case Study: Bhutan and Environmental Sustainability

### Bhutan's Geographic and Political Overview

Bhutan, a small country nestled in the Himalayas, stands out globally for its deep commitment to environmental conservation. Governed by a constitutional mandate, Bhutan ensures that at least 60% of its land remains under forest cover. This policy underpins its status as the world's only carbon-negative country, meaning it absorbs more carbon dioxide than it emits.



### Constitutional Mandates and Government Policies

The commitment to maintaining forest coverage is not just a policy but a national principle embedded in Bhutan's constitution. This legal backdrop supports a series of sustainable practices that reinforce Bhutan's environmental goals:

- **Organic Farming:** Bhutan is the world's first 100% organic nation, reducing chemical inputs to maintain ecological balance.
- **Renewable Energy:** Harnessing the power of its rivers, hydroelectricity provides the majority of Bhutan's energy needs and is exported to neighboring countries.
- **Ecotourism:** With a focus on sustainability, Bhutan limits tourist numbers and imposes a daily fee to ensure that tourism does not harm its ecosystems.

### Gross National Happiness over GDP

Unique to Bhutan is the concept of Gross National Happiness (GNH), which prioritizes the well-being of its citizens and the environment over economic metrics like GDP. GNH is a holistic approach that integrates socio-economic development with environmental and cultural preservation. This philosophy is pivotal in guiding the nation's policies and reflecting a commitment to sustainability that transcends economic gains.

### Impact on Environment and Society

The fusion of these policies has profound implications not only for Bhutan's natural landscape but also for its societal norms and global image. The emphasis on sustainability and happiness has fostered a national identity deeply connected to environmental ethics. These policies ensure the preservation of Bhutan's rich biodiversity and promote a sustainable model of development that could inspire other nations to consider environmental health as integral to societal prosperity.

## Questions

Answer the questions below.

1) Explain the significance of Bhutan being carbon-negative.

---

---

---

---

2) How do GNH differ from GDP in terms of national priorities?

---

---

---

---

## Write

Describe a day in the life of a Bhutanese farmer practicing organic farming.

---

---

---

---

---

---

---

---

## True or False

Is the statement true or false?

1) Bhutan is in the Himalayas.	True	False
2) Forest cover is below 50% in Bhutan.	True	False
3) Organic farming is minimal in Bhutan.	True	False
4) Bhutan aims to be 100% organic.	True	False
5) Bhutan's constitution mandates environmental protection.	True	False

# Block 4:

# Knowing the Past

## Focus

- Reports

Sources of Historical Evidence, Importance of History

- Case Studies

Case Study: Anne Frank's Diary, Case Study: The Rosetta Stone

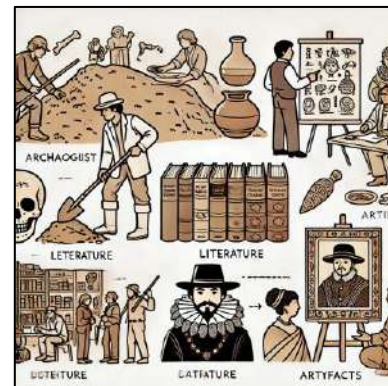
- Activities

Trivia Card, Fact or Fiction

# Sources of Historical Evidence

## Understanding Historical Evidence

Historical evidence provides the basis for understanding our past. By examining different types of sources, historians can piece together events, cultures, and experiences from different times. This report will explore various sources of historical evidence and explain how each contributes to our understanding of history.



## Types of Historical Sources

- 1) **Archaeology:** Archaeology involves the study of physical remains of past societies. Excavations of ancient sites reveal structures, tools, and relics that give insights into the daily lives and customs of ancient peoples. For example, the discovery of the Rosetta Stone helped decipher Egyptian hieroglyphs.
- 2) **Artifacts:** Objects created by humans, such as pottery, clothing, and weapons, are called artifacts. They help us understand the material culture of a society and the technological advancements they achieved.
- 3) **Literature:** Written works, including books, poems, and plays, reflect the thoughts and values of their times. For instance, Shakespeare's plays offer a window into the social and political life of Elizabethan England.
- 4) **Art and Music:** These are expressions of the cultural and emotional landscapes of their creators. Renaissance paintings, for example, often depict religious and social priorities of that period.
- 5) **Biographies and Journals:** These personal documents provide intimate details about the lives of individuals, offering perspectives on historical events that broader documents might overlook.
- 6) **Photographs:** Since their invention, photographs have provided a visual record of historical events and changes in society, such as the conditions during the Great Depression.
- 7) **Oral Histories:** These are accounts passed down through generations verbally. Oral histories are particularly important for understanding the histories of cultures with strong oral traditions, such as Indigenous peoples in Canada.

## How Sources Enhance Understanding

Each type of historical source adds a different layer to our understanding of the past. Archaeology and artifacts show us the physical reality of historical settings. Literature, art, and music reflect the emotional and cultural nuances. Biographies and journals offer personal viewpoints, while photographs provide visual proof of past events. Oral histories maintain the narratives of those who might not be represented in written records.



**Questions**

Answer the questions below.

1) How does archaeology contribute to understanding past societies?

---

---

---

---

2) How do oral histories complement other historical sources?

---


---

---

---

**Draw**

Sketch an artifact from an ancient Egyptian site and describe its possible use.



---

---

---

---

---

---

---

---

**True or False**

Is the statement true or false?

1) Archaeology is only about studying bones.	True	False
2) All artifacts are at least 1000 years old.	True	False
3) Photographs have been around since 1600.	True	False
4) Biographies provide details on broader historical events.	True	False
5) Artifacts reveal nothing about technological progress.	True	False

## Case Study: Anne Frank's Diary

### Anne Frank: Life Behind the Diary

Anne Frank was a young Jewish girl who documented her life in hiding during the Nazi occupation of the Netherlands in World War II. Her family, along with four others, hid in the "Secret Annex," a concealed extension of an Amsterdam office building. Anne's diary entries start on June 12, 1942, and detail not just daily activities but her thoughts, feelings, and dreams.



**The Importance of the Diary**  
Anne's diary serves as a powerful educational tool, providing a deep, personal view of the Holocaust. Through her writings, readers gain insight into the daily life and challenges faced by Jews under Nazi rule. The diary details the constant fear, the overcrowding, the struggles of living in confined quarters, and the struggle to maintain hope and identity.

### Key Aspects of Daily Life

Anne's writings provide specific insights into the daily life during this horrific period:

- **Food Scarcity:** Entries describe rationing and the constant struggle to find enough food.
- **Isolation and Fear:** The emotional toll of hiding and the constant threat of being discovered.
- **Growing Up:** Despite the circumstances, Anne writes about her adolescence, her relationships, and changing views on the world.

### Personal Narratives and Historical Understanding

Anne Frank's diary not only educates about the Holocaust but also exemplifies the power of personal narratives in understanding history. Her observations and reflections help personalize the statistics of war and genocide, offering a human connection that textbooks often lack. This narrative shows that history is not just about events, but also about the individuals who live through them.

Her diary, first published in 1947 as "The Diary of a Young Girl," has been translated into more than 70 languages. It serves as a powerful reminder of the dangers of intolerance, the consequences of persecution, and the resilience of the human spirit. Through Anne's story, students learn that every person, including themselves, can impact the world.

## True or False

Is the statement true or false?

1) Anne Frank began her diary in July 1942.	True	False
2) More than five people hid with Anne.	True	False
3) The Franks hid in a basement in Amsterdam.	True	False
4) Anne's diary was first published in 1950.	True	False
5) The diary has been translated into 50 languages.	True	False

## Question

Answer the questions below.

1) Why is Anne Frank's diary considered a valuable historical document?

---

---

---

---

2) Explain the impact of Anne's diary on the world's view of human rights.

---

---

---

---

## Write

Write a paragraph on what you might feel in Anne's shoes.

---

---

---

---

---

---

---

---

# Exit Cards

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

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

Circle the correct answer.

1) When did Anne Frank begin her diary?	July, 1942
	June, 1943
2) Where did Anne Frank hide with her family?	Secret Silo
	Secret Annex
3) What significant event does the diary relate to?	WWI
	Holocaust
4) When was the diary first published?	1946
	1947
5) How many languages has the diary been translated into?	70
	60

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

Circle the correct answer.

1) When did Anne Frank begin her diary?	July, 1942
	June, 1943
2) Where did Anne Frank hide with her family?	Secret Silo
	Secret Annex
3) What significant event does the diary relate to?	WWI
	Holocaust
4) When was the diary first published?	1946
	1947
5) How many languages has the diary been translated into?	70
	60

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

Circle the correct answer.

1) When did Anne Frank begin her diary?	July, 1942
	June, 1943
2) Where did Anne Frank hide with her family?	Secret Silo
	Secret Annex
3) What significant event does the diary relate to?	WWI
	Holocaust
4) When was the diary first published?	1946
	1947
5) How many languages has the diary been translated into?	70
	60

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

Circle the correct answer.

1) When did Anne Frank begin her diary?	July, 1942
	June, 1943
2) Where did Anne Frank hide with her family?	Secret Silo
	Secret Annex
3) What significant event does the diary relate to?	WWI
	Holocaust
4) When was the diary first published?	1946
	1947
5) How many languages has the diary been translated into?	70
	60



## Case Study: The Rosetta Stone

### Discovery and Description

The Rosetta Stone was discovered in 1799 by French soldiers who were rebuilding a fort in Egypt. This artifact is a large stone slab, featuring inscriptions carved in 196 BC. The inscriptions on the Rosetta Stone are written in three scripts: Greek, Demotic, and Egyptian hieroglyphs. Each script presents the same decree, which celebrated the reign of Ptolemy V.



### Key to Deciphering

The most crucial role of the Rosetta Stone is its role in deciphering Egyptian hieroglyphs, a script made of small pictures that was used for over 3000 years. Before its discovery, hieroglyphs had not been understood for centuries. The Greek inscription on the stone provided a key for translation because Greek was well-known by scholars.

This led to the understanding of hieroglyphs through the following steps:

- 1) Matching Greek and Demotic text
- 2) Identifying proper names in both texts which appear in cartouches—oval rings around the name.
- 3) Applying these discoveries to the hieroglyphic text.

### Breakthrough by Champollion

Jean-François Champollion, a French scholar, made a significant breakthrough in 1822. He realized that hieroglyphs were both symbols and sounds. He used his knowledge of Coptic, a language spoken in later ancient Egypt, to match the sounds. Champollion's work allowed scholars to fully translate the texts on the Rosetta Stone, unlocking the vast literature and history of ancient Egypt.

### Impact on Historical Understanding

Deciphering hieroglyphs had a profound impact on the world's understanding of ancient Egyptian history, culture, and society. It enabled historians to read temple walls, tombs, and ancient papyri, revealing details about everyday life, administration, and religious practices in ancient Egypt. This breakthrough emphasized the importance of linguistic artifacts in archaeology, showcasing how language can serve as a window into past civilizations. The Rosetta Stone remains a symbol of linguistic and archaeological triumph.

**Questions**

Answer the questions below.

1) Describe the role of the Rosetta Stone in understanding Egyptian culture.

---

---

---

---

2) How did the discovery of the Rosetta Stone impact historical knowledge?

---

---

---

---

**True or False**

State whether each statement is true or false?

1) The Rosetta Stone was found in 1798.	True	False
2) Greek, Demotic, and hieroglyphs are languages.	True	False
3) Champollion deciphered hieroglyphs in 1824.	True	False
4) The Rosetta Stone celebrated Ptolemy VI's rule.	True	False
5) Hieroglyphs had been unreadable for 2000 years.	True	False

**Write**

Write a brief paragraph on why linguistic artifacts are important in archaeology.

---

---

---

---

---

---

---

---

## Unit Test – Understanding Societies Past and Present

### Multiple Choice

/10

<p>1) Which is not a component of a worldview?</p> <p>a) Beliefs</p> <p>b) Values</p> <p>c) Character traits</p> <p>d) Attitudes</p>	<p>2) Whose creation story involves the first man and woman being created from ears of corn?</p> <p>a) Norse Mythology</p> <p>b) Navajo Tradition</p> <p>c) Aboriginal Australian Tales</p> <p>d) Canadian Indigenous Communities</p>
<p>3) What is a capitalist value?</p> <p>a) Building</p> <p>b) Growth</p> <p>c) Nature</p> <p>d) Money</p>	<p>4) Where did the Arab Spring start?</p> <p>a) Syria</p> <p>b) Yemen</p> <p>c) Egypt</p> <p>d) Tunisia</p>
<p>5) What does SpaceX want to do in 10 years?</p> <p>a) Visit</p> <p>b) Colonize</p> <p>c) Study</p> <p>d) Paint</p>	<p>6) What did social media do during the Arab Spring?</p> <p>a) Encouraged</p> <p>b) Discouraged</p> <p>c) Disrupted</p> <p>d) Quiet</p>
<p>7) Where were Lucy's bones discovered?</p> <p>a) Australia (Australia)</p> <p>b) England (Europe)</p> <p>c) Ethiopia (Africa)</p> <p>d) Singapore (Asia)</p>	<p>8) Who were the first humans in mythology?</p> <p>a) Adam and Eve</p> <p>b) Ask and Embla</p> <p>c) Romulus and Remus</p> <p>d) Cain and Abel</p>
<p>9) What was written on the Rosetta Stone?</p> <p>a) A song</p> <p>b) A decree</p> <p>c) A poem</p> <p>d) A rule</p>	<p>10) Which type of society established agricultural practices?</p> <p>A) Agrarian Society</p> <p>B) Hunter-gatherer Society</p> <p>C) Industrial Society</p> <p>D) Farm To Table Society</p>

**Define**

What do the terms below mean?

Term	Definition – What does it mean?
Hieroglyphs	
World View	
Civilization	

**Short Answer**

Answer the questions below – Each question is worth 3 marks.

1) Describe how culture can change a person's view.

---



---



---



---

2) What is the difference between a society and a civilization?

---



---



---



---

3) How does agriculture affect a society according to the Natufian culture?

---



---



---



---



Answer the questions below – Each question is worth 5 marks.

**PREVIEW**



# Grade 8 – Social Studies

## Manitoba Cluster 2: Early Societies of Mesopotamia, Egypt, or the Indus Valley

	Learning Experiences	Pages
8.2.1	<b>Overview of Early Civilizations</b> KG-038 Identify defining characteristics of societies in Mesopotamia, Egypt, the Indus Valley, and China from 3500 to 500 BCE. 8H-009 Appreciate the historical significance of early societies. Examples: adaptations for survival, enduring human aspirations, origins of social and political structures...	7-36
8.2.2	<b>Interaction with the Natural Environment</b>  <b>Preview of 75 pages from this product that contains 140 pages total.</b>  VE-017 Appreciate the ideas and technologies of early societies.	8-64
8.2.3	<b>Living in an Early Society</b> KI-013 Describe life for various groups in an early society of Mesopotamia, Egypt, or the Indus Valley. Examples: priests, scribes, traders, peasants, slaves... KH-029 Identify people, events, and ideas in an early society of Mesopotamia, Egypt, or the Indus Valley. KP-045 Describe governance in an early society of Mesopotamia, Egypt, or the Indus Valley. Examples: military organization, political structures...	66-82
8.2.4	<b>Communication and Art in an Early Society</b> KI-014 Describe the art, architecture, and science of an early society of Mesopotamia, Egypt, or the Indus Valley. KH-030 Describe the impact and significance of the development of writing in an early society of Mesopotamia, Egypt, or the Indus Valley. VH-010 Value the study of early societies as a way of understanding contemporary life.	84-103

NAME: \_\_\_\_\_

# EARLY SOCIETIES OF MESOPOTAMIA, EGYPT, OR THE INDUS VALLEY





# Block 1:

## Overview of Early Civilizations

### Focus

- Reports

Introduction to Early Civilizations, The Terracotta Army of Qin Shi Huang, The Pyramids of Giza (Egypt)

- Case Studies

The Royal Tombs of Ur (Mesopotamia), The Drainage Systems of the Indus Valley

- Blog Post

Historical Significance of Early Societies

- Activities

Compare and Contrast Venn Diagram, Fact or Fiction, Leaders of the Ancient World Presentation



## Introduction to Early Civilizations

### Early Civilizations Overview

Between 3500 and 500 BCE, the world saw the rise of its first civilizations in Mesopotamia, Egypt, the Indus Valley, and China. These societies laid the foundational blocks for modern civilization with their complex social structures, economies, and rich religious beliefs.



### Mesopotamia: The Cradle of Civilization

Mesopotamia is known as the "land between the rivers," situated between the Tigris and Euphrates rivers. This region is credited with inventing the wheel and developing cuneiform, the earliest systems of writing. Key aspects of Mesopotamian society included:

- **Social Structure:** Divided into a hierarchy with priests and kings at the top, followed by artisans, farmers, and slaves.
- **Economy:** Based on agriculture and trade, with barley as a currency.
- **Religion:** Polytheistic, with major gods like Anu (sky god) and Enlil (god of air).

### Egypt: Kingdom of the Nile

Ancient Egypt thrived along the Nile River, benefiting from its predictable flooding that ensured fertile soil. Pharaohs, considered divine, ruled over the land.

- **Social Structure:** Pharaohs, followed by nobles, priests, and workers, and slaves.
- **Economy:** Predominantly agricultural, supplemented by trade.
- **Religion:** Focused on the afterlife and gods such as Osiris and Isis.

### Indus Valley: City Builders

The Indus Valley Civilization was distinguished by its advanced urban planning, featuring well-laid-out cities like Harappa and Mohenjo-daro.

- **Social Structure:** Less hierarchical, with no evidence of a ruling monarchy.
- **Economy:** Robust trade networks with Mesopotamia, based on craftsmanship and maritime skills.
- **Religion:** Likely focused on fertility and nature worship, evidenced by numerous figurines and seals.

### China: Dynasty and Tradition

Ancient China saw the rise of the Shang and Zhou dynasties during this period, known for their contributions to culture and governance.

- **Social Structure:** Ruled by an emperor, with a system of feudal states.
- **Economy:** Based on agriculture (notably rice cultivation) and bronze metallurgy.
- **Religion:** Ancestor worship and the mandate of heaven, which justified the ruler's divine right.

## True or False

Is the statement true or false?

1) Mesopotamia was surrounded by two rivers.	True	False
2) Egyptians traded extensively with European countries.	True	False
3) Cuneiform is an ancient Mesopotamian dance form.	True	False
4) Ancestor worship was crucial in ancient China.	True	False
5) Harappa was a significant city in China.	True	False

## Question

Answer the questions below.

1) What role did the gods play in ancient Egyptian religion?

2) Why was ancestor worship important in Chinese culture?

## Write

Write a short message as if you were a craftsman in ancient China, explaining your daily life and what you hope future generations remember.



# Exit Cards

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

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

Is the statement true or false?

1) Cuneiform was developed in Mesopotamia.	T	F
2) Shang and Zhou dynasties are known for rice cultivation.	T	F
3) The religion in ancient Egypt focused on worship of gods such as Osiris and Isis.	T	F
4) The economy of the Indus Valley Civilization was primarily based on agriculture.	T	F

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

Is the statement true or false?

1) Cuneiform was developed in Mesopotamia.	T	F
2) Shang and Zhou dynasties are known for rice cultivation.	T	F
3) The religion in ancient Egypt focused on worship of gods such as Osiris and Isis.	T	F
4) The economy of the Indus Valley Civilization was primarily based on agriculture.	T	F

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

Is the statement true or false?

1) Cuneiform was developed in Mesopotamia.	T	F
2) Shang and Zhou dynasties are known for rice cultivation.	T	F
3) The religion in ancient Egypt focused on worship of gods such as Osiris and Isis.	T	F
4) The economy of the Indus Valley Civilization was primarily based on agriculture.	T	F

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

Is the statement true or false?

1) Cuneiform was developed in Mesopotamia.	T	F
2) Shang and Zhou dynasties are known for rice cultivation.	T	F
3) The religion in ancient Egypt focused on worship of gods such as Osiris and Isis.	T	F
4) The economy of the Indus Valley Civilization was primarily based on agriculture.	T	F



## Case Study: The Royal Tombs of Ur (Mesopotamia)

### Discovering the Royal Tombs of Ur

In the 1920s, archaeologist Leonard Woolley excavated one of the most significant archaeological sites in Mesopotamia: the Royal Tombs of Ur. These tombs provided a window into the lives of the Sumerians around 2600 BCE. The discovery included more than 2000 graves filled with extraordinary artifacts that offered insights into their social and political life.

### Significant Artifacts

The artifacts found in the tombs ranged from luxurious objects to practical instruments and ornate jewelry, indicating a society with highly skilled craftsmen and significant wealth.

Among these

- Gold helmets
- Lapis lazuli necklaces
- Harps adorned with gold and precious



These items suggest that the Sumerians valued art and beauty, and they invested considerable resources in honoring the deceased, especially those of high social status.

### Social Hierarchy and Political Structure

The grandeur and richness of the graves indicate a well-defined social stratification. The most lavish tombs, believed to belong to royalty and high-ranking officials, were equipped with items meant to serve the deceased in the afterlife. This suggests that the Sumerians believed in an afterlife where social status was maintained. Key indicators of their political system include:

- The central role of the king or ruling figure, evident from the prominence of royal tombs.
- The presence of sacrificial victims in some graves, which points to ritual practices meant to accompany the ruler into the next life.

### Religious Beliefs and Practices

The burial goods and the tombs themselves reflect the Sumerians' religious beliefs. They practiced a polytheistic religion, worshipping multiple gods whom they believed had direct effects on their daily lives and afterlives. The elaborate burial practices and grave goods were likely offerings to these deities, to secure a favorable position for the deceased in the world beyond.



**True or False**

Is the statement true or false?

1) Leonard Woolley excavated Ur in the 1950s.	True	False
2) Over 3000 graves were uncovered at Ur.	True	False
3) All tombs had similar amounts of grave goods.	True	False
4) Sumerians worshipped only one god.	True	False
5) Jewelry found at Ur was predominantly made of silver.	True	False

**Question**

Answer the questions below.

1) Describe the types of objects found in the Royal Tombs of Ur.

2) How do the findings at Ur illustrate the Sumerians' religious beliefs?

**Write**

Write a short paragraph describing what you think a day in the life of a Sumerian ruler might have been like.

## Case Study: The Drainage Systems of the Indus Valley

### Urban Planning in the Indus Valley

The Indus Valley Civilization, particularly in the cities of Harappa and Mohenjo-Daro, showcases some of the most advanced urban planning techniques of the ancient world. Established around 2500 BCE, these cities were well-known for their systematic layout and extensive use of grid patterns. Streets were laid out in perfect right angles, dividing the city into organized blocks, which facilitated efficient movement and transport.



### Innovative Drainage Systems

The drainage systems in Harappa and Mohenjo-Daro were remarkably sophisticated for their time. Every house in these cities was connected to a centralized drainage system, a feature not commonly found in contemporary civilizations. Here's how they worked:

- **Household Drains:** Small drains from individual homes carried wastewater to larger street drains.
- **Street Drains:** These were covered with bricks or stone slabs, which prevented overflow and minimized the risk of waterborne disease.
- **Main Sewers:** Larger channels acted as main sewers, carrying the waste out of the city.

This intricate network of drains ensured that waste was efficiently removed from the city, contributing to the overall health of the population.

### Public Health and Urban Sustainability

The advanced drainage system had a profound impact on public health and the sustainability of urban environments. By reducing the spread of diseases and maintaining a cleaner living environment, the life expectancy of the residents was improved. Additionally, the reliability of these systems allowed the cities to support larger populations, fostering economic growth and societal development.

### Water Management Techniques

In addition to their drainage systems, the Indus Valley Civilization also exhibited exceptional water management techniques that played a crucial role in their daily living and agricultural practices. The people of Harappa and Mohenjo-Daro engineered several reservoirs and wells, which were strategically placed throughout the cities to ensure an accessible and reliable water supply. These water sources were vital for drinking, cooking, bathing, and irrigation.



**Questions**

Answer the questions below.

1) Describe how the drainage systems in Harappa contributed to public health.

---

---

---

---

2) How did seasonal reservoirs have helped during dry periods?

---

---

---

---

**True or False**

State whether the statement is true or false?

1) Harappa had an unorganized street layout.	True	False
2) Mohenjo-Daro's streets were randomly designed.	True	False
3) Harappa lacked any form of water management.	True	False
4) The Indus Valley had seasonal reservoirs.	True	False
5) Water management practices ignored community needs.	True	False

**Diagram**

Draw a simple layout of how a house connects to the main drain.

---

---

---

---

---

---

---

---

---

---

## Fact or Fiction – Myths and Facts of Early Civilizations

### Objective

What are we learning about?

To help students improve their critical thinking skills and learn more about myths and facts of early civilizations.

### Materials

What you will need for the activity.

- A list of statements about myths and facts of early civilizations.
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room.
- Designated areas in the classroom for the 'Fact' and 'Fiction' signs, allowing students to move to either side.



### Instructions

How you will complete the activity.

1. Your teacher will read statements. Pay close attention as each statement is shared.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!



## Fact or Fiction

Read the statements to the class.

#	Statement	Fact or Fiction
1	The pyramids of Egypt were built as tombs for pharaohs.	Fact
2	The Great Wall of China can be seen from space with the naked eye.	Fiction
3	The Hanging Gardens of Babylon were a wonder of the ancient world.	Fact
4	Ancient Romans used mobile phones to communicate across the empire.	Fiction
5	The Sumerians used one of the first written languages, cuneiform.	Fact
6	Atlantis was a highly advanced civilization that sank into the sea.	Fiction
7	Ancient Greeks held the Olympic Games in Olympia.	Fact
8	The Mayans believed that the world was created by the gods.	Fact
9	The Vikings wore helmets with horns during battles.	Fiction
10	Cleopatra, the last pharaoh of Egypt, was of Greek descent.	Fact
11	The Indus Valley Civilization invented the wheel.	Fiction
12	The Colosseum in Rome was used for gladiatorial games and public spectacles.	Fact
13	The Aztecs built their capital city, Tenochtitlán, on an island in a lake.	Fact
14	Stonehenge was used by ancient Druids for human sacrifices.	Fiction
15	Mesopotamia is often called the "Cradle of Civilization."	Fact
16	The Trojan War was a real historical event, fully documented by historians.	Fiction
17	The ancient Egyptians used hieroglyphics as their writing system.	Fact
18	The Inca built Machu Picchu as a summer retreat for their emperor.	Fiction
19	The Code of Hammurabi is one of the oldest deciphered writings of significant length in the world.	Fact
20	The Oracle of Delphi could predict the future with 100% accuracy.	Fiction

**Reflection**

Reflect on the activity by writing about its different aspects.

**What did you learn?****What surprised you?****What did you find difficult?****Suggest ways to improve the game.**

**PREVIEW**



## Blog Post: Historical Significance of Early Societies

### Tracing the Roots: How Early Societies Shaped Our World

Date: July 20, 2024

Author: By: Adriana Moreno

3-minute read

Early societies were not just primitive groups struggling for survival; they were innovative communities that laid the foundation for modern social and political structures. Understanding the historical significance of these societies helps us appreciate the depth of human innovation and adaptability.

Take, for example, the development of agricultural practices around 10,000 BCE, which marked a shift from nomadic lifestyles to settled farming communities. This adaptation not only ensured a stable food supply but also spurred population growth and the development of complex societies. For example, Çatalhöyük in modern-day Turkey, one of the earliest urban centers, shows evidence of early social stratification and communal living, highlighting the origins of structured societies.

Moreover, the establishment of laws in ancient societies like Babylon reveals the beginnings of formal political systems. The Code of Hammurabi, dating back to around 1754 BCE, is one of the oldest and most significant legal documents in the world. This set of laws introduced the concept of justice based on a fundamental principle, influencing legal systems in subsequent civilizations.

These adaptations and aspirations were not just about survival but creating a sustainable and ordered way of life that echoes through the ages.

#### Comments:

**Miles T.** - July 20, 2024

Fascinating read, Adriana! It's incredible to think how ancient civilizations still impact us. However, societies like the Indus Valley Civilization, despite their advanced urban planning and social organization, remain lesser-known compared to Mesopotamia or Egypt.

[Like](#) [Reply](#) 2h ago**June R.** - July 20, 2024

I respectfully disagree with Miles. While it's true that some societies like the Indus Valley are not as highlighted in popular discourse, their contributions, particularly in technology and trade, significantly shaped interactions in the region and beyond.

[Like](#) [Reply](#) 1h ago

**Questions**

Answer the questions below.

1) Explain the significance of Çatalhöyük in understanding early urban settlements.

2) Describe how early political structures can be seen in today's government systems.

**Visualizing**

Draw what you saw in the picture you were reading. Explain the picture.

**True or False**

Is the statement true or false?

1) Çatalhöyük was located in modern-day Italy.	True	False
2) The Code of Hammurabi predates 1500 BCE.	True	False
3) Agriculture began around 10,000 years ago.	True	False
4) Social stratification was evident in Çatalhöyük.	True	False
5) The Indus Valley Civilization is well-known for its urban planning.	True	False



## Memory Game: Significance of Early Civilizations

### Objective

What are we learning about?

To reinforce students' memory and understanding of important leaders and events in early civilizations through an engaging and interactive matching card game.

### Materials

What you will need for the activity.

- Memory Game cards (provided) with the names of people and events and their significance.
- A flat surface (table or floor) to lay out the cards.
- Smartboard to display the game and allow students to refer back to the cards.



### Instructions

How you will complete the activity.

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on a flat surface.
3. The students take turns flipping over two cards at a time, trying to find a matching names or events card and its significance card.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the names and descriptions with the class.
8. Discuss why these historical people and events are important to understand and how they relate to our understanding of early civilizations.

## Cards

List of significant people and events with their descriptions

Significant People and Events	Description
Hammurabi	King of Babylon known for creating one of the earliest written legal codes.
Code of Hammurabi	A set of laws created by Hammurabi, one of the first written legal codes in history.
Cleopatra	The last active ruler of the Ptolemaic Kingdom of Egypt, known for her intelligence and political acumen.
Cleopatra's Alliance with Rome	Cleopatra formed alliances with Roman leaders Julius Caesar and Mark Antony to protect Egypt.
Julius Caesar	A Roman general and statesman who played a critical role in the events that led to the demise of the Roman Republic and the rise of the Roman Empire.



## Cards

List of significant people and events with their descriptions

Significant People and Events	Description
Caesar's Role in the Rise of the Roman Empire	Julius Caesar's leadership and reforms significantly contributed to the transition from Roman Republic to Empire.
Confucius	A Chinese teacher, editor, politician, and philosopher who emphasized personal and governmental morality.
Confucius' Teachings	Confucius' teachings focused on duty, family, loyalty, and respect for elders, influencing Chinese culture.
Alexander the Great	King of Macedonia who created one of the largest empires in history through his military conquests.
Alexander's Conquests	Alexander's conquests spread Greek culture across three continents, leading to the Hellenistic Era.

## Cards

## List of significant people and events with their descriptions

Significant People and Events	Description
Tutankhamun	An Egyptian pharaoh of the 18th dynasty, famous for his intact tomb discovered in 1922.
Discovery of Tutankhamun's tomb	The discovery of Tutankhamun's tomb provided significant insights into ancient Egyptian culture and burial practices.
Socrates	A classical Greek philosopher credited as one of the founders of Western philosophy.
Socrates' Philosophy	Socrates' method of questioning and dialogue laid the groundwork for Western systems of logic and philosophy.
Leonidas	King of Sparta who led Greek forces during the second Persian invasion of Greece.



## Cards

List of significant people and events with their descriptions

Significant People and Events	Description
Battle of Thermopylae	Leonidas is celebrated for his heroic stand against a much larger Persian army at the Battle of Thermopylae.
Herodotus	An ancient Greek poet traditionally said to be the author of the epic poems The Iliad and The Odyssey.
The Iliad and The Odyssey	Herodotus's epic poems are foundational works of ancient Greek literature and have influenced Western literature.
Genghis Khan	Founder of the Mongol Empire, which became the largest contiguous empire in history after his death.
Mongol Empire Expansion	Genghis Khan's conquests reshaped the social, cultural, and political landscape of the world.

**Reflection**

Answer the questions below.

1) Rate your knowledge or feelings about the topic before the activity and then after. Colour the boxes up to the number that is your answer,

Before

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

After

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2) How does this activity help you better understand the importance of these historical figures?

---

---

---

---

3) How do you think these leaders and events influence the world we live in today?

---

---

---

---

4) What strategies did you use to remember and match the cards during the game? How effective were they?

---

---

---

---

---

# Block 2:

## Interaction with the Natural Environment

### Focus

- Reports

Mapping Ancient Landscapes, Environmental Impact on Ancient Lifestyles

- Case Studies

Monsoon Reliance in the Indus Valley, Nile Flooding and Egyptian Agriculture, Irrigation Technologies of Mesopotamia

- Newspaper Article

Technological Innovations

- Activities

Map Quest, Trivia Card, Pictionary



## Mapping Ancient Landscapes

### Mesopotamia's Geographic Foundations

Mesopotamia, often called the "Cradle of Civilization," was nestled between the Tigris and Euphrates rivers. This area, now modern-day Iraq, was famed for its fertile crescent. The abundant water supply and fertile land supported early agricultural advancements and urban development. Key cities like Ur and Babylon thrived here, largely due to their ability to control irrigation and floodwaters.

#### Key Elements of Mesopotamian Geography:

- Body of Water: Tigris and Euphrates
- Notable Cities: Ur, Uruk
- Natural Event: Annual Flood

### Egypt's River of Life

The civilization of ancient Egypt thrived along the banks of the Nile River, which served as a lifeline across the desert landscape. Every year, the Nile flooded, leaving behind rich silt, ideal for agriculture. The predictability allowed Egyptians to develop a calendar and advance in fields like astronomy. Major population centers like Memphis and Thebes became cultural and political hubs, directly influenced by their proximity to the river.

#### Vital Egyptian Geographic Points:

- Body of Water: Nile River
- Notable Cities: Memphis, Thebes
- Natural Event: Annual Nile Flood

### Indus Valley Ingenuity

The Indus Valley civilization, located in present-day Pakistan and northwest India, featured well-planned cities like Harappa and Mohenjo-Daro. These cities displayed advanced urban planning with sophisticated drainage systems and standardized bricks. The civilization's success was partly due to their management of the Indus River and the fertile lands that surrounded it, which were crucial for agriculture and trade.

#### Highlights of Indus Valley Geography:

- River: Indus
- Principal Cities: Harappa, Mohenjo-Daro
- Agricultural Strategy: Flood management





**True or False**

Is the statement true or false?

1) Mesopotamia is known as the "Island of Civilization."	True	False
2) Ur and Babylon lacked significant water sources.	True	False
3) The Tigris and Euphrates are in Mesopotamia.	True	False
4) Egypt's civilization ignored the Nile's annual floods.	True	False
5) Harappa and Mohenjo-Daro lacked urban planning.	True	False

**Question** Answer the questions below.

1) How do the geographical location affect the development of Memphis and Thebes?

2) What features of Harappa and Mohenjo-Daro show advanced urban planning?

**Create** Create a list of three major advantages of living near a river in ancient times.

1)	
2)	
3)	

## Environmental Impact on Ancient Lifestyles

### Environmental Influences on Ancient Agriculture

Ancient societies were deeply influenced by their natural surroundings, which shaped their methods of farming, the crops they grew, and their seasonal routines. For example, the Egyptians relied on the predictable flooding of the Nile River to enrich their farmlands with fertile mud. This agricultural advantage allowed them to grow staples like wheat and barley, which were crucial for their food supply and economic stability.



### Settlement Patterns and the Environment

The geography and climate of a region often determined where ancient people chose to establish their communities. Settlements were typically built near water sources like rivers and lakes, which provided not only water for drinking and farming but also served as vital transportation routes for trade and travel.

For instance, Mesopotamian civilization developed along the Tigris and Euphrates Rivers, enabling them to thrive. These rivers flooded annually, depositing silt that made the soil fertile. Consequently, Mesopotamia became known as the "Fertile Crescent," a hub for agriculture and early civilization.

### Economic Activities Driven by Environment

The natural environment also dictated the economic activities of ancient societies. Below is a list of how different resources led to various economic activities:

- **Forests:** Societies near forests, like the Celts in ancient Britain, excelled in woodworking and hunting. They utilized the abundant timber for building structures and tools, while the forest game provided food and trade goods.
- **Mountains:** Communities near mountainous regions, such as the Incas in the Andes, often mined metals and gemstones. They developed advanced stone-cutting techniques that were integral to their architectural achievements, such as Machu Picchu.
- **Plains:** Peoples inhabiting vast plains, like the Mongols in Central Asia, generally pursued nomadic herding due to the abundance of grasslands for their animals. This lifestyle supported a mobile and flexible society, which was crucial for their conquests and expansions across the region.



## True or False

Is the statement true or false?

1) The Nile River's flooding was unpredictable.	True	False
2) Mesopotamia was known for its arid desert landscape.	True	False
3) The Andes provided a rich source of gold for the Incas.	True	False
4) Ancient Britons built settlements away from forest resources.	True	False
5) Plains provided inadequate resources for herding activities.	True	False

## Questions

Write two questions you have about the text.

1)	
2)	

## Questions

Answer the questions below.

1) Describe how the annual flooding of the Nile influenced Egyptian life.
2) How did the geographical features of plains benefit the Mongol lifestyle?

## Case Study: Monsoon Reliance in the Indus Valley

### Environmental Influences on the Indus Valley Civilization

The Indus Valley Civilization, one of the world's earliest urban cultures, flourished from 3300 BCE to 1300 BCE. Located in what is now Pakistan and northwest India, this civilization's existence and development were deeply tied to the monsoon rains. The seasonal rains were pivotal not only for agriculture but also for the overall planning and structure of their cities.



### Agriculture and Monsoon Rains

Monsoon rains were essential for the cultivation of wheat, barley, peas, and cotton, which were the primary crops of the Indus Valley. The civilization capitalized on the fertile soil created by the overflowing rivers, a result of the monsoon rains, allowing them to plant two harvests in a favourable year. This abundance was crucial in sustaining a large population and contributed to the complexity of their societal structure.

In response to their environment, the Indus Valley people developed sophisticated urban planning techniques, including advanced drainage systems and water reservoirs, to manage the deluge and store water for use during dry periods. Every home in cities like Harappa and Mohenjo-daro was connected to a sewerage system, demonstrating their prioritization of hygiene and public health.

### Impact of Environmental Changes

The dependency on monsoon rains also had its drawbacks. Evidence suggests that a shift in monsoon patterns, leading to less rainfall, could have triggered a series of crop failures and water shortages. This environmental change likely stressed the urban centers, contributing to the civilization's decline. Over 1,500 settlements, including five major cities, faced challenges that eventually led to their abandonment.

Through the lens of the Indus Valley Civilization, we see how ancient societies were intricately linked to their environments. The reliance on monsoon rains shaped not only their daily lives and economic practices but also dictated the rise and fall of their civilization, highlighting the enduring impact of nature on human history.



**Questions**

Answer the questions below.

1) What role did environmental changes play in the decline of the Indus Valley Civilization?

2) Describe the significance of monsoon rains to Indus Valley agriculture.

**True or False**

State whether each statement is true or false?

1) The Indus Valley Civilization thrived from 2500 BCE to 1900 BCE.	True	False
2) Wheat and rice were main crops in the Indus Valley.	True	False
3) The Indus Valley had over 2,000 settlements.	True	False
4) Water reservoirs were uncommon in the Indus Valley.	True	False
5) The civilization had no methods to store water for dry periods.	True	False

**Write**

Create a list of four questions you would ask an archaeologist about the Indus Valley.

1)

2)

3)

4)

## Exit Cards

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

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

Circle the correct answer.

1) Where was the Indus Valley Civilization located?	Pakistan
	Egypt
2) Which crop was not a primary crop?	Wheat
	Barley
3) What urban planning feature was advanced in the Indus Valley cities?	Drainage
	Bridges
4) How many harvests were supported in a favourable year?	Four
	Two
5) Which reservoirs did the Indus Valley people develop?	Water
	Oil

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

Circle the correct answer.

1) Where was the Indus Valley Civilization located?	Pakistan
	Egypt
2) Which crop was not a primary crop?	Wheat
	Barley
3) What urban planning feature was advanced in the Indus Valley cities?	Drainage
	Bridges
4) How many harvests were supported in a favorable year?	Four
	Two
5) Which reservoirs did the Indus Valley people develop?	Water
	Oil

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

Circle the correct answer.

1) Where was the Indus Valley Civilization located?	Pakistan
	Egypt
2) Which crop was not a primary crop?	Wheat
	Barley
3) What urban planning feature was advanced in the Indus Valley cities?	Drainage
	Bridges
4) How many harvests were supported in a favourable year?	Four
	Two
5) Which reservoirs did the Indus Valley people develop?	Water
	Oil

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

Circle the correct answer.

1) Where was the Indus Valley Civilization located?	Pakistan
	Egypt
2) Which crop was not a primary crop?	Wheat
	Barley
3) What urban planning feature was advanced in the Indus Valley cities?	Drainage
	Bridges
4) How many harvests were supported in a favourable year?	Four
	Two
5) Which reservoirs did the Indus Valley people develop?	Water
	Oil



## Case Study: Nile Flooding and Egyptian Agriculture

### The Role of the Nile in Agriculture

The Nile River, flowing through Egypt, was the lifeline of ancient Egyptian civilization. Its annual flooding was both predictable and essential, marking a significant influence on agricultural practices. Each year, between June and September, the Nile flooded due to rains at its source to the south. This flooding deposited rich, black silt along its banks, creating fertile land for farming. This predictability allowed the Egyptians to develop irrigation techniques that maximized crop yields and supported a growing population.



### Economic Growth and Agricultural Stability

The stability provided by the Nile's predictable floods enabled the ancient Egyptians to cultivate staple crops like wheat and barley. The surplus food not only fed the entire population but also supported a variety of professions. Artisans, builders, and traders all thrived because the agricultural surplus allowed them to pursue occupations beyond farming. This economic stability fostered advancements in architecture, arts, and science during the era.

### Social Structures Influenced by Farming

Agriculture significantly shaped the social structure of ancient Egypt. Society was highly organized, with a clear hierarchy that included pharaohs, priests, and farmers. Farmers, who made up the majority of the population, played a crucial role in food production. Their work schedules were synchronized with the Nile's flooding cycle, illustrating how deeply this natural event influenced daily life.

### Key Facts About Nile Flooding and Agriculture:

- Flooding Period: June to September
- Primary Crops: Wheat and barley
- Soil Type: Black silt, known as Kemet, meaning 'black land'
- Outcome of Surplus: Supported diverse professions and cultural development

Through understanding the relationship between the Nile's flooding and Egyptian agriculture, we gain insights into the foundational elements of one of history's most fascinating civilizations. This interplay between nature and human activity highlights the adaptability and ingenuity of the ancient Egyptians in utilizing their natural environment to its fullest potential.

**Questions**

Answer the questions below.

1) What were the main crops grown by ancient Egyptians and why?

---

---

---

---

2) How did annual Nile floods affect the social structure in ancient Egypt?

---

---

---

---

**True or False**

State whether each statement is true or false?

1) The Nile floods unpredictably each year.	True	False
2) Ancient Egyptians farmed primarily wheat and barley.	True	False
3) The Nile flooding lasted from April to August.	True	False
4) Black silt was undesirable for farming.	True	False
5) Flooding deposited fertile black silt annually.	True	False

**Write**

Write a brief paragraph on how modern farming differs from ancient Egyptian methods.

---

---

---

---

---

---

---

---



## Newspaper Article: Technological Innovations

### Technological Milestones of Ancient Civilizations Reshape Daily Life and Economics

Published on July 21, 2024

**Breaking News:** An exciting exploration of history unfolded right before our eyes, as recent archaeological discoveries illuminated the monumental impact of ancient technological innovations on early human societies. These findings, rooted in daily life and economic activities, have captivated scholars and archaeologists alike, shedding light into the ancient relics and the ingenious inventions from millennia past. Regions like Mesopotamia and Egypt showcased a sophisticated understanding of technology that rivals the complexity of our modern-day innovations.

The wheel, first developed in Mesopotamia around 3500 BCE, was not just a means of transportation. It revolutionized the way goods were moved and traded, significantly boosting trade across vast distances. This invention led to the expansion of trade networks, which not only increased the wealth of cities but also facilitated cultural exchanges and the spread of technological knowledge. The introduction of the wheel is credited with enhancing agricultural efficiency as well, as it was adapted for use in irrigation and milling grain.

Moving to the banks of the Nile, the ancient Egyptians made a landmark contribution with the invention of papyrus around 3000 BCE. This early form of paper was crafted from the pith of the papyrus plant, a reed

abundant in the marshes of the Nile Delta. The creation of papyrus was a breakthrough in record-keeping and communication. It enabled the development of complex administrative systems and the recording of historical events, which have provided scholars with invaluable insights into ancient Egyptian life. Furthermore, papyrus was an essential commodity in the thriving economy of Egypt, often traded with other civilizations for goods and services that were not locally available.

These technologies demonstrate how the early civilizations were not just surviving; they were thriving and innovating in ways that laid the groundwork for future advancements in science and technology. The wheel and papyrus are just glimpses into a world where human ingenuity knew no bounds, illustrating the drive to innovate as a defining trait of humanity.

As we continue to uncover the past, the genius of these ancient inventors serves as a reminder of human capability and the timeless nature of innovation.



## True or False

Is the statement true or false?

1. The wheel was first developed in Egypt.	True	False
2. The wheel appeared around 3500 BCE.	True	False
3. Mesopotamia is known for its papyrus production.	True	False
4. Papyrus was a rare commodity in ancient Egypt.	True	False
5. Papyrus was invented in 3000 BCE.	True	False

## Question

Write two questions you have about the text.

1)	
2)	

## Questions

Answer the questions below.

1) Describe the process of making papyrus in ancient Egypt.
2) What were some secondary uses of papyrus in ancient civilizations?



## Pictionary – Technologies and Tools of Early Societies

### Objective

What are we learning about?

To help students understand the use and impact of various tools and technologies used in early civilizations

Materials: \_\_\_\_\_ you will need for the activity.



- Whiteboard
- Markers
- Cards with early tools and technologies related words

### Instructions

How you will complete the activity

1. Split the class into two teams, mix by rows or groups of desks.
2. Have one student from Team A come up and pick a card. They should keep the card a secret from everyone else.
3. The student then draws what is on the card on a whiteboard or paper.
4. Start a timer for 2 minutes. During this time, Team A tries to guess the drawing.
5. If Team A guesses the drawing correctly before the timer goes off, they earn a point.
6. Next, it's Team B's turn. A student from Team B picks a card and draws, while their team guesses.
7. Alternate turns between the two teams, letting different students draw each time.
8. Continue the game until all the cards have been used. Keep track of points for each team.
9. At the end, count up the points. The team with the most points is the winner.



## Pictionary Topics

Cut out the topics below.

## Pictionary Cards

Plow

Irrigation System

Wheel

Pottery

Saddles

Bronze Tools

Bow and Arrow

Chariot

Sickle

Clay Tablets

Papyrus Scrolls

Mudbrick Houses

Fishing

Spears

Mortar and Pestle

Grinding Stones

Flint Knives

Canoe

Weaving Frame

Fire Pit

Storage Jars

Quern Stone

Basket

**Reflection**

Answer the questions below.

1) Draw an emoji that represents how you felt during the pictiary game. Write a sentence explaining why you felt this way.

I felt this way because \_\_\_\_\_

2) What do you find most surprising about the tools used by different societies?

3) How can an understanding of these tools help us in today's world?

4) What role do you think education plays in the long-term survival of a culture or society?



## Case Study: Irrigation Technologies of Mesopotamia

### Early Agricultural Innovations

Mesopotamia, often referred to as the cradle of civilization, was located between the Tigris and Euphrates rivers. This geographical setting was crucial because the soil was fertile but the climate was very dry. To overcome the dry conditions, ancient Mesopotamians developed sophisticated irrigation techniques.



Around 6000 BCE, they began constructing canals, dikes, and dams to divert water from the rivers to their fields. This allowed for the abundance of crops, including barley, wheat, and dates, which were essential for their food supply and economy.

### Irrigation's Role in Society

The development of irrigation technology supported agriculture but also led to significant social and cultural changes in Mesopotamia. As agriculture became more efficient, fewer people needed to work the land, which allowed them to pursue other professions and crafts such as pottery, weaving, and trade. This specialization helped to establish a more complex social structure and contributed to the rise of cities and the development of writing.

### Key Technologies and Techniques

- 1) **Canals:** Canals were the primary infrastructure used to transport water across large distances. They were dug from the rivers to the fields.
- 2) **Dikes:** Dikes were built to prevent flooding during the rainy season and to control the flow of water.
- 3) **Water Gates:** Gates were used to control the amount of water that flowed into the canals, allowing farmers to manage the supply according to the needs of their crops.
- 4) **Basin Irrigation:** This method involved trapping water in a contained area or basin, which would then slowly seep into the soil to water crops.

### Impact on Cultural Development

The abundance of food and resources facilitated by irrigation technologies enabled Mesopotamians to engage in early forms of science, mathematics, and astronomy. They developed a numerical system based on the number 60, which led to the creation of the 60-minute hour and the 360-degree circle used in geometry and astronomy today. Their need to record agricultural yields and trade transactions also led to the development of cuneiform writing, one of the world's first writing systems. These cultural advancements were deeply interconnected with their agricultural practices and technological innovations, demonstrating how technology can drive societal evolution.



## True or False

Is the statement true or false?

1) Early irrigation began around 3000 BCE.	True	False
2) Canals were mainly for transportation in Mesopotamia.	True	False
3) Water gates were used to regulate canal flow.	True	False
4) The fertile soil in Mesopotamia was due to yearly flooding.	True	False
5) Numerical systems in Mesopotamia were based on the number 100.	True	False

## Question

Answer the questions below.

1) Explain the role of irrigation in Mesopotamian agriculture.

2) How did irrigation technologies contribute to Mesopotamia's cultural advancements?

## Draw

Draw and describe three symbols you think might represent agriculture, and technology in ancient Mesopotamia.


# Exit Cards

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

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

Is the statement true or false?

1) Mesopotamia was located between the Nile and the Euphrates rivers.	T	F
2) The climate in Mesopotamia was very dry despite the fertile soil.	T	F
3) Canals were used to prevent flooding during the rainy season.	T	F
4) The Mesopotamians developed a numerical system based on the number 100.	T	F

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

Is the statement true or false?

1) Mesopotamia was located between the Nile and the Euphrates rivers.	T	F
2) The climate in Mesopotamia was very dry despite the fertile soil.	T	F
3) Canals were used to prevent flooding during the rainy season.	T	F
4) The Mesopotamians developed a numerical system based on the number 100.	T	F

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

Is the statement true or false?

1) Mesopotamia was located between the Nile and the Euphrates rivers.	T	F
2) The climate in Mesopotamia was very dry despite the fertile soil.	T	F
3) Canals were used to prevent flooding during the rainy season.	T	F
4) The Mesopotamians developed a numerical system based on the number 100.	T	F

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

Is the statement true or false?

1) Mesopotamia was located between the Nile and the Euphrates rivers.	T	F
2) The climate in Mesopotamia was very dry despite the fertile soil.	T	F
3) Canals were used to prevent flooding during the rainy season.	T	F
4) The Mesopotamians developed a numerical system based on the number 100.	T	F

# Block 3:

## Living in an Early Society

### Focus

- Reports

People, Events and Ideas of Mesopotamia, Governance and Power in Indus Valley Civilization

- Case Studies

Social Hierarchy in Ancient Egypt, Confucianism in the Han Dynasty

- Story

Everyday Life in Ancient Egypt

- Activities

Role Plays



## Story: Everyday Life in Ancient Egypt

### A Day in Ancient Egypt: Life from Pharaohs to Farmers

In the bustling city of Thebes, along the fertile banks of the Nile, life unfolds in diverse and vibrant ways. My name is Nebet, and as a scribe, I have the privilege of documenting our city's daily rhythms, from the opulent halls of our Pharaoh to the bustling streets of the market.

At daybreak, the sun rises over the palace of Pharaoh Amasis, viewed as a living deity. The Pharaoh's duties are sacred, from performing rituals to honour Ra, ensuring prosperity and harvest, to managing the vast lands. His palace, full of gold and lapis lazuli, serves as the center of our civilization. Here, decisions are made for trade routes and monumental building projects are devised. Historians tell us that a Pharaoh might oversee the labour of tens of thousands—nearly 30,000 workers were involved in constructing monumental sites like the temples at Karnak.



Meanwhile, just beyond the city, Menna, a farmer who works the land guided by the flow of the Nile, works from sunrise to sunset. Agriculture is the backbone of our society, with farmers like Menna cultivating wheat and barley using simple but effective wooden tools. Despite the difficult nature of their work, these farmers manage to provide for their families but also contribute to the kingdom through their taxes, often in the form of grain.

In the heart of Thebes, amidst the colourful canopies, Anippe, a potter, shapes clay into beautiful yet functional pottery. These vessels are crucial for daily life, used for everything from cooking to storage. The market where Anippe sells her goods is a microcosm of our society, a place where all classes converge—artisans, farmers, and even nobles.

As evening approaches, the city does not slow. Torches light up as people enjoy a communal meal, sharing stories and planning for the next day. This life, filled with duties and simple pleasures, connects us from the highest of ranks to the common tiller of the soil.

Each day, as I ink these happenings onto papyrus, I am reminded of the intricate tapestry of roles that define our society. From Pharaoh Amasis's divine governance to Menna's diligent harvest and Anippe's crafted wares, every role is a thread essential to the fabric of ancient Egyptian civilization. Through my writings, the legacy of our people's enduring spirit and organizational genius continues to live on, woven into the annals of history.

## True or False

Is the statement true or false?

1. Pharaoh Amasis performed evening rituals to Ra.	True	False
2. Menna used metal tools for farming.	True	False
3. Anippe sold her pottery outside of Thebes.	True	False
4. Nebet was a farmer in ancient Egypt.	True	False
5. The Pharaoh's palace contained no gold.	True	False

## Write

a diary entry from Menna's perspective about a day in the fields.

PREVIEW

---

---

---

---

---

---

---

---

## Questions

Answer the questions below.

1) What types of crops did Menna grow, and why were they important?

---

---

---

---

2) How did Anippe contribute to daily life in ancient Egypt with her craft?

---

---

---

---



## Role Play – Daily Life in Early Societies

### Objective

What are we learning about?

To help students understand the daily lives, roles, and interactions of various social groups in ancient civilization such as priests, scribes, and traders.



### Materials

What you will need for the activity.

- Scenario cards for the roles
- Costumes or props (optional) like simple items like hats or badges
- Paper and pencil
- Classroom space for the role play

### Instructions

How you will complete the activity

1. Divide the students into small groups and assign each group a scenario card.
2. Give each group a chance to research about the role and scenario they are going to act out.
3. Provide each group with the respective props if required.
4. Allow time for each group to set up their performance area.
5. Allow the groups 10-15 minutes to discuss and plan how they will act out their scenario, ensuring each member understands their role.
6. Each group performs their role play for the rest of the class, highlighting the daily life and societal interactions of their assigned role.
7. After all groups have performed, facilitate a class discussion on the similarities and differences between the roles and their importance in early societies.



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>Market Day in Ancient Egypt</b>	A scribe is recording transactions and ensuring accurate measurements and fairness. They discuss taxes and the pharaoh's decrees with the farmer. A trader is selling grain and haggling with customers over prices. They discuss the quality of this year's harvest compared to previous years. A farmer is negotiating prices for surplus crops and talking about the challenges faced during the growing season. A priest blesses the market, offering prayers for prosperity and discussing religious festivals.
<b>Construction of a Ziggurat in Mesopotamia</b>	A king orders the construction of the ziggurat and discusses its significance with advisors, emphasizing the importance of appeasing the gods. An architect plans the structure, explaining the innovative techniques and materials used. Workers discuss the building process, sharing stories of their labor and conditions and their personal lives. A priest blesses the site, explaining the religious significance to onlookers. A trader negotiates for materials, negotiating prices and discussing the challenges of transporting goods across the region.
<b>Greek Agora Debates</b>	A philosopher presents ideas on democracy and ethics, engaging in lively debates with citizens about governance. Citizens debate the philosopher's points, bringing their own perspectives and experiences from daily life. A merchant advertises goods, highlighting their origin and unique qualities while trying to attract customers. A politician campaigns for support, making promises and addressing citizens' concerns. A student takes notes for learning, asking questions and seeking clarifications to understand the complex arguments.
<b>Roman Bathhouse Social</b>	A senator discusses politics and current events, sharing insights and information with fellow bathers. A merchant negotiates deals, showcasing samples of exotic goods and discussing potential profits. An architect shares designs for new buildings, explaining the challenges and innovations in construction. A poet recites verses, engaging the audience with stories of heroes and legends. A slave serves refreshments, overhearing conversations and occasionally contributing with their own observations.
<b>Maya Temple Ceremony</b>	A priest prepares a ritual, explaining the significance of each step and the gods they are honouring. A farmer offers crops as a sacrifice, discussing the recent harvest and seeking blessings for the next season. A trader shares exotic goods brought from distant lands, describing the journey and the cultures encountered. A noble oversees the ceremony, ensuring everything proceeds smoothly and discussing the importance of the ritual for the community. A scribe records the event, documenting the offerings and participants, and discussing the historical importance with onlookers.



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>Chinese Emperor's Court</b>	The emperor holds an audience, addressing petitions from various subjects and discussing governance strategies. A general reports on military campaigns, detailing recent battles and strategies for future conflicts. A scholar presents new knowledge, explaining discoveries in science and philosophy, and their potential impact on society. A merchant requests trade permissions, describing the benefits of new trade routes and the goods they can bring. A court lady discusses palace events, sharing gossip and the latest news from the royal family.
<b>Viking Longhouse Gathering</b>	The chieftain leads a discussion on future raids and defence strategies, encouraging warriors to share their experiences and ideas. Warriors recount battles, boasting of their bravery and discussing tactics. A trader shares news from distant lands, explaining their origin and the challenges faced during the journey. A bard sings heroic tales, engaging the audience with stories of legendary heroes. A farmer discusses harvests, sharing techniques for improving crops and seeking advice from others.
<b>Medieval European Village Life</b>	A blacksmith forges tools, explaining the process and importance of each item to the villagers. A peasant discusses land issues with a landlord, negotiating rents and sharing concerns about crop failures. A baker sells bread, describing the different types and their uses, and discussing the importance of baking in daily life. A priest offers spiritual guidance, offering advice and conducting a small ceremony. A merchant travels through, sharing news from other regions and discussing trade opportunities.
<b>Inca Road Construction</b>	A Sapa Inca orders road building, explaining its strategic importance and benefits to the empire. Workers discuss techniques, sharing knowledge on construction methods and materials. A Chasqui (messenger) practices running, demonstrating their speed and discussing the communication network. A noble organizes labour, ensuring efficient work and addressing workers' concerns. A priest blesses the construction, performing rituals and explaining their significance to the workers.
<b>Indus Valley Trade Meeting</b>	A trader from Mesopotamia arrives, discussing the long journey and the goods they have brought. Local merchants discuss goods, comparing quality and negotiating prices. A scribe records trade agreements, ensuring accuracy and discussing the importance of documentation. An artisan shows craftwork, explaining the techniques used and the cultural significance of their creations. A priest blesses the trade deal, performing a ritual and discussing the importance of trade for community prosperity.



## Case Study: Social Hierarchy in Ancient Egypt

### Roles and Responsibilities in Ancient Egypt

Ancient Egypt was a civilization governed by a strict social hierarchy. At the top was the Pharaoh, considered a god on earth, responsible for the welfare of the entire nation. Pharaohs were tasked with making laws, waging wars, and overseeing religious ceremonies.

Below the Pharaoh were the High Priests and Priestesses, who managed temples and performed rituals to appease the gods. They played a critical role in society by interpreting divine will and ensuring the gods' favour, which was believed to be crucial for a successful harvest and stability in the kingdom.



### Daily Life of Scribes and Workers

Scribes held a prestigious position in Ancient Egypt. They were educated in reading and writing hieroglyphics, a skill that allowed them to keep records, document legal proceedings, and write letters for administrative and religious purposes. A scribe's life involved administrative duties and could lead to a comfortable living and high social status.

Common workers and artisans had a different daily routine. They were responsible for building the monumental structures like pyramids and temples. Artisans, including carpenters, jewelers, and painters, crafted items needed for daily life and religious worship.

### The Lower Tier: Farmers and Slaves

At the bottom of the social structure were farmers and slaves. Farmers made up the majority of the population and were tasked with growing crops that sustained the entire economy. Their life was tied to the Nile River's flooding cycle, which fertilized the land.

Slaves in Ancient Egypt could be prisoners of war or people sold into slavery due to debt. They worked in harsh conditions, often on big construction projects or serving in the households of the wealthy.

### Impact of Religion on Governance

Religion deeply influenced governance in Ancient Egypt. The Pharaoh was considered the intermediary between the gods and the people. Major decisions, from warfare to the distribution of resources, were often made based on religious guidance. This integration of religion into governance helped maintain the Pharaoh's authority and justified the social hierarchy that characterized Egyptian society.



## True or False

Is the statement true or false?

1) The Pharaoh was considered a god on Earth.	True	False
2) Priests managed the legal system in Ancient Egypt.	True	False
3) Farmers were at the top of the social hierarchy.	True	False
4) Religion had no role in Ancient Egyptian governance.	True	False
5) High Priests could not interpret divine messages.	True	False

## Question

Answer the questions below.

1) How did religion support the Pharaoh's authority?

2) How did the Pharaoh's perceived divinity support his leadership?

## Write

List three differences between the lives of Pharaohs and common people.

1)

2)

3)

## People, Events and Ideas of Mesopotamia

### Early Society of Mesopotamia

Mesopotamia, often referred to as the "cradle of civilization," offers a rich tapestry of people, events, and ideas that shaped its society and influenced the world. This report focuses on key aspects of Mesopotamian society that are vital for understanding its development and contribution to human history.



### Important Figures

Several influential figures emerged in the history of Mesopotamia:

- 1) **King Hammurabi**: Known for the **Hammurabi's Code**, one of the earliest and most complete written legal codes, promulgated around 1754 BCE.
- 2) **Sargon of Akkad**: Founder of the Akkadian Empire, a multiethnic, centrally ruled empire, he is often credited with founding the Akkadian Empire around 2334-2279 BCE.
- 3) **Gilgamesh**: A legendary figure in Sumerian culture and the main character in the "Epic of Gilgamesh," one of the oldest works of literature.

### Pivotal Events

Key events that shaped Mesopotamian civilization include:

- **The development of writing (c. 3400 BCE)**: The invention of writing by the Sumerians marked one of the fundamental advances in human history, allowing for the recording of laws, trade, and history.
- **The rise of cities (c. 4500 BCE)**: The formation of cities like Uruk and Eridu marked a major shift in social organization and are the earliest examples of urban civilization.

### Revolutionary Ideas

Mesopotamian society was marked by several innovative ideas that influenced various aspects of life:

- **The concept of the city-state**: Each city-state operated like an independent country, with its own ruler and patron deity, setting a model for political organization.
- **Astronomy and mathematics**: Mesopotamians made significant advances in these fields, developing a calendar system and mathematical calculations.

### Influence on Later Cultures

The contributions of Mesopotamia extended beyond their immediate geographic and temporal boundaries, influencing other cultures through trade, warfare, and the spread of ideas. The Babylonian civilization, for instance, absorbed and further developed the mathematical and astronomical knowledge of the Sumerians.



## True or False

Is the statement true or false?

1) Hammurabi was known for his poetry.	True	False
2) Writing developed around 3500 BCE in Mesopotamia.	True	False
3) City-states functioned like modern countries.	True	False
4) Mesopotamians invented the first solar calendar.	True	False
5) Hammurabi's Code consisted of over 300 laws.	True	False

Questions Write two questions you have about the text.

1)	
2)	

## Questions

Answer the questions below.

1) Explain how the rise of cities influenced Mesopotamian society.

---

---

---

---

2) How did Mesopotamian advancements in mathematics benefit later cultures?

---

---

---

---



# Governance and Power in Indus Valley Civilization

## Understanding Governance in the Indus Valley Civilization

The Indus Valley Civilization, one of the world's earliest urban cultures, thrived between 3300 BCE and 1300 BCE. It was primarily located in what is now Pakistan and northwest India. This report explores the political and military structures that characterized this civilization.

### Political Structure

The political organization of the Indus Valley Civilization remains a subject of research and speculation due to the lack of written records. However, archaeological findings suggest a highly organized and centralized form of governance. Key insights include:

- 1) **City Planning:** The meticulous planning of major cities like Harappa and Mohenjo-daro indicates a strong central authority. Cities were built on a grid system with sophisticated drainage and sewage systems, showcasing advanced administrative capabilities.
- 2) **Standardization:** There was a uniformity in architectural styles, and even the sizes of bricks. Such standardization across a vast area suggests the existence of central policies and control.
- 3) **Seals and Script:** Numerous seals with pictorial symbols used for trade and administrative purposes have been found. These seals likely were used for controlling trade, agriculture, and even the collection of taxes.

### Military Structure

The military aspect of the Indus Valley Civilization is less understood due to the peaceful nature of the society as shown by archaeological evidence. Few weapons have been discovered, suggesting that military activities were not dominant. Notable features include:

- 1) **Lack of Fortifications:** Unlike other contemporary civilizations, Indus cities lacked large fortifications. This might indicate a stable political environment with less emphasis on military power or external threats.
- 2) **Strategic Locations:** Some cities were located near passes or on riverbanks, which could serve strategic purposes for trade and defense against floods rather than military aggression.

### Economic Control as a Means of Power

Economic prowess bolstered the governance of the Indus Valley. Control over resources like water, agricultural land, and trade routes played a crucial role. The distribution and management of these resources indicate that the leaders held significant power, which was exercised through economic rather than military dominance.



**Questions**

Answer the questions below.

1) Describe the significance of city planning in Indus Valley governance.

---

---

---

---

2) Explain why Indus cities might have lacked large fortifications.

---

---

---

---

**True or False**

State whether true or false?

1) Indus Valley had a monarchical system.	True	False
2) Cities lacked any form of planning.	True	False
3) Harappa had chaotic street layouts.	True	False
4) Economic management was prioritized over military.	True	False
5) Trade was unregulated in Indus Valley.	True	False

**Create**

Create a symbolic seal that might have been used in the Indus Valley, explaining its symbols.

	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>



## Role Play - Governance in Early Societies

### Objective

What are we learning about?

Students will engage in role-playing to depict governance structures and political challenges in ancient societies.



### Materials

What you will need for the activity.

- Scenario cards for role-play
- Costumes or props (optional) like simple items like hats or badges
- Paper and pencils
- Classroom space for acting out scenarios

### Instructions

How you will complete the activity.

1. Divide the students into small groups and assign each group a scenario card.
2. Give each group a chance to research about the society and the challenge they are going to act out.
3. Provide each group with the respective props if required.
4. Allow time for each group to set up their performance area.
5. Allow the groups 10-15 minutes to discuss and plan how they will act out their scenario, ensuring each member understands their role.
6. Have each group perform their role-play scenario for the class, demonstrating how their society's governance structure addresses the challenge.
7. After each performance, lead a brief discussion on the key aspects of governance depicted and how the society managed the political challenge.



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>Egyptian Drought Crisis</b>	The Pharaoh of Ancient Egypt faces a severe drought. The advisors debate whether to build new irrigation systems or store grain. Military officials suggest fortifying borders to prevent raids, while priests argue for more religious ceremonies to appease the gods. Citizens express their struggles and ask for immediate relief.
<b>Mesopotamian Justice</b>	In Mesopotamia, the king must decide on the punishment for a merchant who stole grain. The scribe suggests a strict adherence to the code of laws. The military official argues for a public execution as a deterrent for future crimes. The merchant insists on a lighter punishment to avoid unrest. A citizen proposes a compromise to waive part of the debt.
<b>Spartan War Debate</b>	The Spartan council debates on whether to go to war with a neighbouring city-state. The king is inclined towards war, but the ephors advocate for peace. A warrior stresses the need for honour in battle. A philosopher speaks about the impact of war on the low class. A diplomat offers a strategic alliance.
<b>Athenian Naval Decision</b>	In Ancient Athens, the assembly must decide on building a new naval fleet. The general pushes for it to ensure the city's safety and to protect trade routes. A politician argues the funds should go towards public buildings. The philosopher speaks about the moral implications of war, while a merchant worries about economic stability. A citizen expresses the need for jobs and support.
<b>Roman Tax Dispute</b>	The Roman Senate debates the introduction of a new tax to fund infrastructure. The consul supports the tax, citing long-term benefits. The tribune opposes it, fearing it will burden the poor. A soldier discusses the need for better roads for military campaigns. A farmer argues that the current tax is already high. A merchant weighs in on the economic impact.



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>Maurya Rebellion Response</b>	In the Maurya Empire, the council must address a rebellion in a distant province. The emperor advocates for immediate military action. The advisor suggests negotiating with the rebels. A general stresses the need for a show of force. A trader talks about the disruption to trade. A local leader proposes an alternative solution for peace.
<b>Han Great Wall Expansion</b>	The Han Dynasty court faces a decision on expanding the Great Wall. The emperor supports the expansion for protection. The advisor emphasizes the cultural significance of such projects. A general discusses the strategic advantages. A farmer complains about the toll on workers. A trader discusses the impact on trade routes.
<b>Kushite Alliance Decision</b>	In the Kushite Kingdom, the council must decide whether to form an alliance with a neighboring kingdom. The chief advisor supports the alliance for mutual benefit. The military leader is cautious and suggests fortifying their borders instead. A priestess discusses the religious implications. A farmer worries about the potential impact on agriculture. A merchant speaks about the economic opportunities.
<b>Gupta Caste Reforms</b>	The Gupta Empire's council debates reforms to the caste system. The emperor suggests gradual reforms. The advisor advocates for preserving traditions. The military leader warns against potential unrest. A scholar speaks about the importance of social mobility. A merchant talks about the economic benefits of reforms.
<b>Aztec Sacrificial Selection</b>	In the Aztec Empire, the emperor must decide on the selection of the next sacrificial victim to appease the gods. The high priest argues for a noble sacrifice to show strength. The military commander suggests capturing enemies for the ritual. A farmer discusses the fear and unrest among the common people. A merchant speaks about the economic impact of losing a skilled worker. A citizen offers a different perspective on the tradition.

# Block 4:

## Communication and Art in an Early Society

### Focus

- Reports

Artistic Expressions in Ancient Civilizations, The Development of Writing, Comparative Study of Ancient Civilizations

- Case Studies

Development of Hieroglyphs in Egypt

- Letter

Linking Ancient Innovations with Contemporary Life

- Activities

Drawing Contest, Hieroglyphics Workshop



## Artistic Expressions in Ancient Civilizations

### Art and Architecture in Mohenjo-Daro

Mohenjo-Daro, located in present-day Pakistan, was one of the major urban centers of the Indus Valley Civilization, flourishing around 2600 BCE. This ancient city is celebrated for its advanced urban planning and impressive architectural feats.



### Significance of Art in Mohenjo-Daro

In Mohenjo-Daro, art served both decorative and functional roles, enhancing living spaces and conveying cultural and religious messages. Frescoes—wall paintings—found here are particularly notable for their detailed depiction of daily and ceremonial life.

### Frescoes: A Window into the Past

The frescoes in Mohenjo-Daro are ancient artifacts that provide insights into the daily lives, religious rituals, and social structures of its inhabitants. These paintings not only decorated the walls of prominent buildings but also communicated messages about social norms and religious beliefs.

Frescoes in Mohenjo-Daro often depict elaborate scenes filled with figures engaged in various activities such as dancing, religious rituals, and social gatherings. The use of vibrant colours and intricate designs in these frescoes suggests a sophisticated understanding of art and aesthetics.

Researchers believe that these frescoes played a key role in reinforcing social practices, possibly serving as visual narratives that reinforced cultural values. Their preservation helps historians and archaeologists piece together aspects of Indus Valley life that written records might not capture.

### Key Features of Mohenjo-Daro's Architecture

The architecture of Mohenjo-Daro was notably advanced, with features like:

- 1) **Urban Layout:** Streets laid out in a grid pattern, showing early examples of urban planning.
- 2) **Drainage Systems:** Advanced drainage systems in homes and public baths, highlighting a focus on public health.
- 3) **Structural Materials:** Uniformly sized baked bricks used in construction, indicating a high level of craftsmanship and standardization.

The artistic and architectural innovations of Mohenjo-Daro underscore its historical significance as a center of ancient urban development and cultural richness.

## True or False

Is the statement true or false?

1) Mohenjo-Daro is located in modern-day Pakistan.	True	False
2) Frescoes were commonly found in public spaces.	True	False
3) Drainage systems were uncommon in Mohenjo-Daro.	True	False
4) Frescoes depicted mostly abstract patterns.	True	False
5) Streets in Mohenjo-Daro were laid out randomly.	True	False

## Question

Answer the questions below.

1) Describe the types of frescoes found in Mohenjo-Daro.

2) How did the drainage systems in Mohenjo-Daro benefit residents?

## Write

Imagine you are a resident of Mohenjo-Daro. Write a short entry about your day.



## Exit Cards

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

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

Circle the correct answer.

1) Around what year did Mohenjo-Daro flourish?	2600 BCE
	1800 BCE
2) What type of paintings are the frescoes in Mohenjo-Daro?	Wall
	Ceiling
3) What did the frescoes in Mohenjo-Daro depict?	Dancing
	Farming
4) What feature highlighted the advanced urban planning?	Grid
	Circular
5) What role did the frescoes play in Mohenjo-Daro?	Ritualistic
	Economic

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

Circle the correct answer.

1) Around what year did Mohenjo-Daro flourish?	2600 BCE
	1800 BCE
2) What type of paintings are the frescoes in Mohenjo-Daro?	Wall
	Ceiling
3) What did the frescoes in Mohenjo-Daro depict?	Dancing
	Farming
4) What feature highlighted the advanced urban planning?	Grid
	Circular
5) What role did the frescoes play in Mohenjo-Daro?	Ritualistic
	Economic

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

Circle the correct answer.

1) Around what year did Mohenjo-Daro flourish?	2600 BCE
	1800 BCE
2) What type of paintings are the frescoes in Mohenjo-Daro?	Wall
	Ceiling
3) What did the frescoes in Mohenjo-Daro depict?	Dancing
	Farming
4) What feature highlighted the advanced urban planning?	Grid
	Circular
5) What role did the frescoes play in Mohenjo-Daro?	Ritualistic
	Economic

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

Circle the correct answer.

1) Around what year did Mohenjo-Daro flourish?	2600 BCE
	1800 BCE
2) What type of paintings are the frescoes in Mohenjo-Daro?	Wall
	Ceiling
3) What did the frescoes in Mohenjo-Daro depict?	Dancing
	Farming
4) What feature highlighted the advanced urban planning?	Grid
	Circular
5) What role did the frescoes play in Mohenjo-Daro?	Ritualistic
	Economic



## Drawing Contest – Ancient Art and Architecture

### Objective

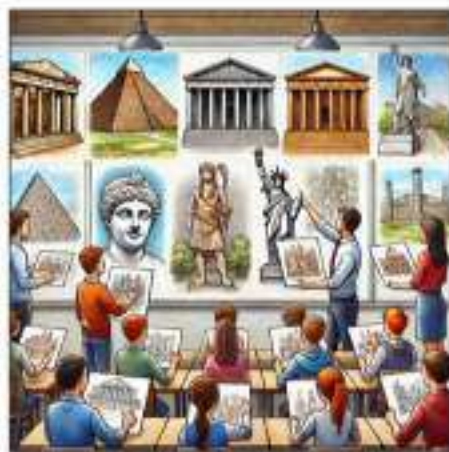
What are we learning about?

Students will understand the significance of art and architecture in early societies by creating artistic representations of ancient buildings or artworks.

### Materials

What you will need for the activity.

- Drawing paper
- Pencils, eraser, sharpeners
- Coloured pencils, markers, crayons
- Reference sheets of ancient buildings and artworks from ancient civilizations



### Instructions

How you will complete the activity.

1. Introduce the concept of art and architecture in early societies, discussing how they reflect cultural values, beliefs, and technological advancements.
2. Provide students with drawing paper and access to drawing materials.
3. Allow students to choose one building or artwork to draw.
4. Have students sketch their chosen building or artwork on drawing paper, encouraging attention to detail and historical accuracy.
5. Allow students time to colour and add finishing touches to their drawings.
6. Once the drawings are complete, each student will present their artwork to the class, explaining the historical significance and cultural context of the building or artwork they depicted.
7. Display the drawings in the classroom and have a class discussion about the different styles and functions of art and architecture in early societies.

## Handout

## Ancient Buildings And Artworks Reference Sheet

Building/ Artwork	Description	Appearance	Surrounding Landscape
<b>Great Pyramid of Giza</b>	A massive limestone pyramid with a square base and four triangular sides. It is surrounded by the desert sands of Giza, Egypt.	The Great Pyramid has smooth, angled sides that were originally covered in white casing stones. It stands in stark contrast to the flat desert landscape.	The pyramid is surrounded by other smaller pyramids, tombs, and the Sphinx, all set in the desert of Giza.
<b>Temple of Karnak</b>	A large complex of temples and massive statues, surrounded by obelisks and hieroglyphs.	The Temple of Karnak features towering columns decorated with intricate carvings and hieroglyphs, flanked by statues of pharaohs and gods.	The temple complex is part of the ancient city of Thebes, with nearby sacred lakes and other temples.
<b>Ishtar Gate</b>	A grand gate adorned with blue glazed bricks and reliefs of dragons and bulls, part of the walls of ancient Babylon.	The gate is made of blue glazed bricks and features detailed reliefs of mythical creatures, creating a striking entrance to the city.	The gate was part of the inner-city walls of Babylon, which included gardens, palaces, and other monumental structures.
<b>Ziggurat of Ur</b>	A large stepped pyramid made of mud bricks, with terraces and a temple on top, situated in the flat plains of Mesopotamia.	The Ziggurat of Ur consists of a series of ascending levels, each smaller than the one below, with a temple perched at the top. It dominates the flat Mesopotamian landscape.	The ziggurat is situated in the flat plains of southern Mesopotamia, amidst other ancient structures.
<b>Mohenjo-daro Great Bath</b>	A large rectangular tank with steps leading down on all sides, surrounded by ruins of ancient structures in the Indus Valley.	The Great Bath is a large, sunken rectangular pool lined with brick, with steps descending into the water from all sides, set amidst the ruins of Mohenjo-daro.	The Great Bath is located within the city of Mohenjo-daro, surrounded by residential buildings and streets.



## Handout

## Ancient Buildings And Artworks Reference Sheet

Building/ Artwork	Description	Appearance	Surrounding Landscape
<b>Indus Valley Seal</b>	Small carved stone or clay seals with intricate animal designs, often found in the ruins of Indus Valley cities.	Indus Valley seals are small and square, often depicting animals like bulls or unicorns, with intricate patterns and symbols carved into their surfaces.	The seals were typically found in urban areas, amidst the ruins of Indus Valley cities like Harappa and Mohenjo-daro.
<b>Terracotta Army</b>	A collection of life-sized terracotta soldiers, each with unique facial features, arranged in formation within hilly terrain.	The Terracotta Army figures are life-sized and highly detailed, each with unique facial features, arranged in formation within pits.	The army is located near Xi'an, China, buried near the tomb of Emperor Qin Shi Huang, in a region of rolling hills.
<b>Great Wall of China</b>	A long, winding wall made of stone and brick, stretching across mountains, deserts, and plains of northern China.	The wall is a continuous structure with watchtowers at regular intervals, built across rugged mountainous terrain and across arid deserts.	The wall stretches across various terrains, including mountains, forests, and deserts, providing a panoramic view of northern China.
<b>Temple of Heaven</b>	A large circular building with a triple-eave roof, surrounded by gardens and walkways in a park in Beijing, China.	The Temple of Heaven has a circular main hall with a blue-tiled roof, surrounded by a large courtyard and beautifully landscaped gardens.	The temple is situated in a park, surrounded by tranquil gardens, pathways, and other ceremonial buildings.
<b>Longmen Grottoes</b>	A series of caves and niches carved into cliffs, filled with thousands of Buddhist statues and reliefs, overlooking a river.	The Longmen Grottoes consist of thousands of small caves and niches filled with detailed statues and carvings, overlooking the Yi River from steep limestone cliffs.	The grottoes overlook the Yi River, with lush vegetation on the cliffs and a serene riverbank below.



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

90

Curriculum Connection  
8.2.4

Draw

Draw your chosen building or artwork here.

**PREVIEW**

My Name \_\_\_\_\_

Who I Am Assessing \_\_\_\_\_

**Peer Assessment**

Swap your drawing with a partner. Rate each other's drawing based on the given criteria.

Criteria	Description	Stars (1: Worst, 5: Best)
<b>Creativity</b>	How original and imaginative is the drawing?	☆☆☆☆☆
<b>Historical Accuracy</b>	Does the drawing accurately reflect the historical details of the building or artwork?	☆☆☆☆☆
<b>Attention to Detail</b>	Are there small details and intricate features included in the drawing?	☆☆☆☆☆
<b>Use of Colour</b>	Are the colours used to enhance the drawing?	☆☆☆☆☆
<b>Proportions</b>	Are the proportions of the building or artwork accurate and realistic?	☆☆☆☆☆
<b>Neatness</b>	Is the drawing clean, free of unnecessary marks?	☆☆☆☆☆
<b>Effort</b>	Does the drawing show a high level of effort and dedication?	☆☆☆☆☆
<b>Overall Impact</b>	How strong is the overall visual impact of the drawing?	☆☆☆☆☆

**Glow and Grow****Glow:** Write two things that your peer did really well on.**Grow:** Suggest one area where your partner can improve.

<b>Glow</b>	<hr/> <hr/>
<b>Glow</b>	<hr/> <hr/>
<b>Grow</b>	<hr/> <hr/>



## The Development of Writing

### Historical Origins

Writing began as a practical tool to keep track of economic transactions. Over time, its role expanded, profoundly changing societies. Two of the earliest writing systems developed in Mesopotamia and Egypt, and their impacts are still felt in modern governance and communication.



### Cuneiform in Mesopotamia

Cuneiform is one of the earliest systems of writing, invented in Mesopotamia around 3400 BC. It began as pictographs and evolved into wedge-shaped symbols pressed into clay tablets. This system was primarily used by traders, farmers, and administrators for various economic and administrative tasks.

#### Key Impacts:

- **Record Keeping:** Enabled the recording of laws, transactions, and historical events, which improved administrative management.
- **Education and Law:** Schools emerged to teach cuneiform, spreading literacy among the elite, which eventually led to the development of codified laws like Hammurabi's Code around 1754 BC.

### Hieroglyphics in Egypt

Egyptian hieroglyphs were more than just a writing system; they were an art form used from around 3200 BC. Hieroglyphs were used on monuments and papyrus, reflecting their cultural significance.

#### Key Impacts:

- **Administration:** Facilitated the central administration's control over vast resources, aiding in the management of granaries and the complex bureaucracy.
- **Religion and Culture:** Preserved religious texts and rituals, which reinforced the power of the priests and the pharaoh.

### Transformative Effects on Society

The development of writing systems like cuneiform and hieroglyphics revolutionized ancient societies by:

- Enhancing communication across distances and generations.
- Consolidating political power by centralizing administrative functions.
- Fostering cultural development through the transcription of literature, laws, and religious texts.



**True or False**

Is the statement true or false?

1) Cuneiform was invented by the Egyptians.	True	False
2) Hieroglyphics were used only for religious texts.	True	False
3) Cuneiform symbols were carved into stone.	True	False
4) Schools to teach cuneiform existed in Mesopotamia.	True	False
5) Hammurabi's Code was written using cuneiform.	True	False

**Draw**

Draw three Egyptian hieroglyphs and explain their meanings.


**Questions**

Answer the questions below.

1) Explain the primary purpose of cuneiform in ancient societies.


2) Discuss the impact of writing on the administrative functions in ancient civilizations.


## Activity – Hieroglyphics Workshop

### Objective

What are we learning about?

Students will learn about Egyptian writing and its significance in administrative and cultural contexts by creating their own messages using hieroglyphics.



### Materials

What you will need for the activity.

- Blank paper
- Pencils, coloured pencils, markers, rulers
- Printouts of the Egyptian hieroglyphic alphabet (provided)
- Reference books or videos on Egyptian hieroglyphics
- Optional: Clay and wooden sticks (for creating clay tablets)

### Instructions

How you will complete the activity.

1. Begin with a brief introduction to Egyptian hieroglyphics, explaining their use in ancient Egypt for administrative and cultural purposes.
2. Hand out the Egyptian hieroglyphic alphabet printouts to each student.
3. Distribute blank paper, pencils, and rulers to the students.
4. Have students use the rulers to create a grid on their paper, similar to how hieroglyphics were often organized in rows and columns.
5. Ask students to write their names using the hieroglyphic alphabet in the grid they created.
6. Assign a simple message for the students to translate into hieroglyphics, such as "Welcome to our class" or "Learning is fun."
7. Allow students to colour their hieroglyphic names and messages using coloured pencils or markers, emphasizing the artistic aspect of hieroglyphics.
8. Optionally, provide clay and wooden sticks for students who wish to create clay tablets with their hieroglyphic names and messages.



## Reference

## Egyptian Hieroglyphic Alphabets

	A <sup>ay</sup>	arm		K	cup		V	viper
	A <sup>ah</sup>	vulture		L	lion		W	chick
	B	leg		M	owl		X	cloth
	D	stool		N	water		Y	feathers
	E	feather		O	chick		Z	bolt
	F	viper			stool		CH	tether
	G	pot		R	sieve		KH	basin
	H	wick		S	cloth		SH	basin
	I	feather		T	loaf			
	J	cobra		U	chick			ankh

## Messages

Create your own message or take ideas from this list.

Welcome to our class	Discover the past
Learning is fun	Writing tells stories
Ancient Egypt is amazing	Explore ancient cultures
Knowledge is power	Education is the key
We love history	Respect all knowledge



**Reflection**

Answer the questions below

1) Reflect on how studying ancient writing systems like hieroglyphics can help us understand more about ancient cultures and societies.

---

---

---

---

2) In the first column, list the positive experiences you had during the activity. In the second column, list the challenges you faced.

**Positive Experiences****Challenges**

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## Comparative Study of Ancient Civilizations

Aspect	Mesopotamia	Egypt	Indus Valley
<b>Geography</b>	Located between the Tigris and Euphrates rivers in present-day Iraq.	Centered around the Nile River in northeast Africa.	Situated along the Indus River in present-day Pakistan and northwest India.
<b>Writing Systems</b>	Developed cuneiform, one of the earliest writing systems, around 3000 BCE.	Used hieroglyphics for religious texts and administrative records.	Created the undeciphered script, with over 400 symbols, found on seals and pottery.
<b>Political Structure</b>	Organized into city-states like Uruk and Lagash.	Unified under pharaohs, considered gods on Earth.	Had a complex urban planning system, possibly a form of city-state governance.
<b>Religion</b>	Polytheistic, with gods related to nature and city-states.	Polytheistic, with gods like Ra and Osiris.	Likely polytheistic, with evidence of mother goddess worship.
<b>Achievements</b>	Invented the wheel, plow, and early forms of irrigation.	Built monumental pyramids and advanced medical practices.	Known for sophisticated urban planning, drainage systems, and granaries.
<b>Trade and Economy</b>	Traded grain, textiles, and crafts with nearby regions.	Economy based on agriculture, trade along the Nile, and crafts.	Extensive trade network connecting Mesopotamia and regions in Central Asia.
<b>Social Structure</b>	Divided into classes: nobles, priests, commoners, and slaves.	Hierarchical, with pharaoh at the top, followed by priests, nobles, and peasants.	Less is known, but evidence suggests a more uniform society with fewer class distinctions.

Overall, while Mesopotamia's contributions largely revolved around early technology and writing, Egypt's strengths lay in monumental architecture and medical advancements. The Indus Valley civilization's urban planning and trade networks demonstrate their distinct approach to organization and economy. Each civilization's achievements collectively laid the foundations for modern societies, influencing culture, technology, and governance.

**Questions**

Answer the questions below

1) Describe the significance of Mesopotamia's invention of the wheel.

2) Compare trade practices of Mesopotamia and the Indus Valley.

**True or False**

Is the statement true or false?

1) Mesopotamia was located near the Nile.	True	False
2) Indus Valley had advanced drainage systems.	True	False
3) Egypt's economy was based on agriculture.	True	False
4) Indus Valley engaged in trade with Central Asia.	True	False
5) Mesopotamia had a class system including slaves.	True	False

**Write**

Write a short message using symbols inspired by cuneiform or hieroglyphics.



## Linking Ancient Innovations with Contemporary Life

July 21, 2024

Winnipeg, Manitoba, Canada

Dear Ancestor Rania,

I hope this letter finds you in good health. I often think about how life must have been for you in ancient Mesopotamia, where civilization first took root. I am writing to show how your world has shaped the one I live in today.

Your society's innovations in agriculture laid the foundation for modern farming. The way you cultivated crops along the Tigris and Euphrates rivers ensured food security, allowing populations to grow and settle. Today, we use advanced machinery and techniques, but the principle of growing and harvesting to sustain communities remains the same.

In your time, the creation of writing on clay tablets was groundbreaking. This early form of communication evolved into the alphabets and writing systems we use now. Today, we communicate instantly across the globe using digital devices, yet the essence of sharing knowledge and stories connects us back to your clay tablets.

The laws established in your society, such as Hammurabi's Code, were early attempts at justice and order. Modern legal systems are far more complex, but they strive to uphold fairness and protect citizens, principles that can be traced back to your era.

Additionally, your religious practices and the way you built temples show that spirituality was integral to daily life. Today, while religions and spiritual practices have diversified, the search for meaning and connection to something greater persists.

The advancements in architecture during your time, like the ziggurats, have influenced our construction methods. We now build towering skyscrapers and intricate infrastructures, but the desire to create lasting monuments is a tradition carried forward from your achievements.

In many ways, our contemporary life mirrors the foundations you laid. Your innovations in agriculture, communication, law, spirituality, and architecture continue to resonate today, shaping the world we live in.

With gratitude,  
Hannah



## True or False

Is the statement true or false?

1) Mesopotamian agriculture influenced modern farming methods.	True	False
2) Hammurabi's Code was the first set of laws.	True	False
3) Ancient ziggurats were early forms of skyscrapers.	True	False
4) Digital communication has no connection to ancient writing.	True	False
5) Agriculture did not impact population growth in ancient times.	True	False

## Create

Create a timeline showing the evolution of communication from clay tablets to modern digital communication.



## Questions

Answer the questions below.

1) Explain the significance of Hammurabi's Code in the development of law.

---

---

---

---

2) In what ways did Mesopotamian religious practices reflect in modern spiritual practices?

---

---

---

---



## Unit Test – Early Societies

### Multiple Choice

/10

1. Who invented the wheel? a) Egyptians b) Sumerians c) Chinese d) Indus Valley	2. What was Mesopotamian writing called? a) Hieroglyphics b) Alphabet c) Cuneiform d) Latin
3. Who ruled Egypt? a) Pharaohs b) Kings c) Emperors d) Scribes	4. What river was crucial to Ancient Egypt? a) Tigris b) Euphrates c) Nile d) Indus
5. Who discovered the Royal Tombs of the Pharaohs? a) Howard Carter b) Leonard Woolley c) Indiana Jones d) Heinrich Schliemann	6. What was a common trade item in Mesopotamia? a) Rice b) Wheat c) Gold d) Barley
7. What were the Terracotta Army made of? a) Metal b) Clay c) Wood d) Stone	8. Which civilization had the Great Wall? a) Mesopotamia b) Egypt c) China d) Indus Valley
9. What is the Rosetta Stone? a) The base of a pyramid b) Wheel c) A wheel use to grind wheat d) A stone with script on it in 3 forms	10. What event marked the beginning of the Imperial period in China? a) Building of the Great Wall b) Unification by Qin Shi Huang c) Invention of paper d) Silk trade



**Define**

What do the terms below mean?

Term	Definition – What does it mean?
Polytheistic	
Pharaoh	
Hieroglyphs	

**Short Answer**

Answer the questions below – Each question is worth 3 marks.

1) Describe the social structure of ancient Mesopotamia.

---



---



---



---

2) What were the Terracotta Army soldiers made from and why do they look like this?

---



---



---



---

3) What role did religion play in ancient Mesopotamian society?

---



---



---



---

**PREVIEW**

[illegible]

# Grade 8 – Social Studies

## Manitoba Cluster 3: Ancient Societies of Greece and Rome

	Learning Experiences	Pages
8.3.1	<b>Overview of Antiquity</b> KG-039 Identify defining characteristics of the ancient civilizations of China, Greece, Rome, Persia, and the Mayas from 500 BCE to 500 CE. KI-017 Identify defining characteristics of world religions that emerged in antiquity. Include: Buddhism, Christianity, Confucianism, Hinduism, Judaism. VI-006 Respect others' ways of life and beliefs.	7-20
8.3.2	<b>Culture of Ancient Greece</b> KC-001 Describe the social organization of ancient Greece. Examples: <del>classes of citizens, slavery, role and status of children, women, and men</del>	3-44
8.3.3	<b>Legacy of Ancient Greece</b> VC-002 Appreciate the contributions of ancient Greece to modern concepts of citizenship and democracy. VP-016 Appreciate the benefits of citizenship within a democracy.	6-64
8.3.4	<b>Roman Empire</b> KL-025 Illustrate on a map the expansion of the Roman Empire. KH-031 Identify people, events, and ideas in ancient Greece and Rome. KP-047 Describe structures of governance in ancient Rome. KP-048 Describe the nature of war and territorial expansion in the Roman Empire. KE-055 Describe the influence of trade on the exchange of ideas within the Roman Empire and between Rome and other places in the world.	66-85
8.3.5	<b>Legacy of Ancient Greece and Rome</b> KH-032 Identify ways in which today's world has been influenced by the ideas of ancient Greece and Rome. Examples: the arts, philosophy, science, mathematics... KP-046 Identify factors that influenced the rise and decline of ancient Greece and Rome. KE-056 Describe technologies and achievements in ancient Greece and Rome. Examples: architecture, transportation, weapons, aqueducts... VI-005 Appreciate the enduring qualities of the arts, architecture, science, and ideas of ancient Greece and Rome.	87-107

Preview of 75 pages from  
this product that contains  
148 pages total.



NAME: \_\_\_\_\_

# ANCIENT SOCIETIES OF GREECE AND ROME

**PREVIEW**



# Block 1:

## Overview of Antiquity

### Focus

- Reports

Introduction to Ancient Civilizations, World Religions of Antiquity

- Case Studies

Christianity and Canadian Expansion

- Activities

Timeline Creation, Fact Cards



## Introduction to Ancient Civilizations

### Ancient China

Ancient China, spanning the periods of the Qin and Han dynasties, was marked by significant advancements. The Great Wall of China was constructed during this time for protection against invasions. The civil service system, introduced by the Han dynasty, was a groundbreaking development in governance. Key inventions include paper, gunpowder, the compass and silk production.

### Ancient Greece

Greece is renowned for its contributions to philosophy and the arts. The city of Athens is often credited with the birth of democracy, where citizens could vote on laws. Famous philosophers like Plato and Aristotle profoundly influenced Western thought. The Greeks also excelled in:

- Architecture (e.g., Parthenon)
- Theatre (e.g., tragedies and comedies)
- Mathematics (e.g., Euclidean geometry)



### Ancient Rome

The Roman Empire is celebrated for its legal and political systems. The Roman Republic introduced the concept of a Senate and a structured legal code, influencing modern legal systems. Rome's engineering feats include:

- Roads and aqueducts
- The Colosseum
- Roman baths

The Latin language, used in Roman literature and official documents, is the root of many modern languages.

### Ancient Persia

The Persian Empire, particularly under the Achaemenid dynasty, was known for its efficient administrative system and respect for local customs. The Royal Road facilitated trade and communication across the empire. The Persians are also noted for:

- Zoroastrianism (one of the world's oldest monotheistic religions)
- Architectural achievements (e.g., Persepolis)
- The use of standardized coins

### The Mayas

The Mayan civilization, located in present-day Mexico and Central America, made significant advancements in astronomy and mathematics. They developed a complex calendar system and the concept of zero. Their contributions include step pyramids (e.g., Chichen Itza), Hieroglyphic writing, and advanced agricultural techniques.



## True or False

Is the statement true or false?

1) China invented the concept of zero.	True	False
2) The Royal Road was in Greece.	True	False
3) Zoroastrianism is a monotheistic religion.	True	False
4) Ancient Persia standardized coins.	True	False
5) The Han dynasty introduced the civil service system.	True	False

## Question

Answer the questions below

1) Explain the significance of the Roman legal code.

2) What are some of the Mayan contributions to astronomy and mathematics?

## Write

Write an acrostic poem about Greece. Include key characteristics and contributions in each line.

G

R

E

E

C

E

## Exit Cards

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

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

Is the statement true or false?

1) In Athens, all residents could vote on laws.	T	F
2) Socrates, Plato, and Aristotle were Roman philosophers.	T	F
3) The Mayans developed the concept of zero.	T	F
4) The civil service system in Ancient China was started by the Qin dynasty.	T	F

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

Is the statement true or false?

1) In Athens, all residents could vote on laws.	T	F
2) Socrates, Plato, and Aristotle were Roman philosophers.	T	F
3) The Mayans developed the concept of zero.	T	F
4) The civil service system in Ancient China was started by the Qin dynasty.	T	F

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

Is the statement true or false?

1) In Athens, all residents could vote on laws.	T	F
2) Socrates, Plato, and Aristotle were Roman philosophers.	T	F
3) The Mayans developed the concept of zero.	T	F
4) The civil service system in Ancient China was started by the Qin dynasty.	T	F

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

Is the statement true or false?

1) In Athens, all residents could vote on laws.	T	F
2) Socrates, Plato, and Aristotle were Roman philosophers.	T	F
3) The Mayans developed the concept of zero.	T	F
4) The civil service system in Ancient China was started by the Qin dynasty.	T	F



## World Religions of Antiquity

### Historical Context of Ancient Religions

The major world religions that emerged during antiquity have shaped much of human history. These religions include Buddhism, Christianity, Islam, Confucianism, Hinduism, and Judaism. Each originated in different regions and had a profound impact on the cultures and societies of their time.



### Buddhism: Core Beliefs

Buddhism began in present-day Nepal in the 5th century BCE by Siddhartha Gautama, who is called the Buddha. Key beliefs include the Four Noble Truths and the Eightfold Path, which guides followers toward enlightenment and liberation from suffering.

### Christianity: A Transformative Faith

Christianity originated in the 1st century CE in the Roman province of Judea. Based on the teachings of Jesus Christ, it emphasizes faith, forgiveness, and eternal life. Key concepts include the resurrection of Jesus and the belief in one God who exists in three persons—the Father, the Son, and the Holy Spirit.

### Islam: Foundations and Influence

Emerging in the 7th century CE in the Arabian Peninsula, Islam was founded by the Prophet Muhammad. Muslims believe in one God, Allah, and the Quran is central to the faith. The Five Pillars of Islam guide Muslims in their faith. Islam quickly spread, influencing law, culture, and politics in the regions it reached.

### Confucianism: Ethical Philosophy

Confucianism, developed by Confucius in the 6th to 5th centuries BCE in China, is not a religion but a philosophy that emphasizes morality, social relationships, and justice.

### Hinduism: A Complex Tradition

Hinduism, one of the oldest religions, originated in the Indian subcontinent around 1500 BCE. It is a complex faith with a wide variety of practices and beliefs, including the concepts of Dharma (duty), Karma (action and consequence), and Moksha (liberation).

### Judaism: Covenant and Law

Originating in the ancient Near East over 3500 years ago, Judaism is defined by the covenant relationship between the Jewish people and God. Central texts include the Torah, which outlines laws, teachings, and stories that guide Jewish life.



## True or False

Is the statement true or false?

1) Buddhism originated in modern-day India.	True	False
2) The Quran is the holy book of Islam.	True	False
3) Hinduism has no single founder.	True	False
4) Judaism's central text is the Bible.	True	False
5) The Eightfold Path is a Christian doctrine.	True	False

## Question

Write two questions you have about the text.

1)	
2)	

## Questions

Answer the questions below.

1) Describe the core beliefs of Islam?
2) Describe the core beliefs of Christianity?

## Case Study: Christianity and Canadian Expansion

### Origins of Saint Patrick

Saint Patrick, born in Roman Britain around 385 AD, played a crucial role in spreading Christianity to Ireland. As a young man, he was captured by Irish pirates and taken to Ireland as a slave. After six years, he escaped but later returned to Ireland as a missionary. His efforts led to the widespread conversion of the Irish people to Christianity.

### Saint Patrick's Impact on Ireland

Saint Patrick laid the foundation for Christianity in Ireland. He established monasteries, churches, and schools, which became centers of learning and religious practice. This Christian foundation influenced Irish culture and society for centuries.



### Key Contributions:

- Established numerous churches and monasteries
- Promoted literacy and learning through schools
- Helped to unify Ireland under Christian rule

### Irish Migration to Canada

In the 19th century, numerous Irish people migrated to Canada due to factors like the Great Famine (1845-1852). Many of these immigrants brought their Christian faith with them, which played a vital role in shaping the religious landscape of Canada.

### Reasons for Migration:

- 1) The Great Famine (1845-1852)
- 2) Economic opportunities in Canada
- 3) Escaping political and social turmoil in Ireland

### Christianity's Expansion in Canada

The arrival of Irish immigrants in the 19th century contributed to the growth of Christianity in Canada. They established churches and religious communities, influencing Canadian society and culture. Irish Catholics contributed in developing Canada's religious institutions, especially in provinces like Ontario and Quebec.

### Impact on Canada:

- Growth of Catholic churches and communities
- Influence on Canadian education and social services
- Enrichment of Canadian cultural and religious diversity



**Questions**

Answer the questions below.

1) Describe the key contributions Saint Patrick made to Ireland's Christian foundation.

---

---

---

---

2) How did Irish immigrants influence the religious landscape in Canada?

---

---

---

---

**True or False**

Is this statement true or false?

1) Saint Patrick was born in Britain.	True	False
2) He established monasteries and churches in Ireland.	True	False
3) Irish migration to Canada increased in the 18th century.	True	False
4) The Great Famine occurred between 1845-1850.	True	False
5) Irish immigration to Canada caused the decline of the Catholic Church in the country.	True	False

**Write**

Write two facts and two opinions about the impact of Irish immigration on Canada's religious landscape.

Fact	
Fact	
Opinion	
Opinion	



# Block 2:

## Culture of Ancient Greece

### Focus

- Reports

The Social Fabric of Ancient Greece, Sparta vs. Athens: A Tale of Two Cities, Mythology in Ancient Greek Culture, Key Figures and Philosophies of Ancient Times

- Case Studies

Sappho's Poetry and Its Admirers

- Story

Greek Myths Retold By Canadian Authors,

- Activities

Role Play, Myth Analysis Session

## The Social Fabric of Ancient Greece

### Social Classes in Ancient Greece

Ancient Greece had a highly stratified social structure with three main classes: citizens, metics (foreigners), and slaves. Citizens were free-born men who had full political rights, including the ability to vote and hold public office. They were the elite class and were responsible for making decisions about the city-state's governance.

Metics, who were not granted the same privileges. They could live in Greece but were excluded from owning land and participating in politics. Slaves, who were often prisoners of war or born into slavery, had no personal freedom and performed various labour-intensive tasks.



### Roles and Rights of Men

Men in ancient Greece were central to public life. They were expected to participate in the democratic processes, serve in the military, and contribute to public debates and decision-making. Male education focused on rhetoric, philosophy, and physical training to prepare them for these roles. In Sparta, men underwent rigorous military training from a young age, while Athenian men were also trained in the arts and sciences.

### Roles and Rights of Women

Women's roles were primarily domestic. They managed households and engaged in activities like weaving, cooking, and raising children. In Athens, women had very limited rights and could not own property or participate in politics. They were often married and were expected to remain indoors, managing the household.

In contrast, Spartan women had more freedom and responsibility, including owning property and receiving physical training to ensure they could bear strong children. Despite these differences, women's lives were largely confined to the private sphere.

### The Role of Slavery

Slavery was deeply embedded in Greek society and economy. Slaves worked in various sectors, including households, farms, mines, and workshops. They performed essential labour that supported the lifestyle of free citizens. Some slaves, especially those in households, could develop close relationships with their masters and sometimes earn their freedom. However, the majority remained in servitude for life. The treatment of slaves varied, but they were generally considered property with no personal rights.

## True or False

Is the statement true or false?

1) Citizens in Greece had full political rights.	True	False
2) Metics could own land in ancient Greece.	True	False
3) Men in Sparta underwent rigorous military training.	True	False
4) Spartan women had more freedom than Athenian women.	True	False
5) Slaves performed various labour-intensive tasks.	True	False

## Question

Answer the questions below.

1) Explain the roles of men in ancient Greece.

2) Why were slaves an important part of ancient society?

## Imagine

Imagine you are a citizen, a metic, and a slave in ancient Greece. Write a sentence describing a daily activity for each.




**Activity: Social Roles in Ancient Greece Role Play****Objective**

What are we learning about?

Students will gain an understanding of the varied social roles and daily activities of different classes and groups within ancient Greek society.

**Materials**

What you will need for the activity.

- Costume (optional, to represent simple tunics)
- Props (pots, vases, tables, etc.)
- Scenario cards for each group (provided)
- Notebook and pencil for each student
- Designated areas in the classroom or outdoor space for each group to perform

**Instructions**

How you will complete the activity

1. Divide the class into small groups of 4-5 students.
2. Assign each group a scenario card that describes the life of a specific class or group in ancient Greece (e.g., a wealthy citizen, a female household manager, a male artisan, a child in school, a slave).
3. Give the groups 15 minutes to read their scenario card and prepare their role-play. Encourage them to use the props and costumes to enhance their portrayal.
4. Each group performs their role-play in front of the class, aiming to accurately represent the daily activities and social interactions of their assigned role.
5. After each performance, allow a brief discussion where other students can ask questions about the lifestyle and challenges depicted.
6. Rotate the scenario cards among the groups if time allows, so students can experience different roles.



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>Agora Debaters</b>	A group of male citizens gather in the Agora to debate political issues. Among them are wealthy landowners, artisans, and merchants. They discuss daily political and economic matters, propose new laws, and passionately argue their viewpoints, reflecting the democratic spirit of ancient Athens.
<b>Household Dynamics</b>	A typical household in ancient Greece consists of a father, mother, children, and household slaves. The father manages external affairs and social interactions, while the mother oversees domestic tasks and directs the slaves. The children engage in learning and play, and the slaves perform various household chores. This scenario highlights the dynamics and roles within a Greek household.
<b>Artisan Workshop</b>	In a bustling pottery workshop, a group of artisans works together. Skilled potters craft various pottery items, while others handle sales and marketing in the market. They discuss techniques, manage their workflow, and interact with customers, showcasing the life of artisans and the importance of craftsmanship in ancient Greece.
<b>School in Athens</b>	In an ancient Greek school, a teacher instructs a group of young students in reading, writing, and arithmetic. The students practice their lessons and engage in discussions about ancient Greek literature and philosophy. This scenario offers a glimpse into the education system and the intellectual pursuits valued in Greek society.
<b>Temple Servants</b>	A group of priestesses and temple servants diligently perform their duties in a temple. They conduct rituals, maintain the temple, and offer guidance to visitors. Some manage temple finances, while others prepare for ceremonies. This scenario highlights the religious practices and the significant role of temples in daily life.



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>Farmers at Work</b>	On a piece of farmland, a group of farmers collaborates to sustain their livelihood. Some tend to the crops, others manage livestock, and a few prepare produce for the market. They discuss agricultural techniques, daily challenges, and the vital importance of farming in sustaining ancient Greek society.
<b>Merchant Caravan</b>	A caravan of merchants travels to trade goods across various cities. Traders negotiate deals, guards protect the caravan, and others handle logistics and planning. They discuss the trading process, the variety of goods exchanged, and the challenges faced during their journeys, illustrating the complexity of ancient Greek commerce.
<b>Philosophers in Dialogue</b>	A group of philosophers and their students engage in a deep philosophical discussion. They explore various topics such as ethics, politics, and the nature of reality, presenting different viewpoints and engaging in thoughtful debates. This scenario reflects the rich intellectual tradition and the importance of philosophy in Greek culture.
<b>Military Training</b>	A group of soldiers undergoes rigorous training. Some practice combat techniques, others manage equipment and discuss strategies, while a few manage the training schedule. They explore the role of soldiers, the importance of military training, and the impact of warfare on ancient Greek society.
<b>Festival Preparations</b>	In preparation for a grand religious festival, a group of citizens works together to organize the event. Some handle the logistics, others prepare food and decorations, and a few rehearse performances. They discuss the significance of festivals, the roles of different participants, and the extensive preparations involved, highlighting the cultural and religious importance of such events.



## Sparta vs. Athens: A Tale of Two Cities

Aspect	Sparta	Athens
<b>Social Roles</b>	In Sparta, society was military-focused. Men trained as soldiers from a young age, while women managed households and were encouraged to be strong and healthy to produce strong offspring.	Athens valued intellectual and artistic pursuits. Men engaged in politics, philosophy, and the arts. Women had limited rights and focused on household duties.
<b>Education</b>	Spartan boys started military training at a young age, focusing on discipline, endurance, and physical strength. Girls received basic education at home, focusing on domestic skills.	Athenian boys received a well-rounded education, studying subjects like philosophy, mathematics, music, and gymnastics. Girls were taught domestic skills at home.
<b>Governance</b>	Sparta was ruled by two kings and a council of elders (the Gerousia). It had a rigid, oligarchic structure, emphasizing stability and military strength.	Athens practiced democracy, where male citizens participated in decision-making through the Assembly and the Council of五百 (Boule). Key laws were created by the Areopagus.
<b>Beliefs</b>	Spartan culture revered obedience, austerity, and loyalty to the state. The Agoge system instilled these values in its citizens from a young age.	Athenians valued knowledge, arts, and individual expression. They celebrated achievements in philosophy, drama, and science, fostering a culture of intellectualism.

Sparta and Athens, though both Greek city-states, showcased stark contrasts in their way of life. Sparta's society revolved around military prowess and strict discipline, while Athens embraced democracy, intellectual pursuits, and the arts. These differences highlight the diversity within ancient Greek culture, showing how two cities could develop distinct social roles, education systems, governance structures, and cultural beliefs despite their shared heritage.

## True or False

Is the statement true or false?

1) Spartan women managed households and trained physically.	True	False
2) Athens was ruled by a council of elders.	True	False
3) Spartan education emphasized intellectual and artistic pursuits.	True	False
4) Sparta had a democratic government structure.	True	False
5) Athens valued military strength over intellectual achievements.	True	False

Question Write two questions you have about the text.

1)	
2)	

## Questions

Answer the questions below.

1) Explain the type of education Spartan boys received and its purpose.

---

---

---

---

2) What was the structure of the Athenian government and how did it function?

---

---

---

---



**Scenarios**

Circle if the statements relate to life in Sparta or Athens.

#	Statement	Sparta	Athens
1	Citizens were expected to eat all meals in public dining halls to promote equality.		
2	Education focused on poetry, music, and public speaking from a young age.		
3	Naval prowess was highly esteemed, and the city-state had a powerful fleet.		
4	Boys were educated in state institutions to be loyal and disciplined soldiers.		
5	The society was significantly based on trade and commerce.		
6	Military training began at age 7 for all boys, who lived in barracks with their peers.		
7	The society was known for its philosophers; many philosophers contributed to political theory.		
8	Boys were encouraged to eat food that was tough and simple as part of their survival training, but punished if they refused.		
9	The city was known for its excellent architecture and beautiful public buildings.		
10	Marriage was important for women, but they did not usually live with their husbands until they were older.		
11	Loyalty to the state was emphasized over family bonds from a young age.		
12	Public discussions and debates were common in the marketplace.		
13	The government was a democracy where citizens voted on laws and policies.		
14	Women had the responsibility to manage household affairs and had more freedoms compared to other city-states.		
15	Artistic expression was encouraged, including detailed sculptures and elaborate pottery.		
16	Physical fitness and combat skills were considered vital for both boys and girls.		
17	The society was known for its strict and austere lifestyle.		
18	Men were primarily soldiers and lived much of their lives in communal barracks.		
19	Education was privately funded, with tutors teaching children of wealthy families.		
20	The society was a center for arts and learning, attracting intellectuals from all over.		



**Activity: Life in Sparta vs. Athens Role Play****Objective**

What are we learning about?

Students will gain an understanding of the varied social roles and daily activities of different classes and groups within ancient Greek society.

**Materials**

What you will need for the activity.

- Index cards
- Markers
- Simple costumes or props
- A large open space for acting out
- Copies of scene descriptions for each group

**Instructions**

How you will complete the activity

1. Divide the class into two groups. One group will represent Sparta and the other will represent Athens.
2. Provide each group with index cards, markers, and copies of scene descriptions that outline key aspects of life in their respective city-states.
3. Have each group read their scene descriptions and discuss how they will act them out. Encourage them to use simple props or costumes if available.
4. Assign specific roles to each student within the groups. Roles may include students, soldiers, women, politicians, and philosophers.
5. Allow each group to practice their scenes, focusing on accurately portraying the social roles, education systems, governance, and beliefs of Sparta and Athens.
6. After sufficient practice time, have each group present their scenes to the class. Ensure that all students are respectful and attentive during the performances.
7. After both groups have presented, facilitate a class discussion comparing and contrasting the differences between Spartan and Athenian life based on the scenes acted out.

## Scenes

## Scenes for Sparta

**Scene 1: Spartan Training Grounds**

- **Description:** A group of Spartan boys, aged 7-12, are being trained by a strict instructor in military drills.
- **Roles:** Instructor, Spartan boys
- **Focus:** Education and social roles
- **Action:** The instructor demonstrates exercises, and the boys follow, showing discipline and physical strength. The instructor emphasizes the importance of loyalty and obedience.

**Scene 2: Spartan Assembly**

- **Description:** Spartan citizens (only men over 30) gather to discuss and vote on a new law proposed by the elders (leaders).
- **Roles:** Ephors, Spartan citizens
- **Focus:** Government and citizenship
- **Action:** Ephors present the law, and citizens discuss its merits. A vote is taken by shouting (to gauge support).

**Scene 3: Spartan Women at Home**

- **Description:** Spartan women discuss their roles in the household while weaving and managing the household.
- **Roles:** Spartan women, children
- **Focus:** Social roles and beliefs
- **Action:** Women talk about their freedom and responsibilities in managing estates and encouraging their sons to be strong warriors.

**Scene 4: Spartan Helots at Work**

- **Description:** Helots (enslaved people) work in the fields under the supervision of Spartan overseers.
- **Roles:** Helots, overseers
- **Focus:** Social hierarchy
- **Action:** Helots harvest crops while overseers ensure they work efficiently and discuss the importance of maintaining Spartan superiority.

**Scene 5: Spartan Ritual**

- **Description:** A religious ceremony dedicated to a Spartan god, with an animal sacrifice and prayer for military success.
- **Roles:** Priest, Spartan citizens
- **Focus:** Beliefs
- **Action:** The priest conducts the ritual, and citizens participate by chanting and offering prayers, highlighting the importance of religion in their military-focused society.



## Scenes

## Scenes for Athens

**Scene 6: Athenian School**

- **Description:** A group of Athenian boys is taught by a teacher in subjects such as philosophy, mathematics, and rhetoric.
- **Roles:** Teacher, Athenian boys
- **Focus:** Education
- **Action:** The teacher explains a philosophical concept, and the boys engage in a lively debate, showcasing the value of intellectual development.

**Scene 7: Athenian Agora**

- **Description:** Citizens gather at the Agora (marketplace) to discuss politics, philosophy, and commerce.
- **Roles:** Athenian citizens, philosophers, merchants
- **Focus:** Social life and governance
- **Action:** Philosophers share ideas, citizens discuss political issues, and merchants sell goods, highlighting the democratic and open nature of Athenian society.

**Scene 8: Athenian Women at Home**

- **Description:** Athenian women are engaged in domestic activities, managing household chores and caring for children.
- **Roles:** Athenian women, children
- **Focus:** Social roles
- **Action:** Women discuss their limited public roles and the importance of their contributions to the household and family.

**Scene 9: Athenian Assembly**

- **Description:** Male citizens participate in a democratic assembly to discuss and vote on a new law.
- **Roles:** Assembly leader, Athenian citizens
- **Focus:** Governance
- **Action:** The leader presents the law, and citizens take turns speaking for or against it. A vote is conducted by raising hands.

**Scene 10: Athenian Religious Festival**

- **Description:** A festival honouring Athena, with music, dancing, and offerings.
- **Roles:** Priests, musicians, dancers, Athenian citizens
- **Focus:** Beliefs
- **Action:** Priests lead prayers, musicians play instruments, and dancers perform, demonstrating the importance of religion and culture in Athenian life.



## Mythology in Ancient Greek Culture

### Significance of Greek Myths in Ancient Society

Greek mythology played a crucial role in the culture of ancient Greece, serving as a foundation for their beliefs, values, and daily life. Myths were not just stories but were integral to the Greeks' understanding of the world around them.



### Reflection of Fears, and Aspirations

Greek mythology reflected the values, fears, and aspirations of ancient Greeks. Here are key themes and how these stories reflected society:

- **Values:** Greek myths often taught virtues such as bravery, loyalty, and wisdom. For example, the story of Odysseus in "The Odyssey" showcased bravery and intelligence on a long journey home.
- **Fears:** Myths also depicted the fears of ancient Greeks, such as chaos, natural disasters, and the wrath of the gods. The myth of Pandora's box, for instance, illustrated the fear of unleashing uncontrollable evil on the world.
- **Aspirations:** The Greeks aspired to gain favor from the gods to achieve greatness, and attain a heroic status. Heroes like Heracles and Theseus represented the ideal Greek, embodying strength, courage, and a desire to overcome challenges.

### Influence on Modern Society

Greek mythology continues to influence modern culture in various ways. Here are some examples:

- **Language and Literature:** Many English words and phrases have roots in Greek mythology. Terms like "Achilles' heel" (a weakness) and "Herculean task" (a difficult task) are derived from myths.
- **Arts and Entertainment:** Greek myths have inspired countless works of art, literature, and movies. Films such as "Clash of the Titans" and books like "Percy Jackson & the Olympians" are modern retellings of ancient stories.
- **Psychology:** The field of psychology uses terms from Greek myths, such as the "Oedipus complex," named after a character from Greek tragedy.

Understanding Greek mythology provides insight into the ancient Greek worldview and highlights the enduring legacy of these timeless stories in our culture today.

**Questions**

Answer the questions below.

1) How did Greek myths reflect the values of ancient Greek society?

---

---

---

---

2) Discuss the role of heroes like Hercules in Greek myths and their cultural importance.

---

---

---

---

**True or False**

State if true or false?

1) Greek myths highlighted bravery and honor.	True	False
2) Zeus is the king of the gods.	True	False
3) "Herculean task" refers to an easy task.	True	False
4) Pandora's box unleashed uncontrollable evils.	True	False
5) "Achilles' heel" means a hidden strength.	True	False

**Write**

Write a brief story using a character from Greek mythology in the story.

---

---

---

---

---

---

---

---



# Exit Cards

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

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

How did Greek myths influence the daily lives and beliefs of ancient Greeks?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

How did Greek myths influence the daily lives and beliefs of ancient Greeks?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

How did Greek myths influence the daily lives and beliefs of ancient Greeks?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

How did Greek myths influence the daily lives and beliefs of ancient Greeks?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Story: Greek Myths Retold by Canadian Authors

### The Tale of Penelope Reimagined

In a quiet corner of a Toronto library, 13-year-old Emily found herself immersed in a world of Greek myths. She stumbled upon "The Penelopiad," a novel by the famous Canadian author Margaret Atwood. Intrigued by the title, Emily decided to give it a read.

Margaret Atwood is famous for her works like "The Handmaid's Tale." In this novel, she takes the task of retelling the ancient Greek myth of Penelope and Odysseus. In the original myth, Penelope is a faithful wife who waits twenty years for her husband Odysseus to return from the Trojan War. However, Atwood's novel presents a fresh perspective.

"The Penelopiad," published in 2005, tells the story from Penelope's side of the story, giving her a voice that was often overshadowed in traditional myths. Atwood portrays Penelope not just as a loyal wife but as a clever and strong woman. The novel is set in the afterlife, where Penelope recounts her life and the secrets and struggles that were never told before.

One fascinating aspect of Atwood's retelling is the inclusion of the maids who were hanged by Odysseus upon his return. These maids, often overlooked in the original myth, play a significant role in Atwood's narrative. They serve as a chorus, offering their perspectives and highlighting themes of justice and revenge.

Emily learned that Atwood's reinterpretation was a commentary on gender dynamics and societal expectations. By setting the story in modern times, Atwood connected ancient myths with contemporary issues, making them relevant for today's readers. Emily was amazed at how a story from ancient Greece could be so powerfully reimagined for a modern Canadian audience.

As Emily closed the book, she felt a new appreciation for both Greek myths and Canadian literature. She realized that stories, no matter how old, could be retold in ways that shed light on current issues, providing fresh insights and deeper understanding.



**Questions**

Answer the questions below.

1) How does Atwood use "The Penelopiad" to comment on gender dynamics?

---

---

---

---

2) Explain the significance of the twelve maids in Atwood's retelling.

---

---

---

---

**True or False**

State whether true or false?

1) Margaret Atwood wrote "The Penelopiad" in 2005.	True	False
2) Penelope is depicted only as a loyal wife.	True	False
3) The twelve maids play a significant role.	True	False
4) The maids offer perspectives on justice.	True	False
5) Penelope's story is traditionally told by herself.	True	False

**Diary**

Write a brief diary entry from Penelope's perspective, describing her feelings while waiting for Odysseus.

---

---

---

---

---

---

---

---



## Key Figures and Philosophies of Ancient Times

### Influential Philosophers

- Socrates (469-399 BCE) - Known for the Socratic method, which involves asking a series of questions to stimulate critical thinking and illuminate ideas. Socrates never wrote any texts; his teachings were recorded by his student, Plato.
- Plato (427-347 BCE) - A student of Socrates, Plato founded the Academy in Athens, one of the earliest institutions of higher learning. His works include "The Republic," which explores the ideal state.
- Aristotle (384-322 BCE) - A student of Plato, Aristotle wrote on many subjects, including logic, ethics, and politics. His work "Politics" examines various forms of government and the role of citizens.



### Political Leaders

- Pericles (495-429 BCE) - A prominent and influential statesman in Athens, Pericles led Athens during its Golden Age. He was instrumental in advancing democracy and commissioning the construction of the Parthenon.
- Alexander the Great (356-323 BCE) - King of Macedonia, Alexander expanded Greek culture across three continents through his conquests. He founded numerous cities, many named Alexandria, spreading Hellenistic culture.
- Julius Caesar (100-44 BCE) - A military general and statesman, Caesar played a critical role in the demise of the Roman Republic and the rise of the Roman Empire. He initiated significant reforms before his assassination.

### Pivotal Moments

- The Persian Wars (499-449 BCE) - A series of conflicts between Greece and Persia, highlighted by battles such as Marathon and Thermopylae. Greek victories ensured the survival of their culture and political structures.
- The Peloponnesian War (431-404 BCE) - A protracted conflict between Athens and Sparta that led to the decline of Athenian power and the eventual rise of Macedonian dominance.
- The Roman Republic (509-27 BCE) - A period characterized by the development of a complex republican government with checks and balances, influencing future democratic systems.
- The Pax Romana (27 BCE-180 CE) - A period of relative peace and stability across the Roman Empire, allowing for economic prosperity and the spread of Roman culture and law.



**True or False**

Is the statement true or false?

1) Socrates founded the Academy in Athens.	True	False
2) Plato wrote "The Republic."	True	False
3) Aristotle was a student of Socrates.	True	False
4) Alexander the Great expanded Greek culture.	True	False
5) The Persian Wars were between Greece and Rome.	True	False

**Questions**

Answer the questions below.

1) Describe Socrates' method and its importance in education.

2) How did Alexander the Great spread Hellenistic culture?

**Write**

Create a list of four contributions from ancient Greece or Rome that influence our lives today.

1)

2)

3)

4)

## Case Study: Sappho's Poetry and Its Admirers

### Introduction to Sappho and Her Poetry

Sappho, an ancient Greek poet from the island of Lesbos, is renowned for her lyrical poetry, which primarily explores themes of love and passion. Despite much of her work surviving only in fragments, her influence has been profound. In the early 20th century, Canadian poets drew inspiration from her expressive style and emotional depth.

### Sappho's Influence on Canadian Poetry

The early 20th century was a time of significant literary growth in Canada, with poets seeking to express complex emotions and experiences. Looking to historical figures like Sappho for inspiration, one Canadian poet influenced by Sappho was Isabella Valancy Crawford, who became known for her deep appreciation for nature and human emotion.



### Isabella Valancy Crawford's Adaptations

Isabella Valancy Crawford was one of the first Canadian poets to incorporate Sappho's style into her work. Her poetry reflected a deep appreciation for nature and human emotion, echoing the intense personal emotions found in Sappho's lyrical poetry. Crawford's adaptations included:

- **Lyricism:** Like Sappho, Crawford used lyrical poetry to express personal emotions.
- **Imagery:** She employed vivid imagery to bring her themes of nature and emotion to life, drawing on natural landscapes.
- **Structure:** Crawford adapted Sappho's fragmentary style, creating poems that were both concise and powerful.

### Bridging Ancient Greece and Early 20th-Century Canada

Crawford's poetry is a prime example of how Sappho's themes of love and nature were woven into Canadian literature. Her major works, such as "Old Spookses' Pass" and "Songs of a Heart," demonstrate the emotional depth and lyrical beauty reminiscent of Sappho's fragments, such as "Ode to Aphrodite." This fusion of ancient Greek influence with Canadian sensibilities created a literary voice that continues to be celebrated today.

### The Lasting Impact

Crawford's work played a crucial role in establishing a Canadian poetic identity. By drawing on Sappho's emotional richness and lyrical style, she helped Canadian poetry gain recognition for its distinctive voice.



## True or False

Is the statement true or false?

1) Sappho's poetry explores themes of love.	True	False
2) Isabella Valancy Crawford was inspired by Homer.	True	False
3) Sappho was a poet from Lesbos.	True	False
4) Sappho's poems survived mostly in fragments.	True	False
5) "Old Spices' Pass" is a work by Sappho.	True	False

## Questions

Write two questions you have about the text

1)	
2)	

## Questions

Answer the questions below

1) How did Isabella Valancy Crawford adapt Sappho's lyrical style in

<hr/> <hr/> <hr/> <hr/>
-------------------------

2) Explain the significance of imagery in both Sappho's and Crawford's poetry.

<hr/> <hr/> <hr/> <hr/>
-------------------------



# **Block 3:**

## **Democracy in Ancient Greece**

### Focus

- Reports

Citizenship in Ancient Greece and Modern Canada, Appreciating Ancient Democratic Contributions

- Blog Post

Democracy in Ancient Greece

- Newspaper Article

The Influence of Greek Democracy

- Activities

Discussion Circle, Memory Game

## Blog Post: Democracy in Ancient Greece

### The Origins and Evolution of Democracy in Ancient Greece

Date: July 25, 2024

Author: By Rebecca Hayes

3-minute read

Democracy has its roots in ancient Greece, specifically in the city-state of Athens. The word "democracy" comes from the Greek words "demos," meaning people, and "kratos," meaning power or rule. This form of government emerged around 508 BCE under the leadership of Cleisthenes, often called the "Father of Athenian Democracy."

The Athenians allowed male citizens over 18 to participate directly in decision-making, a stark contrast to the monarchies and oligarchies that dominated the era. In the Assembly, known as the "Ekklesia," citizens voted on laws and policies. The "Boule," a council of 500 members chosen by lot, prepared issues for discussion in the Assembly. Additionally, the "Heliasmos," or people's court, dealt with legal disputes and could challenge the decisions of magistrates.

One aspect of Athenian democracy was the practice of "ostracism." Citizens could vote to exile a person deemed a threat to the state for ten years. This process ensured no individual gained too much power, preserving the balance of the democratic system.

The influence of Athenian democracy is evident in modern democratic practices. For instance, the principle of equal participation and the idea that power resides with the people are fundamental to contemporary democratic systems. While modern democracies have evolved to include all citizens regardless of gender or social status, the foundations laid by ancient Greece remain pivotal.

#### Comments:



James Parker - July 25, 2024

This article offers a fantastic overview of Athenian democracy. However, it's important to note that Athenian democracy excluded women, slaves, and non-citizens, which is a significant limitation compared to modern standards.

Like Reply 5h ago



Ella Thompson - July 25, 2024

I respectfully disagree, James. While Athenian democracy wasn't perfect, it was revolutionary for its time. According to historians, approximately 30,000 men participated in the Ekklesia, a huge number given Athens' population.

Like Reply 2h ago

**Questions**

Answer the questions below.

1) Describe the role of the Ekklesia in Athenian democracy.

2) How did Athenian democracy influence modern democratic systems?

**Visualizing**

Draw what you are picturing as you were reading. Explain the picture.

**True or False**

Is the statement true or false?

1) Democracy started in Sparta.

True

False

2) Cleisthenes led Athens in 508 BCE.

True

False

3) Athenian democracy included all citizens.

True

False

4) Boule had 500 members chosen by lot.

True

False

5) Ostracism exiled citizens for ten years.

True

False



## Activity – Democracy Discussion Circle

### Objective

What are we learning about?

To engage students in exploring the evolution of democracy from ancient Greece to modern times through a guided discussion circle.



### Materials

What you will need for the activity.

- Printouts of key facts and historical facts about democracy in ancient Greece and modern times.
- Whiteboard and markers.
- Timer.
- Discussion prompts printed on cards.
- Paper and coloured pencils for drawing.
- Notebooks and pens for taking notes.

### Instructions

How you will complete the activity.

1. Begin by distributing printouts that cover key aspects of democracy in ancient Greece and modern times to all students.
2. Divide the students into groups of 4-5 and provide each group with a discussion prompt card.
3. Each group discusses different aspects of Ancient Greek and modern democracy as described in the fact sheet.
4. After 10 minutes, ask the groups to rotate their focus to the next time period, repeating the process until all groups have discussed each period.
5. Convene back as a whole class and use the whiteboard to help students create a visual timeline that highlights the key changes and continuities in democracy from ancient Greece to today.
6. Close the activity by allowing each group to summarize their insights and reflections on the evolution of democracy.

## Fact Sheets

## Comparison of Ancient Greek and Modern Democracy

Aspect of Democracy	Ancient Greece	Modern Democracy
Concept of Citizenship	Only free-born males who had completed military training	Universal suffrage regardless of gender, race, or wealth
Voting Rights	Direct voting on laws and policies	Indirect through elected representatives
Eligible Participants	Limited to adult male citizens	All legal adults eligible to vote
Main Decision-Making Body	Assembly of all citizens	Parliament or congress elected by citizens
Decision Making	Majority rule in assemblies	Majority rule but with protection of minority rights
Role of Women	Excluded from political participation	Full voting and political participation rights
Method of Debate	Open, direct debate in assembly	Structured debates in legislative bodies
Legal System	Citizen juries decide cases	Complex judiciary with multiple levels
Public Office	Mostly non-paid positions, chosen by lot	Mostly paid positions, elected or appointed
Level of Participation	High, but only among eligible citizens	Broadened access and forms of active participation
Frequency of Elections	Regular meetings and votes without set terms	Fixed electoral terms with regular elections
Political Parties	Absent; decisions were made through direct debate	Organized parties with specific platforms
Policy Development	Policies developed during assemblies	Formal legislative process involving committees
Accountability	Immediate through direct public scrutiny	Structured through laws, with periodic reviews
Access to Information	Information primarily shared in public gatherings	Broad access through media and digital communication



## Discussion Prompts

Use these discussion prompts during the session to start a meaningful conversation.

- 1) How did the limited citizenship in ancient Greece affect the decisions made in their democracy?
- 2) Why is it important for all adults to have voting rights in modern democracy?
- 3) What advantages did direct voting provide in ancient Greece? What are the challenges of this method today?
- 4) Discuss how the role of women in politics has evolved from ancient Greece to modern times.
- 5) Why is it necessary to have structured debates in modern legislative bodies compared to debates in ancient assemblies?
- 6) How does the presence of political parties impact the decisions made in modern governments?
- 7) What are the pros and cons of having paid public officials in modern democracies?
- 8) How do frequent elections in modern democracies compare with the constant public meetings in ancient Greece in terms of governance effectiveness?
- 9) How does the protection of minority rights in modern democracies differ from the majority rule in ancient Greece?
- 10) Discuss the role of the judiciary in modern democracies compared to ancient Greek citizen juries.
- 11) How important is broad access to information in modern democracy? How would ancient Greeks have benefited from this?
- 12) Why is accountability considered crucial in a modern democracy? How did ancient Greeks ensure accountability?
- 13) What impact do formal legislative processes have on governance in modern democracies?
- 14) Discuss the significance of universal adult suffrage in shaping modern democracies that affect the entire population.
- 15) How has the concept of citizenship evolved from ancient times to now, and why is this evolution significant?
- 16) How do you think ancient Greek citizens would react to the concept of modern political parties?
- 17) In what ways do modern elections improve upon the ancient Greek method of selecting officials by lot?
- 18) Discuss the importance of a structured judiciary in today's society compared to the citizen juries of ancient Greece.
- 19) How does the role of digital communication in modern democracy compare with the public gatherings in ancient Greece?
- 20) What are the potential risks and benefits of direct democracy methods, like referendums, in today's world?



**Reflection**

Answer the questions below.

1) Rate your experience of the activity by shading the stars. 5 stars indicate the best experience, and 0 stars indicate the worst experience.

How well do you think the discussion circle helped you understand the concept of democracy in ancient Greece?



Did the format of the discussion circle encourage all students to participate?



Were the discussion topics relevant and thought-provoking?



How confident are you in explaining how the role of citizenship has evolved from ancient times to the present?



To what extent do you believe the discussion circle has improved your critical thinking skills?



2) How have the concepts of rights and responsibilities evolved from ancient times to the modern era?

---

---

---

---

---

3) How do you think democracy will evolve in the future? What changes would you like to see to enhance democratic participation?

---

---

---

---

---

---

## Citizenship in Ancient Greece and Modern Canada

### Citizenship in Ancient Greece

In ancient Greece, particularly in Athens, citizenship was a prized status but was limited to a select group. Only free men born to Athenian parents were considered citizens. This excluded women, slaves, and foreigners (known as metics). Citizens had the right to participate in the Assembly, vote on laws, and hold public office.

#### Key Criteria for Citizenship in Ancient Greece:

- Must be a male
- Must be born to Athenian parents
- Must be at least 18 years old (around 18 years old)

#### Political Participation in Ancient Greece

Citizens in Athens participated directly in their democracy. The Assembly, open to all male citizens, was the main decision-making body. Citizens debated and voted on laws. All citizens were also required to serve on the Council of 500, which prepared laws for the Assembly. Citizens were not to serve as magistrates or jurors.



#### Key Facts:

- The Assembly met around 40 times per year
- Decisions were made by majority vote
- Positions were often filled by random selection (sortition)

### Citizenship in Modern Canada

In contemporary Canada, citizenship is much more inclusive. Anyone born in Canada or naturalized after immigrating can be a citizen. Citizenship grants the right to vote, run for public office, and participate in a democratic society.

#### Key Criteria for Citizenship in Canada:

- Must be born in Canada or meet the requirements for naturalization
- Must be at least 18 years old to vote
- Must pass a citizenship test (for naturalized citizens)

#### Political Participation in Modern Canada

Canadian citizens participate in democracy through voting in federal, provincial, and municipal elections. They can also run for office or join political parties. Unlike ancient Greece, Canada uses a representative democracy where elected officials make decisions on behalf of citizens. Federal elections are held every four years. The voting age is 18.



## True or False

Is the statement true or false?

1) Only men were citizens in ancient Greece.	True	False
2) Women could vote in ancient Greece.	True	False
3) Canadian citizenship requires passing a test.	True	False
4) Ancient Greece had a representative democracy.	True	False
5) Canada's citizenship includes immigrants.	True	False

## Question

Answer the questions below.

1) Describe the criteria for citizenship in ancient Greece.

2) How does modern Canada ensure participation of its citizens?

## Write

Write a short dialogue between an ancient Greek citizen and a modern Canadian discussing their rights and responsibilities.



## Exit Cards

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

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

Circle the correct answer.

1) What age did Athenians become citizens?	18
	21
2) Where did Athenian male citizens vote?	Assembly
	Council
3) How often did the Assembly meet in ancient Athens?	50 times
	40 times
4) What is the voting age in Canada?	16
	18
5) How frequently are federal elections held in Canada?	4 years
	5 years

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

Circle the correct answer.

1) What age did Athenians become citizens?	18
	21
2) Where did Athenian male citizens vote?	Assembly
	Council
3) How often did the Assembly meet in ancient Athens?	50 times
	40 times
4) What is the voting age in Canada?	16
	18
5) How frequently are federal elections held in Canada?	4 years
	5 years

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

Circle the correct answer.

1) What age did Athenians become citizens?	18
	21
2) Where did Athenian male citizens vote?	Assembly
	Council
3) How often did the Assembly meet in ancient Athens?	50 times
	40 times
4) What is the voting age in Canada?	16
	18
5) How frequently are federal elections held in Canada?	4 years
	5 years

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

Circle the correct answer.

1) What age did Athenians become citizens?	18
	21
2) Where did Athenian male citizens vote?	Assembly
	Council
3) How often did the Assembly meet in ancient Athens?	50 times
	40 times
4) What is the voting age in Canada?	16
	18
5) How frequently are federal elections held in Canada?	4 years
	5 years

## Memory Game: Rise of Democracy in Ancient Greece

### Objective

What are we learning about?

Students will learn about the key events and figures related to the rise of democracy in ancient Greece by matching pairs of cards and explaining their significance.

### Materials

What you will need for the activity.

- Memory Game cards (provided) with the key events and figures of ancient Greece and their significance on another set.
- Flat surface to lay out the cards.
- Whiteboard to display the key events and figures for student reference.



### Instructions

How you will complete the activity.

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on a flat surface.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the key events and figures and their significance with the class.
8. Discuss why these terms are important to understand and how they relate to the rise of democracy in ancient Greece.



## Cards

## List of key events and figures

Key event of figure	Significance
Draco	Implemented harsh laws and punishments, leading to demand for more fair legislation.
Cleisthenes	Introduced political and economic reforms, laid the groundwork for democracy.
The Council of 400	Early form of legislative body, precursor to more inclusive councils.
The Council of 500	Expanded the role of common citizens in government, more representative body.



## Cards

## List of key events and figures

Key event of figure	Significance
Pericles	Promoted democracy through building projects and support of the arts and education.
The Assembly	Main democratic institution where citizens could vote and make decisions.
The People's Court	Allowed citizens to bring lawsuits and hold public officials accountable.
The Reforms of Ephialtes	Reduced the power of the aristocracy, increased power of the common people.
Themistocles	Defended democracy by building strong navy and fortifying Athens.

## Cards

## List of key events and figures

Key event of figure	Significance
The Persian Wars	United Greek city-states against common enemy, fostering sense of unity and common purpose.
The Delian League	Alliance that secured Greek independence, allowed Athens to dominate and spread democratic ideals.
Ostracism	Practice of banishing individuals from the city to protect democracy.
Citizenship Laws	Defined who could participate in democracy, ensuring involvement of native-born men.
Demosthenes	Orator who championed democratic ideals and resisted Macedonian influence.



Cards      List of key events and figures

Key event of figure	Significance
Plato	Philosopher who critiqued democracy but contributed to political thought.
Aristotle	Philosopher who wrote extensively on politics, ethics, and democracy.
The Peloponnesian War	Conflict that weakened Athens but tested its democratic resilience.
The Trial of Socrates	Philosopher condemned for his ideas, highlighting tensions in democratic Athens.
Alexander the Great	Conquests spread Greek culture and ideas, including democratic principles.



**Reflection**

Imagine you are an ancient Greek citizen during the rise of democracy.  
Write a journal entry about your experiences.

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

Today, I experienced \_\_\_\_\_

**PREVIEW**

# Block 4:

# Roman Empire

## Focus

- Reports

Mapping the Roman Empire's Expansion, Governance Structures of the Roman Empire, Trade and Cultural Exchange in the Roman Empire

- Case Studies

Julius Caesar and Canadian Military

- Newspaper Article

Roman Warfare and Expansion

- Activities

Empire Mapping Exercise, Trivia Card

## Mapping the Roman Empire's Expansion

### The Rise of Rome

The Roman Empire began its expansion in the 3rd century BCE. Rome's military prowess and strategic alliances helped it grow. The Punic Wars (264-146 BCE) against Carthage were crucial. By defeating Carthage, Rome gained control over the western Mediterranean, including Sicily, Sardinia, and Spain.



### Key Conquests and Territories

Rome's expansion continued under various leaders and through significant military campaigns.

- 1) Greece and Macedonia (146 BCE): Rome defeated the Macedonian Kingdom and incorporated Greece into the Empire.
- 2) Asia Minor (133 BCE): The Kingdom of Pergamon was bequeathed to Rome, extending its reach into the East.
- 3) Gaul (58-50 BCE): Julius Caesar's campaigns in Gaul brought most of modern-day France under Roman control.
- 4) Egypt (30 BCE): After the defeat of Cleopatra and Mark Antony, Egypt became a Roman province.
- 5) Britain (43-84 CE): Under Emperor Claudius, the Romans began the conquest of Britain, establishing control over much of the island.

### Strategies for Expansion

Several strategies facilitated Rome's expansion:

- Military Might: Rome's legions were well-trained, disciplined, and highly organized. Their organization and tactics were superior to those of many other ancient armies.
- Roads and Infrastructure: Romans built extensive road networks, facilitating troop movements and efficient administration.
- Diplomacy and Alliances: Rome often made alliances with local tribes and kingdoms, incorporating them into the empire as allies or client states.
- Roman Law and Citizenship: Offering Roman citizenship to conquered peoples helped integrate them into the empire, ensuring loyalty and stability.

### The Empire at Its Peak

At its height around 117 CE under Emperor Trajan, the Roman Empire stretched from the British Isles to the Middle East and North Africa. The empire covered over 5 million square kilometres and governed diverse peoples and cultures. Important emperors like Julius Caesar, Augustus, Claudius, and Trajan played significant roles in this expansion. Roman legions, divided into centuries led by centurions, were crucial military units. The construction of roads like Via Appia, which connected Rome to southern Italy, facilitated this vast control.



## True or False

Is the statement true or false?

1) Rome began expanding in the 3rd century BCE.	True	False
2) Carthage was Rome's first major conquest.	True	False
3) Egypt became a province in 30 BCE.	True	False
4) The Roman Empire's peak was under Augustus.	True	False
5) The Punic Wars lasted from 264-146 BCE.	True	False

## Question

Answer the questions below.

1) Explain the significance of the Punic Wars for Roman expansion.

2) What strategies did Rome use to interact with other peoples?

## Create

Create a timeline of major Roman conquests from 264 BCE to 476 CE.

## Activity – Empire Mapping Exercise

### Objective

What are we learning about?

This activity aims to help students understand the geographical expansion of the Roman Empire and explore the historical reasons behind its growth at various stages.



### Materials

What you will need for the activity.

- Blank maps of the Mediterranean region
- Coloured markers or pencils
- Reference sheet showing different historical periods of the Roman Empire
- Access to online or text resources on Roman history
- Rulers (optional for precise demarcation)
- Presentation software (optional for group presentations)

### Instructions

How you will complete the activity

1. Start with a short introduction to the Roman Empire, highlighting its significance in ancient history.
2. Provide each student with a blank map and coloured markers.
3. Assign different historical periods of the Roman Empire's expansion to small groups or individual students.
4. Students should research their assigned period, focusing on the territory acquired and the reasons behind the expansion during that time.
5. Using different colours for each phase, students should draw the boundaries of the Roman Empire on their maps as it expanded. They can use a ruler for more precise demarcation.
6. If time and resources allow, each group or student can create a brief presentation using the presentation software to explain their map and the historical context of their assigned period.
7. Conclude the activity with a class discussion, allowing students to present their maps and findings.



## Fact Sheet

## Historical Periods of Roman Expansion

Period	Dates	Territory Acquired	Reason Behind Expansion
Roman Kingdom	753-509 BC	Latium	Economic and strategic interests in central Italian peninsula
Early Republic	509-280 BC	Parts of Italy including Etruscan cities	Defense against local tribes; economic gains from fertile lands
Punic Wars	264-146 BC	Sicily, Sardinia, Corsica, parts of Africa	Control over Mediterranean trade routes; rivalry with Carthage
Conquest of Gaul	58-51 BC	Gaul (Modern France, Belgium, Luxembourg)	Secure borders; wealth from looting and tribute; Julius Caesar's personal ambition
Civil War and Augustus	49-27 BC	Egypt	Consolidation of power by Augustus; wealth from Egyptian grain
Julio-Claudian Dynasty	27 BC - 68 AD	Britain, Armenia	Stability and internal stabilization; demonstration of power; access to resources
Flavian Dynasty	69-96 AD	Expansion in Britain and Dacia	Consolidation of power; access to gold mines in Dacia
Trajan's Rule	98-117 AD	Dacia, Arabia Petraea, Mesopotamia	Economic exploitation of new territories; military glory
Antonine and Severan Periods	138-235 AD	Expansion in the East and North Africa	Strategic military bases; control over trade routes
Crisis of the Third Century	235-284 AD	Defensive expansions, reorganization	Defense against multiple invasions and internal instability



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

70

Curriculum Connection  
8.3.4

Map

Blank map of Europe, Africa and Mediterranean Region



# Governance Structures of the Roman Empire

## The Role of the Emperor

The Roman Emperor was the supreme ruler of the Roman Empire. Emperors had immense power, controlling the military, judicial, and administrative functions. The Emperor could make laws, collect taxes, and oversee the entire administration of the empire. Emperors often portrayed themselves as gods or divine beings, which helped them maintain control and loyalty among the people and the military.

## The Roman Senate

The Senate was an important institution in the Roman political system. It was composed of elite members of Roman society, mainly wealthy and influential families. Senators advised the Emperor on various matters, including military, political, and social issues, and legislative matters. Although the Emperor held ultimate authority, the Senate's decisions were significant and often played a critical role in governance.



Key functions of the Senate included:

- Advising the Emperor on state matters
- Debating and passing decrees
- Overseeing financial policies
- Managing relations with foreign states

## Provincial Governance

The vast Roman Empire was divided into provinces, each governed by a Roman official. Provinces were the administrative regions outside the city of Rome. The importance of provinces varied, with some being more strategically important. Governors, appointed by the Emperor, were responsible for maintaining peace, collecting taxes, and administering justice in their provinces.

## Administrative Efficiency

The Roman Empire's administrative system was highly efficient and structured to manage the vast territories under its control. Each province had a network of local officials who assisted the governor in executing his duties. This system allowed the Empire to maintain control over distant regions and respond quickly to local issues. The bureaucracy was well-organized, with records kept meticulously to ensure smooth governance.

## Military Control

The Roman military was a crucial part of the empire's governance. The Emperor was the commander-in-chief, and provincial governors often had military backgrounds to maintain order and defend the empire's borders. The military presence in the provinces not only ensured security but also helped in the collection of taxes and enforcement of laws.



**True or False**

Is the statement true or false?

1) Senators were from wealthy families.	True	False
2) Provincial governors managed local education.	True	False
3) Emperors had no military power.	True	False
4) Provinces varied in size and importance.	True	False
5) Provincial governors maintained law and order.	True	False

**Questions**

Answer the questions below.

1) Describe the powers and responsibilities of the Roman Emperor.

2) Discuss the importance of provincial governors in maintaining the stability of the Roman Empire.

**Imagine**

Imagine you are a Roman Senator. Write a short letter advising the Emperor on a state matter.



# Exit Cards

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

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

Is the statement true or false?

1) The Roman Emperor's role was mainly ceremonial.	True	False
2) Senators advised the Emperor on foreign policy.	True	False
3) Provincial governors were elected by locals.	True	False
4) The Roman administrative system was decentralized.	True	False

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

Is the statement true or false?

1) The Roman Emperor's role was mainly ceremonial.	True	False
2) Senators advised the Emperor on foreign policy.	True	False
3) Provincial governors were elected by locals.	True	False
4) The Roman administrative system was decentralized.	True	False

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

Is the statement true or false?

1) The Roman Emperor's role was mainly ceremonial.	True	False
2) Senators advised the Emperor on foreign policy.	True	False
3) Provincial governors were elected by locals.	True	False
4) The Roman administrative system was decentralized.	True	False

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

Is the statement true or false?

1) The Roman Emperor's role was mainly ceremonial.	True	False
2) Senators advised the Emperor on foreign policy.	True	False
3) Provincial governors were elected by locals.	True	False
4) The Roman administrative system was decentralized.	True	False



## Newspaper Article: Roman Warfare and Expansion

### Warfare and Expansion in the Roman Empire

Published on July 25, 2024

**Breaking News:** In a remarkable turn of events, historians have uncovered new insights into the Roman Empire's military strategies and their vast expansion. As new archaeological artifacts are piecing together how Romans used advanced tactics in their campaigns to conquer and integrate diverse lands into their empire.

The Roman military was a highly organized force, typically organized into legions, each consisting of approximately 5,000 soldiers. These legions were highly trained, equipped with superior weapons, and led by experienced generals. One key strategy was the use of the "triple line" formation, which allowed for flexibility and strength in battle. The first line consisted of hastati, the second of principes, and the third of triarii, creating a layered defense that could adapt to various combat situations.

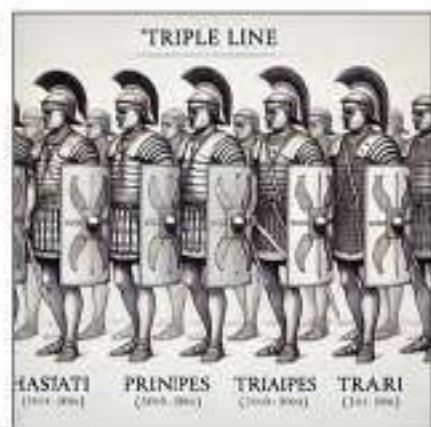
The expansion was not just about brute force; it was intricately linked with Roman politics and economics. Military victories often led to political gains for generals, who used their success to rise in power within the Roman Senate. Additionally, conquered territories were required to pay taxes, contributing significantly to the Roman economy. This influx of wealth funded further military campaigns and public projects in Rome, creating a cycle of expansion and prosperity.

One of the most famous campaigns was led by Julius Caesar during the Gallic Wars (58-50 BCE). Caesar's conquests in modern-day France and Belgium brought vast territories under Roman control and demonstrated the effectiveness of Roman military engineering, such as the construction of bridges and fortifications.

Roman warfare also included the practice of "decimation," a harsh punishment where one in ten soldiers was executed for cowardice or desertion.

This brutal method was used to maintain discipline and loyalty within the ranks. Furthermore, Rome played a crucial role in securing the Mediterranean by supporting land campaigns and naval operations. The Battle of Actium in 31 BCE, where Octavian defeated the combined forces of Antony and Cleopatra, was a decisive naval engagement that solidified Rome's dominance in the Mediterranean.

As these new findings come to light, it becomes clear that the Roman Empire's success was built on a combination of strategic military prowess, political maneuvering, and economic exploitation, creating one of the most powerful empires in history.



## True or False

Is the statement true or false?

1. The Roman legion had three rows of soldiers.	True	False
2. Julius Caesar's campaigns were known as the Gallic Wars.	True	False
3. Conquered territories paid taxes to Rome.	True	False
4. The Roman navy played no role in expansions.	True	False
5. The Battle of Actium was a land battle.	True	False

## Write

Write a short story from the perspective of a Roman soldier describing a military campaign.

PREVIEW

## Questions

Answer the questions below.

1) Describe the 'triple line' formation used by Roman legions.

PREVIEW

2) How did the Roman navy contribute to the empire's expansion?

PREVIEW



## Case Study: Julius Caesar and Canadian Military

### Background on Julius Caesar and the Gallic Wars

Julius Caesar was a Roman general and statesman, born in 100 BCE. His military campaigns, particularly the Gallic Wars, which took place between 58 BCE and 50 BCE, are well-documented in his work, "Commentaries on the Gallic War." These campaigns expanded Roman territory to include what is now France and Belgium. Caesar's writings provide insight into his military strategies and leadership.



### Strategic Training at Canadian Forces College

The Canadian Forces College (CFC) in Toronto offers advanced education for officers in the Canadian Armed Forces. One of the courses in the strategic studies program uses Caesar's "Commentaries on the Gallic War" as a case study. The program aims to teach principles of leadership and strategy that are still relevant in modern military contexts.

### Key Principles Taught from Caesar's Commentaries

#### Leadership:

- 1) Decisiveness: Caesar's ability to make quick, effective decisions in battle.
- 2) Adaptability: His skill in adjusting tactics based on the situation.
- 3) Inspirational Leadership: How Caesar motivated his troops through their loyalty and respect.

#### Strategy:

- 1) Surprise and Speed: The importance of swift, unexpected attacks.
- 2) Logistics: Efficient management of supplies and resources.
- 3) Intelligence Gathering: The use of scouts and spies to gain information on enemy movements.

### Application to Canadian Military Strategy

Officers at the CFC study these principles to understand how ancient strategies can be applied to modern military operations. For example, the Canadian military often uses surprise and speed in peacekeeping missions. The importance of logistics is emphasized in deployments, ensuring that troops have the necessary supplies and support.

### Facts and Statistics

- Caesar's Success Rate: He won most of his battles during the Gallic Wars, showcasing his effective strategies.
- Troop Numbers: Caesar often commanded legions of around 4,000-6,000 soldiers.
- Modern Relevance: The principles from Caesar's campaigns are applied in modern military training and operations, emphasizing their lasting impact.

**Questions**

Answer the questions below.

1) How did Julius Caesar motivate his troops and why was this important?

---

---

---

---

2) Explain the relevance of intelligence gathering in ancient and modern military.

---

---

---

---

**True or False**

State whether true or false?

1) Julius Caesar was born in 100 BCE.	True	False
2) "Commentaries on the Gallic War" is Caesar's work.	True	False
3) Roman legions typically had 4,000-6,000 soldiers.	True	False
4) Modern peacekeeping uses principles from Gallic Wars.	True	False
5) Caesar rarely won battles during the Gallic Wars.	True	False

**Write**

Write a short paragraph describing how a modern military could use Caesar's principles.

---

---

---

---

---

---

---

---

# Block 5:

## Legacy of Ancient Greece and Rome

### Focus

- Reports

Philosophical and Scientific Contributions, Technological Advances in Ancient Rome and Greece, Artistic Legacy of Ancient Greece and Rome, The Adoption of Roman Architectural Styles In Canada

- Case Studies

Aristotle's Philosophies in Canada

- Blog Post

Legacy of Ancient Greek and Roman Ideas

- Story

The Rise and Decline of Ancient Civilizations

- Activities

Fact or Fiction



## Philosophical and Scientific Contributions

### Greek Philosophical Contributions

Greek philosophers made significant contributions that still influence Western thought today. Socrates, Plato, and Aristotle are three of the most notable figures.

- **Socrates** developed the Socratic Method, which involves asking a series of questions to stimulate critical thinking and illuminate ideas.
- **Plato**, a student of Socrates, founded the Academy in Athens. His work, "The Republic," explored justice, ethics, and governance.
- **Aristotle**, a student of Plato, wrote on various subjects, including biology, ethics, and metaphysics. His ideas on logic and scientific inquiry laid the basis of scientific inquiry.



### Roman Philosophical Contributions

Roman philosophers also played a crucial role in shaping Western philosophy. They were heavily influenced by Greek thought but offered their own perspectives.

- **Cicero** was a statesman and philosopher who adapted Greek ideas to Roman culture. He emphasized ethics and the importance of public life.
- **Seneca** was a Stoic philosopher who taught about virtue, wisdom, and self-control. His works, such as "Letters to Lucilius," are still read today.
- **Marcus Aurelius**, a Roman Emperor, wrote "Meditations," a series of personal writings reflecting Stoic philosophy and how to live a virtuous life.

### Greek Scientific Contributions

Greek scientists laid the groundwork for many modern scientific disciplines.

- **Archimedes** made significant discoveries in mathematics and physics, including the principles of buoyancy and the lever.
- **Hippocrates**, known as the "Father of Medicine," established a code of ethics for doctors and separated medicine from superstition.
- **Pythagoras** developed the Pythagorean theorem, fundamental in mathematics.

### Roman Scientific Contributions

Roman scientists built upon Greek knowledge and made their own advancements.

- **Galen**, a physician, made lasting contributions to medicine through his studies on anatomy and physiology.
- **Ptolemy** was an astronomer and geographer whose work, "Almagest," remained influential for centuries.
- **Vitruvius** was an architect and engineer who wrote "De Architectura," a treatise on architecture that influenced building practices for generations.

## True or False

Is the statement true or false?

1) Aristotle's ideas influenced modern scientific inquiry.	True	False
2) Plato was a student of Aristotle.	True	False
3) Archimedes discovered principles of buoyancy.	True	False
4) Hippocrates separated medicine from superstition.	True	False
5) Marcus Aurelius wrote "Meditations."	True	False

## Question

Answer the questions below.

1) Describe the contribution of Socrates to Western thought.

2) What were Hippocrates' contributions to medicine?

## Write

Write a short script for a role play where Cicero explains the importance of the news to a group of Roman citizens.



## Fact or Fiction – Influences of Ancient Greece

### Objective

What are we learning about?

To help students improve their critical thinking skills and learn more about significant contributions of ancient Greece.

### Materials

What you will need for the activity.

- A list of statements about significant contributions of ancient Greece
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom for the 'Fact' and 'Fiction' signs, allowing students to move to either side



### Instructions

How you will complete the activity.

1. Your teacher will read statements. Pay close attention as each statement is shared.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!



**Fact or Fiction**

Read the statements to the class.

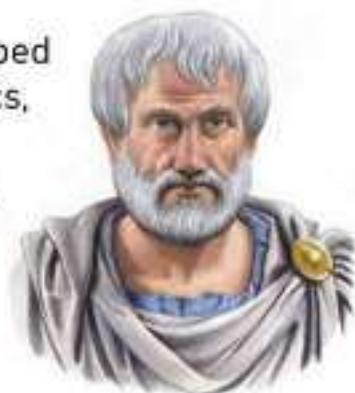
#	Statement	Fact or Fiction
1	The ancient Greeks invented the concept of democracy.	Fact
2	All ancient Greek philosophers believed in only one god.	Fiction
3	The Pythagorean theorem was developed by the Greek mathematician Pythagoras.	Fact
4	Ancient Greeks believed that the Earth was flat and surrounded by a sea.	Fiction
5	The ancient Greeks were the first to perform surgeries using anesthesia.	Fiction
6	Greek playwrights like Sophocles and Euripides are still studied today.	Fact
7	Ancient Greek philosophers like Socrates and Plato taught through dialogues.	Fact
8	The Greeks built the Parthenon to honor the goddess Athena.	Fiction
9	Hippocrates is known as the 'Father of Medicine' in ancient Greece.	Fact
10	The ancient Greeks created the Olympic Games.	Fact
11	Aristotle, a Greek philosopher, tutored Alexander the Great.	Fact
12	The Greeks invented the telescope to study the stars.	Fiction
13	Greek art often depicted scenes from mythology and everyday life.	Fact
14	Archimedes, a Greek scientist, discovered the principle of buoyancy.	Fact
15	The Greeks believed in a single afterlife called Elysium.	Fiction
16	Greek mathematicians developed early concepts of geometry.	Fact
17	The ancient Greeks used steam engines to power their ships.	Fiction
18	The Theatre of Dionysus in Athens could hold up to 17,000 spectators.	Fact
19	The Greeks were the first to classify animals into different species.	Fact
20	Greek philosophers often engaged in public debates in the Agora.	Fact



## Case Study: Aristotle's Philosophies in Canada

### The Roots of Philosophy

Aristotle, an ancient Greek philosopher, has significantly shaped the way we understand various fields, including ethics, politics, and metaphysics. His work continues to be a cornerstone in philosophy education around the world. At McGill University, one of Canada's prominent institutions, his teachings are prominently featured in philosophy courses.



### Influence of Professor Charles Taylor

Professor Charles Taylor is a renowned philosopher at McGill University who has been instrumental in integrating Aristotle's philosophies into modern studies. His approach bridges ancient concepts with contemporary issues, making Aristotle's ideas accessible and relevant to today's students.

### Key Philosophies in the Classroom

- 1) Ethics and Virtue: Aristotle's "Nicomachean Ethics" discusses the idea of virtue ethics, which emphasizes character as essential to ethical behaviour. Students learn how personal well-being involves performing one's social roles well.
- 2) Politics and Society: In his work "Politics", Aristotle states that the state is a community that aims for the highest good. Students explore how this view is foundational to modern political theory.
- 3) Metaphysics and Reality: Aristotle's metaphysical works focus on the nature of reality, including the concept of substance and the explanation of events through causes. These topics help students understand the underpinnings of science and logic.

### Aristotle's Methods in Modern Context

At McGill, the influence of Aristotle extends beyond his written works. The emphasis is on his methods of logical reasoning and systematic exploration of philosophical topics. Professor Taylor incorporates these methods to encourage students to critically analyze and engage with complex ideas.

By studying Aristotle under the guidance of experts like Professor Taylor, students at McGill not only learn about ancient philosophy but also how these ideas can be applied to understand and address modern-day challenges. This approach helps them develop a deeper appreciation for the continuing relevance of philosophical inquiry.

## True or False

Is the statement true or false?

1) Aristotle was a medieval philosopher.	True	False
2) "Nicomachean Ethics" focuses on public law.	True	False
3) Aristotle believed the state should not aim for good.	True	False
4) Metaphysics deals only with abstract concepts.	True	False
5) Ethics and virtue are central to Aristotle's teachings.	True	False

## Question

Answer the questions below.

1) Do you think Aristotle's ideas are integrated into modern courses at McGill University?

2) What might be the impact of teaching Aristotle's philosophies on modern students?

## Create

Create a quick mind map connecting Aristotle's theories to modern fields like science, politics, and ethics.



# Exit Cards

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

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

Circle the correct answer.

1) What does Aristotle's "Nicomachean Ethics" focus on?	Virtue
	Justice
2) What does Aristotle explore in metaphysics?	Substance
	Trade
3) What method does Aristotle emphasize?	Rhetoric
	Logic
4) What is a key aspect of ethical behaviour according to Aristotle?	Law
	Character
5) What field does Aristotle's metaphysics explore?	Morality
	Reality

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

Circle the correct answer.

1) What does Aristotle's "Nicomachean Ethics" focus on?	Virtue
	Justice
2) What does Aristotle explore in metaphysics?	Substance
	Trade
3) What method does Aristotle emphasize?	Rhetoric
	Logic
4) What is a key aspect of ethical behaviour according to Aristotle?	Law
	Character
5) What field does Aristotle's metaphysics explore?	Morality
	Reality

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

Circle the correct answer.

1) What does Aristotle's "Nicomachean Ethics" focus on?	Virtue
	Justice
2) What does Aristotle explore in metaphysics?	Substance
	Trade
3) What method does Aristotle emphasize?	Rhetoric
	Logic
4) What is a key aspect of ethical behaviour according to Aristotle?	Law
	Character
5) What field does Aristotle's metaphysics explore?	Morality
	Reality

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

Circle the correct answer.

1) What does Aristotle's "Nicomachean Ethics" focus on?	Virtue
	Justice
2) What does Aristotle explore in metaphysics?	Substance
	Trade
3) What method does Aristotle emphasize?	Rhetoric
	Logic
4) What is a key aspect of ethical behaviour according to Aristotle?	Law
	Character
5) What field does Aristotle's metaphysics explore?	Morality
	Reality



## Story: The Rise and Decline of Ancient Civilizations

### The Last Witness of Empires

In the year 395 AD, I stood on the hills overlooking what was once the bustling city of Athens, my mind crowded with the tales of glory and despair from both Greece and Rome. As the last survivor who witnessed their rise and fall, I feel compelled to account the story of these mighty civilizations.

My name is Alexander, born in Athens during its golden age, a time marked by astonishing advancements in philosophy and science. The city-state flourished due to its strategic location, which fostered trade and attracted intellectual prowess. The birth of democracy here, around 508 BC, empowered citizens and fueled political stability, which in turn supported economic prosperity. At its zenith, Athens controlled a formidable navy that protected its interests across the Aegean Sea.

However, the seeds of decline were sown by the very ambition that had elevated it. The Peloponnesian War, which began in 431 BC, pitted Athens against Sparta. This 27-year conflict drained Athens' economic and military strength, leading to its eventual surrender. Post-war, the city struggled to recover its economic strength, and its dependence on trade made it vulnerable to fluctuating market conditions and external threats.

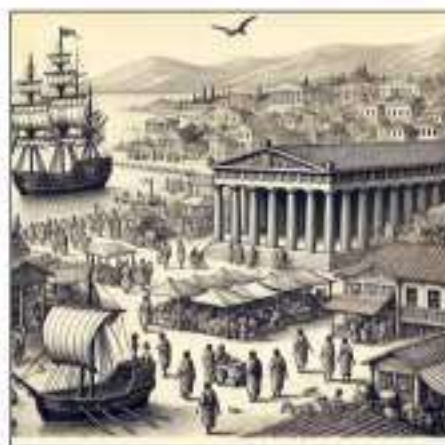
As the Greek city-states weakened, a new power rose in the west: Rome. Initially, Rome's growth was supported by a robust agricultural sector, which fed its expanding population and army. The Republic, established around 509 BC, created a complex legal system and governance that promoted social stability and economic growth, albeit primarily for the elite.

Rome's military prowess was unmatched, and it expanded rapidly, absorbing diverse cultures and resources. However, this expansion became a double-edged sword. The costs of maintaining such a vast empire drained the Roman economy, especially as the returns from conquered lands diminished. Additionally, reliance on slave labour stifled technological advancement and agricultural innovation.

Environmental factors also played a role. Poor agricultural practices led to soil degradation, reducing the productivity of the land. Rome faced significant challenges from plagues, which decimated the population and the workforce.

Ultimately, both Greece and Rome were victims of their internal contradictions and external pressures. Their societal structures, heavily reliant on conquest and subjugation, failed to adapt to changing circumstances. As Rome fell to invading forces in 476 AD, it marked the end of an era that had stretched across centuries.

As I gaze upon the ruins, I reflect on the impermanence of glory and the timeless lessons these empires left behind. Their stories are warnings and guides, etched into the very stones that once formed their greatest temples and forums.



**Questions**

Answer the questions below.

1) Explain how the Peloponnesian War led to Athens' decline.

---

---

---

---

2) How did environmental factors contribute to Rome's decline?

---

---

---

---

**True or False**

State whether true or false?

1) The Peloponnesian War lasted nearly 27 years.	True	False
2) Trade was unimportant for Athens' economy.	True	False
3) Military expansion always economically benefited Rome.	True	False
4) The plague increased Rome's workforce.	True	False
5) Both civilizations adapted well to changes.	True	False

**Write**

Write a paragraph on what modern societies could learn from the rise and fall of these ancient civilizations.

---

---

---

---

---

---

---

---



## Technological Advances in Ancient Rome and Greece

### Technological Innovations in Ancient Greece

Ancient Greece set a foundation for Western civilization and contributed significantly to technological advances. These innovations primarily enhanced architectural designs, military strategies, and urban planning.

#### Architectural Achievements

Greek architecture is renowned for its temples, public buildings, and theatres. The Parthenon on the Acropolis of Athens is a prime example, showcasing the Doric design and the use of marble. Other landmarks like the Erechtheion are hallmarks of Greek architecture. Notably, the Greeks developed the concept of the amphitheatre, a semi-circular structure with rising rows of seats around a central stage. The Epidaurean Theatre is one of the best-preserved, known for its exceptional acoustics and capacity to seat up to 14,000 people.



#### Military Innovations

The Greeks also excelled in military technology. The phalanx, a tactical formation where soldiers stood side by side with shields, was a key innovation. Additionally, the Greeks developed the catapult, a device capable of hurling stones or other projectiles over large distances, which significantly altered siege warfare.

### Technological Advances in Ancient Rome

The Roman Empire inherited and expanded on many concepts from the Greeks but also introduced significant innovations of their own, especially in engineering and infrastructure.

#### Architectural Designs

Roman architectural innovations include the development of the aqueduct system, which transported water from distant sources into cities and towns across the empire. Structures like the Aqueduct of Segovia are testament to the durability and functionality of Roman engineering. Moreover, the Romans were pioneers in the use of concrete, which enabled them to build larger and more durable structures, such as the Pantheon with its massive dome and open oculus.

#### Urban Planning

Romans organized their cities into precise grids, often called the "Roman grid plan". This layout included straight streets that intersected at right angles, maximizing efficiency in layout and infrastructure. This planning facilitated the integration of essential services like baths, forums, and amphitheaters into daily life.

True or False

Is the statement true or false?

1) The Parthenon showcases Ionic design principles.	True	False
2) Epidaurus Theatre could seat approximately 10,000 people.	True	False
3) Catapults were initially developed by the Romans.	True	False
4) Concrete was first utilized by the Greeks in construction.	True	False
5) The Aqueduct of Segovia is over 1,000 years old.	True	False

Question Answer the questions below.

1) Describe the key architectural features of Greek amphitheaters.

2) What purpose did Roman aqueducts serve besides transportation?

Write Write a brief paragraph comparing Greek and Roman architectural technologies.



**Unit Test – Ancient Societies of Greece and Rome****Multiple Choice**

/10

1) What was built for protection in China? a) Aqueducts b) Colosseum c) Great Wall d) Parthenon	6) What did the Persian Empire use for trade? a) Royal Road b) Great Wall c) Colosseum d) Parthenon
2) What was the service system? a) Han dynasty b) Mayans c) Persians d) Romans	7) Where was the Mayan civilization located? a) Greece b) Mexico c) Persia d) Rome
3) What was the Roman Senate's role? a) Building roads b) Advising the Emperor c) Training soldiers d) Growing food	8) What did the Mayans develop in mathematics? a) Hieroglyphs b) Agriculture c) Social structure d) Concept of zero
4) What did Greeks excel in? a) Architecture b) Road building c) Gunpowder d) Zoroastrianism	9) Which religion started in India? a) Islam b) Christianity c) Buddhism d) Hinduism
5) What did Romans use for official documents? a) Greek b) Hieroglyphics c) Chinese d) Latin language	10) Who spread Christianity to Ireland? a) Saint Patrick b) Socrates c) Aristotle d) Plato



**Define**

What do the terms below mean?

Term	Definition – What does it mean?
Socratic Method	
Direct Democracy	
Constitutional Monarchy	

**Short Answer**

Answer the questions below – Each question is worth 3 marks.

1) How did the Roman legal system influence modern law?

---



---



---



---

2) How has Christianity spread to Canada?

---



---



---



---

3) How did cultural exchange occur through trade routes in the Roman Empire?

---



---



---



---

1) Write 5 points to compare life in Sparta and Athens.	
Sparta	Athens

## Athens

2) Describe the key elements of Greek democracy and their influence on modern political systems.

# Grade 8 – Social Studies

## Manitoba Cluster 4:

### *Transition to the Modern World (Circa 500 to 1400)*

	Learning Experiences	Pages
8.4.1	<b>Overview of the Middle Ages</b> KH-033 Identify the consequences of the fall of the Western Roman Empire. Examples: the Dark Ages, expansion of Arab-Islamic culture... KG-040 Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries. VG-015 Appreciate the importance of world history in understanding the contemporary world.	7-26
8.4.2	<b>Life in Medieval Europe</b> KH-034 Identify motivations for and consequences of the Crusades. Examples: Peasants', Nobles', Kings', and Children's Crusades... KH-035 Describe characteristics of medieval Europe. Examples: feudalism, social and political organization, plagues...	8-51
8.4.3	<b>Scientific, Religious, and Technological Exchange</b> KH-041 Describe the significance of the spread of ideas and technologies between societies from the fifth to fifteenth centuries. KP-049 Locate on a map and describe the Arab conquests in the Middle East, North Africa, India, and southern Europe in the seventh and eighth centuries. KP-053 Locate on a map and describe the nature of the Ottoman Empire and its expansion into the Middle East, North Africa, India, and Europe from the fourteenth to sixteenth centuries.	53-73
8.4.4	<b>China and the Mongol Empire</b> KI-019 Explain why China may be regarded as one of the most advanced civilizations of the fifth to fifteenth centuries. Examples: science, technology, philosophy, art... KP-051 Locate on a map and describe the expansion of the Mongol Empire into China, Europe, and the Middle East in the thirteenth century. VH-012 Appreciate the contributions of all societies to the development of the modern world.	75-90
8.4.5	<b>Legacy of the Middle Ages</b> KG-040 Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries. KG-042 Give examples of achievements in art, architecture, literature, and science in diverse societies from the fifth to fifteenth centuries. KE-058 Describe the impact of technological developments from the fifth to fifteenth centuries. Examples: wind power, gunpowder, stirrups, catapults, longbows, armour... VG-014 Appreciate the enduring qualities of art, architecture, literature, and science of the fifth to fifteenth centuries. VG-015 Appreciate the importance of world history in understanding the contemporary world.	92-108

Preview of 75 pages from  
this product that contains  
147 pages total.



NAME: \_\_\_\_\_

# TRANSITION TO THE MODERN WORLD

**PREVIEW**



# Block 1:

## Overview of the Middle Ages

### Focus

- Reports

Introduction to the Middle Ages, Major Events in the Middle Ages Across the World

- Case Studies

Impact of the Fall on Indigenous Peoples

- Blog Post

Fall of the Western Roman Empire

- Newspaper Article

The Dark Ages: Myth or Reality?

- Activities

Timeline Creation, Drawing Contest



## Introduction to the Middle Ages

### Time Frame and Historical Context

The Middle Ages, also known as the Medieval Period, spanned from the 5th to the 15th century. This era began with the fall of the Western Roman Empire in 476 AD and lasted until the beginning of the Renaissance around 1500 AD. The Middle Ages is divided into three periods: the Early Middle Ages (500-1000 AD), the High Middle Ages (1000-1300 AD), and the Late Middle Ages (1300-1500 AD).



### Impact on Modern Europe

The Middle Ages played a significant role in shaping modern Europe and influencing other parts of the world. During this period, Europe experienced significant changes in political, social, and cultural structures. Feudalism became the dominant social system, where land was exchanged for military service and loyalty. The era also saw the development of a rigid class structure with kings, nobles, knights, and peasants.

### Fall of the Western Roman Empire

The fall of the Western Roman Empire was a major event that led to the Middle Ages. This collapse resulted from a combination of internal weaknesses and external pressures. Key factors included political instability, economic decline, and invasions by barbarian tribes such as the Visigoths and Vandals. The fall of Rome led to the fragmentation of Western Europe into smaller, competing kingdoms.

### The Dark Ages

The Early Middle Ages are often referred to as the Dark Ages due to the cultural and economic decline following the fall of Rome. During this period, there was a significant decrease in urbanization, trade, and learning. Many classical texts were lost, and literacy rates dropped. However, this era also laid the groundwork for future developments.

### Key Developments and Changes

Several key developments occurred during the Middle Ages that had lasting impacts:

- **Feudalism:** Established a new social and economic order.
- **Christianity:** Spread throughout Europe, influencing culture and politics.
- **The Crusades:** Religious wars that opened up trade and cultural exchange between Europe and the Middle East.
- **The Black Death:** A devastating plague that reduced Europe's population by about one-third in the 14th century.
- **Gothic Architecture:** Marked by innovations such as the pointed arch, ribbed vault, and flying buttress.



**Questions**

Answer the questions below.

1) What was the social structure of feudalism in the Middle Ages?

---

---

---

---

2) How did the Black Death impact Europe during the Middle Ages?

---

---

---

---

**Write**

Write a brief story of the perspective of a peasant living during the Middle Ages, describing daily life and challenges.

---

---

---

---

---

---

---

---

**True or False**

Is the statement true or false?

1) The Middle Ages spanned from the 5th to 15th century.	True	False
2) The Early Middle Ages are known as the Dark Ages.	True	False
3) The Black Death occurred in the 13th century.	True	False
4) The Renaissance began around 1300 AD.	True	False
5) Feudalism included kings, nobles, knights, and peasants.	True	False

# Exit Cards

**Cut Out**

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

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

Is the statement true or false?

1) The Middle Ages began in 476 AD.	True	False
2) Feudalism was replaced by capitalism in the Middle Ages.	True	False
3) Feudalism involved land exchange for service and labour.	True	False
4) Christianity did not spread during the Middle Ages.	True	False

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

Is the statement true or false?

1) The Middle Ages began in 476 AD.	True	False
2) Feudalism was replaced by capitalism in the Middle Ages.	True	False
3) Feudalism involved land exchange for service and labour.	True	False
4) Christianity did not spread during the Middle Ages.	True	False

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

Is the statement true or false?

1) The Middle Ages began in 476 AD.	True	False
2) Feudalism was replaced by capitalism in the Middle Ages.	True	False
3) Feudalism involved land exchange for service and labour.	True	False
4) Christianity did not spread during the Middle Ages.	True	False

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

Is the statement true or false?

1) The Middle Ages began in 476 AD.	True	False
2) Feudalism was replaced by capitalism in the Middle Ages.	True	False
3) Feudalism involved land exchange for service and labour.	True	False
4) Christianity did not spread during the Middle Ages.	True	False



## Major Events in the Middle Ages Across the World

### Expansion of Arab-Islamic Culture

During the Middle Ages, the Arab-Islamic culture expanded significantly, impacting Europe, the Middle East, and beyond. The rise of Islam began in the 7th century with the Prophet Muhammad in the Arabian Peninsula. Key events include:

- **Conquests:** The early Islamic Caliphates conquered vast territories, including Persia, Egypt, and parts of the Byzantine Empire.
- **Cultural Achievements:** Islamic scholars made advances in science, mathematics, medicine, and preserved and expanded upon ancient Greek and Roman knowledge.
- **Trade and Exploration:** The Islamic world was a hub for trade, connecting the East and West through the Silk Road and other trade routes.



### The Rise of the Byzantine Empire

The Byzantine Empire, centered in Constantinople, was a continuation of the Eastern Roman Empire. Key events and achievements include:

- **Foundation:** Emperor Constantine I moved the capital to Constantinople in 330 CE, making it the capital of the Byzantine Empire.
- **Justinian's Reign:** Emperor Justinian (527-565) reconquered lost territories and codified Roman laws in the Justinian Code.
- **Cultural Contributions:** The Byzantines preserved and expanded upon Greek and Roman traditions and made significant contributions to art, architecture, and literature.

### Viking Invasions

The Viking Age (793-1066) saw Scandinavian warriors exploring, raiding, and settling in Europe. Vikings raided monasteries, towns, and cities across Europe, including the famous attack on Lindisfarne in 793. They explored the North Atlantic, reaching Iceland, Greenland, and even North America (Vinland). Viking invasions led to political changes and the establishment of new trade routes.

### Development of Major African Kingdoms

In Africa, several powerful kingdoms emerged during the Middle Ages, each contributing to the continent's history and culture. Notable kingdoms include:

- **Ghana Empire:** Flourished between the 6th and 13th centuries, known for its wealth in gold and trade networks.
- **Mali Empire:** Rose to prominence in the 13th century under rulers like Mansa Musa, who expanded the empire and promoted Islam.
- **Great Zimbabwe:** Reached its peak in the 11th to 15th centuries, known for its impressive stone structures and trade in gold and ivory.



**True or False**

Is the statement true or false?

1) Arab-Islamic culture expanded from the 9th century.	True	False
2) Vikings only raided towns in the Middle East.	True	False
3) The Mali Empire was known for its gold trade.	True	False
4) Great Zimbabwe was a major Islamic empire.	True	False
5) Mansa Musa was a ruler of the Ghana Empire.	True	False

**Questions**

Answer the questions below.

1) How did the Byzantine Empire preserve and expand Greek and Roman traditions?

---

---

---

---

2) What impact did Viking invasions have on the landscape of Europe?

---

---

---

---

**Create**

Create a timeline highlighting three major events from  
discussed in the report.

---

---

---

---

---

---

---

---

---

---

## Blog Post - Fall of the Western Roman Empire

### 8 Consequences of the Fall of the Western Roman Empire

Date: July 7, 2024

Author: Martin Greene

3-minute read

The fall of the Western Roman Empire in 476 AD was a pivotal event in history. Here are eight key consequences that reshaped Europe and laid the foundation for the Middle Ages.



- 1) Disruption of Trade:** The once-thriving trade networks of the Roman Empire collapsed. With the decline of Roman security, safety became rare, and trade routes fell into disrepair, leading to economic isolation and a significant drop in commerce.
- 2) Decline of Cities:** Major Roman cities like Rome and Constantinople saw their populations plummet. The urban centres, which were hubs of culture and administration, faced decay as people moved to rural areas for safety and self-sufficiency.
- 3) Loss of Centralized Government:** The Western Roman Empire's sophisticated bureaucracy and legal systems disintegrated. Without a central authority, law and order became localized, leading to increased chaos and lawlessness.
- 4) Fragmentation of Europe:** The once-unified Western Roman Empire broke into numerous small kingdoms and territories. This fragmentation led to the rise of local lords and the establishment of various independent states.
- 5) Rise of Feudalism:** Feudalism emerged as a new social and economic system. Land was granted in exchange for military service, creating a hierarchy of lords and vassals. This system dominated European society for centuries.
- 6) Cultural and Knowledge Loss:** The fall resulted in the loss of many classical texts and knowledge. The educational systems of the Romans crumbled, leading to a period often referred to as the Dark Ages.
- 7) Shift in Power to the Church:** With the absence of a strong secular authority, the Christian Church gained significant influence. The Pope and the clergy became central figures in European politics and society.
- 8) Formation of New Kingdoms:** Barbarian tribes like the Visigoths, Ostrogoths, and Vandals established their own kingdoms on former Roman lands. These new kingdoms set the stage for the modern nations of Europe.



## True or False

Is the statement true or false?

1) Trade networks thrived after the Roman Empire fell.	True	False
2) Centralized government strengthened post-476 AD.	True	False
3) Europe fragmented into smaller kingdoms.	True	False
4) The Church lost influence after Rome's fall.	True	False
5) The Pope's role diminished after the collapse.	True	False

Questions Write two questions you have about the text.

1)	
2)	

## Questions

Answer the questions below.

1) What changes occurred in cities after the fall?
_____
_____
_____
_____
2) How did the loss of a centralized government contribute to the rise of feudalism?
_____
_____
_____
_____



## Case Study: Impact of the Fall on Indigenous Peoples

### The Fall of the Western Roman Empire

In the 5th century, the Western Roman Empire collapsed due to invasions, economic troubles, and internal strife. This downfall led to the migration of Germanic tribes into Roman territories, which caused significant changes across Europe.

### Germanic Migrations and European Exploration

The movement of Germanic tribes, such as the Visigoths, Vandals, and Franks, reshaped Europe. These tribes settled in former Roman lands, leading to the development of new kingdoms. The instability in Europe spurred exploration as nations sought new resources.

### Contact with Indigenous Peoples in Canada

European exploration, driven by the search for new trade routes and resources, eventually reached North America. Explorers like John Cabot and Jacques Cartier made contact with Indigenous communities. These interactions had profound effects on Indigenous societies.

### Impact on Indigenous Cultures

The arrival of Europeans brought both positive and negative consequences for Indigenous peoples in Canada. Europeans introduced new technologies and goods, such as metal tools and weapons, which changed Indigenous ways of life. However, they also brought diseases to which Indigenous populations had no immunity, leading to devastating epidemics.

#### Positive Introductions:

- Metal tools
- Firearms
- European trade goods

#### Negative Consequences:

- Diseases like smallpox and influenza
- Displacement from traditional lands
- Cultural disruption

### Societal Changes

The interaction with Europeans led to shifts in Indigenous societies. Some groups formed alliances with European powers for trade and military support, while others resisted the encroachment on their lands and ways of life. The fur trade became a significant economic activity, altering traditional economies and social structures.



**Questions**

Answer the questions below.

1) What was the impact of European diseases on Indigenous populations in Canada?

2) What was the significance of the Germanic tribes' migration into Roman territories?

**True or False**

State whether true or false?

1) Germanic tribes settled in former Roman lands.	True	False
2) The Visigoths were a Germanic tribe.	True	False
3) Europeans brought new diseases to Indigenous peoples.	True	False
4) Jacques Cartier was an explorer from England.	True	False
5) Metal tools were introduced by Europeans.	True	False

**Write**

List three items introduced by Europeans and write how they changed Indigenous ways of life.




## Newspaper Article: The Dark Ages: Myth or Reality?

### Discovery Challenges the 'Dark Ages' Label

Published on July 31, 2024

**Breaking News:** Recent findings by historians and archaeologists are turning the idea of 'Dark Ages' on its head, challenging long-held beliefs about the period following the fall of the Western Roman Empire around 476 AD. This era, often depicted as a time of decline and obscurity in European history, is now being reevaluated as a phase of significant cultural and intellectual activity, particularly in regions like the Byzantine Empire and the Islamic world.

For centuries, the term 'Dark Ages' has been used to describe a period thought to be characterized by economic regression, cultural stagnation, and a breakdown in order and knowledge after the Roman Empire's collapse. However, recent excavations and scholarly research suggest that this narrative may be overly simplistic and misleading.

In the Eastern Roman or Byzantine Empire, which thrived until its fall in 1453, there was significant cultural and scientific advancement. Byzantine scholars preserved and copied classical manuscripts, thus maintaining the legacy of ancient Greece and Rome. Furthermore, the empire was renowned for its architectural innovations, including the famous Hagia Sophia, which features a massive dome that has stood for centuries as a testament to Byzantine

engineering skills.

Meanwhile, the Islamic world saw a golden age of scientific, medical, and mathematical development during this so-called 'Dark Ages'. Scholars in the Islamic Caliphates built on Greek and Roman knowledge and made original contributions that were later pivotal to the European Renaissance. Algebra, from the Arabic word al-jabr, is one such invention that has its origins in the Islamic Golden Age.

These revelations prompt a reconsideration of the term 'Dark Ages' and suggest that while Western Europe might have faced challenges, other regions experienced vibrant cultural and intellectual activity. This evidence points to a more connected and dynamic global world than previously acknowledged.

As scholars continue to uncover artifacts from this era, they are gaining a better understanding of what the 'Dark Ages' truly represented. This new perspective is expected to evolve further, illustrating a more complete historical tapestry that spans across Europe and beyond, challenging our conventional view of history.





**True or False**

Is the statement true or false?

1. The 'Dark Ages' began after AD 500.	True	False
2. Byzantine Empire fell in the 16th century.	True	False
3. Western Europe flourished during this era.	True	False
4. Hagia Sophia features a rectangular dome.	True	False
5. The 'Dark Ages' was solely a European phenomenon.	True	False

**Imagine**

you are a scholar in the Islamic Golden Age. Write a diary entry  
about your daily discoveries.

PREVIEW

---

---

---

---

---

---

---

---

**Questions**

Answer the questions below.

1) What key advancements did the Islamic world achieve during the Dark Ages?

---

---

---

---

2) Why might the term 'Dark Ages' be considered misleading?

---

---

---

---

## Exit Cards

Cut Out

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

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

What contributions to science and mathematics were made during the Islamic Golden Age?

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

What contributions to science and mathematics were made during the Islamic Golden Age?

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

What contributions to science and mathematics were made during the Islamic Golden Age?

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

What contributions to science and mathematics were made during the Islamic Golden Age?



## Drawing Contest – Middle Ages Historical Scenes

### Objective

What are we learning about?

To enhance students' understanding of major historical events between the fifth and fifteenth centuries across various regions including Europe, the Middle East, Africa, Asia, and the Americas through artistic expression and peer discussion.

### Materials

What you will need for the activity.

- Large sheet of paper for drawing
- Pencils and eraser
- Coloured pencils, markers, or colour paints
- Reference sheet about major historical events between the fifth and fifteenth centuries
- Display boards or space for exhibition



### Instructions

How you will complete the activity

1. From the reference sheet, select a significant event that occurred in Europe, the Middle East, Africa, Asia, or the Americas from the fifth to the fifteenth century.
2. Study the information about the event from the reference sheet.
3. Sketch a preliminary outline of your chosen scene on paper, using pencils.
4. Use coloured pencils, markers, or paints to fill in your drawing, emphasizing details that capture the essence of the historical moment.
5. Prepare a short description of the event to accompany your drawing, explaining its significance and historical context.
6. Set up your finished drawing and description on the display board.
7. Participate in a class exhibition where all drawings are showcased. Walk around to view your classmates' work and discuss the different events and artistic interpretations.



## Handout

## Reference sheet on major events from Middle Ages

Region	Event Name	Key Figures	Setting and Landscape Description
Europe	Fall of the Western Roman Empire	Odoacer	The event took place in 476 AD in Rome, with scenes of the imperial palace being seized and the removal of the last Roman emperor.
Europe	The Black Death	Various, including doctors and peasants	Spread across Europe from 1347-1351, visualize crowded, medieval streets with signs of despair and disease.
Middle East	The Siege of Jerusalem	Saladin, Crusaders	Jerusalem in 1187, depicting the fortified city walls, besieging armies, and a tense standoff.
Middle East	The Rise of the Ottoman Empire	Osman I	Early 14th century Anatolia, showing Osman I leading Turks in battles, with Turkish and Byzantine soldiers and rural landscapes.
Africa	The University of Timbuktu	Scholars, Students	Timbuktu in the 14th century, showcasing a vibrant intellectual setting with manuscripts and traditional Sahelian architecture.
Africa	The Reign of Mansa Musa	Mansa Musa	14th-century Mali, depicting Mansa Musa on his pilgrimage, with vast wealth, gold, and diverse African landscapes.
Asia	The Construction of Angkor Wat	Suryavarman II	Early 12th century Cambodia, illustrating the massive stone temple complex surrounded by jungle and artisans at work.
Asia	The Mongol Conquests	Genghis Khan	Early 13th century across Asia, scenes of Mongol horsemen, vast steppes, and besieged cities.
Americas	The Rise of the Aztec Empire	Montezuma I	15th-century Tenochtitlan, with elaborate temples, bustling markets, and canals.
Americas	The Mayan Classical Period	Mayan Rulers and Priests	Depict ancient Mayan cities like Tikal around 500 AD, with towering pyramids, lush jungles, and religious ceremonies.

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

25

Curriculum Connection  
8.4.1

Draw

Draw one of the historical events:

**PREVIEW**



My Name \_\_\_\_\_

Who I Am Assessing \_\_\_\_\_

**Peer Assessment**

Pair up with a classmate and rate each others' drawings using the following criteria.

Criteria	Description	Stars (1: Needs improvement, 5: Best)
<b>Accuracy</b>	Evaluates how historically accurate the details in the drawing are.	☆☆☆☆☆
<b>Creativity</b>	Assesses the originality and creativity in the drawing of the historical event.	☆☆☆☆☆
<b>Detail</b>	Looks at the intricacy and precision of the drawing.	☆☆☆☆☆
<b>Emotional Impact</b>	Measures the emotional response the drawing evokes regarding the historical event depicted.	☆☆☆☆☆
<b>Composition</b>	Judges the arrangement of elements in the artwork and their contribution.	☆☆☆☆☆
<b>Presentation</b>	Assesses the neatness and overall presentation of the artwork.	☆☆☆☆☆
<b>Symbolism</b>	Evaluates the use and representation of symbols relevant to the historical context.	☆☆☆☆☆
<b>Clarity</b>	Measures how easily the main events and figures can be identified and understood.	☆☆☆☆☆

**Glow and Grow****Glow:** Write two things that your partner did really well on.**Grow:** Suggest one area where your partner can improve.

Glow	_____ _____
Glow	_____ _____
Grow	_____ _____

# Block 2:

## Life in Medieval Europe

### Focus

- Reports

The Crusades: Motivations and Consequences, The Viking Invasions and Their Impact, The Role of the Catholic Church in Medieval Europe

- Case Studies

The Catholic Church and New France

- Blog Post

Characteristics of Medieval Europe

- Story

Medieval European Daily Life

- Activities

Role Play, Trivia Card



# The Crusades: Motivations and Consequences

## The Crusades: Motivations

The Crusades, spanning from 1095 to 1291, were a series of religious wars initiated by the Latin Church in medieval Europe. The main motivations behind these wars were deeply intertwined with religious, economic, and political factors.

- **Religious Zeal:** The primary motivation was the Christian zeal to recapture the Holy Land from Muslim control. Pope Urban II's speech at the Council of Clermont in 1095 was to reclaim Jerusalem and the holy places made sacred by the life of Jesus.
- **Economic Gain:** The desire for land and wealth attracted many Europeans. As the population grew, the Crusades were seen as an opportunity to gain territory and resources.
- **Political Power:** European monarchs saw the Crusades as a chance to expand their power. They could gain prestige and influence both at home and abroad.



## The Crusades: Consequences

The Crusades had profound and lasting impacts on Europe and the Middle East:

- **Increased Trade:** The interaction between Europe and the Middle East led to increased trade. Europeans were reintroduced to classical knowledge, spices, silk, and other goods, boosting the economy and leading to the Renaissance.
- **Cultural Exchanges:** Despite the conflicts, there were significant cultural exchanges. Knowledge of astronomy, mathematics, and medicine from the Islamic world flowed back to Europe.
- **Lasting Hostilities:** The Crusades created deep-seated hatreds between Christians and Muslims, affecting Christian-Muslim relations deeply. The memory of the Crusades still influences political and cultural dynamics today.

## Specific Crusades: Variations in Motivations

Different Crusades had varying specific motivations, reflecting the complexity of the historical context:

- **Peasants' Crusade (1096):** Largely driven by religious fervour, this ill-fated expedition involved mainly poor peasants inspired by local preachers.
- **Nobles' Crusade (First Crusade, 1096-1099):** Led by European nobility, motivated by religious duty and the lure of land and wealth in the East.
- **Kings' Crusade (Third Crusade, 1189-1192):** Involving kings such as Richard the Lionheart, driven by a mix of honour, religious commitment, and political strategy.
- **Children's Crusade (1212):** Allegedly led by children, this crusade was more of a tragic event than a military campaign, motivated by a naive vision of peaceful conversion of Muslims in the Holy Land.



**Questions**

Answer the questions below.

1) How did increased trade during the Crusades impact European economies?

---

---

---

---

2) How did the Crusades influence political power for European leaders?

---

---

---

---

**Draw**

Sketch symbols that represent the Crusades' religious, economic, and political motivations.

Religious	Economic	Political

**True or False**

Is the statement true or false?

1) Pope Urban II initiated the Crusades in 1095.	True	False
2) Cultural exchanges were minimal during the Crusades.	True	False
3) The Crusades ended before the 13th century.	True	False
4) Trade decreased significantly due to the Crusades.	True	False
5) The Kings' Crusade did not involve European monarchs.	True	False

## Role Play – Causes and Effects of the Crusades

### Objective

What are we learning about?

To help students understand the motivations behind and the consequences of various Crusades through role-play.



### Materials

What you will need for the activity.

- Costume pieces (surcoats, simple tunics)
- Props (cardboard swords, shields)
- Scenario cards with details about the Crusades
- A classroom space that can serve as a stage

### Instructions

How you will complete the activity.

1. Divide the class into small groups.
2. Provide each group with a scenario card detailing the motivations and outcomes of the Crusade.
3. Allow time for students to plan and rehearse their role play, encouraging them to use their costumes and props creatively.
4. Have each group perform their role play in front of the class, trying to vividly depict the historical context and consequences of the Crusade.
5. After each performance, facilitate a brief discussion allowing other students to ask questions or offer interpretations of the motivations and consequences depicted.
6. Record the performances if possible, to review and discuss later.



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
The Call to Arms	Pope Urban II's rallying cry at Clermont in 1095 urges knights and peasants alike to liberate Jerusalem. This scenario depicts the zeal and fervor that spread through Europe, leading to the First Crusade. Students act out the recruiting of crusaders, a heated debate among villagers about joining, and the emotional farewells.
The Siege of Antioch	During the First Crusade in 1098, crusaders lay siege to Antioch. This scenario focuses on the hardships of the siege, including starvation and disease, the finding of the Holy Lance, and the subsequent capture of the city. Students role-play as besieged city defenders, crusader leaders, and a mysterious hermit who discovers the lance.
Jerusalem Falls	In 1099, Jerusalem is captured after a brutal siege. Students portray crusaders who breach the walls, the desperate city's defenders, and the aftermath involving the establishment of the Kingdom of Jerusalem. This scenario highlights the immediate impacts on both conquerors and local populations.
The Crusader Kings	The establishment of the Crusader states following the First Crusade leads to a power struggle among European nobles in the newly formed territories. Students role-play as rival lords vying for control, local leaders negotiating for their people's safety, and envoys from Europe.
The Second Crusade	Prompted by the fall of the County of Edessa in 1144, this scenario follows the rallying of European forces by King Louis VII of France and Conrad III of Germany. Students act out the planning and disastrous outcome of the crusade, including debates over strategy and the eventual retreat.



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Saladin's Victory	The scenario is set during the Battle of Hattin in 1187, where Saladin defeats the crusader forces, leading to the fall of Jerusalem. Students play Saladin, his generals, a crusader knight, and a captured king, debating the future of the Holy Land and the treatment of prisoners.
The Sack of Constantinople	In 1204, the Fourth Crusade deviates from its holy mission, culminating in the sack of Constantinople. Students act out the events leading to the fall of the city, including the Venetian influence, the decision to attack, the meetings, and the chaos and looting of the city.
The Children's Crusade	In 1212, thousands of children believed they could peacefully reclaim Jerusalem, inspired by visions. This scenario explores the idealism and tragic fate of these young crusaders, the hardships they face, the deceit by merchants, and their eventual fate in foreign lands.
The Fall of Acre	In 1291, the last crusader stronghold in the Holy Land falls. This scenario dramatizes the siege of Acre, the desperate defense by the crusaders, negotiations for surrender, and the final withdrawal from the Holy Land, marking the end of Crusader presence.
The Last Crusade	The scenario covers the Ninth Crusade, led by Prince Edward (later King Edward I of England). It focuses on the limited engagements with Muslim forces, the diplomatic efforts, and Edward's return home due to political issues in England, signalling the waning interest in the crusading movement.



## Blog Post - Characteristics of Medieval Europe

### 8 Fascinating Facts about Medieval Europe

Date: July 31, 2024

Author: Helena Fitzgerald

3-minute read

Medieval Europe was a complex tapestry of social hierarchy, land ownership, and medical challenges. Here are eight intriguing facts to help you understand this era better:



- 1) Feudal Fundamentals:** Feudalism was the prevailing social system where the land was owned by kings and nobles (lords) and worked by peasants (serfs). This arrangement was based on loyalty and military service in exchange for protection and land use.
- 2) Hierarchical Structure:** Society was strictly hierarchical. At the top were the monarchs, followed by powerful lords and lesser nobles (vassals), knights, and at the bottom, the serfs who were tied to the land they worked on.
- 3) Land and Loyalty:** Land ownership was central to the system. Lords granted land to vassals in exchange for military service and loyalty, creating a relationship that was formalized through ceremonies pledging allegiance.
- 4) Role of the Lords:** Lords managed their estates, dispensed justice, and were obligated to protect their vassals and serfs during invasions or conflicts.
- 5) Life of Serfs:** Serfs, although not slaves, had very limited freedom. They could not marry, move away, or own property without their lord's consent. Their lives were characterized by hard labour and few rights.
- 6) Medical Practices:** Medical knowledge in medieval Europe was primitive and often mixed with superstition. Physicians were scarce, and most relied on herbal remedies, religious prayers, or charms.
- 7) Impact of the Black Death:** The Black Death (1347-1351) was catastrophic, wiping out about one-third of Europe's population. This plague profoundly affected social structures, economies, and daily life.
- 8) Superstitions and Science:** The limited understanding of disease led to rampant superstition. Many believed plagues were a divine punishment or caused by bad air (miasma). It wasn't until much later that more scientific approaches to medicine emerged.



**True or False**

Is the statement true or false?

1) Feudalism was primarily an economic system.	True	False
2) Serfs had significant personal freedoms.	True	False
3) The Black Death reduced Europe's population by 10%.	True	False
4) Knights had pledged their allegiance to lords.	True	False
5) The Black Death led to economic devastation.	True	False

**Question**

Answer the questions below.

1) What were the primary duties of a vassal under feudalism?

---

---

---

---

2) How did superstitions influence medical practices in medieval Europe?

---

---

---

---

**Write**

Write a list of five common medieval remedies that might have been used to treat illnesses.

---

---

---

---

---

---

---

---

# The Viking Invasions and Their Impact

## Viking Invasions Overview

The Viking era, spanning from the late 9th to the early 12th century, marked a period of significant upheaval in Europe. Originating from Scandinavia, Viking warriors, explorers, and merchants ventured far beyond their homelands, leaving a lasting impact on European culture, politics, and trade.



## Geography and Raids

The Vikings were renowned for their numerous raids across Europe, exploiting their advanced seafaring technology. Their longships enabled them to navigate not only the North and Baltic Seas but also penetrate deep into river systems. Key areas affected included:

- **British Isles:** Established several settlements, particularly in what is now eastern England.
- **France:** They famously besieged Paris in 845 and later settled in Normandy, known as the land of the Northmen.
- **Russia and the Baltic:** Vikings, often called Varangians, founded what would become the Kievan Rus, a precursor to modern Russia.

## Political Influence

Viking incursions often forced local rulers to fortify cities and adopt new military strategies. Their presence accelerated the formation of centralized states as leaders sought to combat the external threat. For instance, the unification of England under King Alfred the Great was partly in response to Viking invasions.

## Cultural and Economic Impact

The Vikings were not just raiders but also traders and settlers who facilitated cultural exchanges. They introduced Norse mythology and certain technological innovations to the regions they settled. Economically, they established trade routes that connected distant parts of Europe to the Byzantine Empire and the Islamic Caliphates, trading goods such as furs, timber, and silver.

## Key Facts and Statistics

- **Ship Technology:** The Viking longship, with its shallow draft and symmetrical ends, could navigate both high seas and river waters.
- **Trade Goods:** Vikings traded items like honey, wheat, wool, and precious metals.
- **Settlements:** By the 10th century, over 300,000 square kilometers of British Isles land was under Viking control.

These facts highlight the multifaceted roles of Vikings as warriors, traders, and settlers, significantly shaping medieval European history.



## True or False

Is the statement true or false?

1) Viking ships could sail in shallow water.	True	False
2) Vikings traded mainly weapons and shields.	True	False
3) Norse mythology was introduced to the British Isles.	True	False
4) Viking longships were poorly suited for river travel.	True	False
5) Vikings established trade routes to the Islamic Caliphates.	True	False

## Mark

Map and mark the areas in Europe most affected by Viking invasions.



## Questions

Answer the questions below.

1) What was the dual role of Vikings in Europe beyond raiding?

---

---

---

---

2) How did Viking culture influence one of the regions they settled in?

---

---

---

---

## Trivia Card – Viking Invasions and Their Impact

### Objective

What are we learning about?

To engage students in a deep dive into the history of the Viking invasions and their impact on Europe, enhancing their understanding of historical events.

### Materials

What you will need for the activity.

- Blank index cards or cardstock cut into squares.
- Markers, pens, or colored pencils.
- Reference sheets with facts about Viking Invasions



### Instructions

How you will complete the activity

1. Begin with a brief discussion about Viking invasions and their impact.
2. Give each student a set of blank cards and drawing supplies.
3. Using the provided reference sheets, students will write 4 questions about the topic on one side of a card and the answers on the other side.
4. Encourage students to decorate their cards with drawings related to the question.
5. Once the cards are ready, gather the class and play a trivia game. Each student can ask their question(s), and others can guess the answer.
6. Make the game more engaging by keeping score or giving small rewards for correct answers.
7. After the game, as a class, review the correct answers and discuss any new information learned.



## Reference Sheet

## Viking Invasions and Their Impact on Europe

**1. Who Were the Vikings?**

Vikings were seafaring Norse people from Scandinavia (modern-day Denmark, Norway, and Sweden) known for settling across Europe between the 8th and 11th centuries.

**2. Viking Raids**

The Viking Age began with the raid on the Lindisfarne Monastery in Northumbria, England, in 793 AD, marking the first recorded raid by Norsemen.

**3. Viking Ships**

Vikings built efficient ships known as longships, which were crucial for their ability to cover long distances and navigate both open seas and shallow rivers.

**4. Expansion and Settlements**

Vikings established significant settlements and kingdoms in Ireland, England (Danelaw), Northern France (Normandy), and parts of Russia.

**5. Influence on Warfare**

Vikings were known for their advanced battle tactics, which influenced the warfare strategies of European countries that were inspired by their fast attacks.

**6. Trade and Economy**

Beyond raiding, Vikings were also traders and explorers who established trade routes connecting Scandinavia to the rest of Europe and the Middle East, trading goods like furs, tusks, and seal fat.

**7. Viking Settlement in England**

The Vikings established the Danelaw area in Eastern England, where they imposed their own laws and governance systems.

**8. Norman Conquest**

Descendants of the Vikings from Normandy, known as Normans, invaded England in 1066 under William the Conqueror, significantly impacting English history.

**9. Viking Legacy**

The legacy of the Vikings is evident in modern place names, language, and laws within the regions they influenced. Their saga literature and mythology also continue to be an important part of Nordic culture.

**10. Decline of Viking Age**

The Viking Age gradually ended by the late 11th century due to the Christianization of Scandinavian countries, which led to a decline in raiding as a culturally acceptable activity.

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

39

Curriculum Connection  
8.4.2

Index Cards

Write 4 different questions on the lines below. After you cut out the cards, write the answer to the question on the back.

**PREVIEW**





**Reflection**


Answer the questions below.

1) Mark on the emotional metre how you felt before, during, and after the trivia game.


**BEFORE**


Confident 


Nervous 

Excited 

**AFTER**

Confident 

Nervous 

Excited 

*PREVIEW*

2) Write a few sentences explaining why your emotions changed at these stages.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) What did you find most interesting about the Viking invasions and why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## The Role of the Catholic Church in Medieval Europe

### Church Influence on Society

The Catholic Church was a dominant force in medieval Europe, shaping the lives and beliefs of millions. Its influence permeated various aspects of daily life, from education to politics.



### Educational Impact

During the Middle Ages, the Catholic Church played a crucial role in education. Most schools were church-run, and clergy were often the primary teachers and members of the community.

The Church's involvement in education served both to promote literacy and to spread the Christian doctrine. Key points about Church education include:

- Monasteries were primary centers for learning, preserving a wealth of ancient texts.
- Universities in Paris and Bologna were established under the auspices of the Church, influencing educational practices throughout Europe.

### Artistic Contributions

The Church was a significant patron of the arts. It commissioned works that were primarily religious in nature, aimed at glorifying Christianity and educating the illiterate masses about biblical stories. Examples of Church-commissioned art include:

- Stained glass windows depicting biblical scenes, found in many cathedrals.
- Magnificent frescoes by artists such as Giotto in the Sistine Chapel, which were used to teach the scriptures visually.

### Political and Social Stability

The Church also played a pivotal role in maintaining social order and political stability. It often acted as a mediator between feuding parties, including kings and nobles. The Church's moral authority allowed it to exert influence over European monarchs, often leading to the Church acting as a stabilizing force in the governance of the realm.

### Suppression of Ideas and Views on Other Faiths

While the Church encouraged learning, it also suppressed ideas that were contrary to its teachings. The Inquisition, for example, was established to combat heresy and enforce religious uniformity. Additionally, the Church's view on other faiths was generally intolerant. Non-Christian religions were often persecuted, and efforts were made to convert other faiths to Christianity.

Through these roles, the Catholic Church significantly shaped medieval European society, leaving a legacy that would influence the Western world for centuries.



**Questions**

Answer the questions below.

1) How did the Catholic Church influence medieval education?

---

---

---

---

2) What was the role of the Church in political stability during medieval times?

---

---

---

---

**True or False**

State whether true or false?

1) Schools were mostly secular in medieval Europe.

True

False

2) Universities were independent of church influence.

True

False

3) Stained glass windows taught biblical stories.

True

False

4) The Inquisition promoted religious tolerance.

True

False

5) Non-Christian faiths were often celebrated.

True

False

**Draw**

Draw a simple stained glass window design that could tell a biblical story.

---

---

---

---

---

---

---

---

---

---

# Exit Cards

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

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

Circle the correct answer.

1) Who ran most schools in the Middle Ages?	Clergy
	Monarchs
2) Where was a university established under the Church's influence?	Paris
	London
3) What was a feature of Church-commissioned art?	Portraits
	Frescoes
4) How did the Church view other faiths?	Intolerant
	Welcoming
5) What type of scenes were depicted in cathedral stained glass windows?	Biblical
	Natural

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

Circle the correct answer.

1) Who ran most schools in the Middle Ages?	Clergy
	Monarchs
2) Where was a university established under the Church's influence?	Paris
	London
3) What was a feature of Church-commissioned art?	Portraits
	Frescoes
4) How did the Church view other faiths?	Intolerant
	Welcoming
5) What type of scenes were depicted in cathedral stained glass windows?	Biblical
	Natural

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

Circle the correct answer.

1) Who ran most schools in the Middle Ages?	Clergy
	Monarchs
2) Where was a university established under the Church's influence?	Paris
	London
3) What was a feature of Church-commissioned art?	Portraits
	Frescoes
4) How did the Church view other faiths?	Intolerant
	Welcoming
5) What type of scenes were depicted in cathedral stained glass windows?	Biblical
	Natural

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

Circle the correct answer.

1) Who ran most schools in the Middle Ages?	Clergy
	Monarchs
2) Where was a university established under the Church's influence?	Paris
	London
3) What was a feature of Church-commissioned art?	Portraits
	Frescoes
4) How did the Church view other faiths?	Intolerant
	Welcoming
5) What type of scenes were depicted in cathedral stained glass windows?	Biblical
	Natural



## Role Play – Influence of the Catholic Church

### Objective

What are we learning about?

This activity aims to help students understand the extensive influence of the Catholic Church during medieval times by engaging in role-play scenarios.



### Materials

What will need for the activity.

- Costume items (robes, hats, etc.)
- Props (books, scrolls, candles, etc.)
- Scenario cards (describing various medieval scenarios)
- A makeshift "church" setup (chairs, tables, etc. arranged to resemble a medieval church setting)

### Instructions

How you will complete the activity

1. Divide the class into small groups and assign each group a scenario card.
2. Allow time for students to prepare their roles, encouraging them to use the props and costumes to enhance their character portrayal.
3. Each group will then perform a role play for the class, demonstrating how the Catholic Church influenced medieval life as given in their scenario description.
4. After all the groups have performed, hold a class discussion to compare the influences and discuss how the Church shaped various facets of society.
5. Wrap up the activity by reflecting on the differences and similarities between the Church's role in medieval Europe and its role in the modern world.



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
The Church Scholar	Students take on the roles of scholars in a monastery library where they discover a forgotten manuscript. They engage in debates about its origin and significance, decide to translate it to make it accessible, and plan a public reading to share their findings with the community. The scholars prepare for a church council to present their work, reflecting on how their efforts could influence medieval society.
The Cathedral Builder	In this scenario, students act as architects and craftsmen tasked with designing a new cathedral. They present initial designs, discuss various architectural and symbolic elements with a bishop, and handle conflicts that arise. A diplomatic resolution leads to a compromise that enhances the cathedral's design. The community participates in a cornerstone-laying ceremony, and the bishop blesses the cathedral, discussing the role of the church in worship.
The Bishop's Decision	Students portray a bishop, a monk, and a local lord as they discuss reforming laws influenced by church doctrines. The plot includes arguments from different social classes, competition from peasants, leading to a reflective decision-making process by the bishop. The decision is publicly announced at the cathedral, followed by a discussion among the bishop and advisors on the church's role in governance and justice.
The Artist's Commission	Students act as artists and church patrons who brainstorm themes for new church frescoes. They explore various biblical stories, handle disagreements on artistic interpretations, and collaboratively work on the mural. The church hosts a grand unveiling ceremony that attracts local dignitaries, with artists reflecting on the role of art in religious expression and community identity.
The Feast Day	Students become parish members planning an annual feast day, handling logistics, and discussing the saint being honoured. A miscommunication leads to a supply shortage, requiring quick problem-solving. The feast features a procession, mass, and community plays about the saint's life, concluding with reflections on the church's role in community bonding.



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
The Political Alliance	In this role play, students are church leaders and royal envoys negotiating a political alliance. They draft an alliance document, address concerns about the church's power, and make a public announcement that elicits mixed reactions. The scenario ends with a discussion on future political strategies and the implications of the alliance.
The Village Priest	Students role-play a village priest and villagers discussing church matters, resolving land disputes, and counselling a young couple. The priest organizes a charity drive and delivers a sermon addressing community needs. The activity concludes with the priest reflecting on his duties and the spiritual needs of his parishioners.
The Church Court	This scenario involves students acting as judges, a plaintiff, and a defendant in a church court. They present evidence about a disputed inheritance, debate its merits based on church laws, and announce a verdict. The session concludes with a discussion on the church's role in maintaining social order through justice.
The Pilgrimage	Students play pilgrims and a monk guiding them on a journey. They discuss religious significance, face challenges along the way, and experience spiritual revelations at the pilgrimage site. The group shares their insights at a communal gathering upon their return, reflecting on how the journey affected their lives.
The Monastic Life	In 'The Monastic Life', students experience a day in the life of monks, starting with morning prayers, engaging in manual labour, and debating theological issues. They handle a conflict over religious texts, receive visitors, and prepare for a religious festival, ending the day with a reflective discussion on monastic virtues and challenges.

**Reflection**

Answer the questions below.

1) How did your role demonstrate the influence of the Catholic Church in medieval Europe?

---

---

---

---

2) Reflect on the differences and similarities between the Church's role in medieval Europe and its role in the modern world by writing three points.

**Church's role in medieval Europe****Church's role in the modern world**

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



**Story: Medieval European Daily Life****A Day in the Life of a Medieval Apprentice**

In the bustling town of Winchester in the year 1350, young Thomas was rising before dawn. As an apprentice to Master Gilbert, a skilled blacksmith, his days were long and arduous. Apprenticeships like his were common in medieval Europe, where learning a trade was crucial for a young man's future. Thomas had signed a contract to train for seven years, receiving food, lodging, and the skills needed to one day become a master craftsman himself.



Thomas's daily life revolved around the forge where he learned to craft horseshoes, keys, and intricate metal locks. The clang of hammer on anvil was his constant companion, and his hands were always stained with soot. "Remember, Thomas, work must be precise," Master Gilbert often reminded him, underscoring the importance of their work. Guilds, like the Blacksmiths' Guild to which Gilbert belonged, regulated the quality of workmanship and provided a support network for their members. They set standards and prices, and protected the secrets of their trades.

Education was not limited to trade skills. Across town, the University of Oxford was thriving, a beacon of learning in medieval Europe. Universities like this were rare but influential, focusing on subjects like theology, medicine, and law, attracting scholars from across the continent who engaged in rigorous debates and expanded the boundaries of contemporary knowledge.

Military and religious training were other facets of medieval education. While Thomas worked the forge, his friend William trained with the local garrison, learning the art of combat expected of knights. Meanwhile, Cecily, Thomas's sister, found her calling in the convent, where she learned to read and write—a rare skill for women at the time.

Through these varied paths of apprenticeship, military service, and religious devotion, the people of medieval Europe carved out their destinies. Each day was a step toward mastering their craft or deepening their knowledge, shaping the intricate tapestry of medieval society.

## True or False

Is the statement true or false?

1. Thomas's apprenticeship lasted seven years.	True	False
2. Oxford focused solely on medical studies.	True	False
3. Only men received education in medieval Europe.	True	False
4. The Blacksmiths' Guild regulated food prices.	True	False
5. Universities were common across medieval Europe.	True	False

## Question

Write two questions you have about the text.

1)	
2)	

## Questions

Answer the questions below.

1) What was the role of guilds in medieval European society?
2) What was the significance of military training during medieval times?



# **Block 3:**

## **The Rise of Islam and the Ottoman Empire**

### Focus

- Reports

The Rise of Islam: Achievements and Influence, The Spread of Ideas and Technologies, The Ottoman Empire: Expansion and Influence

- Case Studies

The Spread of Islamic Ideas in Canada,

- Story

Arab Conquests and Their Impact

- Activities

Fact or Fiction, Arab Conquests Mapping, Vocabulary Snowman

# The Rise of Islam: Achievements and Influence

## Early Beginnings and Key Achievements

The Islamic civilization, which began in the 7th century, rapidly expanded beyond its origins in the Arabian Peninsula. This civilization made substantial contributions across various fields such as art, literature, science, and religion. By the 8th century, the Islamic empire had grown to encompass vast areas, including parts of Asia, Africa, and Europe, fostering a rich exchange of knowledge and culture.



## Art and Architecture

Islamic art and architecture are renowned for their vibrant patterns and intricate designs. Notable features include:

- **Geometric and Calligraphic Art:** These became hallmarks of Islamic design, utilized in mosques, palaces, and everyday objects.
- **Architectural Innovations:** The development of structures such as the dome and the minaret. The Great Mosque of Cordoba and the Alhambra in Spain are prime examples of Islamic architectural achievements.

## Advances in Science

Islamic scholars made significant advancements that influenced various scientific fields:

- **Medicine:** Scholars like Al-Razi and Ibn Sina (Avicenna) wrote extensively on medicine. Their works, particularly Ibn Sina's "The Canon of Medicine," were used as standard medical texts in Europe for centuries.
- **Mathematics:** The introduction of the Arabic numeral system and algebra to Europe facilitated the growth of mathematics during the Renaissance.

## Literature and Philosophy

Islamic literature and philosophy flourished during this era, influencing Western thought and literature.

- **Philosophical Works:** Scholars such as Al-Farabi and Avicenna integrated Greek philosophy with Islamic thought, influencing European philosophers like Thomas Aquinas.
- **Literary Contributions:** Works such as "One Thousand and One Nights" continue to be celebrated worldwide for their rich storytelling and cultural depth.

## Religious Influence and Cultural Exchange

Islam's religious teachings also contributed to its cultural and intellectual achievements. The emphasis on learning and scholarship led to the establishment of libraries and universities in the Muslim world, such as the House of Wisdom in Baghdad. These institutions became centers of knowledge that preserved and enhanced the learning of earlier civilizations, including Greek and Roman.



**Questions**

Answer the questions below.

1) How did Islamic medicine influence European practices?

---

---

---

---

2) How did Islamic philosophy integrate with European thought?

---

---

---

---

**Write**

List and describe key innovations introduced to Europe through Islamic civilization.


**True or False**

Is the statement true or false?

1) Algebra was introduced to Europe by Islamic scholars.	True	False
2) The Canon of Medicine was written by Al-Farabi.	True	False
3) Paper-making technology originated in Islamic Spain.	True	False
4) One Thousand and One Nights is a collection of poems.	True	False
5) The House of Wisdom was located in Rome.	True	False

## Fact or Fiction – Islamic Achievements and Influence

### Objective

What are we learning about?

To help students improve their critical thinking skills and learn more about Islamic achievements and their influence on various fields.

### Materials

What you will need for the activity.

- A list of statements about Islamic achievements and their influence on various fields.
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room.
- Designated areas in the classroom for the 'Fact' and 'Fiction' signs, allowing students to move to either side.



### Instructions

How you will complete the activity.

1. Your teacher will read statements from cards. Listen attentively as each statement is shared.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!



## Fact or Fiction

Read the statements to the class:

#	Statement	Fact or Fiction
1	The concept of algebra was developed by Islamic mathematician Al-Khwarizmi.	Fact
2	Muslims invented the magnetic compass which was used by sailors to explore new lands.	Fiction
3	The first university was founded in Fez, Morocco.	Fact
4	Islamic surgeons were the first to use anesthesia during surgeries.	Fact
5	Number zero was introduced to Europe by Islamic scholars.	Fact
6	Coffee was first brewed in China.	Fiction
7	Islamic artists developed the technique of making glass mirrors.	Fact
8	The Earth revolves around the Sun, a theory first proposed by Muslim astronomers.	Fiction
9	The game of chess was invented by Islamic scholars.	Fact
10	Islamic scholars believed the Earth was flat.	Fiction
11	The first accurate map of the world was created by the scholar Al-Idrisi.	Fact
12	Gunpowder was invented by Muslim chemists.	Fiction
13	The concept of quarantine was first introduced by Muslim scholar Sina (Avicenna).	Fact
14	Muslims built the first mechanical clock powered by water.	Fact
15	Islamic astronomers discovered Pluto in the 10th century.	Fiction
16	Hospitals as we know them today were first developed in the Islamic world.	Fact
17	Islamic scholars named more than 200 stars currently used today.	Fact
18	The Great Wall of China was originally an Islamic invention to prevent invasions.	Fiction
19	The flying machine was first sketched and conceptualized by the famous inventor Abbas Ibn Firnas.	Fact
20	Islamic law was the basis for the development of European legal systems during the Middle Ages.	Fiction



## The Spread of Ideas and Technologies

### The Silk Road: A Highway of Ideas

The Silk Road was not just a trade route that connected the East with the West; it was also a vibrant transmission belt for ideas and technologies. From the fifth century onwards, it facilitated not only the exchange of goods like silk and spices but also the spread of innovative concepts across continents.

For example, papermaking, originally developed in China, spread through this route by the 11th century. The evolution of new information was stored and shared.



### Islamic Influence and Knowledge Transfer

During the medieval period, Islamic scholars played a crucial role in enriching European knowledge. Cities like Baghdad, Damascus, and Cordoba became centers where philosophical, mathematical, and scientific ideas flourished.

Notably, Islamic scholars translated and expanded upon the works of ancient Greeks, passing this enriched knowledge to Europe. This led to advancements in algebra, chemistry, and medicine. By the 12th century, European scholars traveled to these Islamic centers to learn and later disseminate knowledge in the West.

### Key Innovations and Their Impacts

Several critical technologies spread across the world during this period, having a lasting impact on various societies. Here are notable examples:

- **Paper:** Invented in China, paper became essential for record-keeping, education, and literature.
- **Compass:** Also from China, the compass was vital for navigation, significantly aiding explorers during the Age of Discovery.
- **Printing Technology:** Although developed later, the roots of movable type printing began in this era, leading to the print revolution in Europe.

These examples illustrate the dynamic exchange of ideas and technologies facilitated by trade routes and the sharing between different cultures. This period highlights how interconnectedness can drive collective human progress and innovation, setting the stage for the modern world.



## True or False

Is the statement true or false?

1) The Silk Road primarily traded silk and spices.	True	False
2) Paper was invented in Europe and spread to China.	True	False
3) The astrolabe was used for deep sea fishing.	True	False
4) Al-Khwarizmi contributed to European mathematics.	True	False
5) The "Canon of Medicine" was seldom used in Europe.	True	False

## Question

Answer the questions below.

1) How did the Silk Road facilitate the spread of technologies?

2) How did gunpowder change the nature of warfare and medicine in Europe?

## Making Connections

What does this reading remind you of in your life?

# Exit Cards

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

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

Is the statement true or false?

1) The Silk Road was only for trading goods.	True	False
2) Papermaking reached Europe by the 11th century.	True	False
3) Printing technology originated in Europe.	True	False
4) Movable type printing began in China.	True	False

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

Is the statement true or false?

1) The Silk Road was only for trading goods.	True	False
2) Papermaking reached Europe by the 11th century.	True	False
3) Printing technology originated in Europe.	True	False
4) Movable type printing began in China.	True	False

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

Is the statement true or false?

1) The Silk Road was only for trading goods.	True	False
2) Papermaking reached Europe by the 11th century.	True	False
3) Printing technology originated in Europe.	True	False
4) Movable type printing began in China.	True	False

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

Is the statement true or false?

1) The Silk Road was only for trading goods.	True	False
2) Papermaking reached Europe by the 11th century.	True	False
3) Printing technology originated in Europe.	True	False
4) Movable type printing began in China.	True	False



## Case Study: The Spread of Islamic Ideas in Canada

### Background on Islamic Contributions

Islamic civilization, flourishing between the 7th and 15th centuries, was a beacon of knowledge in fields like science, medicine, and literature. Islamic scholars made significant strides in areas such as astronomy, mathematics, and navigation. These advancements were not confined to the Islamic world but spread across continents, influencing other cultures and societies.



### Influence on European Explorers

European explorers played a pivotal role in charting the Canadian landscape, significantly influenced by Islamic navigation techniques. These techniques were essential for the accurate mapping and exploration of new territories.

The astrolabe, an innovative tool developed by Islamic scientists for celestial navigation, was adopted by European explorers. This allowed explorers to determine latitude by measuring the altitude of the stars, a critical factor in their success in navigation.

### Islamic Ideas in Canadian Trade Networks

- 1) **Navigation Techniques:** Adoption of astrolabe and advanced cartographic methods.
- 2) **Medicinal Knowledge:** Use of herbal remedies and surgical techniques learned through interactions with Islamic regions.
- 3) **Architectural Influence:** Introduction of geometric designs and engineering concepts that influenced early Canadian building techniques.

### Impact and Legacy

The integration of Islamic knowledge into Canadian exploration and trade was part of a larger pattern of global exchange. This cross-cultural interaction was crucial in the development of Canada's early infrastructure and its ability to engage in effective trade and exploration.

The influence of Islamic scholarly work provided European explorers with the tools necessary to navigate and map the vast Canadian landscape, highlighting the interconnectedness of the world long before the modern era of globalization.

Through this exchange, Canada became a part of a global network of knowledge and culture that was instrumental in shaping its early history and development. The legacy of these exchanges is evident in the multicultural makeup of modern Canada, showcasing the long-standing global interactions that have defined the nation.

**True or False**

Is the statement true or false?

1) The astrolabe determined longitude.	True	False
2) Geometric designs influenced Canadian architecture.	True	False
3) Islamic achievements spanned from the 7th to 17th centuries.	True	False
4) The astrolabe was initially developed in Europe.	True	False
5) Islamic ideas reached Canada via the fur trade.	True	False

**Write**

Use key words from the case study and write a creative sentence


**Questions**

Answer the questions below.

1) What is the significance of geometric design in early Canadian architecture?


2) How did Islamic medicinal knowledge impact Canadian explorers?




# The Ottoman Empire: Expansion and Influence

## The Rise of the Ottoman Empire

The Ottoman Empire, beginning in the early 1300s, rapidly grew to be one of the most powerful states in the world. By the late 1500s, it spanned large parts of Europe, North Africa, and the Middle East. The empire was founded by Osman I and expanded dramatically under successive sultans, reaching its Zenith (peak) under Suleiman the Magnificent.



## Expansion and Conquest Regions

The Ottoman Empire's expansion was marked by significant military conquests and strategic marriages. The empire successfully conquered Constantinople in 1453, marking the end of the Byzantine Empire and solidifying Ottoman control over the Balkans and Anatolia. Over the next century, the empire stretched into:

- **Europe:** Including large parts of the Balkan region.
- **North Africa:** Encompassing Egypt and extending west to modern-day Algeria.
- **Middle East:** Control extended over Saudi Arabia and parts of the Arabian Peninsula.

These conquests allowed the Ottomans to control key trade routes and influenced the cultural and economic landscapes of the regions.

## Administrative Innovations and Cultural Achievements

Under Ottoman rule, a sophisticated system of administration was developed. This included the division of the land into provinces overseen by governors appointed by the sultan. The legal system was based on Islamic law with the sultan as the supreme ruler.

## Cultural Achievements:

- **Architectural Innovations:** The Ottomans are renowned for their contributions to Islamic architecture, with the Sultan Ahmed Mosque in Istanbul being a prime example.
- **Art and Literature:** The empire was a melting pot of cultures, which fostered a rich tradition of art, including the famous Iznik tiles, and literature influenced by Persian, Arabic, and Turkish traditions.
- **Science and Education:** The Ottomans established schools, libraries, and hospitals, which contributed to educational and scientific advancements during their reign.

## Lasting Influence on the Regions

The Ottoman Empire's influence remains visible in the administrative, legal, and cultural aspects of the regions it once governed. The use of the Turkish language in former Ottoman territories, the prevalence of Islamic culture, and architectural styles are testaments to the empire's lasting impact. Ottoman culinary traditions and coffee culture have also left an enduring mark on European and Middle Eastern cuisine and social habits.

**True or False**

Is the statement true or false?

1) The Ottoman Empire began in the 1400s.	True	False
2) Constantinople was captured in 1453.	True	False
3) The empire did not reach into North Africa.	True	False
4) Islamic law formed the basis of Ottoman legal systems.	True	False
5) Ottoman schools decreased during the empire.	True	False

**Question**

Answer the questions below.

1) How did the Ottoman Empire expand its territory during its peak?

---

---

---

---

2) What were the lasting cultural impacts of the Ottoman Empire on Europe?

---

---

---

---

**Draw**

Draw a traditional Iznik tile pattern that might have been used during the Ottoman period.

---

---

---

---

---

---

---

---

---

---



# **Block 4:**

# **China and the Mongol Empire**

## Focus

- Reports

China: An Advanced Civilization, The Mongol Empire: Expansion and Impact

- Case Studies

Chinese Culture in Canadian Settlements

- Blog Post

Contributions of Various Societies

- Activities

Fact or Fiction, Tableau

## China: An Advanced Civilization

### Historical Context of China's Achievements

Between the fifth and fifteenth centuries, China established itself as a leading civilization through remarkable advancements in various fields. This era, spanning from the late Han dynasty through the Ming dynasty, was marked by significant contributions to science, technology, philosophy, and art. These contributions not only shaped Chinese society but also had a profound impact on the world.



### Key Scientific and Technological Innovations

China's medieval period was distinguished by several groundbreaking innovations that revolutionized the way the world functioned, both at the time and in subsequent centuries. Here are some of the most influential:

- **Gunpowder:** First developed by Chinese alchemists in the 9th century, gunpowder was initially used for fireworks and later for military applications, changing the nature of warfare globally.
- **Printing Technology:** The invention of woodblock printing in the Tang dynasty and movable type printing in the Song dynasty enabled mass production of books, greatly enhancing the spread of knowledge.
- **The Compass:** Originally developed for divination in the Han dynasty, the magnetic compass was adapted for navigation during the Song dynasty, facilitating maritime exploration and trade.

### Philosophical and Artistic Flourishes

China's philosophical and artistic achievements were equally impressive. The consolidation and growth of Confucianism and Taoism, which not only shaped Chinese spiritual and moral philosophy but also governance and social structure. Artistic expression flourished, particularly in the form of painting, calligraphy, and porcelain, which were highly valued both in China and beyond its borders.

Philosophers like Zhu Xi redefined Confucianism, which deeply influenced both private conduct and governmental policies. In art, the Song dynasty is renowned for its landscape paintings that emphasized harmony between humans and nature, setting a precedent that continues to influence art today.

### Impact on the World

The inventions and cultural achievements of medieval China left a lasting legacy on the world stage. European navigation, scientific development, and even military tactics were shaped by Chinese innovations such as gunpowder and the compass. The widespread impact of Chinese printing technology set the stage for the Renaissance in Europe.



## Questions

Answer the questions below.

1) What is the significance of the compass in maritime history?

2) What is the role of Confucianism in Ming dynasty governance?

## Write

Describe the role of a scholar in the Ming dynasty.

## True or False

Is the statement true or false?

1) Gunpowder was first used for military purposes.	True	False
2) Movable type printing originated in the Tang dynasty.	True	False
3) The magnetic compass was used during the Han dynasty.	True	False
4) Zhu Xi was a prominent Taoist philosopher.	True	False
5) Landscape painting declined during the Song dynasty.	True	False

# The Mongol Empire: Expansion and Impact

## Mongol Empire Expansion

The Mongol Empire, founded by Genghis Khan in 1206, rapidly became one of the largest empires in history. By the thirteenth century, it expanded across Asia to parts of Europe and the Middle East. This vast empire included diverse territories such as China, Russia, and Persia, illustrating its immense reach and power.



## Key Expansion Areas

- 1) **China:** Genghis Khan began his conquest of China by 1209, eventually leading to the establishment of the Yuan Dynasty by his grandson, Kublai Khan.
- 2) **Europe:** The empire's reach extended into Eastern Europe, including invasions of Hungary and Russia, which left a lasting impact on European history.
- 3) **Middle East:** The Mongol Empire expanded into the Middle East by defeating the Khwarezmian Empire, significantly affecting countries like Iran and Iraq.

## Impact on Conquered Regions

The Mongol Empire's rule had profound effects on the regions it conquered, notably in promoting trade and cultural exchanges. The Silk Road, a network of trade routes connecting East and West, flourished under Mongol control, leading to increased movement of goods, ideas, and technologies.

## Promotion of Trade

Under Mongol rule, the Silk Road experienced a significant revival. The empire established a stable political environment that allowed traders to travel vast distances safely. This led to an increase in trade activities, including the exchange of silk, spices, and precious metals.

## Cultural Exchanges

The Mongol Empire was instrumental in fostering cultural exchanges across its territories. They encouraged the movement of people and ideas across the empire, which led to significant advancements in science, technology, and culture. Notable contributions included:

- The spread of printing and gunpowder technology from China to the West.
- The introduction of Persian administrative practices into China.
- Enhanced artistic exchanges, leading to diverse artistic styles in the regions under Mongol influence.



## True or False

Is the statement true or false?

1) Genghis Khan founded the Mongol Empire in 1210.	True	False
2) The Mongols invaded Hungary and Poland by 1230.	True	False
3) Kublai Khan was Genghis Khan's brother.	True	False
4) The Silk Road was primarily a sea route.	True	False
5) The Yuan Dynasty was established by 1250.	True	False

Question Write two questions you have about the text.

1)	
2)	

## Questions

Answer the questions below.

1) How did the Mongol Empire promote trade along the Silk Road?

<hr/> <hr/> <hr/> <hr/>
-------------------------

2) What was the significance of the Yuan Dynasty in Chinese history?

<hr/> <hr/> <hr/> <hr/>
-------------------------

## Activity – The Mongol Empire Tableau

### Objective

What are we learning about?

Students will explore and understand the historical expansion of the Mongol Empire through the creation of silent tableaux.

### Material

What you will need for the activity.

- Information and brief summaries of historical expansion of the Mongol Empire
- Simple costumes or props
- A camera or smartphone to capture tableaux



### Instructions

How you will complete the activity

1. Divide the class into small groups, assigning each group a specific event or location related to the Mongol Empire's expansion.
2. Give the students time to read about their assigned event and create a tableau. They should decide who will represent each character and how they will physically represent the scenario, in about 4-5 frozen scenes.
3. If costumes or props are available, allow time for the students to select and prepare these items to enhance their tableau.
4. Have each group present their tableau to the class. While one group performs, the others should observe quietly.
5. Allow the performing group to hold their poses for about 10 seconds so that observers can take in all the details.
6. After each performance, allow the class to ask questions about the event and the choices made in the tableau.
7. If available, take photos of each tableau for future reference and reflection.



## Tableaus

## Tableau scenes for Mongol Empire Expansion

#	Impact	Description of Scene for Tableau
1	Rise of Genghis Khan	Genghis Khan stands at the kurultai (like a meeting or council), passionately addressing the gathered tribes about unity and strength. Tribal leaders pledge their allegiance to Genghis Khan, marking the formation of a united Mongol nation. Genghis Khan and his advisors look at maps, planning their strategies for expansion. The ceremonial moment is when Genghis Khan is officially declared as the Great Khan. Celebrations erupt among the Mongol people, signifying a new beginning under a single leader.
2	Conquest of Beijing (1215)	Mongol warriors prepare siege weapons outside the fortified walls of Beijing. A fierce battle ensues as the Mongols launch a fierce assault on the city gates. Soldiers breach the walls, flooding into the city. Genghis Khan watches from a distance, victorious, as smoke rises from the city.
3	Battle of Kalka River (1223)	Mongol cavalry assault the Russian and Cuman armies, anticipating an easy victory. The Mongols suddenly turn and encircle their pursuers in a pincer movement. There is a clash, with Mongol archers destroying the enemy ranks. Mongol leaders celebrate their cunning victory over the Russian and Cuman armies.
4	Invasion of Khwarezmia (1219-1221)	Genghis Khan sends envoys (messengers) to the Khwarezmia, hoping to establish trade relations. Due to the mistreatment of his envoys, Genghis Khan orders a full-scale invasion. Mongol troops lay siege to the wealthy city of Samarkand, overwhelming its defences. Inside Samarkand, citizens and soldiers brace for the Mongols' entry. The Mongols hold a grand assembly in the conquered city square, declaring their dominance.
5	European Campaign (1236-1242)	The Mongols begin their march into Eastern Europe, crossing into Russian territories. The preparation of Mongol troops before the Battle of Mohi, strategizing under starlit skies. A fierce confrontation at the Sajo River, with Mongol tactics overpowering Hungarian knights. There is a solemn scene showing the Mongols mourning the death of Ögedei Khan, leading to their decision to retreat. A reflective moment occurs as Mongol leaders assess a map of Europe, plotting potential future campaigns.



## Tableaus

## Tableau scenes for Mongol Empire Expansion

#	Impact	Description of Scene for Tableau
6	Siege of Baghdad (1258)	Hulagu Khan prepares his forces outside Baghdad, demonstrating the strength of the Mongol army. The siege begins with the relentless bombardment of the city's walls. Citizens inside Baghdad face the onslaught, showcasing fear and desperation. Mongols enter Baghdad, marking the fall of the city with widespread destruction. The tragic end scene displays the burning of the House of Wisdom, symbolizing the loss of a great cultural heritage.
7	Mongol naval expeditions against Japan (1274 and 1281)	Mongol generals oversee the construction of massive fleets intended for the invasion of Japan. Sailors and warriors board the ships, preparing for the perilous journey ahead. A violent storm hits the fleets, demonstrating the ships being battered by the "divine wind" (kamikaze). Survivors struggle amidst the wreckage in the aftermath of the failed invasions. A scene depicting the reflection of Mongol leaders, reflecting on the failure and the divine intervention claimed by the Japanese.
8	Pax Mongolica	A bustling trade route scene with traders from diverse backgrounds exchanging goods and ideas. A Mongol patrol ensures the safety of a caravan. Scholars and artisans freely share ideas and technology across cultural boundaries. A peaceful market scene with people trading in harmony. A nighttime scene where traders recount tales of distant lands, facilitated by the stability of Mongol rule.
9	Fall of the Mongol Empire	A council of Mongol leaders debates internal strife and division within the Empire. Scenes of rebellion and discontent in various regions formerly under Mongol control. The fragmentation of the Empire into different khanates, each claiming independence. Former vassals and subject peoples declaring their own sovereignty, erecting flags over reclaimed territories. A reflective scene depicting an elderly Mongol reflecting on the lost unity.
10	Establishment of the Yuan Dynasty (1271)	Kublai Khan's coronation ceremony as Emperor of China, emphasizing the melding of Mongol and Chinese traditions. Administrators enact reforms to govern the vast new empire, showing scenes of legislative (law-related) activity. Kublai Khan presiding over a court session, demonstrating the new legal system. Cultural celebrations that include both Mongol and Chinese elements, symbolizing the fusion under Yuan rule. Engineers and architects planning the new capital of Dadu (Beijing).



**Peer Assessment**

Assess the performance of another student from your group

Name of student being Assessed: _____		Assessor's Name: _____		
Criteria	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Clarity of Body Positioning				
Expressiveness of Facial Features				
Clarity of Expression				
Historical Accuracy				
Overall Impact				

**Two Stars And A Wish**

Identify two strengths (stars) and one area for improvement (wish) about your group's performances.

Write two strengths and one weakness of a peer's performance

★	_____
★	_____
★	_____

# **Block 5:**

## **Legacy of the Middle Ages**

### Focus

- Reports

Medieval Art and Architecture, The Legacy of the Middle Ages in Modern Times

- Case Studies

Gunpowder in Canadian Conflicts

- Newspaper Article

Technology in the Middle Ages

- Activities

PowerPoint Collage, Technological Developments Project, Spelling Bee



## Medieval Art and Architecture

### Artistic Flourishes of the Middle Ages

The period from the fifth to the fifteenth century was marked by significant developments in art and architecture, reflecting the diverse cultures of the Middle Ages. Art during this era was characterized by detailed iconography and vibrant colors, primarily used in religious contexts.

- 1) **Gothic Art:** Emerging around the 12th century, Gothic art is renowned for its dramatic and expressive style. This style was especially prominent in stained glass windows and paintings within cathedrals.
- 2) **Islamic Art:** Known for its intricate patterns and avoidance of figurative representation, Islamic art influenced designs in the Middle Ages, especially architecture. The use of geometric patterns and calligraphy was prevalent.



### Masterpieces in Stone and Wood

The architecture of the Middle Ages produced some of the most awe-inspiring structures that continue to stand today. These buildings were not only places of worship and defense but also symbols of power and divine blessing.

- **Cathedrals:** The Notre Dame de Paris, an exemplar of Gothic architecture, features pointed arches and elaborate stained glass windows, showcasing architectural values.
- **Mosques:** The Alhambra in Spain integrates Islamic art with intricate geometric work and flowing Arabic script, showcasing the cultural blend of the era.
- **Palaces:** The Palazzo Vecchio in Florence demonstrates the transition to Renaissance palaces of the era, combining robust structures with the emerging Renaissance style.

### Literary Contributions

The Middle Ages were also a time of rich literary output, with works that have permeated through centuries. Dante Alighieri's "Divine Comedy" remains a pivotal piece of literature that offers insights into the medieval worldview, blending human history with the spiritual journey of the soul.

### Advances in Science and Knowledge

Scholars in the Middle Ages laid foundational work in various scientific fields, significantly impacting subsequent generations.

- **Islamic Scholars:** Made substantial contributions to astronomy and medicine. The works of Avicenna, particularly "The Canon of Medicine," were used as standard medical texts in Europe and the Islamic world for centuries.
- **Astronomy:** The period saw enhanced understanding of celestial bodies, significantly influenced by scholars like Al-Khwarizmi, who also introduced algebra.

**True or False**

Is the statement true or false

1) Gothic art appeared in the 16th century.	True	False
2) The Alhambra showcases Gothic art influences.	True	False
3) Notre Dame de Paris features pointed arches.	True	False
4) Palazzo Vecchio is known for its Islamic architecture.	True	False
5) "Divine Comedy" was written by Dante Alighieri.	True	False

**Question**

Answer the questions below.

1) How did Gothic architecture influence cathedral designs?

---

---

---

---

2) What was the role of Avicenna's work in the Renaissance?

---

---

---

---

**Compare**

List three differences between Gothic and Islamic architectural styles.

Gothic	Architecture



## PowerPoint Collage – Medieval Achievements

### Objective

What are we learning about?

Through digital collage creation using PowerPoint, students will explore and understand key artistic, architectural, literary, and scientific achievements from the 5th to 15th centuries.

### Material

What you will need for the activity.

- Computer with internet access
- PowerPoint with access to the built-in image library
- Access to safe image search websites (e.g., Google Images with Creative Commons, Bing, or ImageQuest)



### Instructions

How you will complete the activity.

1. Choose a specific century between the 5th and 15th centuries as your project focus.
2. Conduct detailed research on notable achievements in art, architecture, literature, and science from your chosen century.
3. Use the built-in PowerPoint image library and safe image search websites to collect images that represent these achievements. Ensure all images are copyright compliant.
4. Launch PowerPoint and create a new presentation.
5. Construct your collage by placing each selected image on individual slides, adding brief captions to explain the significance of each achievement.
6. Include a title slide with your name, class, and the chosen century.
7. Prepare a short oral presentation to accompany your collage, explaining the historical significance and impact of each image.
8. Save your presentation and rehearse your explanation for class presentation.

## Reference Sheet

Choose a century for your project to focus on.

Century	Artistic Achievements	Architectural Achievements	Literary Achievements	Scientific Achievements
5th	Development of Byzantine art	Completion of the Hagia Sophia	Writings of Saint Augustine	Boethius' works on arithmetic and geometry
6th	Spread of Buddhist art in Asia	Construction of the Buddhist cave temples	Procopius' "The Wars"	Introduction of the Indian number system
7th	Development of Islamic art	Construction of the Dome of the Rock	Completion of the Qur'an	Development of the astrolabe
8th	Book of Optics by Ibn al-Haytham	Construction of the Great Mosque of Cordoba	Bede's "Ecclesiastical History"	Al-Khwarizmi's works on algebra
9th	Carolingian Renaissance in miniature painting	Construction of the Palatine Chapel in Aachen	Alfred the Great's educational reforms	First recorded use of zero (in India)
10th	Ottonian art, focus on religious themes	Romanesque architecture begins to emerge	Wulfstan's "Sermon of the Wolf"	Advancements in medicine in the Islamic world
11th	Romanesque sculpture and frescoes	Construction of St. Mark's Basilica, Venice	Geoffrey Chaucer's "The Canterbury Tales"	Al-Biruni's work on calendar
12th	Gothic art begins with stained glass	Construction of Notre-Dame de Paris	"The Tale of Genji" by Murasaki Shikibu	Avicenna's "The Canon of Medicine"
13th	Rise of Gothic architecture reflected in art	Completion of Chartres Cathedral	Dante's "The Divine Comedy"	Roger Bacon's scientific method
14th	Giotto's frescoes breaking away from the Gothic style	The Black Death influences smaller, fortified architecture	Boccaccio's "The Decameron"	Mechanical clocks become widespread
15th	Early Renaissance art, Leonardo da Vinci	Construction of the Florence Cathedral	Invention of the printing press by Gutenberg	Development of linear perspective in art



## Case Study: Gunpowder in Canadian Conflicts

### Background of Gunpowder

Gunpowder was invented in China and introduced to Europe in the Middle Ages. This powerful mixture, made of saltpetre, charcoal, and sulfur, transformed warfare across the world. By the 17th century, European settlers brought gunpowder to what is now Canada, significantly impacting local conflicts and interactions with Indigenous communities.



### Impact on Indigenous Relations

With the introduction of gunpowder weapons, the nature of conflicts between European settlers and Indigenous peoples changed dramatically. Europeans had a significant technological advantage with muskets and cannons, which were previously unavailable. This imbalance often led to decisive European victories in conflicts, altering regional dynamics and affecting Indigenous ways of life.

### Key Battles and Events

- 1) The Siege of Quebec (1759): This pivotal battle during the Seven Years' War highlighted the role of gunpowder. Led by General James Wolfe, British forces used muskets and artillery to capture Quebec from the French. This battle was crucial in establishing British dominance in Canada.
- 2) Use in Fur Trade: Gunpowder also played a significant role in the fur trade, as European traders exchanged muskets for furs with Indigenous groups. This exchange influenced tribal dynamics and hunting practices.

### Effects on Canadian Development

The introduction of gunpowder weapons accelerated European colonial efforts and territorial expansion in North America. The military superiority provided by firearms allowed European settlers to establish stronger footholds and push further into the continent. This expansion had long-lasting effects on the socio-political landscape of Canada, shaping the nation's history and its relationships with Indigenous populations.

In summary, the introduction of gunpowder into Canadian conflicts brought about significant changes in military strategies, relations with Indigenous peoples, and the overall development of Canadian territories. These changes underscore the profound impact that technological innovations can have on historical events and cultural dynamics.

**Questions**

Answer the questions below.

1) What was the significance of the Siege of Quebec in Canadian history?

---

---

---

2) What were the long-term impacts of gunpowder on Canadian territorial expansion?

---

---

---

**Write**

Write an acronym using the letters in "GUNPOWDER".

G	
U	
N	
P	
O	
W	
D	
E	
R	

**True or False**

Is the statement true or false?

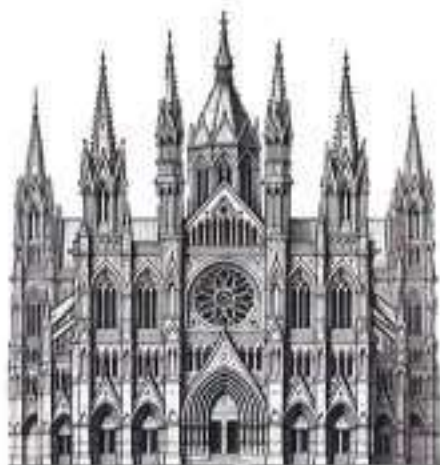
1) Gunpowder originated in Europe.	True	False
2) The Siege of Quebec occurred in 1759.	True	False
3) French settlers never used gunpowder.	True	False
4) James Wolfe led French forces in 1759.	True	False
5) Firearms were traded for furs with Indigenous groups.	True	False



## The Legacy of the Middle Ages in Modern Times

### Art and Architecture

The Middle Ages, spanning from the 5th to the 15th centuries, have left a lasting impact on modern art and architecture. One of the most visible legacies is the Gothic architectural style. Originating in the 12th century, Gothic architecture is renowned for its pointed arches, ribbed vaults, and flying buttresses.



This style is seen in many contemporary buildings, such as the National Cathedral in the United States and Parliament Hill in Ottawa, which blend historical Gothic architecture with modern design.

### Enduring Literature

Medieval literature continues to influence modern times, particularly through epic poems and tales of chivalry. Works like Dante's "Divine Comedy" and Geoffrey Chaucer's "The Canterbury Tales" offer a glimpse into medieval life but also influence today's literary themes and storytelling techniques. Modern fantasy genres, exemplified by J.K. Rowling's "Harry Potter" series, draw heavily on medieval elements such as alchemy, witchcraft, and mythical creatures.

### Scientific Advancements

The Middle Ages were a crucial period for scientific development. Innovations such as the mechanical clock and advancements in medicine have shaped modern science. The concept of quarantine was first implemented in the Middle Ages and remains essential in modern public health practices.

### List of Medieval Contributions to Modern Science and Technology:

- 1) Introduction of Arabic numerals which simplified calculations.
- 2) Development of the university system, a medieval creation that continues to impact modern education.
- 3) Innovations in map-making techniques that laid the groundwork for modern geography.

These elements from the Middle Ages have woven themselves into the fabric of modern culture, demonstrating how historical periods can have a profound and enduring influence on contemporary life. By studying these connections, students can appreciate the continuity of human innovation and cultural development from past to present.

## True or False

Is the statement true or false?

1) Modern fantasy genres often include medieval elements.	True	False
2) Dante wrote "The Canterbury Tales."	True	False
3) Arabic numerals were avoided in medieval calculations.	True	False
4) Gothic architecture includes circular arches.	True	False
5) Medieval map-making has laid the foundation for modern geography.	True	False

## Question

Answer the questions below.

1) What are some characteristics of medieval literature seen in today's books?

---

---

---

---

2) How did the medieval university system shape modern education?

---

---

---

---

## Design

Design a logo for a medieval university if it existed today. Describe it.

	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>



## Unit Test – Transition to the Modern World

**Multiple Choice**

/10

1. When did the Middle Ages start? a) 400 AD b) 476 AD c) 500 AD d) 600 AD	6. Which invention is associated with China? a) Telescope b) Gunpowder c) Steam engine d) Printing press
2. What system dominated Medieval Europe? a) Feudalism b) Democracy c) Monarchy d) Theocracy	7. What was the primary motivation behind the Crusades? a) Economic gain b) Scientific research c) Artistic influence d) Political power
3. Which empire expanded in the 1st century? a) Roman b) Byzantine c) Arab-Islamic d) Ottoman	8. What was a major Viking impact on Europe? a) Decreased trade b) Increased trade c) Pottery d) Reduced trade
4. What was a consequence of the Crusades? a) Decreased trade b) Cultural exchange c) Fewer conflicts d) Economic decline	9. Who expanded the Mali Empire? a) Sundiata b) Mansa Musa c) Cleopatra d) Genghis Khan
5. What marked the end of the Middle Ages? a) The Enlightenment b) The Renaissance c) The Industrial Revolution d) The Reformation	10. What describes Gothic architecture? a) Pointed arches b) Rounded arches c) Flat roofs d) Simple designs

**Define**

What do the terms below mean?

Term	Definition - What does it mean?
Feudalism	
Crusades	
Renaissance	

**Short Answer**

Answer the questions below - Each question is worth 3 marks.

1) Explain how feudalism structured society in the Middle Ages.

2) What advancements did Islamic scholars contribute to Europe?

3) Describe the influence of the Byzantine Empire on law and culture.



**Long Answer**

Answer the questions below – Each question is worth 5 marks.

1) Describe 5 consequences of the fall of the Western Roman Empire.

2) Describe the rise of Islam and its key achievements in art, science and philosophy.

# Grade 8 – Social Studies

## Manitoba Cluster 5: Shaping the Modern World (Circa 1400 to 1850)

	Learning Experiences	Pages
8.5.1	<b>World Overview (1400 to 1850)</b> KC-004 Identify the origins and significance of the rule of law. Include: transition from absolute monarchy to representative government. KG-043 Identify major events in Europe, Africa, Asia, Australasia, and the Americas during the fifteenth to eighteenth centuries. VC-002 Appreciate the enduring significance of the rule of law. VC-003 Appreciate the struggles of past societies for their importance in shaping the modern world.	7-33
8.5.2	<b>Global Exploration</b> KI-021 Give examples of the impact of interactions between Europeans and <div>Preview of 75 pages from this product that contains 148 pages total.</div>	35-55
8.5.3	<b>Renaissance and Reformation</b> KI-020 Give examples of the expression of the Renaissance in its art, architecture, philosophy, literature, science, or technology from the fourteenth to sixteenth centuries. KH-036 Identify individuals and ideas of the Renaissance and describe the historical significance of this period. KH-037 Identify individuals and ideas of the Protestant Reformation during the sixteenth century and describe the historical significance of this movement. Include: shift in power from church to state. VI-007 Value the enduring qualities of art, architecture, ideas, literature, and science of the fifteenth to eighteenth centuries.	57-85
8.5.4	<b>Industrial Revolution</b> KE-059 Describe the impact of advances in science and technology on societies from the fifteenth to nineteenth centuries. Examples: printing press, compass, telescope, guns, steam engine... KE-060 Describe the impact of the Industrial Revolution on individuals and societies. Examples: work and living conditions, urbanization, education... KE-061 Give examples of the continuing influence of ideas and technologies of past societies. VE-018 Appreciate the benefits afforded to the modern world by ideas and technologies of past societies.	87-108



NAME: \_\_\_\_\_

# SHAPING THE MODERN WORLD



# Block 1:

## World Overview (1400 to 1850)

### Focus

- Reports

The Rule of Law, Major Events in Europe: The Reformation, Major Events in Africa: The Age of Discovery in Africa, Major Events in Asia: The Fall of Constantinople, Major Events in Americas: Early European Colonization

- Blog Post

Historical Struggles and Modern World

- Story

Major Events in Australasia

- Activities

Timeline, Role Play, Fact or Fiction



# The Rule of Law

## Era of Absolute Monarchies

The rule of law refers to the principle that all members of a society, including its rulers, are equally subject to the law. During the era of absolute monarchies, kings and queens held almost unlimited power, often justified by the divine right of kings, which posited that monarchs were chosen by God and accountable to Him. This period was characterized by centralized authority, where the monarch ruled without the consent of the governed.



## Shift to Representative Governments

Over time, the concentration of power in the hands of a single ruler or dynasty led to widespread discontent. The demand for a more representative form of governance, where laws and policies were made by elected officials rather than a sovereign, began to take root. This shift was influenced by several key developments:

- 1) The Magna Carta (1215): Often considered the cornerstone of modern democracy, this document was forced upon King John of England by his barons. It established the principle that everyone, including the king, was subject to the law. It also introduced the right to a fair trial and protection against arbitrary imprisonment.
- 2) The Rise of Parliamentary Systems: Initially advisory bodies, parliaments began to gain power as mechanisms for representing the people. Over time, these assemblies transformed from being mere consultative councils to legislative bodies with real power, culminating in the English Bill of Rights, which limited the powers of the crown and enhanced the role of Parliament.

## Impact on Society

The transition from monarchies to representative governments had profound effects on societies in Europe:

- Legal Equality: Laws started to apply equally to all citizens, including rulers.
- Accountability: Governments became accountable to the people, reducing corruption and abuse of power.
- Participation: More people had a say in their governance, which led to more diverse and effective policies.

These changes shaped modern democratic practices and the spread of the rule of law, influencing nations around the world to adopt similar governance structures.

**Questions**

Answer the questions below.

1) What is the concept of "Rule of Law"?

2) What is the impact of the English Bill of Rights on modern democracies?

**Write**

Write 3 differences between absolute monarchies and representative governments.

**Absolute Monarchy****Representative Government****True or False**

Is the statement true or false?

1) The Magna Carta was signed in 1215.	True	False
2) Monarchs were accountable only to their subjects.	True	False
3) The English Bill of Rights limited parliamentary powers.	True	False
4) The divine right of kings justified elected councils.	True	False
5) The Magna Carta established the principle of legal equality.	True	False



# Exit Cards

**Cut Out**

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

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

Is the statement true or false?

1) Absolute monarchs had almost unlimited power.	T	F
2) The divine right of kings stated monarchs were chosen by the people.	T	F
3) The Magna Carta said even kings were subject to the law.	T	F
4) The 1689 English Bill of Rights limited the crown's power.	T	F

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

Is the statement true or false?

1) Absolute monarchs had almost unlimited power.	T	F
2) The divine right of kings stated monarchs were chosen by the people.	T	F
3) The Magna Carta said even kings were subject to the law.	T	F
4) The 1689 English Bill of Rights limited the crown's power.	T	F

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

Is the statement true or false?

1) Absolute monarchs had almost unlimited power.	T	F
2) The divine right of kings stated monarchs were chosen by the people.	T	F
3) The Magna Carta said even kings were subject to the law.	T	F
4) The 1689 English Bill of Rights limited the crown's power.	T	F

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

Is the statement true or false?

1) Absolute monarchs had almost unlimited power.	T	F
2) The divine right of kings stated monarchs were chosen by the people.	T	F
3) The Magna Carta said even kings were subject to the law.	T	F
4) The 1689 English Bill of Rights limited the crown's power.	T	F

## Activity – Rule of Law Timeline

### Objective

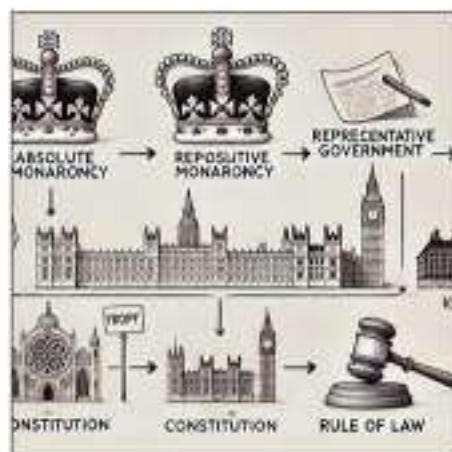
What are we learning about?

To help students understand the transition from absolute monarchy to representative government by creating a visual timeline that highlights key events and figures.

### Materials

What you will need for the activity.

- Large sheet of paper or a long roll of paper
- Coloured markers, pens, or crayons, rulers
- Index cards or small paper pieces
- Tape or glue
- Reference materials (textbooks, internet access for research)



### Instructions

How you will complete the activity.

1. Divide the students into small groups and assign each group a specific period or key event in the transition from absolute monarchy to representative government.
2. Provide each group with reference materials to aid in their research.
3. Have each group create a summary of their event, including important dates, key figures, and significant details, on index cards or small paper pieces.
4. Lay out the large poster paper on a table or attach it to the wall.
5. Use a ruler to draw a straight line across the centre of the poster paper to serve as the timeline.
6. Mark the timeline with evenly spaced intervals representing years or significant periods.
7. Instruct each group to place their index cards or paper pieces along the timeline in the appropriate chronological order, using tape or glue to secure them.
8. Once all groups have added their contributions, ask the students to use coloured markers to decorate the timeline, adding illustrations or symbols related to their events.
9. Review the completed timeline as a class, discussing each event and its significance in the transition from absolute monarchy to representative government.



**Choose**

Choose a time period or key event to work on for this timeline.

Title	Description
Magna Carta (1215)	King John of England was forced to sign this document, limiting the power of the monarchy and laying the foundation for parliamentary democracy.
Glorious Revolution (1688)	The overthrow of King James II of England, leading to the establishment of a constitutional monarchy with William and Mary as co-rulers.
English Bill of Rights (1689)	A document that established the principles of frequent parliaments, free elections, and freedom of speech within Parliament.
American Revolution (1775-1783)	The colonies in North America fought for and gained independence from Britain, leading to the creation of a democratic republic.
French Revolution (1789-1799)	A period of radical political upheaval in France that ended absolute monarchy and led to the rise of representative government.
Declaration of the Rights of Man and of the Citizen (1789)	A fundamental document of the French Revolution, outlining individual rights and the principle of popular sovereignty.
Reform Act (1832)	A British law that reformed the electoral system, expanding the electorate and redistributing seats in the House of Commons.
Formation of the United States Constitution (1787)	The drafting and adoption of a new constitution that established the framework for a federal republic with a separation of powers.
Chartist Movement (1838-1857)	A working-class movement in Britain advocating for political reforms including universal male suffrage and secret ballots.
Canadian Confederation (1867)	The unification of several British North American colonies into a single dominion, establishing a federal system of government.

**Planning**

Research and fill in the details of the event.

**Name****Event****Date****Key Figures**

1)

2)

3)

Summary of the Event/Period

**Additional Notes**



**Reflection**

Answer the questions below.

1) Rate your knowledge or feelings about the topic before the activity and then after. Colour the boxes up to the number that is your answer,

Before

1

2

3

4

5

6

7

8

9

10

After

1

2

4

5

6

7

8

9

10

2) What is the transition from absolute monarchy to representative government important for the development of modern democracies?

3) How did the struggles of past societies contribute to the development of the rule of law as we know it today?

4) How does understanding the history of the rule of law help us appreciate its importance in our society today?

## Major Events in Europe: The Reformation

### Event Overview

The Reformation was a profound religious reform movement that swept across Europe in the 16th century, beginning in 1517 when Martin Luther, a German monk, published his "95 Theses" criticizing the Roman Catholic Church. This act sparked widespread theological debates and led to significant shifts in religious and political power.



### Impact on Religion and Society

The Reformation led to the creation of Protestant churches, which challenged the authority of the Pope and the Catholic Church. This movement not only altered the religious landscape of Europe but also had far-reaching effects on politics, education, and governance. Key changes included:

- 1) **Religious Practice:** Introduced vernacular languages in religious services instead of Latin, making religious practices more accessible to the general populace.
- 2) **Education and Literacy:** Protestant education reforms as the reading of the Bible was emphasized, leading to the founding of schools and universities across Protestant regions.
- 3) **Governance and Law:** Shifts in power dynamics as monarchs and princes gained religious authority, diminishing the central power of the papacy.

### Geopolitical Repercussions

The fragmentation of Christendom due to the Reformation had significant geopolitical implications:

- **Wars and Conflicts:** Europe was plunged into a series of religious wars, culminating in the Thirty Years' War (1618–1648), which devastated much of Germany and reshaped the political boundaries of Europe.
- **Formation of Alliances:** As nations either embraced or resisted Protestant reforms, new alliances were formed, influencing diplomatic and military strategies.
- **Colonial Expansion:** Religious motivations became a significant driver for exploration and colonization, as European powers sought to spread their religious beliefs alongside their territorial ambitions.

### Conclusion

The Reformation was not merely a religious event but a catalyst for modernizing European societies and governmental structures. Its legacy is evident in the modern notions of statehood, law, and individual rights, marking it as a pivotal event that reshaped Europe's geopolitical landscape during the 15th to 18th centuries.



## True or False

Is the statement true or false?

1) Martin Luther was a French monk.	True	False
2) The 95 Theses criticized the Roman government.	True	False
3) Literacy rates declined due to the Reformation.	True	False
4) New universities were often founded in Catholic regions.	True	False
5) Religious wars did not impact political boundaries in Europe.	True	False

## Question

Answer the questions below.

1) What was the significance of the 95 Theses in starting the Reformation?

---

---

---

---

2) How did the Reformation affect the relationship between church and state?

---

---

---

---

## Write

Write a brief paragraph on how you think Canada might be different if the Reformation had not occurred.

---

---

---

---

---

---

---

---

## Major Events in Africa: The Age of Discovery in Africa

### European Arrival and Its Impact

During the 15th century, European explorers set their sights on Africa, initiating an era of exploration that would profoundly affect the continent. In 1482, Portuguese explorer Diogo Cão reached the Congo River, marking the beginning of European influence in Africa.



This period is critical for understanding the changes in African societies and their relationships with Europeans. In 1488, Bartolomeu Dias became the first European to round the southern tip of Africa, opening the sea route to Asia. By the mid-16th century, over 2,000 African ports were visited by European traders.

### The Slave Trade and Cons

One of the darkest chapters in African history began in the 15th century with the commencement of the Atlantic Slave Trade. European colonizers forcibly transported millions of Africans to the Americas, having a profound impact on the continent.

The slave trade peaked in the 18th century with over 12 million Africans exported out of the continent. The demographic shift significantly weakened many African societies, disrupting local economies and social structures.

### Colonial Exploitation and Economic Change

The European presence in Africa led to significant geopolitical changes, including the establishment of colonies and the exploitation of natural resources. This period also saw the rise of the trade in gold and spices, which were highly prized in Europe.

### Key Events in African Resistance

Resistance against European domination was a key theme across many African societies during this period. Several notable uprisings and battles exemplify African resistance:

- **The Battle of Adwa (1896):** Ethiopian forces defeated Italian invaders, ensuring Ethiopia remained independent.
- **The Zulu resistance** against British invasion in the late 19th century.

These events highlight the resilience and strategic capabilities of African societies in the face of European colonization efforts. Understanding these interactions and conflicts is essential for comprehending the broader geopolitical shifts that shaped modern Africa.



## True or False

Is the statement true or false?

1) Diogo Cão arrived in Africa in 1483.	True	False
2) Over 500 African ports were visited by 1550.	True	False
3) Bartolomeu Dias rounded the Cape of Good Hope.	True	False
4) Over 10 million Africans were exported by 1800.	True	False
5) Zulu resistance took place in the early 20th century.	True	False

## Question

Write two questions you have about the text.

1)	
2)	

## Questions

Answer the questions below.

1) What is the initial European exploration impact on African societies?
2) How did African resistance influence European colonization plans?

## Major Events in Asia: The Fall of Constantinople

### The Fall of Constantinople (1453)

In 1453, one of the most pivotal events in history occurred—the Fall of Constantinople. This event marked the end of the Byzantine Empire and significantly influenced the geopolitical landscape of Asia and Europe. The Ottoman Empire, led by Sultan Mehmed II, captured Constantinople, which was a critical hub for trade and culture.

### Impact on Trade and Culture

The conquest of Constantinople had profound effects on trade routes between Asia and Europe. The city had been a vital link between the East and the West, facilitating the exchange of goods, ideas, and culture.



With the city under Ottoman control, the Ottomans monopolized the lucrative trade routes that had previously been dominated by the Byzantines. This shift in control altered trade patterns, leading to the discovery of new routes such as around the Cape of Good Hope.

### Geopolitical Changes

The fall of this great city also led to significant geopolitical changes.

- 1) Expansion of the Ottoman Empire: The Ottomans expanded their reach into Eastern Europe and further into Asia, becoming a dominant power in the region.
- 2) Shift in Power Balances: European powers saw the need to find new trade routes, leading to the Age of Exploration. This period saw explorers like Vasco da Gama navigate around Africa to reach India.
- 3) Cultural Exchanges: The blend of Byzantine and Ottoman cultures led to unique developments in art, architecture, and science, influencing areas far beyond Constantinople.

### Legacy of the Event

The legacy of the Fall of Constantinople is still evident today. It not only shaped the political landscapes of Asia and Europe but also influenced cultural and economic developments worldwide. The event marked the beginning of the rise of the Ottoman Empire as a major power, affecting global trade, diplomacy, and cultural exchanges for centuries.



**Questions**

Answer the questions below.

1) How did the Fall of Constantinople impact European exploration efforts?

2) How did the fall of Constantinople affect the balance of power in Europe?

**True or False**

Statement is true or false?

1) Constantinople fell in 1454.

True

False

2) Sultan Mehmed II led the Byzantines.

True

False

3) The Ottomans adopted Byzantine trade routes.

True

False

4) The fall prompted the Age of Exploration.

True

False

5) Ottoman culture had little impact post-conquest.

True

False

**Write**

Write a short diary entry from the perspective of a trader in the fall of Constantinople.

## Story: Major Events in Australasia

### The Tale of the Maori and Abel Tasman

In the year 1642, under the command of a Dutch navigator named Abel Tasman, a fleet of two ships sailed into the waters of the South Pacific, charting unknown territories on behalf of the Dutch East India Company. This encounter marked the first European sighting of the islands later known as New Zealand, but to the Maori people, this land had long been home, known as the land of the long white cloud."



Tasman's expedition was to expand Dutch maritime influence and map potential trade routes. However, this voyage also brought about the first recorded European encounter with the Maori tribes, a momentous event that significantly influenced the future of the region's history.

I am Marama, a Maori warrior who witnessed this strange, large canoes with billowing white clouds as sails approaching our shores. From our perspective, these unfamiliar visitors brought curiosity but also tension. Communication was impossible due to language barriers, and our initial interactions were awkward and strained. On the third day, following a misunderstanding, a confrontation ensued, resulting in the death of four of our people and injuries on both sides.

This incident, known as the first encounter, showcased the devastating impact of cultural misunderstandings and would foreshadow future conflicts. The Dutch, shaken by the hostile reception, eventually left our shores without success, referring to it as 'Murderers' Bay' in their records.

This event was important. It represented the beginning of European interest in Australasia, which would intensify over the coming centuries. It also highlighted the challenges of first contacts between European explorers and indigenous populations, often leading to tragic outcomes due to vast differences in culture, intentions, and understanding.

As a Maori, this encounter reminded us of the importance of vigilance and the need to protect our sovereignty and way of life, which would be continually challenged in the years to follow. For the Europeans, it was a lesson in the unpredictability of exploring unknown lands and the complexities of engaging with indigenous peoples.

Thus, the brief meeting between Abel Tasman and the Maori not only altered the course of New Zealand's history but also played a crucial role in shaping the geopolitical landscape of the entire Australasian region during the era.



**Questions**

Answer the questions below

1) What was the initial reaction of the Maori people when they first saw Tasman's ships?

---

---

---

---

2) How did Tasman's visit change the geopolitical landscape of Australasia?

---

---

---

---

**True or False**

State whether true or false?

1) Abel Tasman was a French explorer.	True	False
2) The Maori called their homeland "the land of the white cloud."	True	False
3) The first encounter occurred in the year 1642.	True	False
4) Four Maori individuals lost their lives in the first encounter.	True	False
5) Tasman named the encounter site 'Murderers' Bay.'	True	False

**List**

List three questions you would have asked Abel Tasman if you were a Maori witnessing his arrival.

1)	
2)	
3)	

## Role Play: Major Events from the 15th to 18th Centuries

### Objective

What are we learning about?

Students will understand and explore major historical events from Europe, Africa, Asia, Australasia, and the Americas during the fifteenth to eighteenth centuries by enacting key scenes.



### Materials

What you will need for the activity.

- Scenario cards for historical events (provided)
- Simple costumes or props (hats, scarves, or small accessories)
- Paper and pens for script writing
- A timer or stopwatch

### Instructions

How you will complete the activity.

1. Divide the class into small groups of 3-4 students.
2. Provide each group with a scenario card that describes a major historical event from one of the continents: Europe, Africa, Asia, Australasia, or the Americas.
3. Allow groups time to read through their scenario card and discuss the event, focusing on the main struggles and societal changes depicted.
4. Instruct each group to create a short scene (3-5 minutes) that brings their scenario to life. They should write a basic script and decide on roles for each member.
5. Allow groups to rehearse their scenes, encouraging them to use simple costumes or props if available.
6. Have each group perform their scene in front of the class.
7. After each performance, hold a brief discussion about the event and its significance, allowing students to ask questions and share their thoughts.



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>The Fall of Constantinople (1453)</b>	The Byzantine Empire is under siege by the Ottoman Turks. Emperor Constantine XI rallies his troops for a desperate defense. Sultan Mehmed II leads the Ottomans in using cannons to breach the city walls. Citizens panic and flee as the city is overrun. The final confrontation occurs between Constantine and Mehmed, marking the fall of Constantinople.
<b>The Protestant Reformation (1517)</b>	Luther nails his Ninety-Five Theses to the church door, challenging the Catholic Church. He debates with church officials about the practice of selling indulgences. Luther is excommunicated by the Pope but continues to gain support. Protestantism grows, leading to the establishment of Protestant churches. The Reformation changes the religious landscape of Europe.
<b>The Transatlantic Slave Trade</b>	African villagers are captured by European traders and forcibly marched to the coast. They are held in coastal forts before enduring the brutal Middle Passage across the Atlantic. Upon arrival in the Americas, they are sold into slavery. Life on a plantation involves harsh conditions and resistance efforts. The scenario highlights the impact and survival of the enslaved people.
<b>The Great Zimbabwe Empire</b>	The city of Great Zimbabwe is at its height, known for its stone architecture. The king receives foreign traders and negotiates important deals. Daily life in the city includes impressive stone structures and thriving commerce. Conflict arises over resources or power, leading to internal strife. The city eventually declines due to environmental and political factors.
<b>The Mughal Empire under Akbar (1556-1605)</b>	Akbar's court is a hub of diversity with advisors from various backgrounds. Religious discussions and debates take place in the court. Akbar expands the empire through successful military campaigns. Architectural achievements include the construction of the Taj Mahal. Akbar establishes new tax systems and policies of religious tolerance.



## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>The Sengoku Period in Japan (1467-1603)</b>	Rival samurai clans engage in battles for power and territory. Samurai leaders hold strategic meetings to plan their moves. Oda Nobunaga rises to power and begins unifying Japan. The introduction of European firearms changes the nature of warfare. The period ends with the establishment of the Tokugawa Shogunate.
<b>European Exploration of Australasia (1770s)</b>	James Cook and his crew first encounter Indigenous peoples. They map the coastline and document their findings. Interactions with Indigenous peoples range from trade to conflict. Europeans establish the first settlements in Australia. The impact on Indigenous cultures and lands is profound and lasting.
<b>The Maori and the Treaty of Waitangi (1840)</b>	British officials arrive in New Zealand to negotiate with Maori chiefs. Discussions about the transfer of land reveal misunderstandings and conflicts. Maori chiefs sign the Treaty of Waitangi, hoping for mutual benefit. Subsequent conflicts and land disputes arise following the treaty, leading to long-term impacts on Maori land rights and identity.
<b>The American Revolution (1775-1783)</b>	American colonists debate the need for independence from Britain. The Declaration of Independence is drafted and signed. Key battles such as Lexington and Concord ignite the revolution. George Washington leads the Continental Army against British forces. The war ends with the Treaty of Paris, establishing the United States.
<b>The Aztec Empire and the Spanish Conquest (1519-1521)</b>	Hernán Cortés arrives in the Aztec capital, Tenochtitlán. Moctezuma II welcomes Cortés, believing him to be a god. Tensions grow between the Aztecs and the Spanish invaders. The Spanish lay siege to Tenochtitlán, leading to its fall. The aftermath sees the establishment of Spanish rule over the Aztec Empire.



**Peer Assessment**

Assess the performance of another student

Name of student being Assessed: _____		Assessor's Name: _____		
Criteria	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Character Portrayal				
Expression of Facial Emotions				
Diction Delivery				
Body Language				
Overall Impact				

**Two Stars And A Wish**

Identify two strengths (stars) and one area for improvement (wish) about your peer's performances.

Write two strengths and one weakness of a peer's performance

★	<hr/> <hr/> <hr/> <hr/>
★	<hr/> <hr/> <hr/> <hr/>
★	<hr/> <hr/> <hr/> <hr/>

## Blogpost: Historical Struggles and Modern World

### 8 Ways Historical Struggles Have Shaped Our Modern World

Date: August 6, 2024

Author: Cassidy Brooks

3-minute read

- 1) The Age of Exploration (15th-17th Century):** The European exploration led to the discovery of new lands but also initiated the era of colonialism. This period laid the groundwork for modern international law and sovereignty concepts as nations negotiated territories and navigated global relations.
- 2) The Transatlantic Trade (16th-19th Century):** Over 12 million people were forcibly transported to the Americas. This chapter in history led to modern human rights laws, inspiring movements that racism and promote equality in contemporary societies.
- 3) The Reformation (1517):** Initiated by Martin Luther, the Reformation challenged the absolute religious and political power of the Catholic Church, leading to greater religious diversity and the concept of separation between church and state in many nations.
- 4) The English Civil War (1642-1651):** This conflict led to the execution of Charles I and temporarily curtailed monarchy, emphasizing the rights of parliament and laying early groundwork for constitutional governance.
- 5) The Enlightenment (18th Century):** Philosophers like John Locke advocated for liberty, justice, and separation of powers, which are foundational to many modern democracies.
- 6) The American Revolution (1775-1783):** The fight against British colonial rule not only led to the creation of the United States but also inspired global movements against colonialism and self-governance.
- 7) The French Revolution (1789-1799):** Its motto, "Liberty, Equality, Fraternity," fuelled worldwide debates on human rights and the role of the citizen in government, influencing numerous revolutions and constitutions across the globe.
- 8) The Abolition Movements (18th-19th Century):** These movements were pivotal in ending slavery in the British Empire (1833) and the United States (1865), setting precedents for international human rights standards.





**Questions**

Answer the questions below.

1) How did the Enlightenment influence modern democratic principles?

---

---

---

2) What is the impact of the Reformation on religious diversity in contemporary societies?

---

---

---

**Draw**

Sketch a timeline identifying major events discussed in the blog post.

**True or False**

Is the statement true or false?

1) The Enlightenment occurred before the American Revolution.	True	False
2) Slavery was abolished in the US before the British Empire.	True	False
3) The English Civil War led to a permanent monarchy end.	True	False
4) The French Revolution slogan was "Power, Honour, Unity."	True	False
5) The Transatlantic Slave Trade involved over 20 million Africans.	True	False

# Block 2:

# Global Exploration

## Focus

- Reports

European and Indigenous Interactions, Spread of Diseases in Australasia: Smallpox, Mapping the Voyages of European Explorers,

- Case Studies

The Transatlantic Slave Trade

- Blog Post

Motivations and Impacts of Global Exploration

- Newspaper Article

The Columbian Exchange

- Activities

Map Activity, Diary Entries



## European and Indigenous Interactions

### Early Encounters

The era of European exploration, which began in the late 15th century, led to profound interactions between European explorers and Indigenous populations in the Americas. These first encounters were marked by curiosity and mutual benefit but also misunderstandings and conflict.



### Consequences of Contact

One of the most significant consequences of European and Indigenous contact was the spread of diseases. Europeans brought pathogens such as smallpox, measles, and influenza to Indigenous populations, who, having no prior exposure and thus no immunity, suffered devastating losses. Historians estimate that in some areas, up to 90% of the Indigenous population perished from these diseases.

### Trade Relationships

Trade between Europeans and Indigenous peoples became a cornerstone of their interactions. Europeans were eager to acquire goods such as furs, especially beaver pelts, which were highly prized in Europe for making. In exchange, Indigenous peoples received European goods like metal tools, guns, and textiles. This trade fundamentally altered Indigenous ways of life, economies, and social practices.

### Cultural Exchanges

The interactions were not only limited to trade and conflict but also involved significant cultural exchanges. Intermarriage between European settlers and Indigenous individuals was common, leading to the creation of mixed communities with shared customs and beliefs. Moreover, Europeans adopted Indigenous techniques such as canoeing, which proved essential for navigating the vast river networks of North America.

### Indigenous Influence on European Settlers

- **Navigational aids:** Europeans learned to navigate the challenging terrains of the Americas with Indigenous help.
- **Agricultural practices:** Indigenous farming methods, including the cultivation of crops like corn and potatoes, were adopted by Europeans.
- **Survival skills:** Knowledge of local flora and fauna from Indigenous peoples helped Europeans survive unfamiliar climates.

These interactions led to a dynamic, albeit often troubled, cultural mosaic that shaped the development of the New World.

**Questions**

Answer the questions below.

1) How did trade change Indigenous economies and warfare?

2) What was the impact of European diseases on Indigenous populations?

**Write**

Write a short dialogue between a European trader and an Indigenous leader negotiating a trade. Include tools and furs.

**True or False**

Is the statement true or false?

1) Europeans introduced corn to Indigenous peoples.	True	False
2) Smallpox was brought to America by Indigenous peoples.	True	False
3) Intermarriage was uncommon in the New World.	True	False
4) Canoe building techniques were taught by Europeans.	True	False
5) Up to 50% of Indigenous populations were affected by diseases.	True	False



## Case Study: The Transatlantic Slave Trade

### Historical Overview

The Transatlantic Slave Trade, spanning from the 16th to the 19th centuries, involved the forced migration of approximately 12 million Africans to the Americas. This mass displacement was driven by European colonization and the burgeoning demand for labour on plantations growing cash crops like sugar, tobacco, and cotton. Initially fueled by the economic ambitions of European powers, this system became integral to the economic framework of the Americas.



### Economic Impact and Movement

Slavery in the Americas was characterized by its brutality and was justified through economic necessity and racial hierarchies. Here are some key points illustrating the economic underpinnings of the system:

- **Profit Motive:** European plantation owners profited immensely, with slaves treated as property.
- **Agricultural Demand:** The labour of African slaves was crucial in maintaining the profitability of plantations.
- **Trade Networks:** The trade routes formed a triangle between Europe, Africa, and the Americas, facilitating the trade in human beings and goods like sugar and alcohol.

### Ending the Trade

The abolition of the Transatlantic Slave Trade was a gradual process influenced by economic shifts, moral opposition, and political campaigns. Key milestones include:

- **British Abolition:** The British Parliament passed the Slave Trade Act of 1807, making it illegal to engage in the slave trade throughout the British Empire.
- **U.S. Abolition:** The United States followed suit in 1808, banning the importation of slaves, although slavery itself continued until the Civil War.
- **International Efforts:** Throughout the 19th century, other nations gradually abolished the trade, influenced by growing abolitionist movements and international treaties.

### Lasting Impacts

The consequences of the Transatlantic Slave Trade are profound and enduring, affecting socio-economic and cultural landscapes across continents:

- Numerous Africans were removed, causing long-term demographic impacts.
- Despite harsh conditions, African slaves preserved and transformed their culture, influencing music, art, and religion in the Americas.
- The wealth generated from slavery laid the groundwork for economic disparities that persist in modern times between and within nations.
- The legacy of slavery has fueled civil rights movements across the Americas, aiming to address racial inequalities and injustices that are rooted in this historical period.

**True or False**

Is the statement true or false?

1) The Slave Trade lasted two centuries.	True	False
2) Slaves were considered valuable property.	True	False
3) The British abolished the slave trade in 1808.	True	False
4) America stopped importing slaves in 1807.	True	False
5) Cultural influences from Africa were suppressed completely.	True	False

**Question**

Answer the questions below.

1) How did the triangular trade route function and what was traded?

---

---

---

---

2) What role did abolitionist movements play in the end of the slave trade?

---

---

---

---

**Sketch**

On a blank map sketch, outline the triangular trade route between Europe, Africa, and the Americas.

---

---

---

---

---

---

---

---

---

---



## Spread of Diseases in Australasia: Smallpox

### Disease Arrival in Australasia

In the late 18th century, European explorers and settlers introduced various diseases to the indigenous populations of Australasia, including smallpox. The native peoples, having no previous exposure, lacked natural immunity to these foreign diseases. Smallpox, in particular, had severe and immediate consequences upon its introduction.



### Impact on Indigenous Populations

When smallpox was introduced, it spread rapidly among the indigenous communities of Australasia. Historians estimate that in some areas, the indigenous population declined by more than 50% due to the initial outbreaks.

This drastic decline led to profound disruptions in the social, cultural, and economic structures of these communities. For example, in Australia, the smallpox epidemic of 1789 significantly reduced the indigenous population in the Sydney region.

### Key Facts and Statistics

Here are some important figures and data that highlight the extent of the impact:

- 1) **Timeline of Initial Outbreaks:** The first recorded smallpox outbreak in Australia occurred in 1789, shortly after the arrival of the first Fleet group of ships carrying convicts from England to Australia.
- 2) **Population Decline:** Estimates suggest that up to 70% of the indigenous population in affected areas died during the first outbreak alone.
- 3) **Transmission:** It is believed that smallpox was either brought in accidentally by European settlers through infected materials or via direct contact.
- 4) **Survival and Resistance:** Those who survived the initial outbreaks faced ongoing challenges, including subsequent reintroductions of the disease and other illnesses brought by Europeans.

### Societal Changes

The loss of life from smallpox had cascading effects on the indigenous communities of Australasia. The reduction in population led to significant gaps in cultural transmission, lost knowledge, and weakened community structures. This made indigenous groups more vulnerable to further exploitation and displacement by European settlers.

Additionally, the social fabric of these communities was altered as traditional roles and family structures were disrupted, leading to long-term changes in the social dynamics of these populations.

**True or False**

Is the statement true or false?

1) Smallpox arrived in Australasia before 1788.	True	False
2) Over 60% of the Aboriginal population perished in the initial outbreak.	True	False
3) Aboriginal knowledge was fully preserved post-epidemic.	True	False
4) The First Fleet was not linked to the introduction of smallpox.	True	False
5) Cultural transmission gaps did not affect community structures.	True	False

**Question**

Write two questions you have about the text.

1)	
2)	

**Questions**

Answer the questions below

1) How did smallpox affect the societal structures of the indigenous people?
2) What was the role of European settlers in the spread of smallpox in Australasia?



## Exit Cards

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

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

Circle the correct answer.

1) When did the first recorded smallpox outbreak occur in Australia?	1789
	1790
2) What was the estimated population decline in some areas due to smallpox?	40%
	50%
3) What percentage of the indigenous population in affected areas died during the first outbreak alone?	70%
	60%
4) Which region was most affected by Smallpox?	Sydney
	Perth
5) Where did the First Fleet come from?	Paris
	England

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

Circle the correct answer.

1) When did the first recorded smallpox outbreak occur in Australia?	1789
	1790
2) What was the estimated population decline in some areas due to smallpox?	40%
	50%
3) What percentage of the indigenous population in affected areas died during the first outbreak alone?	70%
	60%
4) Which region was most affected by Smallpox?	Sydney
	Perth
5) Where did the First Fleet come from?	Paris
	England

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

Circle the correct answer.

1) When did the first recorded smallpox outbreak occur in Australia?	1789
	1790
2) What was the estimated population decline in some areas due to smallpox?	40%
	50%
3) What percentage of the indigenous population in affected areas died during the first outbreak alone?	70%
	60%
4) Which region was most affected by Smallpox?	Sydney
	Perth
5) Where did the First Fleet come from?	Paris
	England

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

Circle the correct answer.

1) When did the first recorded smallpox outbreak occur in Australia?	1789
	1790
2) What was the estimated population decline in some areas due to smallpox?	40%
	50%
3) What percentage of the indigenous population in affected areas died during the first outbreak alone?	70%
	60%
4) Which region was most affected by Smallpox?	Sydney
	Perth
5) Where did the First Fleet come from?	Paris
	England



## Newspaper Article: The Columbian Exchange

### Adoption of Indigenous Practices in the Americas: The Columbian Exchange

Published on March 12, 1602

**Breaking News:** A groundbreaking development in agriculture has reshaped the continent across the Atlantic. The Columbian Exchange, initiated by European explorers in the Americas, has brought about significant changes in farming practices and crop diversity in Europe. This ongoing exchange began in the late 15th century, following Christopher Columbus's arrival in the New World in 1492, which introduced native American crops to Europe, fundamentally transforming culinary traditions and agricultural methodologies.

Key crops such as potatoes and maize, originally cultivated by Indigenous peoples in the Americas, have now become staple foods in European diets. The potato, first domesticated by the Andean peoples around 8,000 years ago, is currently cultivated extensively across Europe, providing a rich source of nutrients and calories. Maize, known as corn in the Americas, has similarly found a new home in European fields, adding diversity to crop rotations and contributing to food security.

The impact of these crops on European agriculture is monumental. Studies indicate that the introduction of potatoes alone led to a significant increase in agricultural output in Europe. By the late 18th century, regions cultivating potatoes saw a rise in

caloric yield per acre by up to 400%, enhancing food supply stability and supporting population growth. This crop's resistance to diverse climatic conditions and its high yield per acre have made it an agricultural favourite.

Furthermore, the adoption of maize has introduced a versatile crop used not only for human consumption but also as fodder for livestock, which in turn supports meat and dairy production. The nutritional value of maize, rich in carbohydrates, vitamins, and minerals, has made it a crucial component of European diets.

However, while the exchange has brought new crops to Europe, it has also had complex impacts on Indigenous societies. The introduction of European livestock and crops to the Americas also led to significant ecological and social shifts, often to the detriment of native populations.

As the Columbian Exchange continues to influence modern agriculture, understanding its historical context and ongoing effects remains crucial for appreciating the full scope of its impact on global food production and cultural exchange.





**True or False**

Is the statement true or false?

1. Potatoes originated in Asia.	True	False
2. The Columbian Exchange started in 1492.	True	False
3. Potatoes increased European caloric yield by 200%.	True	False
4. The potato was first domesticated in the Andes.	True	False
5. European crops had no impact on the Americas.	True	False

**Write**

Three benefits and three drawbacks of the Columbian Exchange.

Benefits	Drawbacks

**Questions**

Answer the questions below.

1) How did the introduction of potatoes affect European agriculture?

---

---

---

---

2) What was the significance of the year 1492 in relation to the Columbian Exchange?

---

---

---

---

## Mapping the Voyages of European Explorers

In the 15th and 16th centuries, European explorers embarked on journeys that forever changed the world's geopolitical and economic landscapes. By mapping their routes and analyzing the impacts, we gain insight into the profound transformations brought about by these voyages.

Explorer	Nationality	Year(s)	Route Description
Christopher Columbus	Italian, sailed for Spain	1492-1504	Sailed west across the Atlantic Ocean, reaching the Caribbean, marking the first European contact with the Americas.
John Cabot (Giovanni Caboto)	Italian, sailed for England	1497	Crossed the North Atlantic, landed on the eastern coast of Canada, claiming it for England.
Vasco da Gama	Portuguese	1497-1499	First to sail directly from Europe to India by rounding Africa's Cape of Good Hope.
Ferdinand Magellan	Portuguese, sailed for Spain	1519-1522	Completed the first circumnavigation of the Earth, proving the Earth's roundness and the westward route to the Pacific Ocean.

Impact Type	Description
Expansion of Territories	European powers, notably Spain, Portugal, and England, expanded their territories and influence into the Americas, Africa, and Asia.
Trade Routes	The new sea routes to Asia and the Americas opened up lucrative trade in spices, gold, and other goods, shifting the centres of economic power in Europe.
Cultural Exchanges	Introduced European goods and ideas to indigenous populations, while also bringing new products like corn and potatoes back to Europe.
Conflict and Colonization	The arrival of Europeans led to conflicts with indigenous peoples, significant cultural changes, and the eventual colonization of vast areas.



## True or False

Is the statement true or false?

1) Christopher Columbus was Italian and sailed for Italy.	True	False
2) John Cabot landed on the western coast of Canada.	True	False
3) Vasco da Gama sailed around North America to reach India.	True	False
4) The Pacific Ocean was named by Columbus.	True	False
5) Corn and potatoes were introduced to Europe by explorers.	True	False

## Question

Answer the questions below.

1) How did Vasco da Gama's route to India change the spice trade?

---

---

---

---

2) What were some consequences of Ferdinand Magellan's expedition for global trade?

---

---

---

---

## Write

Write a fictional journal entry from the perspective of one of the explorers during a critical moment in their voyage.

---

---

---

---

---

---

---

---

**Activity – Global Exploration Map Activity****Objective**

What are we learning about?

Students will learn about the routes and impacts of key explorers such as Christopher Columbus, John Cabot, Vasco Da Gama and Ferdinand Magellan by plotting their voyages on a world map.

**Material:**

What you will need for the activity.

- Prints of blank world maps (one per student)
- Coloured pens or markers
- Rulers
- Historical reference materials (textbooks, printed articles, or access to the internet)
- Pencils and erasers

**Instructions**

How you will complete the activity

1. Distribute the blank world maps to each student.
2. Provide students with historical reference materials to access for research about various explorers.
3. Ask students to use their rulers to draw the routes taken by the explorers on their maps. Mark each route in a different colour.
4. Ensure students label key locations along the routes, such as the starting points, significant stops, and the final destinations.
5. Have students colour the continents and oceans to differentiate between land and sea clearly.
6. Once the maps are complete, discuss the motivations behind these explorations, such as the search for new trade routes, wealth, and the spread of religion.
7. Lead a discussion on the impacts of these explorations on the indigenous populations, global trade, and the spread of ideas and technology.



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

47

Curriculum Connection  
8.5.2

Printout

Blank World Map



**Activity – Explorer's Diary Entries****Objective**

What are we learning about?

Students will understand and appreciate the historical interactions between European explorers and Indigenous peoples by writing diary entries from the perspective of an explorer.

**Materials**

What you will need for the activity.

- Diary entry templates (provided)
- List of explorers
- Pens or pencils
- Reference materials on European explorers and Indigenous peoples (textbooks, online resources)
- Coloured pencils or markers (for illustrations)

**Instructions**

How you will complete the activity

1. Begin by discussing with the class the historical context of European exploration in North America, focusing on key explorers and their interactions with Indigenous peoples.
2. Divide the students into small groups and ask each group to choose an explorer from the provided list.
3. Provide the groups with the diary entry templates and access to the internet to research their assigned explorer and the Indigenous groups they encountered.
4. Ask each student to assume the role of their assigned explorer and write a series of three diary entries. Each entry should detail different aspects of their journey, interactions with Indigenous peoples, and the impacts of these encounters.
5. Encourage students to include descriptions of the landscapes, daily activities, and personal reflections on their experiences.
6. After writing their diary entries, have students share their entries with their group and discuss the similarities and differences in their perspectives.
7. Have students illustrate a significant scene from their diary entries using coloured pencils or markers.



**Choose**

Choose a European explorer from this list.

European Explorer	Indigenous Group Encountered
Christopher Columbus	Taíno (Arawak)
Hernán Cortés	Aztec (Mexico)
Francisco Pizarro	Inca
Jacques Cartier	St. Lawrence Iroquoians
Samuel de Champlain	Algonquin, Huron-Wendat
John Cabot	Beothuk
Vasco da Gama	Various East African and Indian groups
Ferdinand Magellan	Various Pacific Islander groups
Henry Hudson	Algonquin, Lenape, Mohican
James Cook	Maori (New Zealand), Various Pacific Islander groups
Bartolomeu Dias	Xhosa (South of Good Hope)
Vasco Núñez de Balboa	Various Indigenous groups
Juan Ponce de León	Taíno (Florida)
Álvar Núñez Cabeza de Vaca	Various Indigenous groups of Texas and Mexico
Giovanni da Verrazzano	Wampanoag, Narragansett
Hernando de Soto	Various Indigenous groups in the Southeastern U.S.
Pedro Álvares Cabral	Tupiniquim (Brazil)
Martin Waldseemüller	Various Indigenous groups of South America
Vitus Bering	Chukchi (Eastern Siberia, Alaska)
Abel Tasman	Māori (New Zealand)

**Diary  
Entry 1**

Fill in the details for the diary entry. Describe the landscape, the Indigenous peoples, and initial interactions. Provide personal reflections on the encounter and any exchanges of goods, ideas, or customs.

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

Location: \_\_\_\_\_

Dear Diary \_\_\_\_\_

Today we entered \_\_\_\_\_

I observed \_\_\_\_\_

**PREVIEW**



**Diary  
Entry 2**

Fill in the details for the diary entry. Describe the daily activities and further interactions with the Indigenous peoples. Provide personal reflections on cultural differences, any conflicts, or cooperation.

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

Location: \_\_\_\_\_

Dear Diary,

As we continue our journey, we met \_\_\_\_\_

It was fascinating to see \_\_\_\_\_

**PREVIEW**

**Diary  
Entry 3**

Fill in the details for the diary entry. Describe the experiences, impacts of the encounters such as disease, cultural exchanges, and personal growth. Provide personal reflections on the overall journey and its significance.

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

Location: \_\_\_\_\_

Dear Diary \_\_\_\_\_

Our time \_\_\_\_\_ Indigenous peoples has taught me \_\_\_\_\_

I will always remember \_\_\_\_\_

**PREVIEW**



# Block 3:

## Renaissance and Reformation

### Focus

- Reports

Renaissance Art: The Evolution of Aesthetic, Renaissance Architecture: Symmetry and Proportion, Literature: Vernacular and Humanist Themes, Renaissance Science and Technology.

- Case Studies

Niccolò Machiavelli

- Newspaper Article

The Protestant Reformation

- Activities

Workshop, Role Play, Memory Game

## Renaissance Architecture: Symmetry and Proportion

### Renaissance Foundations: Symmetry and Proportion

Renaissance architecture marked a revival of ancient Roman and Greek designs, focusing heavily on symmetry, proportion, and geometry. This style emerged in Italy in the early 15th century and was characterized by its harmony and balance, which architects of the time viewed as a reflection of the natural world. Key elements include:

- **Symmetry:** Buildings were designed to be symmetrical around a central axis, which was considered vital for harmony.
- **Proportion:** Architects followed strict mathematical principles, often based on the human body, to create structures pleasing to the eye.



### Significant Structures and Public Spaces

Two prominent examples of Renaissance architecture are St. Peter's Basilica in Vatican City and the Palazzo Rucellai in Florence.

#### 1) St. Peter's Basilica:

- Designed by architects including Bramante, Michelangelo, and Bernini.
- Features a massive dome that has been a symbol of the Catholic Church, embodying celestial and divine principles.
- The basilica's layout, with its vast nave and expansive courtyard, was designed for public gathering, reflecting the era's focus on community and public space.

#### 2) Palazzo Rucellai:

- Designed by Leon Battista Alberti, this palazzo incorporates the architectural elements of classical temples, including pilasters and entablatures.
- The façade is divided into three horizontal sections, each corresponding to a classical order (Doric, Ionic, and Corinthian), which showcases the use of columns for both structural support and aesthetic appeal.

### Art, Science, and Philosophy Integration

Renaissance architecture was not just about building structures; it was also deeply intertwined with the era's intellectual movements. Architects of the time were often skilled in multiple disciplines, including art and science, and their designs reflect this integration.

For example, the precise calculations required to create symmetrical and proportional buildings were derived from advancements in mathematics and physics. This multidisciplinary approach helped to embed deeper philosophical meanings into the buildings, making them symbols of the humanistic values of the time.



## True or False

Is the statement true or false?

1) Renaissance architecture originated in Spain.	True	False
2) Symmetry was insignificant in Renaissance designs.	True	False
3) Proportions in Renaissance buildings ignored human scale.	True	False
4) St. Peter's Basilica features a rectangular dome.	True	False
5) Palazzo Rucellai showcases three classical orders.	True	False

## Question

Answer the questions below.

1) How does symmetry reflect Renaissance ideals of beauty and balance?

---

---

---

---

2) How did Renaissance architecture connect science and philosophy?

---

---

---

---

## List

List and explain three philosophical principles reflected in Renaissance architecture.

1)	
2)	
3)	

## Activity – Renaissance Art and Architecture Workshop

### Objective

What are we learning about?

Students will recreate famous Renaissance artworks using basic art supplies, emphasizing the shift from medieval styles to Renaissance realism and humanism.

### Materials

What you will need for the activity.

- Drawing paper or sketchbooks
- Pencils
- Erasers
- Coloured pencils, markers, or paints
- Rulers
- Images of famous Renaissance artworks (e.g., works by Leonardo da Vinci, Michelangelo)



### Instructions

How you will complete the activity.

1. Begin by introducing the key characteristics of Renaissance art and architecture, focusing on realism, humanism, perspective, and the use of light and shadow.
2. Show examples of famous Renaissance artworks and discuss how they reflect the cultural and philosophical shifts of the time.
3. Distribute drawing paper or sketchbooks, pencils, and erasers to each student.
4. Ask each student to select one Renaissance artwork to recreate. Provide images for reference.
5. Have students sketch the basic outline of their chosen artwork using pencils, focusing on getting the proportions and perspective correct.
6. Once the basic sketch is complete, instruct students to add details, paying close attention to light, shadow, and realistic human features.
7. Allow students to use coloured pencils, markers, or paints to complete their artwork, encouraging them to mimic the colour palette and techniques used by Renaissance artists.
8. Once the artworks are finished, organize a classroom gallery walk where students can display and discuss their recreations.



## Artworks

Choose a Renaissance artwork to recreate:

Artwork Title	Artist	Description
Mona Lisa	Leonardo da Vinci	A portrait of a woman with an enigmatic expression, renowned for its detailed realism and use of sfumato.
The Last Supper	Leonardo da Vinci	Depicts the moment Jesus announces one of his disciples will betray him, showcasing mastery of perspective.
David	Michelangelo	A marble statue representing the biblical hero David, noted for its detailed anatomy and expression of human emotion.
Sistine Chapel Ceiling	Michelangelo	A series of frescoes on the ceiling of the Sistine Chapel in Vatican City, illustrating scenes from the Bible, including the Creation of Adam.
The School of Athens	Raphael	A fresco depicting various ancient philosophers in a grand architectural setting, exemplifying Renaissance ideals of knowledge and beauty.
The Birth of Venus	Sandro Botticelli	Shows the goddess Venus emerging from the sea on a shell, symbolizing beauty and love.
The Creation of Adam	Michelangelo	Part of the Sistine Chapel ceiling, depicting God giving life to Adam, highlighting human potential and divine creation.
The Arnolfini Portrait	Jan van Eyck	A detailed portrait of a wealthy couple, notable for its use of oil paints and intricate symbolism.
The Vitruvian Man	Leonardo da Vinci	A drawing illustrating the ideal human proportions based on the writings of the ancient architect Vitruvius.
Primavera	Sandro Botticelli	An allegorical painting representing spring, filled with mythological figures and rich in symbolic meaning.



Reference

Reference images of the Renaissance artworks



The Last Supper



David



Sistine Chapel Ceiling



The School of Athens



Mona Lisa



## Reference

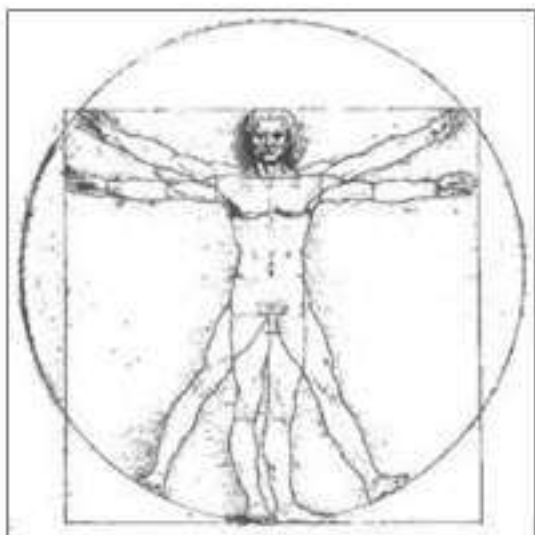
## Reference images of the Renaissance artworks



The Arnolfini Portrait



The Creation of Adam



The Vitruvian Man



Primavera



## Literature: Vernacular and Humanist Themes

### Exploring the Vernacular

During the Renaissance, a significant shift occurred from the medieval practice of writing in Latin to the use of vernacular, the everyday language spoken by the people. This transition allowed literature to reach a broader audience, fostering a deeper connection between writers and their readers. Writers like Dante Alighieri in Italy, who wrote "The Divine Comedy" in Italian, played a pivotal role in establishing vernacular literature. His work not only made literature accessible to a wider audience but also elevated the status of the Italian language.



### Humanist Themes in Renaissance Literature

Humanism, a movement that emphasized the value and agency of human beings, significantly influenced Renaissance literature. This period saw a shift from the religious and feudal themes of the Middle Ages to themes that focused more on individual human experience. Renaissance writers explored themes such as:

- **Individualism:** Celebrating the potential and achievements of individuals.
- **Realism:** Describing the world and human nature more accurately.
- **Education:** Advocating for the broad education of the masses, not just the elite.

### Key Contributions of Renaissance Writers

- 1) **Dante Alighieri (1265-1321)** - His "Divine Comedy" is a journey through Hell, Purgatory, and Paradise, using vernacular Italian. It explores themes of love, justice, and redemption.
- 2) **Francesco Petrarch (1304-1374)** - Known as the "Father of Humanism," Petrarch's sonnets dealing with love and human emotions were influential in shaping Renaissance poetry.
- 3) **William Shakespeare (1564-1616)** - An English playwright whose works, including plays like "Hamlet" and "Macbeth," delved into the complexities of the human condition, reflecting the humanist ideals of the era.

These writers' works were not only artistic expressions but also reflections and critiques of the societal and cultural shifts of their times. Their contributions helped to shape modern thought and literature, illustrating the power of language and the exploration of human themes. Their impact on literature demonstrates the enduring power of the written word to reflect and influence human thought and culture.



## True or False

Is the statement true or false?

1) Dante Alighieri wrote in Latin.	True	False
2) Petrarch focused on religious themes.	True	False
3) Shakespeare was an Italian playwright.	True	False
4) Vernacular language limited literature's audience.	True	False
5) Petrarch was known as the "Father of Humanism."	True	False

## Write

Write a short dialogue between Dante and Petrarch discussing humanism.

PREVIEW

---

---

---

---

---

---

---

---

## Questions

Answer the questions below.

1) How did Dante's use of Italian influence literature?

---

---

---

---

2) What was the impact of vernacular language on Renaissance society?

---

---

---

---

## Renaissance Science and Technology

### Early Renaissance Innovations

The Renaissance, a period of great intellectual growth and cultural rebirth, spanned from the 14th to the 17th century, marking a profound shift in scientific thinking and technological development. Among the notable innovations, the refinement of the printing press by Johannes Gutenberg around 1440 stands out as a monumental achievement. Gutenberg's introduction of movable type printing revolutionized the dissemination of knowledge, making books more accessible and affordable. This significantly increased literacy rates and allowed a wider audience to engage with new and traditional learning.



### Key Technologies

- 1) **The Printing Press:** Before Gutenberg's invention, books were laboriously hand-copied. His press enabled mass production, reducing the cost and increasing the spread of literacy. By 1500, over 20 million volumes had been printed in Western Europe.
- 2) **Astronomical Tools:** The development of the telescope by Galileo Galilei expanded the horizons of space exploration. Galileo's enhancements allowed for detailed observations of the moon, stars, and planets, fundamentally altering our understanding of the universe.
- 3) **Anatomical Studies:** Advances in human anatomy were made during this period. Scientists like Andreas Vesalius corrected long-held misconceptions by conducting detailed dissections and creating accurate anatomical diagrams.

### Impact on Society and Thought

The widespread availability of printed materials broke the monopoly of the educated elite on knowledge and education, fostering an environment where free thought and inquiry flourished. This was instrumental in challenging the status quo and the established authority of the Church, especially in scientific matters.

Galileo's astronomical observations, for instance, challenged the geocentric model of the universe that positioned Earth at the center. His advocacy for the heliocentric theory, which placed the Sun at the center, faced fierce opposition from the Church, leading to a broader debate about scientific evidence and religious doctrine.

These innovations laid the groundwork for the modern scientific method, emphasizing observation, hypothesis, and experimentation. The shift towards empirical evidence changed how future generations would approach both science and technology, leading to continued progress in various fields.



**Questions**

Answer the questions below.

1) How did Gutenberg's printing press change book production?

---

---

---

---

2) How did the printing press influence literacy and education?

---

---

---

---

**True or False**

Write true or false?

1) Gutenberg's printing press used mixed type.	True	False
2) The telescope was invented during the Renaissance.	True	False
3) Printed books were cheaper after 1440.	True	False
4) Vesalius published detailed anatomy charts.	True	False
5) The Church readily accepted Galileo's findings.	True	False

**Draw**

Draw a three-panel comic strip showing the invention and use of the printing press.

--	--	--

## Newspaper Article: The Protestant Reformation

### The Dawn of the Protestant Reformation: A Shift in Religious Power

Published on October 31, 1517

**Breaking News** Today marks a pivotal shift in religious history with the emergence of the Protestant Reformation, a movement now challenging the centuries-old dominance of the Roman Catholic Church. At the forefront of this movement stands Martin Luther, a German monk who, in 1517, posted his 95 Theses, famously nailed to the door of the Wittenberg Castle church, against the Church's practice of selling indulgences. This act has called for significant theological reformation.

Luther's radical ideas, which include the belief that salvation comes by faith alone and not by good deeds or monetary contributions, have ignited widespread debate across Europe. His translation of the Bible into German, making scripture accessible to the common people for the first time, has further empowered individuals to interpret religious texts independently of the clergy.

Another key figure, John Calvin, is introducing even more transformative ideas in Geneva. Calvin emphasizes the sovereignty of God over all aspects of life and introduces the concept of predestination, which suggests that the fate of every soul is predetermined by God. His teachings are fostering a community governed by strict moral guidelines and leading to the establishment of Calvinism, a

major branch of Protestantism.

This religious movement is reshaping the political landscape as well. As the authority of the Catholic Church wanes, state powers are increasingly asserting independence, leading to the rise of nation-states. This shift is profoundly influencing the governance of countries like England and Germany, where rulers are seizing the opportunity to control religious institutions within their territories.



The effects of the Reformation extend beyond theology and church structure, ushering in a new era of cultural flourishing and intellectual freedom, as people are encouraged to question traditional doctrines and express their beliefs openly.

As this historical shift unfolds, its impact on both church authority and individual faith practices is monumental, signalling a new age of religious and political transformation.



## True or False

Is the statement true or false?

1. Martin Luther was French.	True	False
2. The 95 Theses were posted in 1517.	True	False
3. Luther translated the Bible into Latin.	True	False
4. The Reformation decreased the Catholic Church's influence.	True	False
5. The Reformation promoted intellectual freedom.	True	False

Question Write two questions you have about the text.

1)	
2)	

## Questions

Answer the questions below.

1) What is sustainable fishing?


2) How does aquaculture help the ocean?


## Memory Game: Renaissance and Reformation

### Objective

What are we learning about?

Students will reinforce their understanding of key figures and concepts from the Renaissance and Reformation periods by matching pairs of cards.

### Materials

What you will need for the activity.

- Memory game cards (provided) with the terms on one set and descriptions on another set.
- A flat surface like a table where you can lay out the cards.



### Instructions

How you will complete the activity

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on a flat surface.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its description.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and descriptions with the class.
8. Discuss why these terms are important to understand and how they relate to Renaissance and Reformation.



## Cards

List of key figures or concepts and their description

Key Figure or Concept	Description
Leonardo da Vinci	An artist, scientist, and inventor known for the Mona Lisa and The Last Supper.
Michelangelo	A sculptor and painter famous for the Sistine Chapel ceiling and the statue of David.
Nicolaus Copernicus	An astronomer who proposed that the Earth orbits the Sun.
Galileo Galilei	An astronomer who improved the telescope and supported Copernican theory.
Martin Luther	A monk who started the Reformation by challenging the Catholic Church's practices.

## Cards

List of key figures or concepts and their description

Key Figure or Concept	Description
John Calvin	A Reformation leader who developed the Christian theology known as Calvinism.
The Printing Press	A machine invented by Johannes Gutenberg that revolutionized the spread of information.
95 Theses	Martin Luther's list of 95 theses that challenged the Catholic Church.
Council of Trent	A series of meetings called by the Catholic Church to address the Reformation.
Henry VIII	The King of England who separated from the Catholic Church to form the Church of England.



## Cards

List of key figures or concepts and their description

Key Figure or Concept	Description
Elizabeth I	The Queen of England who established the Protestant Church of England.
William Shakespeare	A playwright and poet known for his plays like Romeo and Juliet and Hamlet.
Raphael	A Renaissance painter known for his works like The School of Athens.
Machiavelli	A political philosopher known for writing The Prince.
Humanism	A cultural movement that focused on human potential and achievements.

## Cards

List of key figures or concepts and their description

Key Figure or Concept	Description
Erasmus	A Dutch humanist who criticized the Church and called for reform.
Thomas More	An English lawyer and writer who authored Utopia.
Diet of Worms	A Diet of the Holy Roman Empire where Martin Luther defended his 95 Theses.
Predestination	The belief that all events are willed by God, associated with Calvinism.
Indulgences	Payments made to the Catholic Church to reduce punishment for sins.



**Reflection**

Create an acrostic poem using the word "RENAISSANCE." Each line should relate to something you learned about the Renaissance era.

**R****E****N****A****I****S****S****A****N****C****E**

**PREVIEW**

# Block 4:

# Industrial Revolution

## Focus

- Reports

The Printing Press: Revolutionizing Communication, The Compass: Navigating New Worlds, The Steam Engine: Powering the Industrial Revolution, Continuing Influence of Technology

- Case Studies

Firearms: Changing Warfare and Societies

- Story

Life During the Industrial Revolution

- Activities

Inventions Fair; Fact or Fiction



## The Printing Press: Revolutionizing Communication

### Origins and Innovations

The printing press, introduced by Johannes Gutenberg around 1440 in Mainz, Germany, marked a pivotal turn in the history of communication. Before Gutenberg's invention, books were handwritten, making them scarce and expensive. Gutenberg's press utilized movable type made of metal, which allowed for the assembly of text using individual characters that could be rearranged and reused. This innovation dramatically reduced the cost and time needed to produce books.



### Impact on Society

With the printing press, the production of books surged, making them more accessible to the general public. This accessibility played a crucial role in spreading new ideas quickly across Europe. For example, the production of the Gutenberg Bible in the 1450s demonstrated the press's ability to produce large volumes, which significantly influenced religious education and patronage. Here are some key effects of the printing press:

- 1) **Education and Literacy:** As books became more available, literacy rates increased. More people learning to read and write created a more informed public.
- 2) **The Renaissance:** The spread of classical knowledge and artistic techniques fuelled the Renaissance, emphasizing humanism and individualism.
- 3) **The Reformation:** Martin Luther's 95 Theses, printed in 1517, challenged the Catholic Church's practices, leading to religious reform. The press enabled the widespread distribution of his and other reformers' writings.
- 4) **The Enlightenment:** The Enlightenment of the 17th and 18th centuries saw philosophers questioning traditional doctrines and promoting reason, science, and human rights. Printed materials facilitated the exchange of these revolutionary ideas.

### The Press and Power

The printing press diminished the control of the Church and monarchs over knowledge and information, fostering a culture of inquiry and debate that challenged traditional authorities. This shift not only changed the structure of society but also laid the groundwork for modern democratic systems.

By making information accessible, the printing press catalyzed intellectual movements and societal change, illustrating the profound impact technology can have on communication and culture.

**Questions**

Answer the questions below.

1) How does the printing press impact the spread of the Renaissance?

---

---

---

---

2) How did the printing press challenge traditional authorities?

---

---

---

---

**Draw**

Draw an imaginary page of a newspaper from the Renaissance period that might have been printed using the printing press. Write a headline and a small caption about a major event of the period.

**True or False**

Is the statement true or false?

1) Johannes Gutenberg invented the printing press in 1500.	True	False
2) The printing press was first introduced in Germany.	True	False
3) The Renaissance was unaffected by the printing press.	True	False
4) The Enlightenment was primarily a religious movement.	True	False
5) The printing press reinforced the power of the Church.	True	False



## Case Study: Firearms: Changing Warfare and Societies

### Evolution of Gun Technology

Firearms dramatically transformed warfare and societal structures between the 15th and 19th centuries. Initially, guns were primitive and unreliable, often exploding in the hands of the user. Over time, advancements such as the matchlock, which allowed guns to be fired by a trigger mechanism, made firearms more practical for use in combat.



### Impact on Warfare

The introduction of firearms led to the late 16th century revolution in infantry tactics. Armies could now train large groups of soldiers to use muskets, which were easier to use compared to traditional weapons like the spear or sword. This shift led to the development of new military formations, such as the "infantry," where soldiers would line up in rows and fire coordinated volleys.

### Key Advancements:

- **Matchlock and Flintlock Mechanisms:** Allowed for easier and more reliable firing.
- **Rifling:** Grooves in the barrel of a gun that imparted spin to the bullet, greatly increasing accuracy over distance.
- **Percussion Cap:** Replaced the flintlock in the mid-19th century, significantly boosting the reliability and weather resistance of firearms.

### Effects on Imperial Expansion

Firearm technology was crucial for European imperial expansion. Superior firepower allowed relatively small forces to conquer large territories in Asia, Africa, and the Americas. For instance, during the conquest of the Incan Empire, Francisco Pizarro's men, armed with firearms and cannons, were able to defeat vastly larger Incan forces who lacked such technology.

### Influence on Major Conflicts

During the American Revolution (1775-1783), the use of rifles by American rebels allowed them to engage British troops effectively at longer ranges, which was a significant tactical advantage in several battles. The improvement in firearm technology contributed to the colonists' victory, ultimately influencing the political landscape of the new nation.

Through these advancements, the nature of warfare and global power structures shifted, marking the rise of modern military tactics and the decline of medieval combat styles. The progression from rudimentary firearms to advanced weaponry dictated the outcomes of conflicts and reshaped societies across the globe.

## True or False

Is the statement true or false?

1) Muskets were easier to use than bows.	True	False
2) Percussion caps enhanced firearm reliability.	True	False
3) The flintlock mechanism came after the percussion cap.	True	False
4) Line infantry tactics originated in the 18th century.	True	False
5) American rebels used rifles in the American Revolution.	True	False

## Imagining

Imagine you are a soldier in the 18th century; write a brief diary entry about your experience using firearms in a battle.

PREVIEW

---

---

---

---

---

---

---

---

## Questions

Answer the questions below.

1) How did the matchlock mechanism change firearms?

---

---

---

---

---

2) What was the role of firearms in European imperial expansion?

---

---

---

---

---



# The Steam Engine: Powering the Industrial Revolution

## The Rise of Steam Power

The steam engine was a cornerstone of the Industrial Revolution, drastically changing the way people worked and lived. This transformative machine, refined in the 18th century by James Watt and others, revolutionized various sectors, from manufacturing to transportation.



## Invention and Innovations

James Watt, a Scottish inventor, made critical improvements to the steam engine in the mid-1700s. While the steam engine was not originally his invention, Watt's enhancements significantly increased its efficiency and practicality. His key innovation was the separate condenser, which allowed the engine to run continuously and made the steam engine more powerful and reliable.

## Impact on Manufacturing

The steam engine facilitated mass production. Factories that once relied on human or animal power now used steam power, increasing their output and efficiency. This shift not only boosted productivity but also altered labour patterns and economic structures.

## Transforming Transportation

- Steam power also had a profound impact on transportation.
- 1) Railways: Steam locomotives enabled faster land travel, reducing the cost and time of moving goods and people.
  - 2) Shipping: Steamships transformed maritime travel and cargo transport, making ships faster and navigation more reliable.

## Urbanization and Economic Changes

The widespread use of steam engines encouraged the growth of cities as people moved from rural areas in search of factory jobs. This urbanization brought about significant social and economic changes, laying the foundation for modern industrialized societies. Cities expanded rapidly, and the demand for workers led to a diverse range of economic opportunities and challenges.

## Legacy of Steam Power

The legacy of the steam engine is immense. It not only powered the Industrial Revolution but also set the stage for the development of modern technologies and industries. Understanding its impact helps us appreciate how innovation can drive societal transformation.

**Questions**

Answer the questions below.

1) What is the role of steam power in the growth of cities during the Industrial Revolution?

---

---

---

---

2) How did the use of steam engines in factories change labour patterns?

---

---

---

---

**True or False**

State whether true or false?

1) James Watt invented the steam engine.	True	False
2) Steam engines increased factory output.	True	False
3) Steamships made maritime travel slower.	True	False
4) Steam power led to rural growth.	True	False
5) Steam engines were inefficient before Watt's improvements.	True	False

**List**

List three pros and cons of steam power in manufacturing and transportation during the Industrial Revolution.

Pros	Cons



**Activity: Industrial Revolution Inventions Fair****Objective**

What are we learning about?

Students will create simple models or posters of these inventions, and explore their impact on societies and the broader effects on living and working conditions.

**Material**

What you will need for the activity.

- Cardboard, Craft sticks, Clay, Paper, Markers and crayons, Scissors, Glue, Tape
- Craft sticks, Clay, Paper, Markers and crayons, Scissors, Glue, Tape
- Research materials (books, internet access)
- Poster boards
- Rulers, Coloured paper

**Instructions**

How you will complete the activity

1. Divide the class into small groups and assign each group to research a major invention from the Industrial Revolution from the provided list.
2. Instruct each group to research their assigned invention, focusing on its inventor, purpose, and impact on society. Have them complete the planning page.
3. Have each group decide whether they will create a simple model or poster to represent their invention.
4. Provide the groups with the necessary materials to build their models or create their posters. Models can be constructed using cardboard, craft sticks, clay, and other craft supplies, while posters can include drawings, printed images, and written information.
5. Allow the groups time to work on their projects, assisting them with research and construction as needed.
6. Once the projects are completed, set up a "fair" in the classroom where each group presents their invention, explaining its significance and impact during the Industrial Revolution.
7. Encourage students to ask questions and engage with each group's presentation, fostering a collaborative learning environment.

**Inventions**

Choose an invention from the Industrial Revolution to work on.

Invention	Description
Steam Engine	Developed by James Watt, it revolutionized transportation and manufacturing by providing a reliable power source.
Spinning Jenny	Invented by James Hargreaves, this multi-spindle spinning frame greatly increased the efficiency of cotton spinning.
Cotton Gin	Invented by Eli Whitney, it quickly separated cotton fibres from their seeds, boosting cotton production.
Telegraph	Invented by Samuel Morse, it allowed for instant communication over long distances using coded signals.
Power Loom	Designed by Edmund Cartwright, it mechanized the weaving process, significantly increasing textile production.
Steam Locomotive	Developed by George Stephenson, it provided a faster and more efficient means of transport for goods and people over land.
Sewing Machine	Invented by Elias Howe and improved by Isaac Singer, it mechanized the process of sewing fabric, revolutionizing the clothing industry.
Bessemer Process	Created by Henry Bessemer, it was the first inexpensive industrial process for the mass production of steel.
Mechanical Reaper	Invented by Cyrus McCormick, it mechanized the harvesting of crops, significantly reducing the labor needed for farming.
Telephone	Invented by Alexander Graham Bell, it allowed for voice communication over distances, transforming personal and business communication.



**Planning**

Plan your project by researching and writing the following details of your chosen invention:

<b>Name of Invention</b>	
<b>Inventor (s)</b>	
<b>Year of Invention</b>	
<b>Purpose of the invention</b>	
<b>Impact of the Invention</b>	
<b>Impact on Society</b>	

**PREVIEW**

**Unit Test – Shaping the Modern World****Multiple Choice**

/10

1) Who captured Constantinople in 1453? a) Sultan Mehmed II b) King John c) Martin Luther d) Abel Tasman	2) What did Abel Tasman name the bay he saw? a) New Zealand Bay b) Discovery Bay c) Murderers' Bay d) Aotearoa Bay
3) What document reduced the king's power in 1215? a) Treaty of Adwa b) 95 Theses c) English Bill d) Magna Carta	4) What year was the first smallpox outbreak in Australia? a) 1789 b) 1488 c) 1618 d) 1453
5) Which explorer first rounded Africa's tip? a) Diogo Cão b) Bartolomeu Dias c) Vasco da Gama d) Christopher Columbus	6) What is another name for New Zealand by the Maori? a) Aotearoa b) India c) Maui d) Terra Australis
7) Who wrote the "95 Theses" in 1517? a) Martin Luther b) Niccolò Machiavelli c) Dante Alighieri d) William Shakespeare	8) Who improved the printing press in 1765? a) Johannes Gutenberg b) John Smith c) Galileo Galilei d) James Watt
9) What event started the Reformation? a) Gutenberg Bible b) Magna Carta c) 95 Theses d) Renaissance	10) What started European exploration in 1492? a) Luther's Theses b) Columbus's Voyage c) Fall of Constantinople d) Printing Press



**Define**

What do the terms below mean?

Term	Definition - What does it mean?
Rule of Law	
Renaissance	
Reformation	

**Short Answer**

Answer the questions below - Each question is worth 3 marks.

1) Explain the impact of the Reformation.

---



---



---



---

2) Why was the invention of the steam engine important?

---



---



---



---

3) What were the effects of the Renaissance on art and science?

---



---



---



---

Answer the questions below – Each question is worth 5 marks.

PREVIEW

