



Preview – Information



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Workbook Preview



Grade 5 – Social Studies Unit

Time and Place

Organizing Idea # 1

Organizing Idea	Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.	
Guiding Question	In what ways might the ancient world have relevance today?	
Learning Outcome	Students examine ancient civilizations.	
		ges
Preview of 75 pages from this product that contains 137 pages total.		
TP5.1	<p>Compare the work of historians, archaeologists, anthropologists, and geographers.</p> <p>Distinguish between primary and secondary sources.</p> <p>Compare information provided by primary and secondary sources.</p> <p>Imagine ways that advancements in technology could change interpretations of history.</p>	7 - 50

Grade 5 – Social Studies Unit

Time and Place

Organizing Idea # 2

Organizing Idea	Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.	
Guiding Question	How has geography contributed to the development of civilizations and empires?	
Learning Outcome	Students examine how geographical features and environmental changes contributed to the settlement and trade of ancient civilizations.	
	Skills and Procedures	Pages
TP5.5	Compare the locations of multiple ancient civilizations. Justify the settlement of ancient civilizations along river valleys and coastlines. Determine effects of environmental change on human behaviour.	51 - 99

NAME: _____

TIME AND PLACE



Rise of Civilizations - What Makes a Civilization Grow?

Strong Structures and Leadership

Civilizations rise when people work together under a strong system. These systems are called "organized structures." They include governments, laws, and clear roles for leaders. For example, the Roman Empire had senators and emperors who made decisions for millions of people. These leaders helped the empire stay strong for over 500 years.

Strong leadership is also important. A good leader can guide their people during war, make smart choices, and keep peace. For example, Genghis Khan united many tribes into an empire by using clever strategies and building trust with his soldiers.

Power and Protection

Military power helped civilizations grow by protecting land and winning battles. Civilizations with strong armies could conquer new areas, which gave them more land and resources. For example, the Egyptians had a powerful army that helped them control the Nile River for thousands of years.

New Ideas and Tools

Innovations, or new inventions and ideas, also helped civilizations grow. These can include tools, farming methods, or ways to build. The Sumerians created one of the first writing systems, called cuneiform. This helped them keep records and share knowledge.

List of Key Growth Factors:

- Organized governments and laws
- Strong and wise leaders
- Powerful armies
- New inventions (writing, tools, farming)
- Wealth from trade, land, or natural resources

The Role of Wealth

Wealth is another reason civilizations grow. Civilizations that had gold, spices, or good farmland could trade with others. This made them richer and gave them more power. For example, Ancient China traded silk and tea along the Silk Road, bringing in goods and money.



True or False

Is the statement true or false?

1. Civilizations grow with strong leadership.	True	False
2. The Sumerians invented the printing press.	True	False
3. Organized structures help keep order.	True	False
4. Genghis Khan ruled in Ancient Egypt.	True	False
5. Civilizations with armies often gained land.	True	False

Questions

Answer the questions below.

1) Which do you think civilizations grew better than others?

2) How did strong armies help a civilization?

Think

Design Your Own Civilization - Point for each

You are starting a brand new civilization. You have 100 points to spend on the most important parts that help a civilization rise. Decide how many points you will spend on each factor below:

Government and Laws (rules, leaders, systems)

Military Power (defence, protection, army)

Innovation (inventions, tools, technology)

Wealth and Trade (money, goods, farming, selling)

Leadership (decision-making, guiding others, solving problems)

Explain why you decided to spend more points on some areas than others.

Interview: The Rise of Egypt

Student: Hi! I'm learning about the rise of Ancient Egypt. Can you tell me how it all started?

Expert Historian: Of course! Ancient Egypt became powerful because of strong leaders, smart inventions, and its great location near the Nile River. All of these things helped the civilization grow and stay strong for thousands of years.

Student: What kind of leaders did they have?

Expert Historian: They had pharaohs, who were like kings or queens. The pharaohs were in charge of everything. Ramses II and Hatshepsut were famous pharaohs. Ramses II was a strong military leader, and Hatshepsut helped grow trade. Their strong leadership helped keep Egypt strong and successful.

Student: How did they organize their government?

Expert Historian: They had a very organized government. The pharaoh was at the top, and below them were officials who collected taxes, built temples, and managed farming. These officials made it easier to run the civilization and build the pyramids.



Student: What kinds of things did they invent?

Expert Historian: Ancient Egyptians were very creative. They invented hieroglyphics to write and keep records. They also built pyramids, which showed their skills in engineering and design. They used irrigation to bring water from the Nile to their farms. These innovations helped Egypt stay strong and grow larger.

Student: How did Egypt become rich?

Expert Historian: The Nile River was key. It gave them water for crops and a way to travel and trade. Egypt traded gold, grain, and papyrus with other places. This brought in wealth and new opportunities, which helped the civilization grow.

Student: So everything worked together to help Egypt rise?

Expert Historian: Exactly! Their strong leaders, smart inventions, organized government, and control of the Nile all worked together. These things helped Ancient Egypt rise into one of the most powerful civilizations in history.

Student: Thanks for helping me understand it all!

Expert Historian: You're welcome! Learning about Egypt helps us see how people worked together to build something great.

True or False

Is the statement true or false?

1. Ramses II and Hatshepsut were famous pharaohs.	True	False
2. Ancient Egypt had no organized government system.	True	False
3. Irrigation helped Egyptians grow crops near the Nile.	True	False
4. Pharaohs were chosen by a vote from the people.	True	False
5. Pyramids were built to show wealth and skill.	True	False

Questions Answer the questions below.

1) How did the Egyptians use the Nile River?

2) Why did Ancient Egypt become a powerful civilization?

Fill in the Blanks

Use the word bank to fill in the blanks.

Hatshepsut	pharaohs	Hieroglyphics	Nile	dynasties	Irrigation
------------	----------	---------------	------	-----------	------------

1. Ancient Egypt was ruled by powerful _____.
2. The government was organized into _____.
3. Leaders like Ramses II and _____ helped Egypt grow.
4. Egypt used the _____ River for farming and trade.
5. _____ systems helped bring water to dry land.
6. _____ were created to record information.

The Rise of Mighty Rome

A long time ago, in 753 BCE, a small city called Rome began to grow into one of the greatest empires in history. Rome was in Italy, but it didn't stay small for long. Over time, it used **military power** to expand across Europe, North Africa, and parts of Asia. Roman soldiers were trained, brave, and well-organized. They helped Rome take over lands around the **Mediterranean Sea**.

Rome grew strong because of its smart **leaders**. One famous leader was **Julius Caesar**, a general who helped turn Rome into an empire. Another important leader was **Augustus Caesar**, who ruled from 27 BCE to 14 CE and helped bring order to the empire.

The Romans also came up with many **innovations**. They built over **80 000 kilometres of roads** to help armies and traders travel quickly. They built **aqueducts** to carry fresh water into cities, and they created a legal system with laws written down for everyone to follow. Some of these ideas are still used today!

Rome grew wealthy from **trade and conquests**. They traded wine, olive oil, glass, and pottery. As they conquered more land, they collected taxes and treasures from other places. This made the empire rich and powerful.

By the year 117 CE, the Roman Empire was at its largest, covering over **5 million square kilometres** and ruling about **60 million people**. All of this happened because of Rome's strong army, smart leaders, clever inventions, and control over land and trade. The rise of Ancient Rome changed the world forever.



Write

Use as many words from the word bank as you can to write a paragraph.

Word Bank

Roman	Empire	Army	Aqueducts	Caesar
Mediterranean	Military	Roads	Trade	Conquests

Questions

Answer the questions below using evidence from the text.

1) What made Roman soldiers important to the empire's growth?

2) What were two important Roman innovations? How were they used?

Visualizing

Draw what you were picturing while you were reading. Explain the picture.

Fall of Civilizations - What Causes Civilizations to Fall?

Problems From Inside the Empire

Many civilizations that were once powerful began to fall because of problems from inside, called *internal factors*. One big problem was **leadership struggles**. Sometimes, many people wanted to be in charge, which caused fighting and confusion. This made it hard to make good decisions.

Civilizations also faced **high expenses**. They had to spend more money on the army, building, or fixing damage. When money ran out, people became unhappy.

Another reason for decline was **rebellions**. These were when groups of people inside a civilization fought against the leaders because they didn't agree with the laws or how to rule.

Problems From Outside the Empire
Civilizations also faced *external factors*, which are problems caused by outside forces. One big factor was **war and military conquest**. Enemies could attack and take over a civilization. For example, the Roman Empire was attacked by many different groups before it fell in 476 C.E.

Environmental changes were another problem. If there was a long drought, crops couldn't grow, and people would starve or move away. These changes made life harder and led to collapse.

List of Common Causes of Decline:

- Rebellions inside the empire
- Leaders fighting for power
- Running out of money or resources
- Enemy attacks and invasions
- Changes in beliefs and values
- Natural disasters or climate changes

All of these factors, whether from inside or outside, could lead even the strongest civilizations to fall.



True or False

Is the statement true or false?

1. Rebellions are caused by groups outside the empire.	True	False
2. The Roman Empire fell in 576 CE.	True	False
3. Civilizations sometimes fall because of enemy attacks.	True	False
4. High expenses can cause a civilization to struggle.	True	False
5. Fighting over leadership weakens civilizations.	True	False

Questions

Answer the questions below.

1) In your own words, how do civilizations rise and fall?

2) Why do you think a rebellion might happen? How would it hurt the civilization?

Questioning

Write 3 questions you have after reading this report

1)	
2)	
3)	

Interview: The Fall of Ancient Rome

Student: Hi! I'm learning about Ancient Rome. I know it used to be really strong. What happened to cause it to fall?

Expert Historian: Great question! Rome was once one of the most powerful empires, but many problems built up over time. Some were inside the empire, and others came from outside.

Student: What kind of problems happened inside the empire?

Expert Historian: Inside the empire, there was a lot of *corruption*. Leaders made selfish decisions to fix important problems. The economy also got worse. Trade slowed down and taxes were too high.

Student: Were there problems outside Rome too?

Expert Historian: Yes, Rome was attacked by *barbarian groups* like the Goths and Vandals. In 410 CE, the Vandals even invaded and captured the city of Rome. These invasions were a big problem.

Student: What does "value shift" mean?

Expert Historian: A value shift means people started to care less about Rome. Many didn't feel loyal anymore. They stopped showing *civic pride* and didn't want to fight for their country.

Student: Did money problems make it worse?

Expert Historian: Definitely. Rome had to spend a lot of money on its army and government. These *high expenses* made it hard to keep things running.

Student: So Rome didn't fall from just one thing?

Expert Historian: That's right. It was a mix of problems—weak leadership, economic trouble, enemy attacks, and people giving up on their government.

Student: Thanks! Now I really understand what happened.

Expert Historian: You're welcome! The fall of Rome teaches us how important leadership, loyalty, and smart planning are.



True or False

Is the statement true or false?

1. Rome fell because of one single problem.	True	False
2. Corruption means leaders made poor decisions.	True	False
3. The Vandals helped protect the Roman Empire.	True	False
4. High taxes and weak trade hurt the economy.	True	False
5. The Visigoths invaded the city of Rome.	True	False

Questions Answer the questions below.

1) What was corruption? How did it affect Rome?

2) Which factors do you think contributed to the fall of Rome?

Word Search

Find the words in the wordsearch.

Rome	Fall
Barbarian	Visigoths
Vandals	Civic
Pride	Money
Government	Taxes
Corruption	Leaders

V A N D A L S L E A D E R S W
 U V A U V I S I G O T H S L M
 L R G O V E R N M E N T R R O
 Y D J K L S K I D R O T I O N
 U C I V I C E A D P I O T M E
 S T B F A D Y W N D W D G E Y
 E P O A A H P I Z T E A W D G
 X K G L B A R B A R I A N I V
 A H J L D J N I H B Y J Q R H
 T C O R R U P T I O N K N P R

The Mystery of the Maya

Long ago, in the dense rainforests of Central America, the Maya civilization built great cities like Tikal and Palenque. At their peak, around 750 CE, the Maya had more than **40 major city-states** and a population of over **10 million people**. They were known for their pyramids, calendars, and writing system made of symbols called *glyphs*.

But something strange happened. Between 800 and 900 CE, many Maya cities were suddenly abandoned. Historians have studied this mystery for years, and they've found several reasons why the civilization may have declined.

One major reason was **environmental change**. The Maya faced long **droughts**—some lasting more than **100 years**. Crops failed. People cut down too many trees, which led to **deforestation** and a loss of biodiversity.

There were also **struggles for power** among the Maya city-states, and they were often at war with each other. This **constant warfare** made it hard for leaders to protect their people or grow enough food.

When the crops failed and wars didn't stop, people began to lose trust in their leaders. The Maya believed rulers were chosen by the gods, so failed crops made people question their **belief system**.

In time, **rebellions** broke out. Cities were left behind, temples were no longer used, and the **central government broke down**. By 900 CE, many once-great Maya cities were empty.

Even today, historians continue to study the Maya to better understand how such a powerful civilization could fall so quickly.



True or False

Is the statement true or false?

1. The Maya civilization had over 50 city-states.	True	False
2. Maya cities were built in desert areas.	True	False
3. Droughts made it hard for crops to grow.	True	False
4. The Maya used a writing system called glyphs.	True	False
5. All Maya cities disappeared after 500 CE.	True	False

Questions

Answer the questions below using evidence from the text.

1) Why were long droughts a problem for the Maya?

2) In your own words, explain why the Maya civilization declined.

Fill in the Blanks

Use the word bank to fill in the blanks.

crops

faith

droughts

City-states

Deforestation

gods

1. The Maya faced long _____ that ruined crops.

2. _____ made farming more difficult over time.

3. _____ often went to war with each other.

4. Many people lost _____ in their leaders.

5. Failed _____ led to a decline in trust.

6. The Maya believed rulers were chosen by the _____.

The Role of Social Scientists

What Do Social Scientists Do?

Social scientists are people who study different parts of human life. They help us understand our past and present by looking at many kinds of evidence. Let's learn about the roles of historians, archaeologists, anthropologists, and geographers.

The Role of Historians

Historians study old records. They look at old letters, books, newspapers, and diaries to learn about the past. They try to understand what happened and why it happened. By doing this, they help us learn about our history.



The Work of Archaeologists

Archaeologists study old artifacts. Artifacts are objects made or used by people in the past. These include tools, pottery, and buildings. Archaeologists dig in the ground to find these artifacts. They can study them to learn about how people lived long ago.



The Focus of Anthropologists

Anthropologists study groups of people. They look at how people live and interact with each other. They might study different cultures, traditions, and social behaviours. This helps us understand the diversity of human life.



The Role of Geographers

Geographers study the Earth and its features. They look at maps, climates, and landscapes. They also study how people interact with their environment. This helps us understand how geography influences human activities.



Define

Explain the roles of the following social scientists:

Historian	_____
Archaeologist	_____
Anthropologist	_____
Geographer	_____

Circle

Which social scientist should handle the task?

1) Studying ancient pottery at a site	Historian	Archaeologist
2) Mapping century-long climate change	Geographer	Anthropologist
3) Exploring events using diaries and records	Archaeologist	Historian
4) Observing cultural dances in community	Anthropologist	Archaeologist
5) Analyzing documents for museum exhibits	Geographer	Historian

Word Search

Find the words in the word search.

Historian	Archaeologist
Anthropologist	Geographer
Artifact	Community
Culture	Excavation
Pottery	Tradition
Map	Compass
Landscape	Research

H C O M P A S S N O I T A C X E
 I J V Q U B H C R A E S R U S P Z
 S A D V F N N E D C G F G W P Q V Q
 T G C C Z F A S Z I V K L S Q C H N
 O E P A C S D N A L B G L E X O E O
 R T S I G O L O E A H C R A S M R I
 I O T M Q A R T I F A C T T J M U T
 A R N U J C Q N V X B U L I H U T I
 N V S Q Q L D I F P F P A M B N L D
 M E H V U A P P O T T E R Y N I U A
 A T S I G O L O P O R H T N A T C R
 N C X R R E H P A R G O E G Z Y U T

Exit Cards

Cut Out

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

Name: _____

Which social scientist should handle the task?

1) Interviewing people about their traditions:	Anthropologist
	Geographer
2) Writing about past events from diary:	Archaeologist
	Historian
3) Measuring features of new park:	Geographer
	Historian
4) Cataloging artifacts from excavation site:	Archaeologist
	Anthropologist

Name: _____

Which social scientist should handle the task?

1) Interviewing people about their traditions:	Anthropologist
	Geographer
2) Writing about past events from diary:	Archaeologist
	Historian
3) Measuring features of new park:	Geographer
	Historian
4) Cataloging artifacts from excavation site:	Archaeologist
	Anthropologist

Name: _____

Which social scientist should handle the task?

1) Interviewing people about their traditions:	Anthropologist
	Geographer
2) Writing about past events from diary:	Archaeologist
	Historian
3) Measuring features of new park:	Geographer
	Historian
4) Cataloging artifacts from excavation site:	Archaeologist
	Anthropologist

Name: _____

Which social scientist should handle the task?

1) Interviewing people about their traditions:	Anthropologist
	Geographer
2) Writing about past events from diary:	Archaeologist
	Historian
3) Measuring features of new park:	Geographer
	Historian
4) Cataloging artifacts from excavation site:	Archaeologist
	Anthropologist

Role-Play: Comparing Social Scientists

Objective

What are we learning about?

To understand the roles and contributions of historians, archaeologists, anthropologists, and geographers in studying ancient civilizations.

Materials

What you will need for the activity.

- Scenario cards that present a specific situation related to studying ancient civilizations (provided)
- Props or costumes (optional)
- Timer or stopwatch

**Instructions**

How you will complete the activity

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that outlines a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute feedback forms or reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Uncovering an Ancient City	The year is 1922, and a team of explorers stumble upon the hidden entrance to an ancient city in Egypt. The historians in the group uncover old texts that hint at the city's importance. The archaeologists carefully dig up artifacts, revealing a complex society with advanced architecture. The anthropologists study the objects found, including tools and pottery, to understand the daily lives of the city's inhabitants. Meanwhile, the geographers map the city's layout, discovering that its location near the Nile River played a crucial role in its development.
2	Discovering a Viking Settlement	In the old days, around 1000 AD, a team of researchers discovers remnants of a Viking settlement in Newfoundland. The historians piece together old maps and writings that mention voyages to new lands. Archaeologists find longhouses, tools, and weapons. Anthropologists use the artifacts to understand how Vikings lived and interacted with Indigenous peoples. Geographers analyze the settlement's location, noting its strategic position for exploring and trading across the Atlantic Ocean.
3	Excavating a Roman Villa	In 1978, a group of students on a field trip discovers a Roman villa buried under layers of earth in Italy. Historians search ancient Roman records to learn about the villa's owners and their lifestyle. Archaeologists uncover beautiful mosaics and household items. Anthropologists study the social structure and daily activities of the people who lived there. Geographers look at how the villa's location in the countryside provided resources and connections to nearby cities.
4	Unearthing a Mayan Temple	In the dense jungles of Guatemala, a team of scientists stumble upon an ancient Mayan temple. Historians decode inscriptions that tell stories of powerful kings and rituals. Archaeologists uncover intricate carvings and ceremonial artifacts. Anthropologists study the remains to understand the religious practices and social hierarchy. Geographers explore how the temple's location, among other structures, forms a sacred landscape, revealing insights into Mayan cosmology and urban planning.

Scenario Cards

Cut out the topics below.

	Scenario	Description
5	Investigating a Chinese Emperor's Tomb	In 1974, farmers digging a well in China uncover fragments of terracotta warriors, leading to the discovery of the tomb of the First Emperor. Historians delve into ancient texts to learn about the emperor's reign and ambitions. Archaeologists excavate the vast site, revealing thousands of life-sized statues. Anthropologists study the craftsmanship and purpose of the warriors. Geographers analyze the tomb's design and its alignment with celestial events and geographic features.
6	Exploring an Indigenous Village	A group of explorers in 2023 finds an ancient Indigenous village in the Canadian Rockies. Historians research oral traditions and historical records about the community. Archaeologists find pottery, and remains of dwellings. Anthropologists study artifacts to understand the cultural practices and social structure. Geographers examine how the village's location and natural resources like rivers and forests supported the community's way of life.
7	Digging at a Medieval Castle	In 1956, a team of historians, archaeologists, anthropologists, and geographers begins excavating a medieval castle in Scotland. Historians uncover documents that detail battles and noble families. Archaeologists find armor, and household items. Anthropologists study the remains to learn about the daily life of the castle inhabitants. Geographers study the castle's strategic position on a hill, overlooking the surrounding lands and waterways.
8	Studying a Lost City in the Desert	In 2002, a team of scientists locates the ruins of a lost city in the Sahara Desert. Historians find ancient texts that describe a flourishing trade center. Archaeologists uncover markets, houses, and temples buried under the sand. Anthropologists analyze the findings to learn about the city's diverse population and their way of life. Geographers map the city, discovering how its location along trade routes contributed to its rise and fall.

Name: _____

32

Curriculum Connection
TP5.1

My Name _____

Who I Am Assessing _____

Peer Assessment

Mark your group members using the checklist below.

Criteria	Description	Stars (1: Worst, 5: Best)
Stayed in Character	The student remained in character throughout the performance.	☆☆☆☆☆
Listened to Others	The student listened carefully and responded appropriately to others.	☆☆☆☆☆
Said What I Needed	The student accepted others' ideas and added to the scene.	☆☆☆☆☆
Showed Creativity	The student demonstrated creativity in their role and dialogue.	☆☆☆☆☆
Used Body Language	The student used their body to express the character's feelings.	☆☆☆☆☆
Spoke Clearly	The student spoke loudly and clearly enough to be heard by everyone.	☆☆☆☆☆
Contributed to the Story	The student helped the group and moved the story forward.	☆☆☆☆☆
Reacted to Situations	The student reacted appropriately to the situations presented in the scene.	☆☆☆☆☆

Glow and
Grow

Glow: Write two things that the performer did well at.

Grow: Suggest one area where the performer can improve.

Glow	_____
Glow	_____
Grow	_____

Primary and Secondary Sources

What Are Primary Sources?

Primary sources are original materials from the past. They were created during the time period being studied. They give us direct evidence about historical events. Examples of primary sources include:

1. **Artifacts** - Items like ancient tools, pottery, or clothing found at archaeological sites.
2. **Maps** - Showing how the world was understood in the past.
3. **Letters** - Personal documents written by people such as soldiers during World War II.
4. **Diaries** - Personal accounts giving a personal view of life during the Holocaust.
5. **Photographs** - Images of important events like the first moon landing in 1969.



What Are Secondary Sources?

Secondary sources interpret and analyze primary sources. They are created by people who were not present at the events they describe. Examples of secondary sources include:

1. **Textbooks** - School books that explain history using information from many primary sources.
2. **Encyclopedias** - Books or online resources that provide summaries of historical events.
3. **Documentaries** - Films that use photos and interviews to tell historical stories.

Why Use Both Types of Sources?

Using both primary and secondary sources is key in historical research. Primary sources give firsthand accounts and direct evidence. For example, a soldier's letter from World War II tells us about the war from his perspective. Secondary sources provide context and explanations, helping us understand the bigger picture. Combining both gives a fuller, more accurate view of history.



Name: _____

34

Curriculum Connection
TP5.1

Define

Explain the meanings of the terms below.

Primary Source	_____ _____ _____
Secondary Source	_____ _____ _____

Categoriz

Categorize the following sources into primary and secondary.

Sources			
Diary	Autobiography	Biography	Photograph
Documentary	Textbook	Letter	Research paper
Painting	Artifact	Encyclopedia	News report

Primary Sources	_____ _____ _____	_____ _____ _____	_____ _____ _____
Secondary Sources	_____ _____ _____	_____ _____ _____	_____ _____ _____

Draw

Sketch an example of a primary and secondary source.

Primary Source	Secondary Source

Memory Game: Primary vs. Secondary Sources

Objective

What are we learning about?

Students will distinguish between primary and secondary sources related to ancient civilizations by playing a memory game.

Materials

What you will need for the activity.

- Set of Memory Game cards with terms and definitions (provided).
- A small table or clear space on the floor.



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 the table.
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 and how they relate to the topic.

Cards

Memory Game Cards

Source	Primary or Secondary Source
A letter from an ancient king	Primary
A history textbook	Secondary
A painting from ancient times	Primary
A biography of a pharaoh	Secondary
An ancient coin	Primary

Cards

Memory Game Cards

Source	Primary or Secondary Source
A documentary about Rome	Secondary
A diadem sold	Primary
An article about pyramids	Secondary
A piece of pottery	Primary
A museum exhibit label	Secondary

PREVIEW

Cards

Memory Game Cards

Source	Primary or Secondary Source
An old photograph	Primary
A research paper on the Internet	Secondary
A speech recorded on papyrus	Primary
An encyclopedia entry	Secondary
A map drawn by explorers	Primary

Cards

Memory Game Cards

Source	Primary or Secondary Source
A TV show about Vikings	Secondary
A soldier's uniform	Primary
A journal article	Primary
A building's foundation	Primary
An interview with an expert	Secondary

PREVIEW

Newspaper Article: Technology and History

Breaking News: King Richard III Discovery Rewrites History

Publish Date: September 12, 2012

A new discovery has changed what we know about King Richard III. For many years, people thought that King III was a bad king, mostly because of old stories. But now, new technology has given us a different story.

In 2012, archaeologists used ground-penetrating radar to find Richard III's bones under a parking lot in Leicester, England. This special radar helped them find his grave, which had been lost for over 500 years. Dr. John Ashdown-Hill, a historian who helped find the grave, said, "Without this technology, we might never have found his remains."

DNA analysis was another important tool in this discovery. Scientists checked the DNA of the bones and compared it to Richard III's living relatives. This proved that the bones were really his. The DNA tests also

showed that Richard III did not have a severe spinal deformity like many believed. Instead, he had scoliosis, which caused a slight curve in his spine but did not make him a hunchback.

A forensic study of the skeleton showed that Richard III died from several blows to the head during the Battle of Bosworth in 1485. This means he did not run away from the fight, as some stories said. Instead, he fought bravely until the end.

Dr. Philipp Langley, who led the search, said, "Finding King III's remains has changed what we thought about him. He was not the villain from Shakespeare's plays but a strong leader."

This discovery not only found King III's grave but also gave us new information about his life and death. Dr. Langley said,

"Technology has given us a clearer, more accurate picture of the past."

Technology gave us new information about his life and death.



Questions

Answer the questions below using evidence from the text.

1) Why was Richard III thought to be a villain before this discovery? How did technology give a different story?

2) How do scientists help confirm the identity of the bones?

Matching

Match each term with its definition.

Ground-penetrating radar☐ Used to find things buried in the ground.**DNA analysis**☐ Study of DNA to learn about past events.**Forensic study**☐ Examines genetic material to identify people.**Scoliosis**☐ Uses radar to detect things underground.**Word Scramble**

Unscramble the words from the word bank.

Word Bank

Study	Archaeologist	Historian	Remains
Technology	Shakespeare	Shakespeare	Battle
Scoliosis	Skeleton	Analysis	Forensic

ISAHIONTR

EHGTOOYCLN

RHIAGOTCOAELS

ISRDEOYCV

ORIFSNCE

NAIASYSL

Fact Sheet: Types of Info. Communicated by Maps

WORLD CLIMATE ZONES



Climate Information

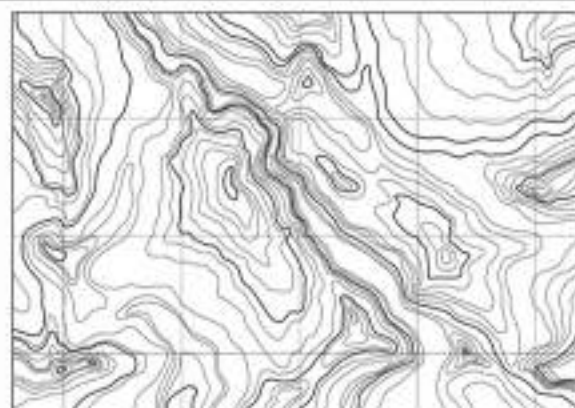
Maps can show **climate zones**, which tell us about the weather patterns in different areas. For example, a climate map might show where it is usually hot and dry, or where it is cold and snowy. These maps use colours to represent different climates, making it easy to see patterns across large regions.

Political Boundaries

Political maps show the boundaries of countries, provinces, and cities. These maps help us understand how land is divided into different regions for governance. They often include major cities and capitals, and they use lines to show borders between different areas.

Physical Features

Physical maps display the natural features of the Earth, such as mountains, rivers, and lakes. These maps use colors and shading to show elevation, bodies of water, and vegetation. For instance, green might represent low-lying areas, while brown or orange shows higher elevations like hills and mountains.



Topographic Maps

Topographic maps are special because they provide three-dimensional information about the Earth's surface. They use contour lines to show elevation changes. Each line represents a specific height above sea level. The closer the lines are to each other, the steeper the terrain. This type of map helps us understand the shape and height of mountains, valleys, and plains.

Question

Describe the main purpose of the following map types.

Climate Zone
Map

Political Map

Physical Map

Topographic Map

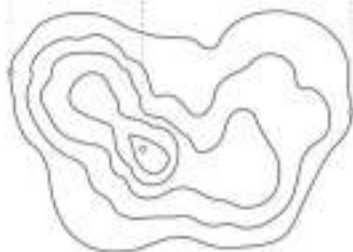
True or False

State if true or false?

1) Topographic maps show three-dimensional features.	True	False
2) Physical maps display only human-made features.	True	False
3) Political maps help identify different climate zones.	True	False
4) Physical maps use lines to show political boundaries.	True	False
5) Contour lines on topographic maps indicate elevation.	True	False

Explain

Describe how the contour lines below represent the



Activity: Topographical Mapping

Objective

What are we learning about?

Students will learn to interpret contour lines from a topographical map and accurately create a front view of a hill. This activity will help them understand the relationship between contour lines and landforms.

Materials

What you will need for the activity.

- Contour line top view map (provided)
- Ruler, pencil
- Coloured pencils (optional)
- Example (provided)



Instructions

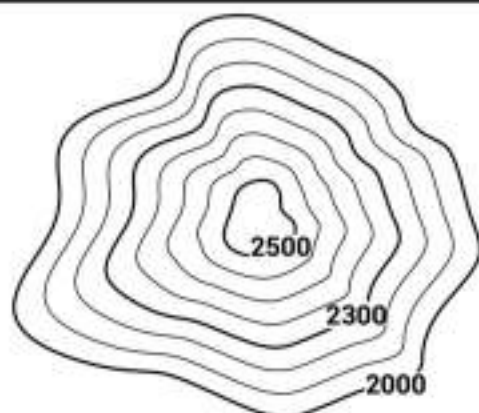
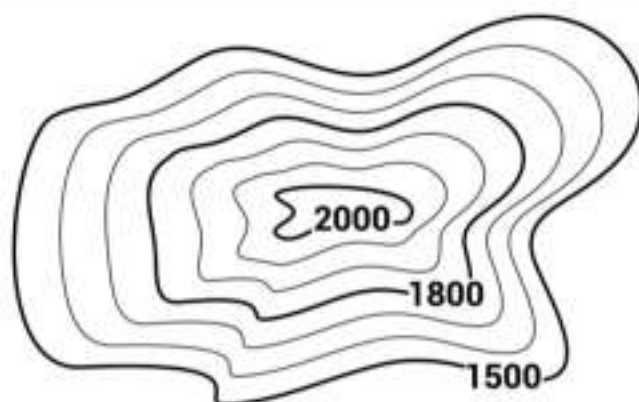
How you will complete the activity

1. Receive a contour line top view map of a specific area.
2. Place the cardboard flat and secure the top view map.
3. Study the contour lines and note the elevation changes.
4. Using a pencil and ruler, draw a baseline on the cardboard to represent the ground level.
5. Begin drawing vertical lines from the baseline to represent the height of the hill at various points, according to the contour lines.
6. Connect the top points of these vertical lines to form the outline of the hill.
7. Erase any unnecessary lines to clean up your drawing.
8. Optionally, colour the different elevation levels to visually enhance the topography.
9. Compare your front view drawing with the top view map to ensure accuracy.

Instruction

Convert the contour lines into a front view of the hill.

Example



Elements of Maps

Latitude and Longitude

In order to determine the exact location of something on Earth, we can use the **latitude** and **longitude** coordinate system. Lines of latitude run in an east-west direction across the Earth. Lines of longitude run in a north-south direction.



The **equator** is an imaginary line that runs east-west around the centre of the Earth. It divides the Earth in half, with a northern hemisphere above and a southern hemisphere below. The equator is a latitude of 0° .

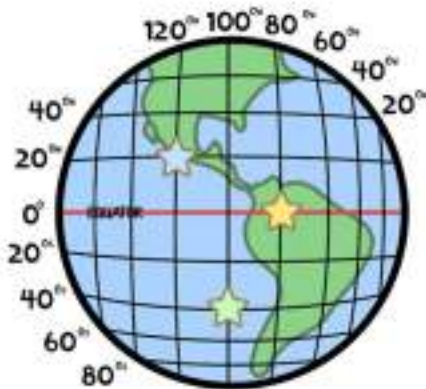
The **prime meridian** is similar to the equator, but it runs north and south. It has a longitude of 0° and splits the Earth into a western hemisphere and an eastern hemisphere.



Canada is in the northern hemisphere because it is above the equator. It is also in the western hemisphere, to the west of the prime meridian.

Coordinates on Earth

The latitudinal and longitudinal coordinates are given in brackets, with the latitudinal coordinates first and the longitudinal coordinates second. For example, on the map, the lowest star has the coordinates, (S 40° , W 100°). As you can see, you need to include which hemisphere the coordinates are in because there are two of all coordinates.



The middle star is right on the equator. It has the following coordinates, (0° , W 80°).



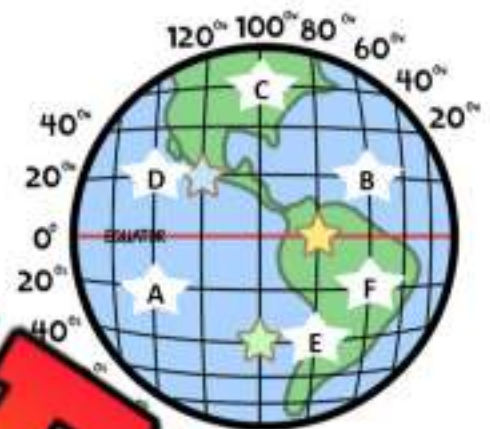
True or False

Is the statement true or false?

1) The western hemisphere is above the equator.	True	False
2) The equator is a line of latitude that is 0 degrees.	True	False
3) Canada is in the eastern hemisphere and the southern hemisphere.	True	False
4) We write the latitudinal coordinate before the longitudinal coordinate.	True	False
5) The prime meridian splits Earth into eastern and western hemispheres.	True	False

Coordinates Write the coordinates of the letters from the globe.

Letter	Coordinates
A	
B	
C	
D	
E	
F	



Questions

Answer the questions below.

1) Why do we use latitude and longitude? What are they?

2) How do today's navigational tools differ from the old times?

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(T) or false(F)?

1) The equator has a longitude of 0°.	T
	F
2) Lines of latitude run in a north-south direction.	T
	F
3) The prime meridian splits Earth into eastern and western hemispheres.	T
	F
4) Longitude coordinates are listed first in brackets.	T
	F

Name: _____

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

1) The equator has a longitude of 0°.	T
	F
2) Lines of latitude run in a north-south direction.	T
	F
3) The prime meridian splits Earth into eastern and western hemispheres.	T
	F
4) Longitude coordinates are listed first in brackets.	T
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3) The prime meridian splits Earth into eastern and western hemispheres.	T
	F
4) Longitude coordinates are listed first in brackets.	T
	F

Activity: Absolute Location Mapping

Objective

What are we learning about?

To reinforce students' understanding of geographical positioning and the concept of absolute location using coordinates.

Materials

What you will need for the activity.

- World map with latitude and longitude lines (provided)
- List of ancient cities with their coordinates and hemispheres (provided)
- Rulers and coloured pencils



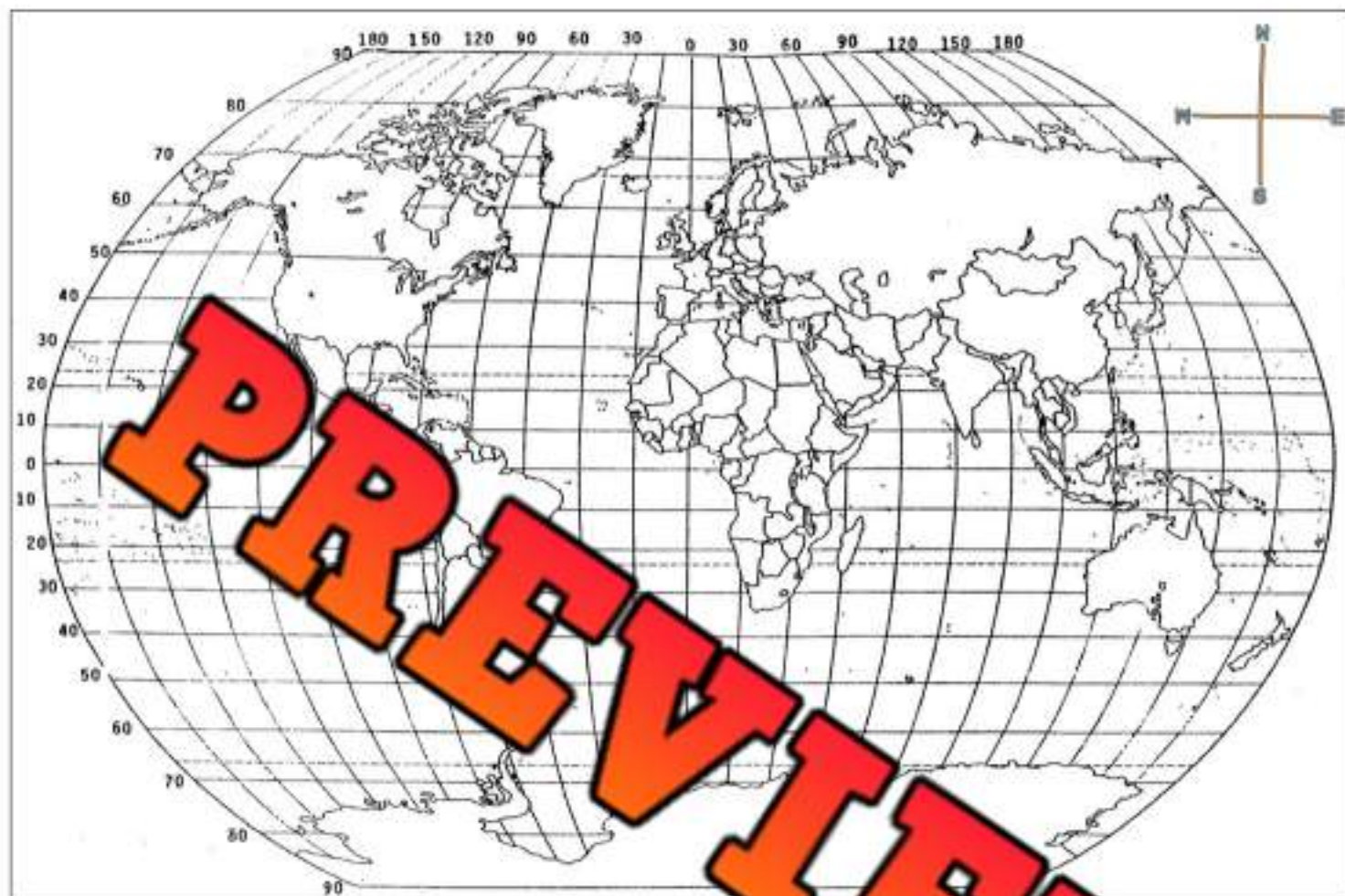
Instructions

How you will complete the activity.

1. Distribute the maps and the list of cities with their coordinates to each student.
2. Explain the concept of latitude (North/South) and longitude (East/West).
3. Show students how to use the coordinates to find locations on the map.
4. Have students use a ruler to accurately mark the latitude and longitude lines on their maps.
5. Guide students in labelling each city at the correct coordinates.
6. Once all cities are labelled, have students colour-code the hemispheres (e.g., Northern Hemisphere in blue, Southern Hemisphere in red).
7. Allow students to compare their maps with a partner to ensure accuracy.
8. Discuss the importance of absolute location and how it helps in navigation and understanding geography.

Label

Label the locations of the ancient cities below using the coordinates listed.



	City	Coordinates	hemispheres (N, E, S, W)
1	Babylon, Mesopotamia	32.5°N, 44.4°E	
2	Athens, Greece	37.9°N, 23.7°E	
3	Jerusalem, Israel	31.8°N, 35.2°E	
4	Rome, Italy	41.9°N, 12.5°E	
5	Alexandria, Egypt	31.2°N, 29.9°E	
6	Memphis, Egypt	29.9°N, 31.3°E	
7	Beijing, China	39.9°N, 116.4°E	
8	Lisbon, Portugal	38.7°N, 9.1°W	
9	Damascus, Syria	33.5°N, 36.3°E	
10	Cuzco, Peru	13.5°S, 71.9°W	
11	Tenochtitlan, Mexico	19.4°N, 99.1°W	
12	Persepolis, Persia	29.9°N, 52.9°E	

Peer Interview

Answer the questions below.

1) Interviewer's Name:

2) Interviewee's Name:

Today, I interviewed my classmate, _____, about their experience creating the absolute location map. We discussed their process, findings, and what they learned from the activity.

3) Question: What method did you use to find and mark the coordinates on the map?

4) Question: What did you find interesting about using coordinates?

5) Question: Did you notice any patterns or interesting facts about the coordinates you mapped?

6) Question: What challenges did you encounter while doing the activity?

7) Question: What was the most important thing you learned from this activity?

Case Study: Ancient Egyptian Civilization

Location Along the Nile River

The **ancient Egyptian civilization** was located in northeastern Africa, mainly along the **Nile River**. The Nile was very important for Egyptians because it provided water for drinking and farming. The river would flood every year, leaving behind rich soil from Ethiopia, where the river starts. This made the land around the Nile very fertile and allowed the Egyptians to have plenty of food.

Advances in Agriculture

Egyptians made many advancements in agriculture. They invented tools like the **shaduf**, a hand-operated device for lifting water, and plows pulled by oxen. These tools made farming easier and more efficient. They also developed a calendar based on the Nile's flooding cycles to help plan planting and harvesting. The Egyptians grew crops such as wheat, barley, and flax. They also raised domestic animals like cattle, goats, and sheep.

Contributions to Art and Architecture

Ancient Egyptians were known for their impressive art and architecture. They built massive structures like the pyramids and temples. The

Great Pyramid of Giza is one of the Seven Wonders of the Ancient World and was built as a tomb for the Pharaoh Khufu. Egyptians decorated their buildings with beautiful carvings and paintings. They used **hieroglyphics**, a writing system made up of pictures and symbols, to record important information and tell stories.

Interesting Facts About Ancient Egyptian Civilization

- **Mummification:** Egyptians preserved bodies for the afterlife with special techniques.
- **Medicine:** Egyptians performed surgeries and used herbs to heal.
- **Makeup:** Both men and women wore makeup and wigs for sun protection.
- **The Sphinx:** A huge statue with a lion's body and a pharaoh's head.



Questions

Answer the questions below using evidence from the text.

1) How was the Nile River important for the ancient Egyptian civilizations?

2) Why did Egyptians wear makeup and wigs?

Matching

Match each term with their descriptions.

- | | |
|---------------------------|---|
| hieroglyphs | <input type="checkbox"/> A writing system that uses pictures and symbols |
| papyrus | <input type="checkbox"/> A plant that grows in the Nile River and was used to make material made from reeds |
| The Great Pyramid of Giza | <input type="checkbox"/> A large structure with a lion's body and a pharaoh's head |
| shaduf | <input type="checkbox"/> A device used for lifting water |
| The Sphinx | <input type="checkbox"/> Writing system with pictures and symbols |
| mummification | <input type="checkbox"/> Preserved bodies for afterlife |
| | <input type="checkbox"/> Built as a tomb for Pharaoh Khufu |

Draw & Write

Draw the Great Pyramid of Giza and explain its purpose.

Case Study: Ancient Greek Civilization

Location and Geography

The **ancient Greek civilization** was located on the coast of the Mediterranean Sea. This coastal location played a significant role in their development. The Greeks became skilled sailors and traders because of their proximity to the sea. They traded goods such as olive oil, wine, and pottery with other civilizations. The sea also provided food, and fishing was an important activity for them.

Contributions

The Greeks made many contributions to **philosophy**, the study of knowledge, reality, and existence. One of the most famous Greek philosophers was Socrates. Socrates is known for his method of inquiry, called the **Socratic Method**, which is still used in teaching today. Other notable philosophers include Plato, who founded the Academy in Athens, and Aristotle, who wrote many works on science and politics.

Democracy in Greece

The Greeks are credited with developing the concept of **democracy**, a system of government where the people have the power to make decisions. The city-state of Athens is particularly famous for its early form of democracy. In Athens, citizens could participate in the assembly, where they could speak and vote on laws.

The Arts and Sport

- **Arts:** Ancient Greece excelled in sculpture, painting, and architecture. Greek artists created beautiful statues of gods, goddesses, and athletes. **The Parthenon**, a temple dedicated to the goddess Athena, is a famous example of Greek architecture. The Greeks also developed drama, and their plays are still performed today.
- **Sports:** The ancient Greeks also started the **Olympic Games** in 776 BCE. These games were held every four years in Olympia and were a major event that brought people together from all over Greece.



Questions

Answer the questions below using evidence from the text.

1) Why was the coastal location important for ancient Greece civilization ?

2) Write the contributions of the famous Greek philosophers below.

Socrates: _____

Plato: _____

Aristotle: _____

Define

in the _____ of the terms below.

Democracy

_____Olympic

_____The
Parthenon

_____**Fill in the Blanks**

Fill in the blanks below.

1) The ancient Greeks lived near the _____ Sea.

2) The _____ Games started in 776 BCE.

3) The Parthenon was built to honour _____.

4) The city-state of _____ is famous for its democracy.

5) Plato founded the _____ in Athens.

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(T) or false(F)?

1) Ancient Greece was located on the coast of the Black Sea.	T
	F
2) The Academy in Athens was founded by Plato.	T
	F
3) Democracy in Greece started in the city-state of Sparta.	T
	F
4) The Parthenon is a temple dedicated to the goddess Hera.	T
	F

Name: _____

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

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2) The Academy in Athens was founded by Plato.	T
	F
3) Democracy in Greece started in the city-state of Sparta.	T
	F
4) The Parthenon is a temple dedicated to the goddess Hera.	T
	F

Spelling Bee: Ancient Civilizations

Objective

What are we learning about?

Students will enhance their understanding and retention of vocabulary related to ancient civilizations by participating in a spelling bee. This activity aims to improve students' spelling skills and knowledge of key terms from ancient cultures.

Material

What you will need for the activity.

- Pre-prepared spelling words (provided)
- Bell or buzzer for signaling correct spellings
- Timer (optional)



Instructions

How you will complete the activity

1. Comprehensive list of spelling words related to ancient civilizations (provided).
2. Divide participants into teams or have them compete individually, depending on class size and dynamics.
3. Clarify the rules, including turn-taking, scoring, and handling of misspellings.
4. Begin the bee by having the first participant spell a word from the theme list, noting their attempt on the board.
5. Use a signal device to indicate correct or incorrect responses and display the correct spelling for any mistakes.
6. Progress through participants, allowing multiple attempts and cycling through the word list.
7. Tally correct spellings to determine scores for each participant or team.

Spelling Terms

List of words for the Spelling Bee

Easy	Moderate	Hard	Very Hard
King	Empire	Civilization	Hieroglyphics
Queen	Dynasty	Emperor	Archaeology
Temple	Gladiator	Mythology	Cuneiform
Pyramid	Pyramid	Republic	Confucianism
Slave	Obelisk	Papyrus	Terracotta
City	Colosseum	Aqueduct	Colosseum
Army	Empire	Philosophy	Philosophy
War	Artifact	Anthropology	Anthropology
Map	Dictator	Hieroglyphics	Metallurgy
Tool	Soldier	Fortification	Numismatics
Coin	Fortress	Dynasty	Paleography
Land	Conquest	Hierarchy	Paleontology
Ship	Senate	Chariot	Ethnography
Stone	Governor	Consul	Numismatics
Nile	Calendar	Artisan	Iconography

**Story
Writing**

Write a story using at least 8 of the Spelling Bee words, about ancient civilizations. Underline the words in your story.

The Words

The Story

PREVIEW

River Valley Civilizations

Nile River (Egyptian Civilization)

The **Nile River** is in northeastern Africa. Ancient Egypt grew along the **Nile** from around 3100 BCE to 30 BCE. The river's floods brought rich soil, perfect for farming. Egyptians built pyramids and created hieroglyphics. They also made advances in science, math, and building.



Tigris-Euphrates Rivers (Mesopotamian Civilization)

Mesopotamia, called the "Cradle of Civilization," is between the Tigris and Euphrates rivers in present-day Iraq. Civilizations like Sumer, Babylon, and Assyria thrived here from around 3500 BCE to 500 BCE. The region was ideal for farming, supporting large cities. Mesopotamians invented the first writing, cuneiform, and made early progress in law and astronomy.



Indus River (Harappan Civilization)

The **Indus River** flows through present-day Pakistan and northwest India. The **Harappan Civilization** existed from around 3300 BCE to 1900 BCE. They built well-planned cities like Harappa and Mohenjo-Daro with advanced drainage systems. They also traded with nearby regions.



Yellow River (Ancient Chinese Civilization)

The **Yellow River**, or **Huang He**, is in northern China. **Ancient Chinese civilization** began here around 2100 BCE with the Xia, Shang, and Zhou dynasties. The river's floods brought fertile soil for farming. Early Chinese people made progress in bronze making, writing, and building a strong state.



Questions

Answer the questions below using evidence from the text.

1) Why did ancient civilizations grow along river valleys?

2) Name two advances made by Mesopotamian civilization.

True or False Determine if the statement true or false?

1) Mesopotamia was on the Tigris rivers.	True	False
2) The Indus River flows through Pakistan and India.	True	False
3) Early Chinese civilization was near the Yellow River.	True	False
4) Mesopotamians created the first writing system.	True	False
5) The Indus Valley civilization ended around 1900 BC.	True	False

Matching

Match each river to its corresponding civilization.

Nile River**Tigris-Euphrates Rivers****Indus River****Yellow River**

- ☐ Mesopotamian Civilization
- ☐ Ancient Chinese Civilization
- ☐ Harappan Civilization
- ☐ Egyptian Civilization

Questioning

Write two questions you have about the reading.

1)

2)

Role-Play: Ancient Civilization

Objective

What are we learning about?

To help students understand the complexities of managing an ancient civilization, focusing on resource allocation, defense, and trade through strategic thinking and problem-solving.

Materials

What you will need for the activity.

- Scenario card that describes a specific situation related to an ancient civilization (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How you will complete the activity.

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that describes a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute feedback forms or reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Practicing Democracy in Ancient Athens	Athens is holding a major assembly where citizens will vote on a new law. The leader (a respected citizen) oversees the assembly. The advisor helps explain the proposed law and its benefits. The general provides security and ensures the assembly proceeds without disruptions. The trader represents the interests of merchants and discusses how the law will affect trade. The group debates the law, and the citizens cast their votes, experiencing the democratic process firsthand.
2	Organizing a Roman Gladiator Fight	Rome is preparing for a grand gladiator event in the Colosseum. The leader, an official, oversees the preparations. The advisor recruits gladiators and plan the event. The general provides the training and ensures their readiness. The trader sets up a stall and other supplies needed for the fight. The group manages the event, ensuring it runs smoothly and entertains the citizens of Rome.
3	Holding the Olympic Games in Ancient Greece	Greece is preparing for the Olympic Games. Various city-states are sending their best athletes. The leader, an Olympic official, organizes the event. The advisor manages the competitions and ensures fair play. The general provides security and crowd control. The trader sets up booths for merchants to sell their goods. The group ensures the games run smoothly, celebrating athletic excellence and fostering unity among the city-states.
4	Navigating a Viking Expedition	A group of Vikings is setting out on an expedition to explore and raid new lands. The leader, the chieftain, plans the journey. The advisor, a skilled navigator, charts the course. The general trains the warriors and prepares for possible battles. The trader organizes the goods to be traded or taken as plunder. The group faces challenges such as rough seas and hostile territories, but their efforts will determine the success of their expedition.

Scenario Cards

Cut out the topics below.

	Scenario	Description
5	Building the Great Wall in Ancient China	The Chinese Empire faces constant threats from invaders across its northern borders. The Emperor must oversee the construction of a monumental wall to protect the realm and ensure the safety of its people. The advisor proposes ideas for using resources and the most defensible routes for the wall. The general organizes a workforce. The engineer devises plans for the wall's structure, selecting the best materials and techniques to build with. The decisions and actions of this group will determine the empire's strength and unity in the face of relentless external threats.
6	Dealing with Natural Disasters in Mesopotamia	Mesopotamia is hit by disastrous floods from the Tigris and Euphrates rivers. The leader must manage the crisis and ensure the safety of the citizens. The advisor offers plans for disaster response and recovery. The general leads rescue operations and coordinates resources during evacuations. The trader secures aid and resources from neighboring regions. The group's actions will determine the region's resilience in the face of natural calamities.
7	Famine Crisis in Ancient Egypt	The Nile River has failed to flood, leading to a severe famine. Pharaoh must decide how to distribute the remaining grain stores. The advisor suggests ways to utilize alternative food sources, like fishing in the Nile. The general enforces order so that hungry citizens do not start riots. The trader tries to negotiate with nearby cities like Thebes to import food. As the situation becomes more desperate, each decision impacts the survival of the city.
8	Handling a Plague in Ancient Rome	A deadly plague has broken out in Rome, causing panic among the citizens. The leader must coordinate efforts to control the spread of the disease. The advisor researches and suggests measures to treat the sick and prevent further infections. The general enforces quarantine zones and maintains order. The trader seeks medicines and healing herbs from other regions. The group's actions will determine Rome's ability to overcome the health crisis.

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



Story: From Nomads to Settlers

Draw

Draw pictures to illustrate the story.

Liam loved history and always wanted to learn more. One day, while exploring the dusty shelves of the library, he found a large, old book. The cover was dusty, but the title caught his eye: "From Nomads to Settlers." Liam pulled the book down and sat by the window, where the rain tapped softly. As he opened the book, he saw words from another time. Excited, he began to read aloud, "Terra incognita... vadit... cum vita." Suddenly, a gust of wind swirled around him. The room blurred with light, and Liam found himself standing in a vast, grassy field. He had traveled back in time.

PREVIEW

PREVIEW

In front of him, Liam saw people moving with their tents, animals, and belongings. These were nomads, always on the move, following herds of animals for food. They hunted deer with bows and arrows and gathered wild fruits, nuts, and vegetables from the forests. Their clothing was made from animal skins, and they cooked over open fires. They carried only what they needed, packing up their tents and belongings onto carts pulled by horses or oxen. The sky was clear and blue, and the air was filled with the sweet scent of wildflowers. Children played while adults set up their temporary homes, working together as a community, sharing food and resources. Liam admired their deep knowledge of the land and their ability to adapt and survive in their constantly changing environment.

Suddenly, the scene changed. Liam was now in a bustling village with small houses made of mud and straw. People were planting seeds in neat rows. They had learned to grow crops like wheat and barley. This was called agriculture. With farming, people didn't need to move all the time. They could stay in one place and build homes. The village was alive with the sounds of animals like cows and sheep, which gave them milk, wool, and meat. The villagers used simple wooden tools to till the soil and built irrigation systems to bring water to their fields. They stored surplus crops in granaries to ensure they had food throughout the year.

PREVIEW

PREVIEW

As villages grew, so did the number of people. They grew large fields of crops and barns filled with harvested grain. Communities developed and people started to work together. There were leaders to make decisions and keep everyone safe. People began trading goods like food, pottery, and tools. Blacksmiths made metal tools, while potters created beautiful pots and dishes. Carpenters made houses and furniture. Social structures, like families and leadership, became important. Villages turned into towns with busy markets where people traded goods. The towns were bustling with activity, with merchants selling spices, fabrics, and other exotic items from faraway lands.

Liam realized how important agriculture was. It allowed people to settle down, create communities, and develop social structures. With a blink, he was back in the library. He closed the book, amazed at the journey and the things he had learned. He couldn't wait to share his adventure and the history he had discovered.

Roman Civilization and the Mediterranean Sea

Strategic Coastal Location

At the peak of its power, **ancient Rome** dominated the **Mediterranean Sea**. This control was due to the strategic advantages of their coastal locations, which were essential for the growth and strength of the civilization.

Key Benefits of the Coastal Location

- Trade and Sea Routes:** Controlling the Mediterranean allowed Rome to manage trade routes. Goods sailed efficiently across the sea, bringing in goods from distant lands like Greece, and Africa. This enabled Rome to acquire necessary resources and distribute products widely.
- Fishing:** The sea provided a steady food supply for Rome. Fishing industries flourished, supporting the economy and feeding the population.
- Natural Protection:** The Mediterranean provided natural defense. Its vast waters made it difficult for enemy fleets to reach the coast, providing Rome with a secure perimeter against invasions.
- Moderate Climate:** The Mediterranean climate, with its mild winters, was ideal for living and farming. The consistent weather supported agriculture, ensuring a stable food supply for Roman cities.

Key Facts and Statistics

- Naval Power:** Rome built one of the strongest navies of the ancient world, which patrolled and protected their sea routes.
- Major Ports:** Key cities like **Ostia**, the port of Rome, and **Alexandria** in Egypt were vital hubs for trade and military operations.
- Population:** At its peak, the Roman Empire had a population of about 70 million people, many of whom lived near the coast.



Roman Empire in 14 AD

True or False

Is the statement true or false?

1) The Mediterranean Sea made it hard for Rome to grow crops.	True	False
2) Rome's ports were not used for military purposes.	True	False
3) Enemy fleets could easily invade Rome through the Mediterranean.	True	False
4) Most Roman cities were built far from the coastline.	True	False
5) The Mediterranean Sea's climate had no effect on Rome's success.	True	False

Questions

Answer the questions below using evidence from the text.

1) Why was the Mediterranean Sea important for trade in ancient Rome?

2) How did the Mediterranean help protect Rome from invaders?

3) What role did fishing play in the Roman economy?

Summarize

Write three main points that you've learned from reading.

1)

2)

3)

Agricultural Advancements and Their Impact

Irrigation Techniques

Irrigation is the process of supplying water to crops to help them grow. Early farmers invented irrigation to ensure their crops received enough water, even during dry periods. By digging canals and using water from rivers, they could water their fields more efficiently. This allowed them to grow more food, even in areas that didn't get much rain.

Key Facts on Irrigation:

- Ancient Egyptians used the Nile River for irrigation.
- Mesopotamia developed simple canal systems.
- Irrigation increased crop yields significantly.



Use of Domesticated Animals

Farmers began to domesticate animals such as oxen and horses to help with farming tasks. These animals were used for plowing fields, transporting goods, and other labour-intensive tasks. This made farming much easier and faster, allowing farmers to cultivate larger areas of land.

Surplus Labour and Urban Settlements

With advanced irrigation and the use of domesticated animals, fewer people were needed to work the fields. This led to **surplus labour**, meaning people were available for other jobs. Many of these people moved to towns and cities, creating urban settlements. These new communities became centres for trade, crafts, and other activities.

Trade of Surplus Goods

Farmers began producing more food than they needed. This excess, or surplus, was traded for other goods and services. This trade helped different communities get items they couldn't produce themselves, such as tools, pottery, and textiles.

These advancements in agriculture played a crucial role in the development of early human societies, leading to more complex and organized communities.

Questions

Answer the questions below using evidence from the text.


1) How did irrigation techniques help ancient farmers?

2) What roles did domesticated animals play in early farming?

3) Why did urban settlements develop as a result of agricultural advancements?

Timeline

Create a timeline for the key agricultural advancements and their impacts.



Newspaper Article: Adapting to a Disaster

Adapting to Environmental Changes: The 1953 North Sea Flood

Publish Date: June 10, 1953

On the night of January 31, 1953, a powerful storm caused the North Sea to flood parts of the Netherlands, Belgium, England, and Ireland. In England, over 3,000 people lost their lives, and thousands were injured. Many homes were destroyed. The flood affected over 400,000 acres of land and damaged over 24,000 homes. This tragic event led to major changes in how people managed their environment.

Dr. John Smith, an expert in environmental science, said, "The 1953 flood was a wake-up call. It showed us the importance of building strong sea defenses to protect against future storms."

After the flood, the government took action. They started building new seawalls and strengthening old ones to protect low-



lying areas. They also built the Thames Barrier, which helps to keep London safe from flooding. The Thames Barrier can be raised to stop high tides and storm surges from reaching the city.

Sarah Thompson, who lived through the flood, said:

"We had to leave everything behind and move to higher ground. It was a scary time, but we learned a lot about how to stay safe."

Changes in the natural environment can cause people to move. For example, if a river changes course, people may have to relocate. Building canals and levees help manage flood waters. In times of drought, people might migrate to places with more water. Building seawalls can protect against rising sea levels, and after a volcanic eruption, communities often have to rebuild from scratch. These examples show how people around the world work to stay safe and thrive despite environmental changes.

Circle

Circle the correct answer.

1) The North Sea Flood occurred in ...	1953	1967
2) The Thames Barrier protects ...	London	Paris
3) The flood affected ...	France	England
4) Over _____ people died in the flood.	200	300
5) _____ houses were damaged in the flood.	24,000	12,000

Questions

Answer the questions below using evidence from the text.

1) What are 3 natural disasters that can cause people to move?

2) How did countries adapt to the 1953 North Sea flood?

Word Search

Find the words in the word search.

Adapt	Flood
Drought	Seawall
Reservoir	Canal
Eruption	Relocate
Migration	Volcanic
Storm	Disaster
Environment	Rebuild

A W R S I W Z X W K O Y A N A L
 Z Q J R E B U I L D V E G S W X P
 Q P D I S A S T E R O S J A Y M M M
 G Z W D D R H R S Z N P Y D K B X F
 W N O I T P U R E S H G E A M B S Q
 M I G R A T I O N W M P T P R T S Q
 F D R O U G H T G L J I A T O T T O
 V L R E S E R V O I R K C W T R C H
 F N O D O A C I N A C L O V S I Q N
 R R W O A I O N L W R U L R U I X O
 B Y U S D H M L L A W A E S M Q F A
 P T N E M N O R I V N E R D T O J K

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(T) or false(F)?

1) Environmental changes always result in immediate relocation.	T
	F
2) Canals are primarily built to redirect volcanic lava flows.	T
	F
3) People can adapt to drought by building seawalls.	T
	F
4) People often relocate due to changes in river courses.	T
	F

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4) People often relocate due to changes in river courses.	T
	F

Blog Post: Human Actions and the Environment

Changes to the Natural Environment and Their Consequences

Date: July 22, 2024

Author: Sarah Johnson

3-minute read

People change the environment in many ways, and these changes can have big consequences. Let's look at a few examples.

Clearing Trees: When people cut down trees to make space for farms, it can lead to soil erosion. Without trees, the soil can wash away when it rains. This is a big problem in places like the Amazon rainforest. According to the World Wildlife Fund (WWF), about 17% of the Amazon has been destroyed in the last 50 years, causing serious soil erosion.

Dams: Dams can store water and create electricity. However, it can also cause problems. For example, the Colorado River in the USA has many dams, which help with water supply, but the dams also mean less water flows downstream, causing drought in some areas. The Geological Survey reports that Lake Mead, a major reservoir, is now lower than it was in the 1930s.

Overharvesting Resources: When people take too much from nature, resources can run out. Overfishing is a big issue. The Food and Agriculture Organization (FAO) says that about 34% of the world's fish stocks are overfished, and fish populations are getting too low to recover.

Changing the environment can help people in some ways but it also cause serious problems. It's important to find a balance to keep our planet healthy.

Till next time, Sarah Johnson

Comments:



Mark T. - July 22, 2024

I agree that changes to the environment can have serious consequences. For instance, deforestation in the Amazon not only causes soil erosion but also affects climate change. The loss of trees means less carbon dioxide is absorbed, which contributes to global warming.

Like Reply 6h ago



Jenny L. - July 22, 2024

While it's true that deforestation and damming can have negative effects, we also need to consider the benefits they provide. For example, dams create hydroelectric power, which is a clean energy source. It's important to look at both sides and find ways to minimize the negative impacts.

Like Reply 1h ago

Choose

Put a check mark beside the correct answer(s) for each question.

1) Effects of building dams?

- ☐ Stored water resources
- ☐ Downstream drought conditions
- ☐ Increased fish populations

2) Consequences of overfishing?

- ☐ Resource depletion rapidly
- ☐ Fish populations decline
- ☐ Cleaner ocean waters

3) Benefits of constructing dams?

- ☐ Hydroelectric power generation
- ☐ Water level increase
- ☐ Reduced flooding

4) Impacts of deforestation?

- ☐ Fish population growth
- ☐ Changes in climate
- ☐ Soil erosion problems

Draw

Draw a picture of a healthy forest and a deforested area. Explain the impact.

<hr/> <hr/>	

Summarize

Write two main points that you've learned from the reading.

1)	
2)	

Four Corners: Settlements & Environmental Changes

Objective

What are we learning about?

Students will understand the effects of environmental changes on human settlements, how ancient civilizations modified their environments, and the consequences of these modifications through a 4-corners activity.

Material

What you will need for the activity.

- A list of questions
- Labels for each corner of the room (A, B, C, D)



Instructions

How you will complete the activity.

1. Prepare the classroom by labelling each corner with letters A, B, C, and D.
2. Explain to the students that you will read out statements related to environmental changes and human settlements. Each statement will have four options, each representing a different viewpoint.
3. When you read a question, students will move to the corner that corresponds to the answer they think is correct. These will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
4. Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
5. Repeat with different questions to reinforce their understanding of concepts.

<p>1. What is your opinion on ancient civilizations diverting rivers for agriculture?</p> <p>A) Smart use of resources. B) It harms natural waterways. C) Necessary for their growth. D) Causes long-term issues.</p>	<p>2. What is your opinion on building dams to control rivers?</p> <p>A) It's necessary for safety. B) It disrupts nature too much. C) It's good for farming. D) It hurts local wildlife.</p>
<p>2. How should we respond to climate change affecting settlements?</p> <p>A) Relocate to safer areas. B) Adapt new technology. C) Do nothing, it's natural. D) Improve old infrastructure.</p>	<p>4. What do you think about ancient civilizations cutting down forests?</p> <p>A) It was needed for survival. B) It destroyed important habitats. C) It allowed for farming growth. D) It caused long-term damage.</p>
<p>5. How important is it to use natural resources?</p> <p>A) Extremely important, always. B) Important, but use resources wisely. C) Not very important at all. D) Only when absolutely needed.</p>	<p>6. What do you think about using technology to change the environment?</p> <p>A) Essential for progress. B) It can do more harm than good. C) It should be carefully controlled. D) It's a double-edged sword.</p>
<p>7. Should humans change the environment to suit their needs?</p> <p>A) Yes, it's necessary for living. B) No, it disrupts nature too much. C) Only when absolutely needed. D) Only if it benefits everyone.</p>	<p>8. What do you think about the expansion of human settlements into natural habitats?</p> <p>A) It's necessary for development. B) It harms animal populations. C) It's a careful balance. D) It should be avoided.</p>
<p>9. How do you feel about ancient civilizations using fire to clear land?</p> <p>A) It was necessary for farming. B) It caused environmental harm. C) It was an effective method. D) It had mixed results.</p>	<p>10. What do you think about human settlements in areas prone to natural disasters?</p> <p>A) It's too risky. B) It's manageable with preparation. C) It's part of human adaptability. D) It's a choice people make.</p>

Unit Test – Time and Place**Multiple Choice**

/10

1. What was one reason the Maya lost faith in their rulers? A) They built too many pyramids B) They were invaded by the Romans C) Crops failed during long droughts D) They forced people to write	2. Which type of map shows the boundaries of countries, provinces, and cities? a) Political map b) Physical map c) Topographic map d) Climate map
3. Who studies how people and societies interact with each other? a) Historian b) Archaeologist c) Anthropologist d) Geographer	4. Which of the following civilizations is not a river valley civilization? a) Egyptian Civilization b) Mesopotamian Civilization c) Harappan Civilization d) Ancient Greek Civilization
5. Which of the following is not associated with Ancient Greek Civilization? a) Hieroglyphics b) Democracy c) Olympic Games d) Philosophy	6. What is a line of latitude? a) An imaginary line that runs east-west and is parallel to the equator b) A line of longitude c) The equator d) Longitude
7. Which of the following is a primary source? a) Documentary b) Artifact c) Encyclopedia d) Research paper	8. Which term describes the year 1? a) BC b) AD c) BCE d) Both A and C
9. What helped Ancient Egypt grow strong through trade? A) Access to mountain roads B) Use of camels for travel C) The Nile River and surplus crops D) Tunnels under the desert	10. Which Roman leader ruled from 27 BCE to 14 CE? a) Julius Caesar b) Augustus Caesar c) Cleopatra d) Alexander the Great

Define

What do the terms below mean?

Term	Definition - What does it mean?
Longitude	
Archaeologist	
Ancient Civilization	

Short Answer

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

1) List and describe the ways that humans can make to the natural environment to meet their needs.

2) In what ways did advancements in agriculture change the way humans lived and social structure?

3) Why was the coastal location important for Ancient Greek and Roman civilizations?

1) What factors cause the rise of civilizations? Think of the things powerful civilizations did.

2) What factors caused the fall of civilizations? If why? Is like the Maya and Roman Empire fell.



Workbook Preview



Grade 5 – Social Studies Unit

Systems

Organizing Idea # 1

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world		
Guiding Question	Preview of 80 pages from this product that contains 144 pages total.		
Learning Objectives			
Standards			
Pages			
S5.1	Relate advancements in agriculture to the development of urban settlements.	7 - 49	
	Relate economic practices in ancient civilizations to economic practices in contemporary societies.		
	Identify trade routes that connected ancient civilizations.		
	Explain impacts of expanding trade in ancient civilizations.		

Grade 5 – Social Studies Unit

Systems

Organizing Idea # 2

Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.	
Guiding Question	In what ways were societies organized throughout history?	
Learning Outcome	Students examine government and social systems in ancient civilizations and empires.	
	Skills and Procedures	Pages
S5.2	<p>Differentiate between ancient civilizations and empires.</p> <p>Explain authoritarian governments.</p> <p>Discuss ways authoritarian leaders gain and maintain power.</p> <p>Compare opportunities and challenges for different social classes within an ancient civilization or empire.</p> <p>Describe ways gender influenced roles in social systems within an ancient civilization or empire.</p>	50 – 107

NAME: _____

SYSTEMS

PREVIEW



Label

Label each picture with the correct ancient civilization

Bank

Pyramid Ziggurat Hieroglyphics Cuneiform Roman Aqueduct Mayan Calendar



Questions

Answer the questions below

1) Describe how way standardized currency made the economy easier.

2) What metals were used in ancient metallurgy, and why were they important?

3) Write one similarity and one difference between pyramids and ziggurats.

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(T) or false(F)?

1) Egyptians used pictures for writing called hieroglyphics.	T
	F
2) Pyramids were tall, stepped towers serving as temples.	T
	F
3) Mesopotamians developed cuneiform using wedge-shaped marks.	T
	F
4) The Romans created a calendar using astronomy.	T
	F

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Activity: Model Building of Ancient Technologies

Objective

What are we learning about?

To understand and appreciate the complexity and ingenuity of ancient technologies by constructing models using simple materials.

Materials

What you will need for the activity.

- Ancient Technologies cards (provided)
- Planning page (provided)
- Example model (provided)
- Cardboard, clay, sticks
- Scissors, glue and markers








Instructions

How you will complete the activity.

1. Divide the class into groups of 3 or 4 students.
2. Assign each group an Ancient Technologies card.
3. Provide each group with a planning page to guide them through the research process and model-making.
4. Research the assigned technology using books, the internet, and other available resources.
5. Plan your model on the planning page, detailing the materials needed and steps to construct the model.
6. Gather the required materials from the list provided.
7. Begin constructing your model based on your plan. Use cardboard, clay, and sticks as the primary materials.
8. Paint or decorate your model to accurately represent the ancient technology.
9. Once the model is complete, each group presents their model to the class, explaining its function and significance in ancient times.

Assign

Ancient Technologies

	Technology	Picture	Description
1	Roman Aqueducts (Example)		Aqueducts were used to carry water from faraway sources into cities and towns. They were made of stone and had a slight slope to help water flow.
2	Egyptian Pyramids		Pyramids were large structures built as tombs for pharaohs. Made of huge stone blocks, they were constructed with precise measurements and alignments.
3	Greek Columns		Greek columns supported buildings like temples. There were three main styles: Doric, Ionic, and Corinthian, each with a different design.
4	Viking Longships		Longships were used by Vikings for travel and warfare. They were long, narrow boats made of wood, with a sail and oars for rowing.
5	Chinese Great Wall		The Great Wall of China was built to protect against invasions. Made of stone, brick, and earth, it stretches over 13,000 miles.

Assign

Ancient Technologies

	Technology	Picture	Description
6	Mayan Pyramids		Mayan pyramids were used for religious ceremonies. They were made of stone and often had steep steps leading to a temple at the top.
7	Medieval Castles		Castles were fortified buildings used for protection. Made of stone, they had high walls, towers, and a moat to keep enemies out.
8	Inca Terraces		Incas built terraces on mountain sides to grow crops. These step-like structures helped prevent erosion and made farming possible on steep slopes.
9	Aztec Temples		Aztec temples were pyramid-shaped structures used for religious ceremonies. They were made of stone and often had large steps leading to the top.
10	Roman Colosseum		The Colosseum was a large amphitheatre in Rome used for gladiator fights and public events. Made of stone and concrete, it had multiple levels of arches and seating.

Planning

Answer the questions below

1) Assigned ancient technology:

2) Research and gather information about your assigned ancient technology.

3) A simple model:

4) What materials will you use to build your model?

5) How will you construct the main structure of your model?

6) How will you decorate or paint your model to match the original technology?

PREVIEW

Example

Roman Aqueducts Model

**Roman Aqueducts Model**

We made a model of Roman Aqueducts. It has a series of arches made from cardboard, supported by clay bases. We painted the river blue to show the water flowing under it. The base is decorated with green paint to look like grass and small stones for extra detail. We used sticks to represent the trees. It was fun and we learned a lot about how Romans built these to bring water to their cities.

Peer Review Form

Answer the questions below

1) Reviewer's Name:				
2) Reviewed Group:				
3) Does the model accurately represent the ancient technology?	Yes	No		
4) Are the materials used appropriate and effective?	Yes	No		
5) Is the model stable and well-constructed?	Yes	No		
6) Is the representation of the model accurate and detailed?	Yes	No		
7) Are the key features of ancient technology clearly shown?	Yes	No		
8) Is the presentation of the model clear and easy to understand?	Yes	No		
9) Are there any creative aspects of the model?	Yes	No		
10) Did the group work well together in building the model?	Yes	No		
11) Strengths: What are the strongest aspects of this model?				
<hr/> <hr/> <hr/> <hr/> <hr/>				
12) Areas for Improvement: What areas could be improved in this model?				
<hr/> <hr/> <hr/> <hr/> <hr/>				
13) Overall Impression:	Excellent	Good	Satisfactory	Poor

Interview: How Farming Helped Build Cities

Student: Hi! I'm learning about ancient civilizations. Can you explain how farming helped people build cities?

Historian: Great question! Farming changed everything for early people. In places like Mesopotamia, people learned how to grow crops like wheat and barley near the Tigris and Euphrates Rivers. This meant they didn't have to move around to find food. They could settle in one place.

Student: How did farming help people stay in one spot?

Historian: Well, once they could grow their own food, people stayed in villages, and then cities. For example, in ancient Egypt, farmers used the Nile River's floods to grow crops. This helped the Egyptians build great cities like Thebes and Memphis.

Student: What happened when they had extra food?

Historian: That's called a surplus. In China, farmers along the Yellow River grew lots of rice and millet. With extra food, some people could do other jobs like building, trading, or becoming leaders. Surpluses also helped cities grow larger.

Student: Did farming help people work together more?

Historian: Absolutely. In ancient civilizations like the Indus Valley, people built irrigation systems and planned their cities. They needed teamwork to water their crops and store food. This led to organized governments.

Student: So farming led to big changes!

Historian: Exactly! Thanks to farming, people created writing systems, laws, and even art. Cities like Ur in Mesopotamia and Mohenjo-Daro in the Indus Valley wouldn't have existed without it.

Student: That's amazing! Thanks for sharing!

Historian: You're very welcome! Keep exploring history!



True or False

Is the statement true or false?

1) People always lived in cities before farming began.	True	False
2) Wheat and barley were important ancient crops.	True	False
3) The Nile River helped Egyptian farmers grow food.	True	False
4) A surplus means people did not have enough food.	True	False
5) Surpluses allowed people to do jobs other than farming.	True	False

Questions Answer the questions below.

1) What food surplus was important? Why was it important?

2) In your own words, explain how farm organizations grow into cities.

Fill in the Blanks

Use the word bank to fill in the blanks.

Nile	Irrigation	Farming	Goods	Cities	Surplus
------	------------	---------	-------	--------	---------

1. _____ helped people stay in one place.

2. Rivers like the _____ helped crops grow well.

3. _____ food let people do other jobs.

4. _____ started where farming was strong.

5. Ancient farmers used _____ to water crops.

6. Farming led to trading and sharing _____.

Growing Cities – Specialized Jobs

Farming Created Extra Food

A long time ago, people hunted animals and gathered wild plants. When they learned how to grow crops and raise animals, life changed. People stayed in one place and built villages near rivers and farmland. In places like Mesopotamia and Egypt, farming became very successful. Farmers grew more food than their families needed. This extra food is called a surplus. Surplus food could be stored for later or traded for other goods.

What Is Specialization?

Because there was now an extra food, not everyone needed to be a farmer. People started doing other jobs. These jobs were called *specialized labour*. It means that people could choose jobs based on their skills or interests. These new jobs helped villages grow into towns and cities. In ancient civilizations like the Tigris Valley and Ancient China, cities were full of workers with different skills.

Examples of Special Jobs

Here are some jobs that appeared when people stopped hunting and gathering:

- **Potters** made bowls, plates, and jars for storing food
- **Builders** made homes, temples, and walls
- **Weavers** created clothing and blankets from wool or flax
- **Metalworkers** made tools and weapons from bronze or iron
- **Scribes** learned to read and write to keep records
- **Traders** bought and sold goods in markets



Each job was important. Builders helped cities grow stronger. Scribes helped leaders make rules and count food. Traders brought new goods from faraway places. Specialized labour made city life more organized, and cities could grow faster because people worked together in different ways.

True or False

Is the statement true or false?

1) Farming surpluses meant everyone had to farm.	True	False
2) Traders bought and sold goods in markets.	True	False
3) Specialized labour helped cities grow bigger.	True	False
4) Scribes were experts in reading and writing.	True	False
5) Potters made weapons and armour for soldiers.	True	False

Questions Answer the questions below.

1) How did having a surplus lead to new jobs?

2) Which job would you have wanted if you lived in ancient civilization? Explain.

Write

Use as many words from the word bank as you can to write a paragraph.

Word Bank

Farming	Surplus	Hunting	Food	Mesopotamia
Trade	Goods	Jobs	Metalworkers	Scribes

Trade Routes in Ancient Civilizations

Introduction to Ancient Trade Routes

Trade routes were like highways in ancient times. They helped civilizations exchange goods, ideas, and culture. As empires grew, they built networks to trade over long distances. Three famous trade routes are the **trans-Saharan trade route**, the **Royal Road**, and the **Silk Road**.

Trans-Saharan Trade Route

The trans-Saharan trade route connected North Africa to West Africa. Caravans of camels carried goods like gold and ivory. Key facts about this route include:

- **Gold:** West Africa had lots of gold, which was highly valued.
- **Salt:** North Africa had salt, which was used for preserving food.
- **Ivory:** Elephants in West Africa provided ivory for trade.



The Royal Road

The Royal Road was built by the **Persian Empire**. It connected the empire from the Mediterranean Sea to the Persian Gulf. Here are some important facts:

- **Length:** The road was about 2,700 kilometers long.
- **Messengers:** Relay stations were placed along the road for messengers to travel quickly.
- **Goods:** Items like spices, textiles, and precious stones were traded.



The Silk Road

The Silk Road was a network of routes connecting China to Europe. It was named after the valuable silk traded from China. Important aspects include:

- **Silk:** China's silk was highly desired in Europe.
- **Spices:** Spices from India and Southeast Asia were traded.
- **Cultural Exchange:** Ideas, technology, and religion were also shared.



Matching

Match the trade route to where it connects.

Trans-Saharan

☐ China to Europe

Royal Road

☐ North Africa to West Africa

Silk Road

☐ Mediterranean Sea to the Persian Gulf**Fill in the Blanks**

Fill in the blanks below.

- 1) The Silk Road was built by the _____ Empire.
- 2) West Africa was _____, a valuable trade item.
- 3) Spices from _____ were traded along the Silk Road.
- 4) The Royal Road was approximately _____ kilometers long.
- 5) The Silk Road was named after the valuable goods _____ traded from China.

**Draw &
Question**

Draw a camel caravan on the trade routes and write two questions you would ask a trader on the route.

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(T) or false(F)?

1) The Royal Road was built by the Egyptian Empire.	T
	F
2) The Silk Road connected Europe to North Africa.	T
	F
3) The Silk Road facilitated cultural exchange beyond trade goods.	T
	F
4) The trans-Saharan trade route connected North Africa to West Africa.	T
	F

Name: _____

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

1) The Royal Road was built by the Egyptian Empire.	T
	F
2) The Silk Road connected Europe to North Africa.	T
	F
3) The Silk Road facilitated cultural exchange beyond trade goods.	T
	F
4) The trans-Saharan trade route connected North Africa to West Africa.	T
	F

Name: _____

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

1) The Royal Road was built by the Egyptian Empire.	T
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	F
3) The Silk Road facilitated cultural exchange beyond trade goods.	T
	F
4) The trans-Saharan trade route connected North Africa to West Africa.	T
	F

Name: _____

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

1) The Royal Road was built by the Egyptian Empire.	T
	F
2) The Silk Road connected Europe to North Africa.	T
	F
3) The Silk Road facilitated cultural exchange beyond trade goods.	T
	F
4) The trans-Saharan trade route connected North Africa to West Africa.	T
	F

Activity: Trade Route Debate

Objective

What are we learning about?

To help students understand the advantages and disadvantages of water-based and land-based trade routes by engaging in a structured debate. This activity will develop critical thinking and public speaking skills.

Materials

What you will need for the activity.

- Pre-written debate topic slips (provided)
- Sentence starter cards (Provided)
- Debate notes (Provided)



Instructions

How you will complete the activity.

1. Divide the class into two groups.
2. Assign one group to argue for water-based trade routes and the other for land-based trade routes.
3. Distribute pre-written debate topic slips to each group.
4. Provide each group with sentence starter cards to help structure their arguments.
5. Give students 15 minutes to research and prepare their arguments, using historical examples.
6. Set up a debate stage area in the classroom.
7. Each group will take turns presenting their arguments for 3 minutes.
8. Allow 2 minutes for rebuttals from each group.
9. Conduct a class vote on which group presented the stronger arguments.
10. Discuss the key points from the debate and highlight the historical context.

Debate Topics

Cut out the topics below

Debate Topics

Advantages:

- **Efficient Transportation:** Water-based trade routes can transport large quantities of goods efficiently, such as the ancient Silk Road maritime routes, which facilitated trade between Asia and Europe.
- **Cost-Effective:** Historically, shipping goods by sea has been cheaper than overland routes due to the lower resistance and fewer natural obstacles. For example, the Mediterranean Sea was a bustling trade network during the Roman Empire.
- **Distant Markets:** Sea routes allowed ancient traders to reach far-off destinations. For instance, the Phoenicians traded across the Mediterranean, reaching as far as the British Isles.

Challenges:

- **Weather and Navigation:** Ships were vulnerable to storms and rough seas. Ancient mariners, especially during the Greek and Roman periods, often faced perilous voyages due to the lack of advanced navigation tools.
- **Piracy:** Water-based trade routes were often plagued by piracy, which posed significant risks to trade. The infamous pirate, the Caribbean, threatened Spanish and Portuguese trade routes.
- **Dependence on Ports:** Sea trade depended on the availability and quality of port facilities. Ancient civilizations like the Romans and Greeks built extensive port cities like Alexandria and Rome.

Advantages:

- **Direct Access to Inland Regions:** Land-based trade routes provided direct access to inland markets, which was crucial for the ancient Silk Road. The Silk Road is a prime example, connecting China with Europe through a network of overland routes.
- **Cultural Exchange:** Overland trade routes facilitated cultural exchanges between civilizations. For example, the Silk Road enabled the exchange of goods, ideas, and religions between the East and West.
- **Economic Growth for Inland Cities:** Cities located along land-based trade routes, such as Samarkand and Kashgar on the Silk Road, flourished economically and culturally.

Challenges:

- **Terrain and Distance:** Overland routes often traversed difficult terrains like deserts and mountains, making travel slow and arduous. The caravans crossing the Gobi Desert faced extreme conditions and long distances.
- **Banditry:** Just as piracy plagued sea routes, banditry was a constant threat on land routes. Traders on the Silk Road often traveled in large caravans for protection against bandits.
- **Maintenance and Infrastructure:** Keeping land routes safe and passable required significant maintenance and infrastructure. The Roman Empire invested heavily in building and maintaining roads to support their extensive trade network.

Sentence Starters

Use the sentence starters to help get you thinking.

1	I believe that...
2	In my opinion...
3	I think that...
4	From my point of view...
5	My perspective is...
6	It seems to me...
7	I feel strongly that...
8	To me, it looks like...
9	I am convinced that...
10	Based on what I know...
11	After considering the situation...
12	Listening to others, I realize...
13	When I think about it more...
14	Reflecting on this, I understand...
15	Given the circumstances...

Disagreeing

Use these sentence starters when you disagree with a classmate

1	I see what you're saying, but I think...
2	That's an interesting point, however...
3	I understand your perspective, but I feel...
4	I'm not sure I agree with you because...
5	From my experience, I've found that...
6	Can I offer a different view? What if...
7	I respect your opinion, but I have a different thought...
8	It's good you brought that up, we should consider...
9	I see it differently because...
10	That's one way to look at it, but what about...
11	I appreciate your point, but I think...
12	Let's look at it from another angle...
13	That makes sense, but I read that...
14	I hear what you're saying, but my view is...
15	I'm not convinced because...

Debate Notes

Answer the following questions in your preparation for the debate

1) Definition: What is a trade route and why is it important?

2) Historical Example: Describe a historical example of your trade route.

3) Advantages: What are the advantages of your trade route?

4) Challenges: What are the challenges of your trade route?

5) Key Points: List the key points for your argument.

Reflective Journal

What I learned from the trade route debate

Cover the following questions in your journal:

- What was your initial understanding of trade routes before the debate?
- What new information did you learn during the debate?
- Which type of trade route did you find more advantageous? Why?
- What arguments or points made by the other group were particularly convincing?
- How do you think trade routes influenced the development of ancient civilizations?
- How did preparing for and participating in the debate help improve your critical thinking and public speaking skills?
- Reflect on your own performance in the debate. What did you do well and what could you improve next time?

PREVIEW

Story: Cultural Exchange Through International Trade

Draw

Draw pictures to illustrate the story.

Long ago, people from different lands began trading with each other. This trade was not just about goods, but also about sharing ideas, cultures, and inventions.

The Busy Marketplace

In the heart of ancient Baghdad, Ming, a trader from China, met Raj, a merchant from India. Raj brought silk, a precious fabric that shimmered in the sunlight. Raj also brought spices with rich aromas of cinnamon and cloves. They quickly became friends, sharing stories about their homes. Ming marveled at Raj's stories of Indian elephants, while Raj was fascinated by tales of the Great Wall of China. Their conversations were full of knowledge and learning. The marketplace was alive with colours, sounds, and smells, as people from different lands exchanged not just goods, but pieces of their lives.

PREVIEW

Sharing Beliefs

One day, Aisha, a scholar from Persia, met Leo, a traveler from Rome. They sat under the shade of a large tree and exchanged ideas about their beliefs. Aisha shared the teachings of Islam, speaking of the importance of charity and community. Leo talked about Christianity, highlighting the messages of love and forgiveness. They discovered that despite their different religions, they had much in common. This meeting helped spread understanding and respect for different faiths across continents. The bond they formed showed that even in ancient times, people sought to understand and respect one another's beliefs.

The Invention of Gunpowder

In a small Chinese village, Mei, an inventor, excitedly showed her friend Jamal from Arabia her latest discovery—gunpowder. Mei explained how it was used in China to create fireworks for celebrations, lighting up the night sky with brilliant colours. Jamal's eyes widened with wonder as he watched the fireworks explode. He realized that this invention could have many uses and took the knowledge back to his homeland. Soon, the skies of Arabia were also filled with the dazzling lights. The idea of gunpowder began to spread to other parts of the world.

PREVIEW

PREVIEW

Healing Knowledge

At a grand feast in Alexandria, Lina, a healer from Egypt, met Kaito, a doctor from Japan. As they dined on delicious foods, they shared their medical knowledge. Lina demonstrated how she used herbs to create healing potions, explaining the properties of each plant. Kaito, in turn, showed Lina acupuncture, a technique using tiny needles to relieve pain and improve health. They spent hours exchanging tips and remedies, realizing that their combined knowledge could help many people. This sharing of medical practices led to better health and new treatments in both of their cultures.

Tasting the World

During a festival, people from various lands gathered to share their food. There were spicy curries from India, sweet pastries from Persia, and fresh fruits from Africa. Jamal, who loved trying new foods, tasted sushi from Japan for the first time and found it delicious. Lina enjoyed the rich flavours of Indian curry, while Kaito savoured the sweet pastries from Persia. This feast was more than just a meal; it was a celebration of cultural exchange. Each dish told a story of its origin, and through sharing, people brought people closer together. Through these shared meals, people learned to appreciate and enjoy the diverse flavours of the world.

PREVIEW

Through these exchanges, civilizations shared more than just goods. They shared knowledge, beliefs, and ways of life. This cultural exchange through trade made the world a richer and more connected place.

Fact or Fiction – Historical Trade Challenges

Objective

What are we learning about?

Students will understand the challenges faced by traders on historical trade routes by evaluating statements about rugged terrain, rough seas, and bandits.

Materials

What you will need for the activity.

- Fact or Fiction cards
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom to place the 'Fact' and 'Fiction' signs, allowing space for students to move to either side



Instructions

How you will complete the activity

1. Your teacher will read statements from cards. Pay close attention to the statement that 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	
1	Traders often carried spices that were as valuable as gold.	Fact
2	Deserts were always the safest routes for ancient traders.	Fiction
3	Bandits sometimes formed alliances with traders for mutual benefit.	Fiction
4	Traders could use elephants to navigate dense forests.	Fact
5	Traders needed to speak different languages.	Fiction
6	Some traders disguised themselves to avoid being recognized.	Fact
7	Most traders used steam engines to power them.	Fiction
8	There was a high rate of trade on the Silk Road because of silk trading.	Fact
9	Every trader carried armed guards to keep their goods safe.	Fiction
10	Some traders carried goods that were fake or misleading.	Fact
11	Traders never trusted anyone and traveled by themselves.	Fiction
12	Trading goods was a common way to share culture and ideas.	Fact
13	Some traders had to bribe officials to pass through areas.	Fact
14	No one ever tried to cheat traders with fake goods.	Fiction
15	Ancient traders sometimes used stars to navigate.	Fact
16	Weather forecasts were available to traders in ancient times.	Fiction
17	Some traders faced challenges from harsh climates and terrain.	Fact
18	Trade caravans could stretch for miles across the desert.	Fact
19	All traders had the same level of wealth and resources.	Fiction
20	Some traders used special signs to communicate with others.	Fact
21	Pirates only targeted large, well-armed trading ships.	Fiction
22	Certain animals were trained to help traders carry goods.	Fact
23	Trade routes were guarded by mystical creatures.	Fiction
24	Some traders had to cross rivers and oceans to trade goods.	Fact
25	Ancient trade was only done within local villages.	Fiction

Quiz

This quiz will help assess the students' understanding of historical trade challenges from the Fact or Fiction activity.

Name: _____

Is the statement true or false?

1) Trading goods was a common way to share cultures and ideas.	True	False
2) Weather forecasts were available to traders in ancient times.	True	False
3) Ancient trade was only done within local villages.	True	False
4) Ancient traders sometimes used stars to navigate.	True	False
5) Some traders had to cross rivers and oceans to trade goods.	True	False
6) Ancient trade ships had engines to power them.	True	False

Name: _____

Is the statement true or false?

1) Trading goods was a common way to share cultures and ideas.	True	False
2) Weather forecasts were available to traders in ancient times.	True	False
3) Ancient trade was only done within local villages.	True	False
4) Ancient traders sometimes used stars to navigate.	True	False
5) Some traders had to cross rivers and oceans to trade goods.	True	False
6) Ancient trade ships had engines to power them.	True	False

Name: _____

Is the statement true or false?

1) Trading goods was a common way to share cultures and ideas.	True	False
2) Weather forecasts were available to traders in ancient times.	True	False
3) Ancient trade was only done within local villages.	True	False
4) Ancient traders sometimes used stars to navigate.	True	False
5) Some traders had to cross rivers and oceans to trade goods.	True	False
6) Ancient trade ships had engines to power them.	True	False

Blog Post: Taxes in Ancient Times

The Development and Purpose of Taxes in Ancient Societies

Date: July 26, 2024

Author: By Alex Thompson

3-minute read

Taxes have been around for a very long time. In ancient societies, people paid taxes to help their communities. But why did they start doing this?

In the beginning, taxes were collected by the government to pay for important services. These services included things like police protection, health care, education, and defense. For example, in ancient Egypt, people paid taxes in the form of crops. This helped the government build pyramids, maintain armies, and support other projects.

The concept of taxes helped civilizations grow and become more organized. With taxes, leaders could fund and build things that everyone needed, like roads and schools. This made life better for many people.

One famous example is the Roman Empire. The Romans collected taxes to build roads and aqueducts that brought fresh water to cities. This improved the health and well-being of the people. Taxes also supported the Roman army, which protected the empire from invaders.

In summary, taxes in ancient societies were essential for providing services and improving people's lives. By collecting taxes, ancient governments could support their communities and help their civilizations thrive.

Till next time,
Alex Thompson

Comments:



John Huang – July 26, 2024

I think taxes were very important for ancient societies. They helped build great structures and provided services that improved everyone's lives. Without taxes, we wouldn't have things like the pyramids or Roman roads.

Like Reply 1d ago



Lisa Adams – July 27, 2024

I respectfully disagree with John. While taxes did help build structures, they also caused hardships. For example, in ancient Egypt, heavy taxes on farmers sometimes led to famine. A balance is needed to ensure that taxes help everyone, not just the government.

Like Reply 2h ago

True or False

Is the statement true or false?

1) Taxes helped ancient societies grow and organize.	True	False
2) Ancient Egypt used taxes to build aqueducts.	True	False
3) Heavy taxes in ancient Egypt led to more prosperity and wealth.	True	False
4) Taxes in ancient societies only supported the army.	True	False
5) Ancient Egypt used crops to pay taxes.	True	False

Questions

Answer the questions below using evidence from the text.

1) How did taxes help societies develop?

2) What was one negative effect of heavy taxes in ancient Egypt?

Word Search

Find the words in the word search.

Taxes	Society
Government	Service
Police	Education
Egypt	Pyramid
Rome	Aqueduct
Road	Army
Community	Civilization

R R H U K W A D Y M R A F F C B
 R E D U C A T I O N F Z X E K O A
 X A L H B R L X J Z E J S M M Q M D
 J N O I T A Z I L I V I C I O P M Y
 V R O A D J I J D E Q Q R L R H U T
 Q F I K D R H H Z B F T P Y G E N E
 Q G O V E R N M E N T U T I Y P I I
 O P O D A T I L L P Y R A M I D T C
 C X E X A P P O E C I L O P B X Y O
 L I R B K A O U S L X W S E X A T S
 O Y S E R V I C E C Q Y H T Q U G Z
 L F T Y A T Z T C U D E U Q A S R G

Role-Play: Tax Collection in Ancient Societies

Objective

What are we learning about?

Students will learn about the development of taxes in ancient societies and understand the purpose and allocation of taxes by role-playing a scenario where they collect and use tax proceeds in their local community.

Materials

What you will need for the activity.

- Scenario cards (different tax collection situations in ancient civilizations provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How you will complete the activity

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that outlines a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute feedback forms or reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below

	Scenario	Description
1	Ancient Roman Market Tax Collection	In an ancient Roman market, the government has decided to collect a new tax on goods. Merchants are setting up their stalls early in the morning, selling items like pottery, food, and clothes. The tax collectors arrive and explain the new tax rules. Merchants and customers express their concerns about the fairness of the tax. Some merchants worry they might lose customers due to higher prices. The tax collectors must listen to these concerns while ensuring everyone follows the new tax rules. A wealthy merchant argues loudly, a farmer tries to hide his goods, and a young apprentice asks why taxes are needed.
2	Egyptian Pharaoh's Tax	In ancient Egypt, the Pharaoh has ordered a new tax to be collected to build a grand pyramid. The Pharaoh's officials visit a small village to announce the tax. Villagers gather in the town square, curious and anxious. Some villagers are upset because they already struggle to pay their existing taxes. The officials explain the benefits of the new pyramid and how it will honour the gods. Villagers discuss how they will manage to pay the new tax. A farmer's family debates selling livestock, a craftsman offers extra goods, and a village elder asks for more time to pay.
3	Incan Empire Tribute System	In the Incan Empire, local leaders are responsible for collecting tribute from their people to send to the emperor. The local leaders gather their community to explain the types of goods needed for tribute. People offer items like crops, textiles, and pottery. Some community members are concerned because they do not have enough to meet the demands. The local leaders must negotiate with the emperor's officials to find a fair solution while keeping the community peaceful and cooperative. A farmer offers extra maize, a weaver discusses making more cloth, and a fisherman explains his small catch.
4	Ancient Chinese Silk Road Tax	In ancient China, merchants traveling along the Silk Road are required to pay a tax to pass through certain regions. A group of merchants carrying silk, spices, and precious stones approaches a tax checkpoint. The tax collectors examine their goods and calculate the taxes owed. Some merchants try to negotiate lower taxes, while others worry about the high costs cutting into their profits. The tax collectors explain the importance of the tax for maintaining the roads and security along the trade routes. A silk trader offers a bribe, a spice merchant complains loudly, and a guard checks the goods.

Scenario Cards

Cut out the topics below

	Scenario	Description
5	Greek City-State's Public Works Tax	In an ancient Greek city-state, the leaders decide to impose a tax to fund the construction of public baths and theatres. Citizens are called to an assembly where the leaders present their plan. Some citizens support the idea, believing it will improve their city, while others are skeptical and worried about the cost. Debates arise about who should pay more and how the funds will be managed. The leaders must address these concerns and persuade the citizens to support the new tax. A potter argues for lower taxes, a rich man offers more money, and a woman asks how the baths will help.
6	Mayan City's Temple Construction Tax	In an ancient Mayan city, the high priest declares a new tax to build a grand temple. The artisans, farmers, and traders gather to hear the announcement. The high priest explains how the temple will honour the gods and bring good things to the city. Some people are enthusiastic about the project, while others are worried about their ability to contribute. They discuss how they will gather the necessary resources. A farmer offers his last corn, a trader suggests sharing work, and a potter works on a clay.
7	Persian Empire's Wealth Tax	In the Persian Empire, the emperor decides to impose a wealth tax to fund a new palace. Noble families and commoners come to the capital to learn about the new tax. The emperor's advisors explain how the tax will be calculated based on each family's wealth. Some nobles are proud to contribute, viewing it as a chance to gain favor with the emperor. Others are concerned about losing their status. The nobles must balance their loyalty to the emperor with their desire to protect their fortunes. A noble complains loudly, another suggests helping each other, and a servant listens quietly.
8	Viking Village's Tribute to the Jarl	In a Viking village, the Jarl demands a tribute from each household to prepare for an upcoming raid. Villagers gather in the longhouse to discuss the Jarl's request. Some warriors are eager to support the raid, while farmers and traders worry about losing their hard-earned goods. The Jarl's representatives explain the benefits of the raid, such as gaining new lands and wealth. Villagers must decide how much they can afford to give and how they will support the Jarl's plans. A warrior boasts about the raid, a farmer offers crops, and a trader hides some goods.

Peer Assessment

Mark your group members using the checklist below

My Name _____

Who I Am Assessing _____

Criteria	Description	Stars (1: Worst, 5: Best)
Stayed in Character	The student remained in character throughout the performance.	☆☆☆☆☆
Listened to Others	The student listened carefully and responded appropriately to others.	☆☆☆☆☆
Said What I Needed	The student accepted others' ideas and contributed to the scene.	☆☆☆☆☆
Showed Creativity	The student demonstrated creativity in their costume and props.	☆☆☆☆☆
Used Body Language	The student was ready to express their emotions and actions.	☆☆☆☆☆
Spoke Clearly	The student spoke loudly and clearly enough to be heard by everyone.	☆☆☆☆☆
Contributed to the Story	The student helped develop and move the story forward.	☆☆☆☆☆
Reacted to Situations	The student reacted appropriately to the situations presented in the scene.	☆☆☆☆☆

Learn and Question

Learn: Write two things you learned from the role play.

Question: Ask one question you have about the role play.

Learn	<hr/> <hr/>
Learn	<hr/> <hr/>
Question	<hr/> <hr/>

Difference Between a Civilization and an Empire

Student: Hi! I keep hearing about civilizations and empires. Are they the same thing?

Historian: That's a great question! They are connected, but they're not the same. A *civilization* is a group of people with an organized society. They usually have farming, cities, laws, writing, and art.

Student: You give an example of a civilization?

Historian: Ancient Egypt was a civilization. They had farming by the Nile River, built cities like Thebes, and built the pyramids around 4,500 years ago. They created one of the earliest writing systems—*hieroglyphics*.

Student: So what's an empire?

Historian: An empire is a civilization that expands and takes control of other lands and people. It has one ruler in charge of many places. For example, the Roman Empire ruled over 50 million people at its peak!

Student: Wow! So all empires are civilizations, but not all civilizations are empires?

Historian: Exactly! Civilizations don't have to conquer others to grow. But empires usually grow by war or power. The Mongol Empire, for example, became the largest land empire ever in the 1200s. It stretched from China to Eastern Europe!

Student: That's huge! So civilizations focus more on culture and inventions?

Historian: Right! Civilizations build things like governments, religions, and schools. Empires focus more on power, armies, and ruling over different people.

Student: Thanks! That really helped me understand the difference.

Historian: You're welcome! Keep asking great questions!



Organizational Systems in Ancient Civilizations

Governments

As civilizations grew, they needed strong governments to manage the people and land. Governments made important decisions about laws, taxes, and defence. In **ancient Egypt**, the **Pharaoh** was the ruler and made all major decisions. In **Mesopotamia**, kings ruled with the help of officials. These governments kept order and provided services like building roads and irrigation systems.

Legal

To keep peace and resolve disputes, civilizations created legal systems. **The Code of Hammurabi** from ancient Mesopotamia is one of the oldest examples. It had 282 laws covering everything from property rights to behaviour. These laws were written down so everyone knew the rules and the consequences of breaking them.

Class Structures

With growing populations, class structures became necessary. People were divided into different social classes based on their jobs, wealth, and family background. For example:

1. **Rulers and Nobles:** Kings, queens, and noble families who had most of the power and wealth.
2. **Priests and Scholars:** Religious leaders and educated individuals who played important roles in society.
3. **Merchants and Artisans:** People who traded goods and crafted items.
4. **Farmers and Labourers:** Farmers and manual labourers.
5. **Slaves:** People without freedom and owned by others.




Economic Systems

Economic systems were developed to manage resources and trade. **The barter system** was common, where people exchanged goods directly. Later, money was introduced to make trade easier. Ancient Rome used coins made of silver and gold.

Order

Order the following social classes from highest to lowest in ancient civilizations.

Order	Social Classes	
	Merchants and Artisans	
	Rulers and Nobles	
	Slaves	
	Priests and Scholars	
	Peasants and Labourers	

Questions

Answer the questions below using evidence from the text.

1) What were the roles of government in ancient civilizations?

2) Name two things that the Code of Hammurabi established.

3) How did the economic system in ancient Rome differ from barter?

True or False

Is the statement true or false?

1) The Code of Hammurabi had fewer than 100 laws.	True	False
2) Class structures only divided people by their wealth.	True	False
3) Farmers were at the top of the class structure in ancient societies.	True	False
4) Slaves in ancient civilizations had the same rights as nobles.	True	False
5) The barter system was used before money was invented.	True	False

Types of Authoritarian Systems

Types of Authoritarian Systems

Authoritarian systems are ways of governing where one person or a small group has all the power. There are three main types: **oligarchies**, **monarchies**, and **dictatorships**. Each system influenced how societies were controlled.

Oligarchies

An **oligarchy** is a government where a small group of people hold the power. These people might be wealthy, own a lot of land, or belong to powerful families. The word "oligarchy" comes from Greek and means "few." Oligarchies often make decisions based on the interests of a few rather than the whole society. For example, ancient Sparta was ruled by a few powerful families.



Monarchies

A **monarchy** is a government where a king or queen rules the country. Power is usually passed down through families. There are two types: **absolute** and **constitutional**. In an absolute monarchy, the king or queen has all the power, like King Louis XIV of France. In a constitutional monarchy, their power is limited by laws or a constitution, such as in the United Kingdom, where the Queen shares power with an elected parliament.



Dictatorships

A **dictatorship** is a government where one person, the dictator, has all the power. Dictators often take control by force and do not allow others to share power. They make all the decisions for the country and do not tolerate opposition. Examples include Adolf Hitler in Germany and Joseph Stalin in the Soviet Union, who used violence and fear to maintain control.



Define

Explain the meanings of the terms below.

Oligarchy**Monarchy****Dictatorship****Question** What is the difference between an absolute and a constitutional monarchy?**Multiple Choice**

Answer the questions below.

1) How is power usually passed down in a monarchy?

A) Elections

B) Family inheritance

C) By

2) What type of monarchy limits the ruler's power with laws?

A) Absolute monarchy

B) Constitutional monarchy

C) Dictatorship

3) Which government type is ruled by a king or queen with total power?

A) Oligarchy

B) Absolute monarchy

C) Constitutional monarchy

4) Which government type benefits mainly the ruling group?

A) Democracy

B) Oligarchy

C) Republic

5) Who has the most control in a dictatorship?

A) Citizens

B) Elected officials

C) One dictator

Memory Game: Ancient Civilization Govt. Systems

Objective

What are we learning about?

Students will learn and reinforce their understanding of different types of government systems in ancient civilizations by creating and playing a memory game.

Materials

What you will need for the activity.

- Set of Memory Game cards with terms and definitions (provided).
- A small table or clear space on the floor.



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 the table.
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 and how they relate to the topic.

Cards

Memory Game Cards

Term	Definition
Monarchy	A government ruled by a king or queen.
oligarchy	A government run by a small group of powerful people.
Dictatorship	A government controlled by one person with total power.
Democracy	A government where people vote to make decisions.
Republic	A government where people elect leaders to represent them.

Cards

Memory Game Cards

Term	Definition
Theocracy	A government ruled by religious leaders.
State	An independent city that has its own government.
Empire	A large territory ruled by an emperor or empress.
Aristocracy	A government controlled by the noble or wealthy class.
Feudalism	A system where people worked for lords in exchange for protection.

Cards

Memory Game Cards

Term	Definition
Tyranny	A cruel and oppressive government.
Autocracy	A government where one person has all the power.
Tribal Council	A group of leaders from different tribes who make decisions together.
Senate	A group of elected officials who make laws.
Constitution	A set of rules that defines how a government should operate.

Quiz

This quiz will help assess the students' understanding of the terms related to ancient civilization government systems from the memory game activity.

Name: _____

Explain the meanings of the terms below.

Monarchy**Dictatorship****Empire**

Name: _____

Explain the meanings of the terms below.

Monarchy**Republic****Dictatorship****Empire**

Role-Play: Authoritarian Rule in Ancient Civilizations

Objective

What are we learning about?

Students will understand the decision-making processes and challenges of different forms of authoritarian governments in ancient civilizations, such as monarchies and dictatorships, by role-playing scenarios using simple props and scripts.

Materials

What you will need for the activity.

- Scenario cards for different authoritarian government situations in ancient civilizations (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How you will complete the activity.

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that outlines a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute feedback forms or reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below

	Scenario	Description
1	The Pharaoh's Grain Tax in Ancient Egypt	In ancient Egypt, the Pharaoh decrees that all farmers must give 20% of their grain to the state granary to prepare for possible famine. The high priest announces the decree to the farmers in the village square. Some farmers are supportive, while others worry about their own food supplies. The village elders meet to discuss how to fairly distribute the grain. A young farmer asks the high priest why they must give so much grain. The villagers argue over who will contribute what, and a wise elder suggests a fair plan. The high priest reassures everyone, but the plan remains.
2	The King's Draft in Medieval Europe	In a medieval kingdom, the king commands that all able-bodied men aged 15 must join his army for an upcoming war. The royal messenger brings the news to a small village. Some villagers are willing to serve, but others are afraid of leaving their families. The village elders discuss the situation about making enough weapons. A mother pleads with the king's advisor to spare her only son. The local priest speaks about the importance of serving the king. The villagers hold a meeting to decide who will go and who will stay. The king's advisor listens to the villagers' concerns and makes some adjustments to the plan.
3	The Emperor's Edict in Ancient China	In ancient China, the emperor issues an edict requiring all families to send one member to work on the Great Wall for one month each year. The local governor gathers the villagers to explain the edict. A scholar questions the necessity of the wall. A farmer worries about losing his best worker during harvest season. The governor emphasizes the importance of defending the empire. The villagers discuss how they will go and how they will manage the extra workload at home. The governor listens to their concerns and offers some solutions. The villagers eventually agree on a plan, but not without some disagreements.
4	The Dictator's Rule in Ancient Rome	In ancient Rome, a dictator takes power during a time of crisis. He orders all citizens to follow a curfew from sunset to sunrise. The town crier announces the new curfew in the marketplace. Some merchants worry about their businesses, while others support the strong leadership. A senator tries to speak out against the dictator but is silenced by soldiers. A group of citizens secretly meets to discuss how to resist the curfew. The dictator's soldiers patrol the streets to enforce the new rules. The citizens come up with a plan to communicate secretly and gather support. They face many challenges but remain determined.

Scenario Cards

Cut out the topics below

	Scenario	Description
5	The Sultan's Trade Ban in the Ottoman Empire	In the Ottoman Empire, the Sultan bans all trade with a neighbouring kingdom due to a conflict. His vizier announces the decision to the people in the bazaar. Traders worry about losing business, and some try to find ways to secretly continue trading. A wealthy merchant tries to bribe the vizier for an exemption. A poor farmer begs for mercy, explaining that he relies on goods from the neighbouring kingdom. The Sultan's guards ensure everyone follows the new rule. The people discuss how to cope with the trade ban. The vizier listens to the people's concerns and offers some relief. The community works together to support each other.
6	The Queen's Festival in Ancient India	In ancient India, the queen orders a grand festival to celebrate a victory. Her advisors announce the orders to the villagers. The villagers are excited but don't know how to contribute to the festival. A carpenter offers to build a stage. A young girl asks the queen why they need a festival. A village elder tries to organize the people to work together. The villagers are excited, while others are worried about the hard work. The queen's advisor explains the benefits of the festival. The village comes up with a plan to share the work fairly.
7	The Emperor's Proclamation in Ancient Persia	In ancient Persia, the emperor declares that a new road must be built to connect cities. Each village is assigned 20 workers to help build the road. His herald announces the plan in the town square. Traders are excited about the easier trade routes, but some are worried about the hard labour. An elder suggests ways to make the work easier. A young boy asks the herald about the emperor's reasons. The village leader organizes a team to start the work. The people discuss the benefits and challenges of the new road. The emperor's advisor listens to the people's concerns and offers some support.
8	The King's Mandate in Ancient Mesopotamia	In ancient Mesopotamia, the king discovers a plot to overthrow him. The coup is led by a group of noblemen who seek to take his throne. The king's guards capture the plotters and bring them before the king. The king announces that all those involved in the coup will face the death penalty. The village elders discuss the severity of the punishment. The plotters plead for their lives, claiming they were forced to join the coup. The king stands firm, explaining the importance of loyalty and the consequences of betrayal. The villagers witness the punishment and discuss the impact on their community.

**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



Fact Sheet: Ancient Social Class Structures

1)

The Elite Class

At the very top of the social pyramid were the elite. This group included rulers, nobles, and wealthy landowners. They enjoyed the most power and privileges, making important decisions for the community. The elite lived in large homes, wore fine clothing, and had access to the best food. They also received the best education and had the most opportunities for advancement.

2)

In the middle of the pyramid was the middle class. This group consisted of merchants, craftsmen, and farmers. They had some rights and opportunities, but not as many as the elite. Merchants traded goods, craftsmen created items, and farmers grew food. While they had more privileges than the lower classes, they still worked hard to provide for their families and community.

3)

The Lower Class

At the base of the social pyramid were the lower classes. This group included labourers and slaves. They had the fewest rights and faced the most challenging lives. Labourers did the hard work needed for the community, such as farming and building, but often did not own the land they worked. They had to provide food and shelter for the upper classes.



Define

Explain the meanings of the terms below.

**The Elite
Class**

**The Middle
Class**

**The Lower
Class**

Match

Match each class to the correct group of people.

Elite

Merchants, craftsmen, and farmers

Middle Class

The Ruler and wealthy landowners

Lower Class

Laborers and slaves

Questions

Answer the questions below.

1) Describe the living conditions of the elite class.

2) Explain the differences between the middle and lower classes.

3) How did the lower class contribute to the community?

Four Corners: Ancient Social Class Structures

Objective

What are we learning about?

Students will learn about the hierarchical social class structures in ancient civilizations and empires, understanding the distribution of power, privilege, rights, and freedoms among different social classes.

Material

What you will need for the activity.

- A list of questions related to ancient social class structures.
- Labels for each corner of the room (A, B, C, D)



Instructions

How you will implement the activity.

1. Prepare the classroom by labelling each corner with letters A, B, C, and D.
2. Explain to the students that you will read out statements related to ancient social class structures. Each statement will have four options, one from each different viewpoint.
3. When you read a question, students will move to the corner that corresponds to the answer they think is correct. These will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
4. Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
5. Repeat with different questions to reinforce their understanding of concepts.

<p>1. Was it fair for nobles to have the most privileges?</p> <p>A) Yes, they managed resources well.</p> <p>B) No, everyone deserves equal rights.</p> <p>C) Only if they led fairly.</p> <p>D) It depended on the society.</p>	<p>2. Should warriors have had special status in ancient societies?</p> <p>A) Yes, they protected others' lives.</p> <p>B) No, everyone should be equal.</p> <p>C) Only during times of war.</p> <p>D) They deserved respect, not status.</p>
<p>3. Did priests deserve their high social standing?</p> <p>A) Yes, they provided spiritual guidance.</p> <p>B) No, nobles should have more privilege.</p> <p>C) Only if they were wealthy.</p> <p>D) Yes, Their role was important.</p>	<p>4. Should women have had the same status as men in ancient societies?</p> <p>A) Yes, equality is important.</p> <p>B) No, traditional roles were best.</p> <p>C) Only if they earned it.</p> <p>D) Status should depend on abilities.</p>
<p>5. Was it fair for slaves to have no property?</p> <p>A) No, everyone deserves freedom.</p> <p>B) Yes, it was the norm.</p> <p>C) Only if they committed crimes.</p> <p>D) It depended on their owners.</p>	<p>6. Should artisans have been given higher status?</p> <p>A) Yes, they created important goods.</p> <p>B) No, nobles were more respected.</p> <p>C) Only if they were wealthy.</p> <p>D) Status should be equal for all.</p>
<p>7. Was it justifiable to have different punishments for different classes?</p> <p>A) No, everyone should be equal.</p> <p>B) Yes, higher classes needed respect.</p> <p>C) Only for serious crimes.</p> <p>D) It maintained social order.</p>	<p>8. Do you think social class structures still exist today?</p> <p>A) Yes, they are still present.</p> <p>B) No, society is more equal.</p> <p>C) Only in some places.</p> <p>D) They exist but are less obvious.</p>
<p>9. Would ancient social class structures work today?</p> <p>A) No, we value equality.</p> <p>B) Yes, they provided order.</p> <p>C) Only if adjusted for fairness.</p> <p>D) Some parts could be useful.</p>	<p>10. How would you feel being in the lowest social class in ancient times?</p> <p>A) Unfair, everyone should be equal.</p> <p>B) Acceptable, roles are needed.</p> <p>C) Depends on treatment.</p> <p>D) Motivated to improve my status.</p>

The Role and Status of Enslaved People

Enslaved People as Property

In many ancient civilizations, **enslaved people** were seen as property. They did not have the same rights as free people. Enslaved people could be bought, sold, and traded. They had no control over their own lives and were forced to work without pay.

Lowest Social Class

Enslaved people were at the very bottom of the **social class system**. They had the least power and fewest rights. Unlike other social classes, they could not make decisions about their lives. Their daily lives were controlled by their owners.

Limited Freedoms

Enslaved people had very few freedoms. They could not choose where to live, who to work for, or even what to do each day. They worked in harsh conditions, such as on farms, in mines, or as household servants. They had to obey their owners or face severe punishments.

Key Facts About Enslaved People

1. **Large Numbers:** In some ancient societies, enslaved people made up a significant portion of the population. For example, in ancient Rome, it is estimated that about one-third of the population were slaves.
2. **Variety of Origins:** Enslaved people came from many different backgrounds. They could be prisoners of war, debtors, or even kidnapped individuals. They were often from different races and regions, not the same race as the ruling class.
3. **Frequent Trading:** Enslaved people were often traded in markets. Families could be separated when members were sold to different owners.

The treatment of enslaved people shows the deep inequalities in ancient societies. While some people lived in luxury, enslaved people suffered greatly. Their lack of rights and harsh treatment highlight the **human rights** issues of the past.



Choose

Put a check mark beside the correct answer(s) for each question.

1) Which of the following statements are true about enslaved people?

- ☐ They were considered property
- ☐ They had many rights
- ☐ They worked without pay

2) In ancient societies, who were some of the enslaved people?

- ☐ Prisoners of war
- ☐ kidnapped individuals
- ☐ Debtors

3) Which of the following jobs could an enslaved person have?

- ☐ Miner
- ☐ Blacksmith
- ☐ Merchant

4) Which of the following were common for enslaved people in ancient times?

- ☐ Being traded in markets
- ☐ Owning large lands
- ☐ Working in difficult jobs

Questions

Answer the questions below.

1) Describe the living conditions of enslaved people.

2) How did enslaved people's status highlight human rights issues?

Summarize

Write three main points that you've learned from the reading.

1)

2)

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(T) or false(F)?

1) Enslaved people in ancient times were considered property.	T
	F
2) Enslaved people often worked in harsh conditions without pay.	T
	F
3) Enslaved people could choose their jobs and owners.	T
	F
4) Prisoners of war were often made into slaves in ancient societies.	T
	F

Name: _____

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

1) Enslaved people in ancient times were considered property.	T
	F
2) Enslaved people often worked in harsh conditions without pay.	T
	F
3) Enslaved people could choose their jobs and owners.	T
	F
4) Prisoners of war were often made into slaves in ancient societies.	T
	F

Name: _____

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

1) Enslaved people in ancient times were considered property.	T
	F
2) Enslaved people often worked in harsh conditions without pay.	T
	F
3) Enslaved people could choose their jobs and owners.	T
	F
4) Prisoners of war were often made into slaves in ancient societies.	T
	F

Name: _____

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

1) Enslaved people in ancient times were considered property.	T
	F
2) Enslaved people often worked in harsh conditions without pay.	T
	F
3) Enslaved people could choose their jobs and owners.	T
	F
4) Prisoners of war were often made into slaves in ancient societies.	T
	F

Blog Post: Gender Roles in Ancient Civilizations

Gender-Based Rights, Responsibilities, and Privileges in Ancient Civilizations

Date: July 27, 2024

Author: By Jane Doe

3-minute read

In many ancient civilizations, people's rights, responsibilities, and privileges were often determined by their gender. This meant that men and women were treated differently and had different roles in society. These societies could be patriarchal, matriarchal, or egalitarian. Let's explore what these terms mean and how they played out in ancient cultures.

Patriarchal Societies: These societies favoured males. Men often had more rights and responsibilities. For example, in Ancient Rome, only men could vote and hold political office. Women had limited rights and were expected to take care of the home and children.

Matriarchal Societies: These societies favoured females. While less common, there were some examples. In the Iroquois Confederacy, a group of Indigenous tribes in North America, had matriarchal structures. Women held significant power and made important decisions regarding the tribe's resources.

Egalitarian Societies: These societies treated males and females equally. Ancient Egypt was more egalitarian compared to other civilizations. Both men and women could own property, and women could even become pharaohs, like Cleopatra.

Till next time,
Jane Doe

Comments:



John Smith – July 27, 2024

Great post! I think it's fascinating how different civilizations viewed gender roles. However, I read that even in Egypt, men had more political power than women most of the time.

Like Reply 2d ago



Mary Johnson – July 29, 2024

Interesting article! I respectfully disagree with John. While it's true men often held more political roles in Egypt, women like Cleopatra and Hatshepsut did have significant power. This shows that gender roles were more balanced compared to other ancient societies.

Like Reply 2h ago

Define

Explain the meanings of the terms below.

**Patriarchal
Societies**

**Matriarchal
Societies**

**Egalitarian
Societies**

Identify

Read the scenario below and decide whether it describes a patriarchal, matriarchal, or egalitarian society.

- 1) Only men can vote and hold office.
- 2) Women make all major decisions about the community.
- 3) Men and women have equal opportunities and roles.
- 4) Men dominate public life; women confined to domestic roles.
- 5) Women have significant influence in community decisions.
- 6) During harvest season, only women decide how to distribute crops.
- 7) Both Mia and Tom can become doctors and own businesses.
- 8) Fathers decide family matters, and mothers have limited say.
- 9) In a clan, women decide on community projects and laws.

True or False

Is the statement true or false?

- | | | |
|--|------|-------|
| 1) In Ancient Rome, only men could hold political office. | True | False |
| 2) The Iroquois Confederacy had a matriarchal social structure. | True | False |
| 3) Women in Ancient Egypt could own property. | True | False |
| 4) Matriarchal societies always treated males and females equally. | True | False |
| 5) Cleopatra was a female pharaoh of Ancient Egypt. | True | False |

Fact or Fiction – Gender Roles in Ancient Civilizations

Objective

What are we learning about?

Students will understand how gender roles varied across different ancient civilizations by evaluating statements about the roles and responsibilities of males and females in patriarchal, matriarchal, and egalitarian societies.

Materials

What you will need for the activity.

- Fact or Fiction cards
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom to place 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. Pay close attention as the correct answer 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	
1	In ancient Egypt, women could own property and run businesses.	Fact
2	Only men could be leaders in all ancient civilizations.	Fiction
3	In ancient Sparta, women received physical training similar to men.	Fact
4	Ancient Rome allowed women to vote in elections.	Fiction
5	Viking women could sometimes lead raids and voyages.	Fact
6	In ancient China, men and women had the same education.	Fiction
7	In ancient Native American tribes, women were chiefs and leaders.	Fact
8	Ancient societies considered women as equals to men.	Fiction
9	In ancient Greece, women could participate in the Olympics.	Fiction
10	Ancient Celtic women could own their own husbands.	Fact
11	In ancient India, men and women both practiced medicine.	Fiction
12	In ancient Japan, samurai women trained in martial arts.	Fact
13	Ancient Mesopotamian women could own property and land.	Fact
14	All ancient civilizations were patriarchal with male leaders.	Fiction
15	In ancient Africa, women sometimes led their own armies.	Fact
16	Ancient Greek women were allowed to attend schools with men.	Fiction
17	In some ancient societies, men cooked and cleaned while women hunted.	Fiction
18	In ancient Persia, women had rights to work and own businesses.	Fact
19	In ancient Rome, women were always confined to their homes.	Fiction
20	Some ancient civilizations had laws protecting women's rights and property.	Fact
21	Ancient Egyptian queens ruled as pharaohs, the same as kings.	Fact
22	In ancient Greece, men and women shared all household duties equally.	Fiction
23	Women in ancient civilizations often participated in religious ceremonies.	Fact
24	In ancient India, women had no role in arts or literature.	Fiction
25	Some ancient cultures valued women's wisdom and advice in decision-making.	Fact

Varied Social Class Structures of Ancient Civilizations

Ancient India's Varna System

The **Varna system** was a social class structure in ancient India. It divided people into four main groups:

1. **Brahmins:** Priests and teachers, considered the highest class.
2. **Kshatriyas:** Warriors and rulers who protected the country.
3. **Vaishyas:** Farmers, traders, and merchants who provided goods and services.
4. **Shudras:** Laborers and servants who did tasks for the other three classes.

People were born into a Varna and could not change it.



During the **Han dynasty**, China was chosen for jobs based on merit, not birth. This was called **meritocracy**.

To get a government job, people had to pass exams. The exams tested their knowledge and skills.

Confucian teachings and values. This system was used to make sure the best and brightest people ran the country efficiently and effectively.

Gender Rights in Ancient Persia

In **ancient Persia**, men and women had more equal rights compared to other ancient civilizations.

Women could own property, work, and even held important roles in society and could even become leaders or influential advisors. This made Persia more **egalitarian**, meaning it was more equal for everyone, regardless of gender.

The Chain of Being in the Elizabethan Era

In **Elizabethan England**, the Chain of Being was a strict social hierarchy. It ranked everything in the universe from God at the top to rocks at the bottom. Humans were placed in this order:

1. **Nobles:** Kings, queens, and other high-ranking officials.
2. **Gentry:** Wealthy landowners who were not nobles.
3. **Merchants:** Business people who traded goods.
4. **Commoners:** Farmers and laborers.

People believed everyone had a place and should stay in it.

Circle

Choose the correct answer.

1) Which class in the Varna system were warriors?	Brahmins	Kshatriyas
2) Which ancient civilization used the meritocracy system?	China	India
3) What type of teachings did Han dynasty exams focus on?	Buddhist	Confucian
4) Who were the highest class in the Varna system?	Brahmins	Vaishyas
5) Which class provided goods and services in ancient India?	Vaishyas	Shudras
6) Which civilization gave women more equal rights?	Persia	England
7) Who were the rulers and protectors in the Varna system?	Kshatriyas	Shudras
8) What is the Hindu belief about everything in the universe?	Chain of Being	Varna

Questions

Answer the questions below.

1) How were jobs assigned in the Han dynasty?

2) Why was the ancient Persia system considered a meritocracy?

Diagram

Draw and label the pyramid of the Chain of Being in the Han dynasty.

Activity: Ancient Social Class Structures

Objective

What are we learning about?

Students will understand the social class structures of ancient civilizations by creating hierarchical diagrams and discussing social mobility.

Materials

What you will need for the activity.

- Ancient civilization social class structure cards (provided)
- Planning page (provided)
- Research materials (books, internet access)
- Large paper or poster board
- Scissors, glue, markers and rulers



Instructions

How you will complete the activity.

1. Divide students into groups of 3 or 4.
2. Assign each group a different ancient civilization to research.
3. Provide each group with a planning page to guide their research.
4. Have students research the social class structure of their assigned civilization.
5. Instruct groups to identify the main social classes and their roles within society.
6. Have each group create a hierarchical diagram on the large paper or poster board, using markers or coloured pencils.
7. Encourage groups to include criteria for social mobility and discuss its limitations.
8. Allow groups to present their diagrams to the class and explain their findings.

Assign

Ancient civilization social class structures

	Civilization	Description
1	Ancient Egypt	<ol style="list-style-type: none"> Pharaoh: The supreme ruler, considered a god on Earth. Nobles and Priests: Managed temples, estates, and government. Scribes: Educated class responsible for writing and record-keeping. Merchants and Craftsmen: Produced and traded goods. Farmers and Labourers: Worked the land and performed manual labour. Slaves: Captured during wars or owed debts, had no rights.
2	Ancient Mesopotamia	<ol style="list-style-type: none"> King: Ruled as a representative of the gods. Priests: Controlled religious and government affairs. Merchants and Artisans: Engaged in trade and crafts. Commoners: Farmers, herders, and labourers. Slaves: Mostly war captives or those in debt, worked for the wealthy.
3	Ancient Greece	<ol style="list-style-type: none"> Citizens: Free males born in the city-state with full legal rights. Metics: Non-citizen residents who could work and own property in the city-state but lacked political rights. Freedmen: Former slaves who were freed, had limited rights. Slaves: Owned by citizens, performed various labour tasks.
4	Ancient Rome	<ol style="list-style-type: none"> Patricians: Wealthy elite, held political power and land. Equestrians: Wealthy class involved in commerce and administration. Plebeians: Common citizens, including farmers, craftsmen, and soldiers. Freedmen: Former slaves with limited rights. Slaves: Had no rights, performed manual labour and household tasks.

Assign

Ancient civilization social class structures

	Civilization	Description
5	Ancient China (Han Dynasty)	<ol style="list-style-type: none"> Emperor: Supreme ruler, considered the "Son of Heaven." Scholars and Officials: Educated class who passed civil service exams. Peasants: Farmers who worked the land, highly valued for their role in food production. Artisans and Craftsmen: Produced goods and services. Merchants: Engaged in trade, often viewed with suspicion. Slaves: Mostly war captives or those who committed crimes, had no rights.
6	Ancient India (Vedic Period)	<ol style="list-style-type: none"> Brahmins: Priests and scholars, responsible for religious rituals. Kshatriyas: Warriors and rulers, protected and governed the land. Vaishyas: Traders and landowners, engaged in commerce and agriculture. Shudras: Labourers and service providers, worked for the higher classes. Untouchables (Dalits): Performed jobs considered impure, faced severe discrimination.
7	Ancient Maya	<ol style="list-style-type: none"> King (Ajaw): Political and religious leader. Nobles: Included priests and warriors, held important administrative and military roles. Merchants and Artisans: Engaged in trade and production. Commoners: Farmers, labourers, and builders. Slaves: Captured during wars or owed debt, used by elite.
8	Ancient Persia (Achaemenid Empire)	<ol style="list-style-type: none"> King (Shahanshah): Absolute ruler, considered divinely appointed. Nobles: Controlled vast estates, held administrative and military roles. Priests (Magi): Conducted religious ceremonies and advised the king. Merchants and Traders: Engaged in commerce across the vast empire. Artisans and Craftsmen: Produced goods and art. Peasants and Labourers: Worked the land and served in construction projects. Slaves: Often war captives or those in debt, performed various labour tasks.

Planning

Answer the questions below

1) Assigned Civilization: _____

2) Identify and describe the main social classes of your assigned civilization.

3) Describe how you will present the social classes in a hierarchical diagram.

4) Create a rough sketch of your social hierarchy layout and placement of classes.




5) Identify the criteria that allow movement between classes.

6) Prepare key points to discuss during the presentation of your diagram.

PREVIEW

**Two Stars
and a Cloud**

Review your group's hierarchical diagram. Write two highlights and one improvement.

Title of the Civilization	
Section	Description
	
	
	

Question: What similarities & differences did you notice among the diagrams in the class?

African Empires: The Rise and Fall of the Axum Empire

The Axum Empire

The Axum Empire, located in modern-day Ethiopia, was one of the great African empires. It thrived from around 100 AD to 940 AD. Axum was known for its powerful trade networks and impressive architecture.



Obelisk of Axum

Rise of Axum

- **Trade:** Axum became wealthy through trade. The empire traded goods like ivory, and incense with Egypt, Greece, and Rome. This trade brought wealth and power to Axum.
- **Agriculture:** The fertile land in Axum allowed for successful farming. Crops like wheat and barley supported the population.
- **Religion:** Around 325 AD, Axum converted to **Christianity**, making Axum one of the first Christian empires. It established trade with other Christian regions.

Economic Disputes

- **Conflict with Kush:** Axum had economic disputes with the Kingdom of Kush over control of trade routes. These conflicts weakened Axum.
- **Decline of Trade:** In the 7th century, the rise of Islam disrupted Axum's trade with the Mediterranean and Red Sea regions.
- **Internal Struggles:** Economic disputes within Axum also led to its decline. Nobles and local rulers fought over resources, weakening the central authority.

Fall of Axum

- **Environmental Changes:** Climate changes and over-farming led to soil depletion. This caused crop failures and food shortages.
- **Military Defeats:** Axum faced invasions from neighboring tribes. Unable to defend its borders, Axum's territory shrank.
- **Shift in Trade Routes:** As trade routes shifted away from the Red Sea, Axum lost its economic base. This made it difficult for the empire to sustain itself.

True or False

Is the statement true or false?

1) Axum traded gold, ivory, and incense with Rome.	True	False
2) Axum was one of the first Christian empires.	True	False
3) Islamic caliphates disrupted Axum's trade in the 7th century.	True	False
4) Axum's wealth came mainly from mining silver.	True	False
5) Climate changes and over-farming caused soil depletion in Axum.	True	False

Questions

Answer the questions below using evidence from the text.

1) What were some factors that contributed to the rise of the Axum Empire?

2) What were some reasons for the fall of the Axum Empire?

Word Search

Find the words in the word search.

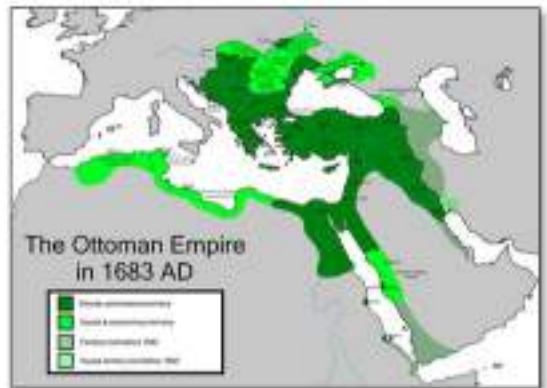
Axum	Ethiopia
Trade	Gold
Ivory	Incense
Christianity	Kush
Agriculture	Environment
Invaders	Routes
Economy	Caliphates

W	G	Y	X	M	U	X	A	A	K	G	I	M	X	E	K
J	W	V	V	K	L	P	O	P	V	Z	O	K	G	F	K
L	L	D	Q	E	X	K	T	I	M	S	Y	W	M	N	L
Q	D	E	C	E	T	H	I	O	P	I	A	J	J	X	R
G	I	V	O	R	Y	E	I	N	C	E	N	S	E	D	M
O	Z	V	P	F	E	C	O	N	O	M	Y	Z	Q	O	Z
L	N	O	I	R	D	Y	T	I	N	A	I	T	S	I	R
D	R	F	B	T	A	A	G	H	S	U	K	X	P	A	V
T	U	Y	G	V	R	T	N	E	M	N	O	R	I	V	N
N	N	C	R	H	T	S	R	E	D	A	V	N	I	J	A
D	E	R	U	T	L	U	C	I	R	G	A	S	E	T	U
I	M	I	F	D	L	S	E	T	A	H	P	I	L	A	C

Case Study: Power Struggles in the Ottoman Empire

The Ottoman Empire

The Ottoman Empire was one of the longest-lasting empires in history, spanning from 1299 to 1922. It covered parts of Europe, Asia, and Africa. Power struggles played a big role in its decline.



Rise of the Ottoman Empire

- **Military Conquests:** The Ottomans took control of Constantinople, renaming it **Istanbul**. This city became a major political and cultural center.
- **Strong Leadership:** Sultans like **Suleiman the Magnificent** expanded the empire. Suleiman reigned from 1520 to 1566 and is known for his military reforms.
- **Trade Routes:** The empire controlled major trade routes between Europe and Asia. This brought wealth and resources to the empire.

Power Struggles

- **Succession Issues:** The empire often faced conflicts over who would be the next sultan. Sons of the sultan would fight each other for power.
- **Corruption:** As the empire grew, corruption became a problem. Government officials often took bribes and misused their power, which hurt the empire.
- **Military Decline:** The **Janissaries**, the elite soldiers of the empire, became less effective over time. They resisted reforms and sometimes rebelled against the sultan.

Decline of the Ottoman Empire

- **Economic Problems:** Costly wars and lost trade routes hurt the empire's economy. European powers began to dominate trade, reducing Ottoman profits.
- **Territorial Losses:** The Ottomans lost territories in wars, such as the **Balkan Wars**. These losses weakened the empire's control.
- **Internal Rebellions:** Various regions sought independence. Nationalist movements in the 19th and 20th centuries fragmented the empire.

Fill in the Blanks

Fill in the blanks below.

- 1) The Ottoman Empire spanned from _____ to _____.
- 2) The Ottomans conquered Constantinople in _____ and renamed it _____.
- 3) Sultan _____ the Magnificent ruled from 1520 to _____.
- 4) The _____ were the elite soldiers of the Ottoman Empire.
- 5) The rise of _____ caliphates disrupted Ottoman trade in the 7th century.

Timeline Create a timeline with three key events in Ottoman history.



A horizontal timeline with four vertical tick marks, creating five empty rectangular boxes for writing events.

Questions

Answer the questions below using evidence from the text.

- 1) What were the key factors in the rise of the Ottoman Empire?

Four horizontal lines for writing the answer to Question 1.

- 2) Name the problems faced by the Ottoman Empire during its decline.

Four horizontal lines for writing the answer to Question 2.

Unit Test – Systems**Multiple Choice**

/10

1. The name of the ancient Egyptian writing system that used pictures to represent words... a) Cuneiform b) Hieroglyphics c) Ziggurat d) Papyrus	2. A large territory controlled by one central government is called... a) Empire b) Dynasty c) Monarchy d) Oligarchy
3. Which trade route connected the Mediterranean Sea to the Persian Gulf? a) Trans-Saharan trade route b) The Royal Road c) The Silk Road d) Appian Way	4. An authoritarian government system where a small group of people hold all the power... a) Monarchy b) Oligarchy c) Dictatorship d) Democracy
5. A type of monarchy where power is limited by laws or a constitution is called... a) Absolute Monarchy b) Constitutional Monarchy c) Limited Monarchy d) Democratic Monarchy	6. Socialism is a system that favoured males, where men often held more rights and power... a) Monarchy b) Democracy c) Egalitarianism d) None of the above
7. Enslaved people in ancient civilizations... a) They were considered property b) They worked without pay c) They were at the bottom of social classes d) All of the above	8. What famous structure was built by the Romans? a) The Great Wall b) The Pyramids c) Obelisk of Axum d) The Colosseum
9. The divine leaders of Egypt, believed to be chosen by the gods... a) Caliphates b) Caesars c) The Greats d) Pharaohs	10. The ancient civilization in South America, known for their terraced farming... a) The Aztecs b) The Inca c) The Maya d) The Spanish

Define

What do the terms below mean?

Term	Definition - What does it mean?
Dynasty	
Dictatorship	
Egalitarian Society	

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

1) What are the main factors that led to the rise of civilizations and empires?

2) What are the primary reasons for the decline of ancient civilizations and empires?

3) How did ancient international trade contribute to the spread of cultures, innovations, and ideas?

Long Answer

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

1) Draw a pyramid and explain the ancient social class structures depicted within it.

PREVIEW

2) List and explain five challenges faced by travellers on ancient trade routes.



Workbook Preview



Grade 5 – Social Studies Unit

Citizenship

Organizing Idea # 1

Organizing Idea	Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.	
Guiding Question	How can citizens become active and informed?	
Learn Outco	Students will be able to take	
	pages	
C5.1	- 68	
C5.2	Compare perspectives about an issue or event.	74 - 79
C5.3	Investigate an event or issue using multiple sources.	80 - 91
C5.4	Describe opportunities of informed citizenship.	69 - 73, 92 - 99

Preview of 80 pages from
this product that contains
138 pages total.

NAME: _____

CITIZENSHIP

PREVIEW



Technology and Turning Points in Ancient Civilizations

Technological Advancements and Turning Points in History

Technological advancements in ancient civilizations and empires created significant turning points in history. These innovations changed how people lived, worked, and interacted with the world around them. They also laid the foundation for many modern technologies we use today.

- **The Wheel in Mesopotamia:** Invented around 3500 BCE, the wheel made moving heavy loads and traveling much easier. It helped Mesopotamians trade over long distances, farm with wheeled plows, and build faster with carts.
- **Papyrus in Egypt:** Around 3000 BCE, Egyptians developed papyrus from Nile plants. It was used to make paper, allowing them to write records, share knowledge, and document events.
- **Roman Aqueducts:** Starting in 12 BCE, Roman aqueducts carried fresh water into cities. They provided clean drinking water, improved sanitation, and supported large populations.
- **Chinese Gunpowder:** Invented during the Tang Dynasty in the 9th century, gunpowder revolutionized warfare with explosives and firearms, influencing global military tactics.
- **Greek Democracy:** Around the 5th century BCE, Athens developed democracy, allowing citizens to participate in government and laying the groundwork for modern democratic systems.
- **Indian Numerals:** Developed around the 5th century CE, the Indian numeral system, including zero, made calculations easier and influenced global trade, science, and engineering.

The spread of these technologies often occurred through trade routes, such as the Silk Road, which connected various civilizations and facilitated the exchange of ideas and innovations.



Fill in the Blanks

Fill in the blanks below.

- 1) The _____ made moving heavy objects and transportation easier.
- 2) Egyptians developed _____ from Nile plants to make paper.
- 3) _____ carried fresh water into Roman cities.
- 4) _____ revolutionized warfare with explosives and firearms.
- 5) _____ allowed citizens to participate in government decisions.

Timeline

Create a timeline of the inventions mentioned in the text.



Questions

Answer the questions below using evidence from the text.

- 1) How did technological advancements change daily life in ancient civilizations?

- 2) How did ancient technologies influence modern inventions?

Exit Cards

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

Name: _____

Mark

Match each ancient technology to the correct description.

Papyrus

Roman Aqueducts

Democracy

Gunpowder

- ☐ Invented in China around the 9th century.
- ☐ Made from a plant that grew along the Nile River.
- ☐ Started in Athens around the 5th century BCE.
- ☐ Helped improve sanitation and reduce diseases.

Name: _____

Mark

Match each ancient technology to the correct description.

Papyrus

Roman Aqueducts

Democracy

Gunpowder

- ☐ Invented in China around the 9th century.
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- ☐ Started in Athens around the 5th century BCE.
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Name: _____

Mark

Match each ancient technology to the correct description.

Papyrus

Roman Aqueducts

Democracy

Gunpowder

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- ☐ Started in Athens around the 5th century BCE.
- ☐ Helped improve sanitation and reduce diseases.

Name: _____

Mark

Match each ancient technology to the correct description.

Papyrus

Roman Aqueducts

Democracy

Gunpowder

- ☐ Invented in China around the 9th century.
- ☐ Made from a plant that grew along the Nile River.
- ☐ Started in Athens around the 5th century BCE.
- ☐ Helped improve sanitation and reduce diseases.

Case Study: Successes of the Ancient Roman Republic

Introduction to the Roman Republic

The **Roman Republic** was a form of government in ancient Rome that lasted from 509 BCE to 27 BCE. The Romans created a system that allowed people to have a say in their government, which was quite different from other ancient civilizations ruled by kings or emperors. This system of governance became a model for modern democratic governments.

Structure of the Roman Republic

The Roman Republic was made up of three parts:

1. **The Senate:** A group of 300 men made laws and advised the leaders. They were usually from wealthy families.
2. **The Consuls:** Two leaders who controlled the government. They were elected every year and had to agree on decisions.
3. **The Assemblies:** Groups of citizens who could elect officials. This allowed ordinary people to have a voice in the government.



Successes of the Roman Republic

The Roman Republic had several successes that influenced modern governments.

- **Separation of Powers:** The Roman Republic separated the government into different parts so that no single person or group could have too much power. This idea is used in many modern democracies, like Canada and the United States.
- **Rule of Law:** The Romans believed that laws should be written down and applied equally to everyone. This principle is a foundation of modern legal systems.
- **Elected Officials:** The Roman Republic allowed citizens to elect their leaders, which is a key feature of modern democracies.
- **Checks and Balances:** The Roman Republic introduced checks and balances to prevent any one part of the government from becoming too powerful.

Matching

Match the terms with their correct definitions.

Senate**Consuls****Assemblies****Law****Checks and Balances****Separation of Powers**

- ☐ Government is divided into different parts to prevent any one from having too much power.
- ☐ Groups of citizens who could vote on laws and elect officials.
- ☐ A group of 300 men who made laws and advised the leaders.
- ☐ Prevent any one part of the government from becoming too powerful.
- ☐ The principle that laws should be written down and applied equally to everyone.
- ☐ Leaders who controlled the army and the government.

Choose

Put the letter of the correct answer(s) for each question.

1) Who made laws and advised the leaders in the Roman Republic?

- ☐ Senators
- ☐ Consuls
- ☐ Assemblies

2) What did the Consuls control in the Roman Republic?

- ☐ Laws
- ☐ Consuls
- ☐ Citizens

3) Who were usually from wealthy families in the Roman Republic?

- ☐ Senators
- ☐ Consuls
- ☐ Assemblies

4) How did the Roman Republic influence modern governments?

- ☐ By having elected leaders
- ☐ By applying laws equally to everyone
- ☐ By preventing corruption

True or False

Is the statement true or false?

1) The Roman Republic lasted from 509 BCE to 27 BCE.

True

False

2) Senators in the Roman Republic were usually from poor families.

True

False

3) The Consuls were elected every five years.

True

False

4) The Roman Republic allowed citizens to elect their leaders.

True

False

5) The Senate was a group of 500 men who made laws.

True

False

Case Study: Failures of the Ancient Roman Republic

Failures of the Roman Republic

The Roman Republic had several failures that led to its downfall:

- **Economic Inequality:** Wealth was concentrated in the hands of a few. Wealthy landowners bought small farms, making it hard for ordinary citizens to make a living. Many Romans ended up working as tenants or moving to the cities, where jobs were scarce. This inequality caused conflicts and weakened the Republic's unity.
- **Political Corruption:** Many government officials were **corrupt**. They used their positions to gain wealth and power, instead of serving the public. This weakened the government and made it hard to pass fair laws.
- **Civil Wars:** As Rome grew, generals fought for control. **Julius Caesar** was a famous example, crossing the **Rubicon River** with his army in 49 BCE. These conflicts drained resources, caused destruction, and led to the end of the Republic when **Augustus** became the first emperor in 27 BCE.



Impact on Modern Governments

The failures of the Roman Republic have taught modern governments lessons:

- **Addressing Economic Inequality:** Modern governments use **social programs**, **progressive taxes**, and **minimum wage** laws to reduce the gap between the rich and the poor, aiming to provide fair opportunities for all citizens.
- **Preventing Political Corruption:** Modern governments enforce strict laws to combat corruption. Agencies like **ethics commissions** and **anti-corruption bodies** monitor public officials to ensure **transparency** and **accountability**.
- **Maintaining Peace:** Modern democracies have systems to prevent internal conflicts, such as clear laws on the transfer of power and peaceful elections. International organizations like the **United Nations** help mediate conflicts and promote peace.

Define

Explain the meanings of the terms below.

**Economic
Inequality**

Corruption

Civil War

True or False Write the statement true or false?

1) Economic inequality helped destroy the unity of the Republic.	True	False
2) Political corruption weakened trust in Roman government.	True	False
3) All government officials used power for the public.	True	False
4) Civil wars strengthened the resources of the Roman Republic.	True	False
5) Augustus became the first emperor in 27 BCE.	True	False

Question

List the failures of the Roman Republic and the lessons modern governments learned from each failure.

Failures	Lessons
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Role-Play: Exploring Ancient Systems of Government

Objective

What are we learning about?

To help students understand the successes and failures of ancient systems of government and their impact on modern governments by acting out historical scenarios, analyzing the effectiveness of different government systems, and reflecting on the lessons learned.

Materials

What you will need for the activity.

- Scenario card that describes a specific situation related to ancient systems of government. (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How you will complete the activity.

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that describes a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute feedback forms or reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	The Rise of Democracy in Ancient Athens	In ancient Athens, citizens gather in the Assembly to debate a law requiring every male citizen to serve in the military for two years. One speaker argues that this law will strengthen Athens' defense. Another citizen opposes it, saying it disrupts families and farms. After heated debates, the vote is taken by placing white pebbles in one urn for 'yes' and black pebbles in another for 'no.' The Assembly leader counts the votes and announces the decision to enact the law. Celebrations or punishments follow based on the result, with people discussing its impact on their lives.
2	The Senate Debate in the Roman Republic	The Roman Senate meets to decide whether to annex a new province. Some senators argue that annexing Gaul will bring wealth and resources. Others worry about the costs of war and the strain on the economy. A general presents a detailed plan for the military campaign, including troop movements and supply lines. The Senate leader calls for a vote, and a senator publicly declares their decision. After the vote, preparations for the campaign begin, including gathering supplies and training soldiers.
3	Political Corruption in the Roman Republic	In ancient Rome, a senator is accused of taking bribes to vote for a new trade law. During a Senate meeting, other senators present evidence of the bribes, including letters and witness testimony. The accused senator denies the allegations, but the evidence is overwhelming. The Senate leader calls for a vote to expel the corrupt senator. Despite clear evidence, many senators fear repercussions and vote to keep him, showing the failure of the Republic to stop corruption.
4	Civil War in the Roman Republic - Caesar vs. Pompey	In ancient Rome, tensions between Julius Caesar and Pompey lead to a civil war. Caesar crosses the Rubicon River with his army, defying the Senate's orders. Pompey and his supporters gather their forces in the Senate, declaring Caesar a traitor. Battles ensue, with both sides suffering heavy losses. The Senate is divided, and the city is in chaos. Caesar defeats Pompey, marking the end of the Republic and the rise of dictatorship, showing the failure of the Republic to manage power struggles.

Scenario Cards

Cut out the topics below.

	Scenario	Description
5	Emperor's Challenge in Ancient China	In ancient China, Emperor Qin Shi Huang receives news of a rebellion in the northern province. The emperor's council gathers to discuss the issue. General Li suggests sending 5,000 troops immediately to crush the rebellion, while Advisor Wang recommends negotiating with the rebel leader to avoid bloodshed. Emperor Qin decides to send a trusted envoy with a peace offer. The envoy meets with the rebel leader, who demands certain concessions. The emperor waits for the envoy's return with the rebels' response, ready to send troops if negotiations fail.
6	Military Planning in Ancient Sparta	In ancient Sparta, leaders plan a military campaign against the city-state of Argos. King Leonidas and his generals meet to discuss strategy. Pausanias suggests a surprise night attack, while Gylippus advocates a defensive approach, fortifying their borders. Leonidas chooses a surprise attack and orders the generals to train rigorously, practicing their formations and strategies. Before departing, they receive blessings from the priests. The campaign begins, and the soldiers march to Argos, ready for battle.
7	Legal System Development in Ancient Babylon	King Hammurabi of Babylon decides to create a code of laws to unify his empire. Advisors bring him various legal solutions, such as theft, marriage disputes, and inheritance. Hammurabi writes laws for each problem, detailing specific punishments, like "an eye for an eye" for theft. He announces the new laws at a ceremony, explaining their importance for justice and order. Citizens react, some pleased with the clarity and fairness, others worried about the strict punishments. The laws are inscribed on stone pillars placed throughout the kingdom, ensuring everyone knows them.
8	Economic Inequality in Ancient Athens	In ancient Athens, the Assembly debates a law to take land from rich landowners and give it to poor citizens. The wealthy landowners argue that this will ruin the economy. A poor farmer describes his struggles and supports the law. The Assembly votes, and the law passes. Wealthy landowners refuse to comply, leading to widespread protests and strikes. The city faces unrest as poor citizens demand enforcement and landowners resist, showing the failure of the government to fix economic inequality.

**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



Blog Post: Exploring Ancient Beliefs and Religions

How Ancient Beliefs and Religions Shape Our World Today

*Date: August 1, 2024**Author: Sarah Mitchell**3-minute read*

Studying ancient civilizations and their beliefs can help us understand today's world better. Ancient peoples had different beliefs and religions that still influence our lives today. Let's explore how Christianity, Islam, Hinduism, and Buddhism have shaped and continue to shape our world.

Christianity began with the teachings of Jesus Christ over 2,000 years ago. It spread rapidly throughout the Roman Empire and beyond, influencing laws, ethics, and social structures. With over 2 billion followers, Christianity impacts education, healthcare, and humanitarian aid globally.

Islam, founded by Prophet Muhammad in the 7th century, has also greatly influenced the world. With over 1 billion followers, Islamic teachings shape laws, culture, and daily practices in many countries. The concept of Zakat, or charitable giving, is a fundamental principle in Islam.

Hinduism, one of the oldest religions with about 1.2 billion followers. It introduced the concepts of Karma and Dharma, which teach that actions in this life affect one's future lives. Major Hindu festivals like Diwali and Holi are celebrated worldwide.

Buddhism, founded by Siddhartha Gautama in the 5th century BCE, has around 500 million followers. Buddhism emphasizes the path to enlightenment through practices like meditation and mindfulness.

Till next time, Sarah Mitchell

Comments:



John_Doe123 – August 2, 2024

"I love this post! It's amazing how many people still follow these ancient religions. It's fascinating to see their impact on today's world."

Like Reply 1d ago



HistoryFan88 – August 3, 2024

Interesting points, John! However, I think it's more important to focus on how ancient practices directly influence our modern life. Many of our legal systems and moral codes have roots in these ancient beliefs. Their influence is foundational to our societies.

Like Reply 2h ago

True or False

Is the statement true or false?

1) Christianity has shaped laws, ethics, and social norms globally.	True	False
2) Zakat is a concept of charitable giving in Islam.	True	False
3) Hinduism is the newest religion discussed in the blog post.	True	False
4) Karma and reincarnation are important concepts in Hinduism.	True	False
5) Meditation and mindfulness are key practices in Buddhism.	True	False

Questions

Answer the questions below using evidence from the text.

1) How have ancient beliefs influenced modern customs and traditions today?

2) In what ways have ancient beliefs shaped modern legal and moral systems?

Word Search

Find the words in the word search.

Christianity	Islam
Hinduism	Buddhism
Beliefs	Religion
Karma	Reincarnation
Enlightenment	Meditation
Zakat	Diwali
Customs	Traditions

F D D S I T R A D I T I S R Z Y
 M H P N B X W J U J R B G O K X R
 E N L I G H T E N M E N T V A Q A E
 M E D I T A T I O N R D V H I T H P
 D Z U S X N O I G I L E R H S N I K
 I O X X S M O T S U C I Q Y L S N A
 W Q D X C Z W K D C H O Y Z A F D R
 A Z I K N B E X T R T F Q A M E U M
 L R Y T I N A I T S I R H C P I I A
 I N O I T A N R A C N I E R F L S R
 C T W C Y E V V Z A K A T P C E M Y
 C F X E Z M S I H D D U B Y R B U D

Role-Play: Intercultural Contact

Objective

What are we learning about?

To help students understand the complexities and impacts of intercultural contact between civilizations by acting out historical scenarios, analyzing intended and unintended consequences, and reflecting on the different perspectives and outcomes.

Materials

What you will need for the activity.

- Scenario card that describes a specific situation related to intercultural contact. (provided)
- Props or costumes (optional)
- Timer or stopwatch

**Instructions**

How you will complete the activity.

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that describes a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute feedback forms or reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Spread of Christianity by Roman Missionaries in Britain	Roman missionaries arrive in ancient Britain to spread Christianity. They meet local druids who follow their own religious traditions. The missionaries build a church and begin teaching the local people about Jesus Christ and Christian beliefs. The druids are initially resistant but some are curious and attend the church services. Over time, more locals convert to Christianity, leading to changes in local customs and festivals. The new religion influences local laws, with Sunday becoming a day of rest. Conflicts arise as some druids refuse to convert, leading to tensions and tension in the community.
2	Introduction of the Decimal System from India to the Arab World	Indian mathematicians introduce the decimal system to Arab scholars. Arab scholars are impressed by the simplicity and efficiency of the system, which includes the concept of zero and place value. They adopt the decimal system and use it in their mathematical calculations and scientific research. The adoption of the decimal system leads to significant advancements in mathematics and science in the Arab world. This knowledge is then passed on to Europe through translations of Arabic texts, further accelerating global scientific progress and education.
3	Spread of the Compass from China to Europe	Chinese traders bring compasses to Europe during their voyages. European sailors are fascinated by the new navigational tool. The Chinese demonstrate how the compass can find directions at sea, showing how the needle always points north. European sailors adopt the compass, greatly improving their navigation and allowing them to travel further and more safely. This leads to more successful sea voyages and the discovery of new lands. The compass becomes an essential tool for European sailors, changing the way they explore and map the world, leading to the Age of Exploration.
4	Spread of the Arabic Language Through Trade	Arab traders travel to East Africa to trade goods like spices, textiles, and gold. They meet local merchants who speak different languages. The Arabs and locals develop a common trade language, Swahili, incorporating many Arabic words. Over time, the local people start learning Arabic to communicate better with the traders. This leads to the spread of the Arabic language and its influence on local languages and culture. The traders also share their knowledge of mathematics, astronomy, and medicine, further impacting the region. Schools begin teaching Arabic, making it a major language in the region.

Scenario Cards

Cut out the topics below.

	Scenario	Description
5	Introduction of Horses to Native Americans by Spanish Conquistadors	Spanish conquistadors bring horses to North America, where Native Americans see them for the first time. The Spanish demonstrate how to ride and care for horses, showing their use in hunting and travel. Native Americans quickly adopted the use of horses, transforming their way of life. Horses become essential for hunting buffalo, travelling long distances, and in warfare, giving Native American tribes greater mobility and power. This introduction significantly impacts the culture, economy, and social structure of Native American societies, leading to the development of horse-based cultures.
6	Introduction of European Languages to the Americas	European settlers arrive in the Americas, bringing their languages with them. They establish colonies and schools where they teach their languages to the indigenous peoples. The settlers use their languages for trade, education, and religious purposes. Over time, Indigenous peoples learn European languages, leading to the spread of languages like Spanish, French, and English across the continent. This linguistic exchange impacts the culture, identity, and social structure in the Americas. The new languages influence art, literature, and daily life, creating a diverse linguistic landscape.
7	Spread of African Music to the Caribbean	African slaves brought to the Caribbean bring their traditional music and instruments, such as drums and banjos. Local people are captivated by the rhythms and melodies, which blend with indigenous and European musical styles. Over time, this fusion influences the development of new Caribbean music genres like reggae, calypso, and salsa. This musical exchange shapes the culture, festivals, and cultural celebrations in the Caribbean. The spread of African music enriches the cultural heritage of the region and becomes a powerful symbol of identity and resistance.
8	Spread of Tea Culture from China to England	Chinese traders introduce tea to England, where it quickly becomes popular among the upper class. The English are fascinated by the tea-drinking customs and ceremonies. Chinese traders demonstrate how to brew and serve tea, emphasizing the importance of boiling water and using teapots. The English adopt these customs, leading to the establishment of tea houses and the tradition of afternoon tea. The spread of tea culture influences social customs and daily life in England, becoming an integral part of English culture and society. Tea becomes a major import, affecting trade and economy.

Peer Assessment

Mark your group members using the checklist below.

My Name _____

Who I Am Assessing _____

Criteria	Description	Stars (1: Improvement needed, 5: Best)
Stayed in Character	The student remained in character throughout the performance.	☆☆☆☆☆
Listened to Others	The student listened carefully and responded appropriately to others.	☆☆☆☆☆
Supported Others	The student accepted others' ideas and supported the scene.	☆☆☆☆☆
Showed Creativity	The student demonstrated creativity in their costumes and props.	☆☆☆☆☆
Used Body Language	The student used body language to express their character and actions.	☆☆☆☆☆
Spoke Clearly	The student spoke loudly enough to be heard by everyone.	☆☆☆☆☆
Contributed to the Story	The student helped to develop and move the story forward.	☆☆☆☆☆
Reacted to Situations	The student reacted appropriately to the situations presented in the scene.	☆☆☆☆☆

Learn and Question

Learn: Write two things you learned from the role-play.

Question: Ask one question you have about the role-play.

Learn	<hr/> <hr/>
Learn	<hr/> <hr/>
Question	<hr/> <hr/>

Story: How the Past Shapes Our Present**Draw**

Draw pictures to illustrate the story.

Once upon a time, there was a curious girl named Maya who loved learning about ancient civilizations. One day, she found a magical book in her grandmother's attic. This book could transport her to any time and place in history.

Maya's first adventure took her to ancient Mesopotamia. There, she saw people using a writing system called cuneiform on clay tablets. They recorded laws, trade, and other important information. Maya realized that writing was an incredible invention. It allowed people to record their thoughts and experiences, which led to the development of books, emails, and texts that help us communicate and share information instantly. This ancient innovation paved the way for our modern communication systems, allowing us to share knowledge across the globe.

PREVIEW

Next, Maya traveled to ancient Rome. She was amazed by aqueducts—huge bridge-like structures that carried fresh water into the city. These aqueducts allowed people to have clean water for drinking and bathing, improving their health. Maya thought about how our modern plumbing and water supply systems evolved from these ancient Roman innovations. Today, we have complex networks of pipes and water treatment plants that bring clean water to our homes, ensuring that we stay healthy and hydrated.

Then, the book took Maya to ancient Greece. She watched as people gathered in a large open space to discuss and vote on important decisions. This was the birthplace of democracy, where everyone had a say. Maya realized how important this idea was and how it has evolved. Today, in Canada and many other countries, we vote to choose our leaders and make decisions. Thanks to the ancient Greeks, Democracy has grown to include more people and more complex systems, but the core idea of giving everyone a voice remains the same.

PREVIEW

PREVIEW

Finally, Maya found herself in ancient Egypt. She saw the ancient Egyptians looking at the stars and creating a system to track time. They made a calendar with days, months, and years. Maya was amazed at how clever they were. She thought about how we still use a similar calendar to plan our lives, from school schedules to holidays. This innovation evolved into the complex and precise calendars we use today, which help us organize everything from business meetings to family events.

Maya closed the magical book, filled with wonder. She had learned that ancient structures, systems, ideas, and innovations still help us today.

Ancient Wonders and Their Modern Influence

Art and Architecture of Ancient Civilizations

Ancient civilizations have left us with incredible art and architecture that inspire us today. These beautiful structures show us how advanced these societies were.

Iconic Structures

The Parthenon

Located in Athens, Greece, the **Parthenon** is a temple dedicated to the goddess Athena. Built around 447 BC, it is made of marble and features tall columns. The Parthenon shows the skill of Greek architects and their love for symmetry and balance. Its design has influenced many buildings, including modern government buildings and museums.



The Parthenon



The Colosseum

Arches and Domes

Romans perfected the use of **arches** and **domes**, which are common in modern architecture. The Colosseum and the Pantheon in Rome are prime examples of Roman engineering. The use of arches allowed for the construction of large, stable structures, while domes added to the beauty and functionality of buildings. Today, arches and domes are seen in many modern structures, from bridges to sports arenas.

The Pyramids of Egypt

The **pyramids**, especially the Great Pyramid of Giza, are among the most recognizable structures in the world. Built around 2580–2560 BC, the pyramids were tombs for pharaohs. The precise alignment and massive stones used in their construction demonstrate the Egyptians' advanced understanding of mathematics and engineering.



Pyramid of Khafre

Questions

Answer the questions below using evidence from the text.

1) Describe how ancient Greek architecture influences modern buildings.

2) Why were domes and arches important in Roman buildings besides their aesthetics?

Colour & Identify

Colour Albert Einstein's Building below. Write what you notice about its design that is influenced by ancient Greek and Roman architecture.



Questioning

Write three questions you have about the reading.

1)	<hr/> <hr/>
2)	<hr/> <hr/>
3)	<hr/> <hr/>

Activity: Art and Architecture Exhibit

Objective

What are we learning about?

Students will design and create models of famous ancient structures or artworks, presenting their creations and explaining how these legacies influence contemporary art and architecture.

Materials

What you will need for the activity.

- Ancient structures or artworks cards (provided)
- Planning pages (provided)
- Example model image (provided)
- Cardboard, clay and sand
- Scissors, glue and markers or paint








Instructions

How you will complete the activity.

1. Form groups of 3 or 4 students.
2. Use the card of an assigned ancient structure or artwork from the list.
3. Research your assigned structure or artwork using the planning page.
4. Use the planning pages to sketch your model design.
5. Gather construction paper, glue, scissors, markers, and recycled materials.
6. Build your model according to your sketch.
7. Refer to the example model image if you need ideas on construction techniques.
8. Once complete, write a short explanation of your model and how it connects to contemporary art and architecture.
9. Present your model and explanation to the class.

Assign

Ancient structures or artworks cards:

	Technology	Picture	Description
1	The Ziggurat of Ur (Iraq)		An ancient Mesopotamian stepped pyramid, influencing modern tiered structures and skyscraper designs through its vertical emphasis and tiered construction.
2	The Parthenon (Greece)		A temple in Athens with tall columns and a simple, balanced design. Modern buildings like museums and government buildings often copy its style.
3	The Colosseum (Italy)		A large arena in Rome where people watched events. Modern sports arenas are designed after the Colosseum.
4	The Pantheon (Italy)		A round temple with a big dome on top. Modern buildings with domes, like churches and capitol buildings, are inspired by the Pantheon.
5	The Pyramids of Giza (Egypt)		Huge stone pyramids built as tombs for Egyptian kings. Modern buildings sometimes use pyramid shapes or large stone blocks.

Assign

Ancient structures or artwork cards:

	Technology	Picture	Description
6	The Great Wall of China (China)		A long wall built to protect China from invaders. Some modern barriers and walls are inspired by its design.
7	The Temple of Artemis at Ephesus (Turkey)		An ancient temple with tall columns. Many modern buildings with columned entrances are inspired by this temple.
8	Petra (Jordan)		An ancient city carved into rock, famous for its intricate carvings and water conduits. It has inspired modern cave and underground building designs.
9	The Roman Aqueducts (Roman Empire)		Stone bridges built to carry water to cities. Modern bridges and water systems sometimes use their arch design.

Planning

Answer the questions below.

1) Assigned structure or artwork:

2) Research and gather information about your assigned structure or artwork:

3) A simple model:

4) What materials will you use to build your model?

5) How will you construct the main structure of your model?

6) How will you decorate or paint your model to match the original technology?

PREVIEW

Example

The Ziggurat of Ur Model

**Ziggurat of Ur Model**

We made a model of the Ziggurat of Ur. It is a stepped pyramid with layers getting smaller as they go up, made from cardboard boxes. We covered the boxes with brown construction paper to look like ancient bricks. The model has wide steps and small buildings on each level, leading up to a temple at the top. We drew windows and doors with markers to add detail. The base is decorated with small paper figures to show people worshipping. It was fun to build, and we learned a lot about this ancient structure and how it influenced modern buildings.

Peer Review Form

Answer the questions below.

1) Reviewer's Name:				
2) Reviewed Group:				
3) Does the model accurately represent the assigned structure or artwork?	Yes	No		
4) Are the materials used appropriate and effective?	Yes	No		
5) Is the model stable and well-constructed?	Yes	No		
6) Is the representation of the model accurate and detailed?	Yes	No		
7) Are any key features or ancient technology clearly shown?	Yes	No		
8) Is the presentation of the model clear and easy to understand?	Yes	No		
9) Are there any creative aspects to the model?	Yes	No		
10) Did the group work well together in creating the model?	Yes	No		
11) Strengths: What are the strongest aspects of this model?				
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>				
12) Areas for Improvement: What areas could be improved in this model?				
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>				
13) Overall Impression:	Excellent	Good	Satisfactory	Poor

Interview: Medicine and Ancient Practices

Ancient Medicine: Exploring Old Practices

Publish Date: August 2, 2024

Interviewer: Today, we are talking about ancient medicine. We have Dr. Emily Green, a medical professional, and Mr. John Smith, a history enthusiast.

Dr. Green: Thank you for having me.

Mr. Smith: Glad to join you.

Interviewer: Dr. Green, can you tell us about ancient Egyptian medical practices?

Dr. Green: Ancient Egyptians were advanced in medicine. They had medical texts like the Ebers Papyrus, which is over 3,500 years old. It lists hundreds of remedies and treatments. They used herbs, surgery, and even some magic spells.

Interviewer: That sounds interesting! Mr. Smith, what about Greek and Roman medicine?

Mr. Smith: The Greeks and Romans used many herbs. Hippocrates, a famous Greek doctor, believed in treating the body with natural remedies. The Romans built hospitals and practiced surgery. They used plants like mint and thyme for healing.

Interviewer: Dr. Green, what can you tell us about Chinese medicine?

Dr. Green: Chinese medicine is very old, over 2,000 years. One famous practice is acupuncture, which uses needles to treat various ailments. The Huangdi Neijing is an ancient Chinese medical text that is still used today.

Interviewer: Finally, do you think these ancient practices are important for us to learn about?

Mr. Smith: They show us how people in the past dealt with health issues. Many modern medicines come from these old practices. For example, willow bark, used by Greeks and Romans, led to the creation of aspirin.

Interviewer: That's amazing! Thank you both for sharing this fascinating information.

Dr. Green and Mr. Smith: Thank you!



Questions

Answer the questions below using evidence from the text.

1) What is the Ebers Papyrus and why is it important?

2) How did the Greeks and Romans use plants in their medicine?

3) What _____ and which ancient civilization practised it?

Multiple Choice

Answer the questions below.

1) Which ancient civilization built hospitals?

A) Romans

B) Greeks

C) Chinese

2) What plant used by Greeks and Romans led to _____?

A) Mint

B) Willow bark

C) Thyme

3) How old is the Huangdi Neijing?

A) Over 1,000 years

B) Over 3,000 years

C) Over 5,000 years

4) What did ancient Egyptians use in their treatments besides herbs?

A) Needles

B) Spells

C) Hospitals

Summarize

Write two main points that you've learned from the reading.

1) _____

2) _____

Timeline: Evolution of Writing Systems

The Evolution of Writing Systems

Writing systems have evolved from ancient cuneiform and hieroglyphics to modern alphabets, revolutionizing communication and record-keeping. Let's explore key milestones in this fascinating journey.

3300 BCE



Cuneiform in Mesopotamia: The Sumerians in Mesopotamia created cuneiform, the first known writing system. They used a stylus to make wedge-shaped marks on clay tablets. Cuneiform was used for record-keeping, trade, and laws.

3100 BCE



Hieroglyphics in Egypt: Ancient Egyptians developed hieroglyphics around 3100 BCE. This system used pictures and symbols carved into stone or written on papyrus. Hieroglyphics recorded religious texts, government decrees, and historical events.

2000 BCE



Oracle Bones in China: In China, around 2000 BCE, people used oracle bones for divination. They wrote questions on animal bones or turtle plastrons, then heated them until they cracked. The cracks were interpreted as messages from the gods.

1500 BCE



Alphabet in Phoenicia: The Phoenicians developed the first alphabet around 1500 BCE. This system had 22 letters and was simpler than cuneiform and hieroglyphics. The alphabet made writing and reading easier and more accessible.

800 BCE



Greek Alphabet: The Greeks adopted the Phoenician alphabet around 800 BCE and added vowels. This made it easier to read and write complex ideas. The Greek alphabet influenced many other writing systems.

500 BCE



Latin Alphabet: The Romans adapted the Greek alphabet into the Latin alphabet around 500 BCE. The Latin alphabet became the basis for many modern alphabets, including English, French, and Spanish.

500 to 1500 CE



Manuscripts: During the Middle Ages (5th to 15th century), monks in Europe copied texts by hand in manuscripts. They used Latin script and decorated the pages with intricate designs. Manuscripts preserved knowledge and literature.

1440 CE



Printing Press: In the 15th century, Johannes Gutenberg invented the printing press in Germany. This invention made it possible to print books quickly and cheaply. The printing press revolutionized the spread of information and literacy.

True or False

Is the statement true or false?

1) Cuneiform was created by the Sumerians in Mesopotamia.	True	False
2) Egyptians wrote hieroglyphics on papyrus and stones.	True	False
3) The Phoenician alphabet had 22 letters.	True	False
4) Greeks adopted the Phoenician alphabet around 500 BCE.	True	False
5) The Greek alphabet was adapted from the Latin alphabet.	True	False

Order

Put the writing system developments in chronological order. Number 1-8.

Order	Event
	Phoenicians develop 22-letter alphabet.
	Chinese use oracles for divination purposes.
	Monks copy texts during Middle Ages.
	Gutenberg invents printing press.
	Sumerians create cuneiform writing in Mesopotamia.
	Greeks adopt and add vowels to the alphabet.
	Egyptians develop hieroglyphics for record-keeping.
	Romans adapt the Greek alphabet into Latin.

Compare and Contrast

Compare cuneiform, hieroglyphics, and the Phoenician alphabet. How are they similar? How are they different?

Cuneiform	Hieroglyphics	Phoenician Alphabet

Exit Cards

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

Name: _____

Mark

Who Developed This Writing System?

1) Cuneiform	Sumerians
	Egyptians
2) Hieroglyphics	Chinese
	Egyptians
3) Oracle Bones	Chinese
	Greeks
4) Phoenician Alphabet	Phoenicians
	Romans
5) Latin Alphabet	Romans
	Phoenicians

Name: _____

Mark

Who Developed This Writing System?

1) Cuneiform	Sumerians
	Egyptians
2) Hieroglyphics	Chinese
	Egyptians
3) Oracle Bones	Chinese
	Greeks
4) Phoenician Alphabet	Greeks
	Phoenicians
5) Latin Alphabet	Romans
	Phoenicians

Name: _____

Mark

Who Developed This Writing System?

1) Cuneiform	Sumerians
	Egyptians
2) Hieroglyphics	Chinese
	Egyptians
3) Oracle Bones	Chinese
	Greeks
4) Phoenician Alphabet	Greeks
	Phoenicians
5) Latin Alphabet	Romans
	Phoenicians

Name: _____

Mark

Who Developed This Writing System?

1) Cuneiform	Sumerians
	Egyptians
2) Hieroglyphics	Chinese
	Egyptians
3) Oracle Bones	Chinese
	Greeks
4) Phoenician Alphabet	Greeks
	Phoenicians
5) Latin Alphabet	Romans
	Phoenicians

Activity: Socratic Method

Objective

What are we learning about?

Students will understand and practice the Socratic Method by engaging in a structured discussion to explore a specific topic deeply and developing probing questions to explore underlying beliefs.

Materials

What you will need for the activity.

- A specific topic (provided)
- Example of an argumentative dialogue (provided)
- A timer
- Planning page (provided)



Instructions

How you will complete the activity.

1. Explain the concept of the Socratic Method to students, highlighting its purpose of deepening understanding through questioning.
2. Divide the class into pairs.
3. Provide each pair with a specific argumentative dialogue topic.
4. Share an example of an argumentative dialogue to make the process clear.
5. In each pair, one student will start as the questioner and the other as the responder.
6. The questioner will develop and ask probing questions one by one, and the responder will answer thoughtfully.
7. After a set time (e.g., 5 minutes), the students will switch roles.
8. Encourage the questioners to ask follow-up questions to explore the underlying beliefs that shape their partner's views and opinions.
9. After both students have had a turn as questioner and responder, gather the class for a group discussion to share insights.

Assign

Argumentative Dialogue Topics:

	Topic	Description
1	School Uniforms	Should students be required to wear school uniforms?
2	Homework	Is homework beneficial for students' learning?
3	Technology in School	Should students be allowed to use smartphones and tablets in the classroom?
4	Friends	Should parents have a say in who their children befriend?
5	Books vs. Movies	Are books better than movies for children?
6	Bullying	Are current school policies effective in preventing bullying?
7	Nature vs. Technology	Is spending time in nature better for children than spending time with technology?
8	Student Choice in Curriculum	Should students have a say in what subjects they study?
9	School Start Times	Should school start times be later to allow students more sleep?
10	Video Games	Do video games have a positive or negative impact on children?
11	Allowance	Should children receive an allowance for doing chores?
12	Social Media Use	Is it important to limit children's screen time on social media?
13	Fashion	Is it important for kids to follow fashion trends?
14	Internet Access	Should kids have unrestricted access to the internet?
15	Competitiveness	Is it important for children to be competitive?

Example

Should students be required to wear school uniforms?

- **Student A (Questioner):** Why do you think students should wear school uniforms?
- **Student B (Responder):** I think uniforms make everyone look the same, so no one feels left out.
- **Student A:** How do uniforms help students feel included?
- **Student B:** If everyone wears the same clothes, then no one can make fun of what someone else is wearing.
- **Student A:** What about students expressing themselves? Can uniforms stop that?
- **Student B:** Uniforms can make it harder to show personal style, but students can still express themselves in other ways.
- **Student A:** Why? How can students show their personality if they wear uniforms?
- **Student B:** Students can show their personality through their hairstyles, accessories, and the way they act.
- **Student A:** Do you think uniforms are comfortable for everyone?
- **Student B:** Not always. Some students might find them uncomfortable, but many schools try to choose uniforms that are comfortable for most students.
- **Student A:** What if a student cannot afford to buy uniforms? How should the school help?
- **Student B:** Schools should have programs to help students who can't afford uniforms. They could give uniforms for free or at a reduced price.
- **Student A:** Do you think uniforms help students focus on their schoolwork?
- **Student B:** Yes, because students won't worry about what to wear and can spend more time thinking about their schoolwork.
- **Student A:** What about students who feel uniforms are boring and don't like wearing them?
- **Student B:** It's okay for some students to feel that way. Maybe schools can have special days where students can wear their own clothes.
- **Student A:** Do you think wearing uniforms will make the school a better place?
- **Student B:** Yes, because it can help reduce bullying and make students feel more equal. But it's important to listen to everyone's opinions about uniforms.
- **Student A:** What did you learn from this discussion about school uniforms?
- **Student B:** I learned that while uniforms have benefits like reducing bullying, it's important to think about students' comfort and self-expression too.

Name: _____

62

Curriculum Connection
C5.1

Planning

Answer the questions below:

1) Assigned Topic:

2) Partner's Name:

3) What is the Socratic method?

4) What is your original topic?

5) What Socratic method probing questions will you ask?

6) How will you encourage your partner to think deeper about the topic?

PREVIEW

Peer Feedback

Answer the questions below

1) Assigned topic:

2) Partner's name:

3) What I liked about our discussion:

4) What I learned from our discussion:

5) Questions I have about our discussion:

6) Two highlights and one area for improvement in my partner's performance:

**PREVIEW**

Memory Game: Ancient Contributions

Objective

What are we learning about?

Students will learn about the contributions of ancient civilizations by creating and playing a memory game, matching terms with their definitions, and discussing their significance today.

Material

What you will need for the activity.

- Set of Memory Game cards (terms and definitions) (provided).
- A small table or clear area on the floor.



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 the table.
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 and how they relate to the topic.

Cards

Memory Game Cards

Term	Definition
Pythagorean Theorem	Ancient Greek formula to find sides of a right triangle
Parthenon	A famous ancient Greek temple dedicated to Athena
Hieroglyphics	Ancient Egyptian writing using pictorial symbols
Socratic Method	Ancient Greek way of learning by asking questions
Roman Aqueducts	Structures built to carry water to cities

Cards

Memory Game Cards

Term	Definition
Silk Road	Ancient trade route connecting Asia and Europe
Compass	Ancient Chinese tool for finding direction
Code of Hammurabi	Ancient Babylonian set of laws
Coliseum	Large ancient Roman stadium for sports and events
Cuneiform	Ancient writing system using wedge-shaped marks

Cards

Memory Game Cards

Term	Definition
Democracy in Athens	Ancient Greek system where citizens voted on decisions
Egyptian pyramid	Large stone structures built as tombs for pharaohs
Sphinx	Large ancient statue with a lion's body and human head
Samurai	Warrior class in ancient Japan
Acropolis	High city with important buildings in ancient Athens

Blog Post: What is Informed Citizenship?

The Power of Being an Informed Citizen

*Date: August 3, 2024**Author: Alex Turner**3-minute read*

Being an informed citizen means knowing what's happening in your community, country, and world. Informed citizens read and watch the news from various sources to understand different viewpoints. This helps them make better decisions and contribute to society.

Why is informed citizenship important? It allows people to vote wisely in elections, participate in community activities, and support or challenge laws and policies.

In a democracy, citizens have the power to influence the government. But to do this well, they need accurate information. Let's look at some important points:

- **Multiple Sources:** Get good news from different places, like newspapers, TV, and the internet. This helps you get a full picture of any event or issue.
- **Compare Perspectives:** Different news sources might tell the same story differently. Comparing them helps you understand the issue better.
- **Critical Thinking:** Don't believe everything you read right away. Think about who wrote it and why. Check the facts before making a decision.
- **Active Participation:** Informed citizens can join community groups, attend town hall meetings, and even start petitions to make changes.
- **Voting:** Voting is a key part of being an informed citizen. Knowing about the candidates and their policies helps you choose the best one for your community.
- **Understanding Policies:** Learn about the laws and policies that affect your daily life. This way, you can support or challenge them based on informed decisions.

Till next time, Alex Turner

Comments:



Mike J. – August 3, 2024

I agree that informed citizenship is crucial. However, I think most people don't have the time to look at multiple sources.

Like Reply 2d ago



Sarah L. – August 5, 2024

I disagree, Mike. It's not just about time; it's about responsibility. Everyone should make an effort to stay informed.

Like Reply 3h ago

Questions

Answer the questions below using evidence from the text.

1) What is informed citizenship and why is it important in a democratic society?

2) What are the ways to be an informed citizen?

Draw

Draw a picture showing an informed citizen voting in an election.

Pros and Cons

List the pros and cons of using different news sources.

Pros	Cons
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Fact or Fiction – Current Events

Objective

What are we learning about?

To assess students' informed citizenship regarding current events, news, and issues, and to connect historical knowledge to understanding contemporary issues.

Materials

What you will need for the activity.

- Fact or Fiction cards
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom to place the 'Fact' and 'Fiction' signs, allowing space for students to move to either side



Instructions

How you will complete the activity

1. Your teacher will read statements from cards. Pay close attention to the statement that 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	
1	The 2024 Summer Olympics was held in Paris, France.	Fact
2	Canada banned all single-use plastics in 2024.	Fiction
3	A new species of dinosaur was found in Alberta in 2023.	Fact
4	Electric scooters are now banned in all Canadian cities.	Fiction
5	2023 was the hottest year on record globally.	Fact
6	The Great Bear River is expanding rapidly due to conservation efforts.	Fiction
7	Canada introduced a new \$10 bill featuring Viola Desmond in 2023.	Fact
8	The world's largest library is located in Vancouver, Canada.	Fiction
9	Canada has a national day dedicated to Indigenous Peoples.	Fact
10	The 2023 World Cup was hosted by Canada.	Fiction
11	A giant panda was born in Ontario in 2023.	Fiction
12	Canada plans to plant 2 billion trees by 2030.	Fact
13	Canada plans to ban gas-powered cars by 2035.	Fact
14	Canada is building the world's largest solar power plant.	Fiction
15	The 2024 Nobel Peace Prize was awarded to a Canadian.	Fiction
16	Toronto Raptors won the NBA Championship in 2019.	Fact
17	Canada Day is celebrated on July 4th.	Fiction
18	Canada now has a national holiday dedicated to Indigenous Peoples.	Fact
19	A Canadian singer won the Grammy for Album of the Year in 2024.	Fact
20	The Canadian Space Agency plans a mission to Mars in 2025.	Fiction
21	The global population reached 8 billion people in 2023.	Fact
22	Canada is the world's largest exporter of maple syrup.	Fact
23	In 2023, NASA successfully landed a rover on Mars.	Fiction
24	Canada launched its first space mission in 2024.	Fiction
25	The beaver is a national symbol of Canada.	Fact

**Quiz
Check-In**

This quiz will help assess the student's understanding of the current events discussed in the Fact or Fiction activity.

Name: _____

Mark

Is the statement true or false?

1) Canada banned all single-use plastics in 2024.	True	False
2) 2023 was the hottest year on record globally.	True	False
3) Canada introduced a new \$10 bill featuring Viola Desmond in 2023.	True	False
4) Canada plans to plant 2 billion trees by 2030.	True	False
5) Canada plans to ban gas-powered cars by 2035.	True	False
6) Canada launched its first space mission in 2024.	True	False

Name: _____

Mark

Is the statement true or false?

1) Canada banned all single-use plastics in 2024.	True	False
2) 2023 was the hottest year on record globally.	True	False
3) Canada introduced a new \$10 bill featuring Viola Desmond in 2023.	True	False
4) Canada plans to plant 2 billion trees by 2030.	True	False
5) Canada plans to ban gas-powered cars by 2035.	True	False
6) Canada launched its first space mission in 2024.	True	False

Name: _____

Mark

Is the statement true or false?

1) Canada banned all single-use plastics in 2024.	True	False
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3) Canada introduced a new \$10 bill featuring Viola Desmond in 2023.	True	False
4) Canada plans to plant 2 billion trees by 2030.	True	False
5) Canada plans to ban gas-powered cars by 2035.	True	False
6) Canada launched its first space mission in 2024.	True	False

Social Media Post – Debating Perspectives

JoshPonderer ✓

Should we keep or remove statues of Sir John A. Macdonald, knowing he helped build Canada but also created the residential school system?

11:30 AM - 21/03/2025 - 1,529 SHARES 5,921 LIKES



2 LIKES

HistoryBuff_Kid: I say we keep them. Sir John A. Macdonald was our first prime minister. He helped make Canada a country in 1867 and brought together many provinces. That's a big deal!



5 LIKES

TruthSeeker88: It's true, but he also started residential schools. Over 150 000 Indigenous children were taken from their homes. Many were abused and forced to forget their languages and traditions. That's a huge harm.



6 LIKES

ThinkItThrough5: What if we keep the statues but added clear signs that explain both sides? People can learn about the good and the bad. History is complex.



9 LIKES

TruthSeeker88: That sounds good, but it doesn't fix the pain. Imagine seeing a statue of the person who caused so much pain to your family. Some survivors say it feels like we're still celebrating him.



6 LIKES

HistoryBuff_Kid: But statues show what people did in the past. If we start removing them, people might forget our past. What about the transcontinental railway? That helped people travel and ship goods across the country.



12 LIKES

TruthSeeker88: Yes, but that railway also took land from Indigenous peoples without asking. Macdonald even said racist things about them. We need to get rid of the Indian problem." That's not someone I want honoured in public.



25 LIKES

ThinkItThrough5: I think maybe museums are better places for statues. They can explain the full truth, not just the good parts. Public places should reflect values we support today—like respect and justice.



7 LIKES

HistoryBuff_Kid: It still feels like erasing history to me. Can't we learn from statues without removing them?



85 LIKES

TruthSeeker88: We can learn better by listening to those who were harmed. Removing a statue isn't erasing history—it's choosing not to celebrate a painful part of it. We can still teach kids about Macdonald in class and books, but with honesty.



32 LIKES

ThinkItThrough5: Learning the full story is the most important part. Statues don't teach history—people and books do. Maybe moving them is how we show we've learned from the past.

Questions

Answer the questions below using evidence from the text.

1) What does it mean to have a different perspective?

2) What can happen if we only learn one side of a story?

3) How can hearing different points of view help a community?

True or False

Is the statement true or false?

1. Everyone always sees history in the same way.

True

False

2. Listening to others can help us understand more.

True

False

3. Only one opinion about the past can be correct.

True

False

4. People's life experiences shape how they see events.

True

False

5. We can learn by hearing more than one view.

True

False

Opinion

Write a comment that you would add to this conversation

Username: _____

Date: _____

Newspaper Article - 1: Ukrainian Perspective

Ukrainian Government Condemns Russian Aggression

Published Date: August 3, 2024

The Ukrainian government has condemned recent Russian military actions, describing them as acts of aggression and a violation of international law. President Volodymyr Zelenskyy addressed the nation yesterday, urging the international community to support Ukraine in its struggle for sovereignty and peace.



"Russia's actions are a blatant disregard for our independence and a threat to regional stability," said President Zelenskyy. "We call upon our allies to stand with us and take decisive measures against this aggression." The conflict has led to significant destruction in Ukrainian cities, displacing thousands of civilians.

The Ukrainian military has been working tirelessly to defend its territory. General Valerii Zaluzhnyi, Commander-in-Chief of the Armed Forces of Ukraine, highlighted the resilience of Ukrainian soldiers. "Our forces are committed to protecting our land and people. We will not be intimidated by these attacks," he stated.

Experts from the international community have voiced their support for Ukraine. Dr. Emily Smith, a political analyst, emphasized the importance of global solidarity. She remarked, "The world must unite to uphold international law and support Ukraine's right to self-determination."

The Ukrainian government has also been receiving humanitarian aid from various countries to assist those affected by the conflict. "We are grateful for the international support and will continue to defend our nation with all our strength," said President Zelenskyy.

Newspaper Article - 2: Russian Perspective

Russian Government Defends Military Actions

Publish Date: August 3, 2024

The Russian government has defended its recent military actions in Ukraine, claiming they are necessary for protecting Russian-speaking populations and maintaining regional stability. President Vladimir Putin addressed the Russian people, asserting that the military operations are justified and aimed at ensuring

"Our actions are in response to threats against Russian-speaking citizens in Ukraine,"

said President Putin. "We are committed to safeguarding their rights and security." The Russian government has accused Ukraine of escalating tensions and failing to protect ethnic Russians.

Russian Defense Minister Sergei Shoigu provided further details, stating: "Our operations are precise and targeted to neutralize threats. We aim to restore peace and order in the region." He emphasized that the Russian military is focused on

minimizing civilian casualties and collateral damage.

Some Russian citizens support the government's stance. Olga Ivanova, a Moscow resident, said, "We must protect our people. The government's actions are necessary for their safety." However, there have also been protests in Russia against the military actions, with citizens calling for peace and diplomacy.

International reactions are mixed, with some countries condemning Russia and others remaining neutral. Professor Alexander Petrov, an international relations expert, said, "This conflict has deep historical roots. Understanding all perspectives is crucial for a peaceful resolution."

The Russian government calls for diplomatic talks while maintaining its military presence in Ukraine.

President Putin emphasized, "We are open to dialogue but will not compromise on our people's safety."



Questions

Answer the questions below using evidence from the text.

1) What is the Ukrainian and Russian governments' perspective on the war?

Ukrainian Government

Russian Government

2) Why is it important to investigate events from multiple perspectives?

3) What can happen if you only listen to one side of a conflict?

True or False

Is the statement true or false?

1) Different groups can interpret the same event differently. True False

2) Different perspectives on an event can help find a better solution. True False

3) International reactions are always the same for all countries. True False

4) Listening to one side can lead to biased understanding. True False

5) Considering the historical roots of a conflict is unimportant. True False

**Personal
Opinion**

After hearing both the Ukrainian and Russian perspectives, what is your opinion on the conflict and why?

Exit Cards

Cut Out

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

Name: _____

Mark

Why is it important to investigate events from multiple perspectives instead of just one?

Name: _____

Mark

Why is it important to investigate events from multiple perspectives instead of just one?

Name: _____

Mark

Why is it important to investigate events from multiple perspectives instead of just one?

Name: _____

Mark

Why is it important to investigate events from multiple perspectives instead of just one?

Developing Empathy: The Story of Sasha

Sasha was a grade 5 student in Ukraine who loved playing video games. One day, he was at school when his world changed forever. An airstrike hit a nearby shopping centre where his parents were buying him a new game for his PlayStation.

Sasha had been begging for it for weeks. Suddenly, the news came. His parents' friend, Mr. Ivan, rushed to the school, his face pale and filled with tears. Sasha's heart sank as Mr. Ivan delivered the devastating news: his parents were gone.

Sasha felt like his world had shattered. He had no family left in Ukraine. The world was getting worse. Mr. Ivan decided to help Sasha escape and move to Canada as a refugee. The journey was long and so Sasha had never felt so alone.



Arriving in Canada was a completely different world. Everything felt strange and overwhelming. Sasha had to learn a new language. His first day at school was terrifying. He couldn't understand his teachers, and his classmates seemed so different. He missed his parents and his home so much it hurt.

But slowly, things began to change. Sasha's new teachers were kind and patient. They helped him with English and made sure he wasn't left out. His classmates were curious. They couldn't imagine leaving everything behind because of war.

One day, Ms. Johnson, Sasha's teacher, asked him to share his story with the class. Sasha was nervous, but he decided to be brave. He told them about the airstrike, losing his parents, and moving to a new country. As he spoke, his classmates listened with wide eyes and open hearts. They realized how lucky they were and felt deep empathy for Sasha.

Afterward, Sasha's classmates began to include him in their games and invite him to their homes. They wanted to make him feel welcome. Sasha started to feel a sense of belonging again. Even though he had lost so much, he found new friends and a new beginning in Canada. His story taught his classmates the importance of understanding and caring for others, no matter where they come from.

Questions

Answer the questions below using evidence from the text.

1) Why did Sasha have to move to Canada?

2) What did Sasha's story teach his new classmates?

3) Why did you want to understand the experiences of others?

Visualizing

Draw what you saw in your mind while you were reading. Explain the picture.

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Letter Writing

Write a letter to Sasha, telling him how his story helped you.

Activity: Current Events Analysis

Objective

What are we learning about?

Students will investigate a current event from multiple perspectives using different sources. They will create a presentation that highlights the diverse viewpoints and their implications, fostering critical thinking and empathy.

Material

What you will need for the activity.

- Planning page with guiding questions (provided)
- Newspapers, magazines, or other news sources
- Computer or tablet (optional for online research)
- Presentation materials (poster board, or digital presentation software)



Instructions

How you will complete the activity

1. Explore current major news and events from recent news sources.
2. Decide on an event that interests you the most.
3. Gather information about the event from at least three different sources.
4. Use the planning page to note down key facts and perspectives from each source.
5. Discuss in groups the different viewpoints and their implications.
6. Decide on the format of your presentation (poster, PowerPoint, etc.). Create your presentation, ensuring each perspective is clearly represented.
7. Practise presenting with your group, focusing on clear communication.
8. Present your findings to the class, explaining the diverse viewpoints and their impacts.

Planning

Answer the questions below.

1) Topic of the Event:

2) Why did you choose this event?

3) Source (Name and Type):

4) Source (Name and Type):

5) Source 3 (Name and Type):

6) Source 1 Perspective: What is the main viewpoint? Why do they hold this perspective?
What evidence supports this perspective?7) Source 2 Perspective: What is the main viewpoint? Why do they hold this perspective?
What evidence supports this perspective?8) Source 3 Perspective: What is the main viewpoint? Why do they hold this perspective?
What evidence supports this perspective?

Reflection Journal

Write a journal entry about what you have learned.

When writing your journal entry about what you learned from the different perspectives on the current event, consider the following questions:

- What were the main perspectives you found on the event?
- How did each perspective view the event differently?
- Which perspective did you find most convincing and why?
- Why is it important to consider multiple perspectives when analyzing an event?
- What challenges did you face when comparing the different perspectives?
- How might this event impact different groups of people?
- What did you learn about media bias and reliability?

PREVIEW

Case Study: National Housing Affordability

Rising Housing Costs

In recent years, **housing prices** across Canada have risen dramatically. From 2016 to 2022, the average price of a home in Canada increased by nearly 50%. This surge has made it challenging for many families to buy or even rent homes. Young people and new families are particularly affected, as finding affordable housing has become more difficult. Experts suggest that at least 30% of their income is spent on housing, which is a significant financial strain. This leaves less money for other essential needs such as food, clothing, and education.



Housing Affordability Ratios

Homelessness

Homelessness is a significant and growing issue across Canada. In 2022, there were an estimated 235,000 homeless individuals nationwide. This number has been rising due to factors such as job losses, high living costs, and increased homelessness. Many homeless individuals find shelter in temporary housing or shelters because they cannot afford permanent housing. Additionally, mental health and addiction are major factors, making it harder for affected individuals to secure stable housing.

Responses to Housing Issues

- **National Housing Strategy:** The Government of Canada has launched the National Housing Strategy, a 10-year plan aiming to reduce chronic homelessness by 50%.
- **Affordable Housing Investments:** Significant investments are being made to build more affordable housing units across the country, targeting low-income families and vulnerable populations.
- **Rent Control Measures:** Various provinces have implemented rent control measures to prevent rental prices from increasing too rapidly.

Questions

Answer the questions below using evidence from the text.

1) What two factors contribute to homelessness in Canada?

2) How do rent control measures help with housing affordability?

3) What is the National Housing Strategy, and what does it aim to achieve?

Poster Creation

Create a poster about the importance of affordable housing.

Dialogue Writing

Write a dialogue between two people discussing housing costs.

Exit Cards

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

Name: _____

Mark

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

1) Families should spend no more than 50% on housing costs.

T

F

2) Homelessness is a decreasing problem in Canada.

T

F

3) The National Housing Strategy aims to end homelessness in 5 years.

T

F

4) Rent control prevents rental prices from rising.

T

F

Name: _____

Mark

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

1) Families should spend no more than 50% on housing costs.

T

F

2) Homelessness is a decreasing problem in Canada.

T

F

3) The National Housing Strategy aims to end homelessness in 5 years.

T

F

4) Rent control prevents rental prices from rising.

T

F

Name: _____

Mark

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

1) Families should spend no more than 50% on housing costs.

T

F

2) Homelessness is a decreasing problem in Canada.

T

F

3) The National Housing Strategy aims to end homelessness in 5 years.

T

F

4) Rent control prevents rental prices from rising.

T

F

Name: _____

Mark

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

1) Families should spend no more than 50% on housing costs.

T

F

2) Homelessness is a decreasing problem in Canada.

T

F

3) The National Housing Strategy aims to end homelessness in 5 years.

T

F

4) Rent control prevents rental prices from rising.

T

F

Newspaper Article: Devastation in Alberta

Fort McMurray Inferno Forces Evacuation

Publish Date: May 3, 2016

The Fort McMurray wildfire, known as "The Beast," ravaged the community in Alberta, forcing over 88,000 residents to evacuate. Flames have consumed over 2,000 hectares of land, with 1,000 buildings destroyed. Jane Smith, a resident of Fort McMurray, described her terrifying escape from the flames. "We saw the fire coming towards our home, and we had to leave everything behind," she said. "It was the scariest moment of my life."



The fire has created a state of emergency in the region. Dr. David Jones, a wildfire expert, explained the cause of the blaze.

"The dry conditions and strong winds created the perfect storm for this fire to spread so quickly," he stated. "It's one of the worst wildfires we've seen in Canada."

The government has stepped in to help those affected. Prime Minister Justin Trudeau announced immediate assistance for evacuees. "We will provide all necessary support to the people of Fort McMurray," he promised. Relief centres have been set up in Edmonton and Calgary for shelter, food, and medical aid for those displaced by the fire. Despite the devastation, the spirit of the community remains strong. Volunteers from across the country have come to aid in the relief efforts. Donations of clothing, food, and money have poured in to support the victims. Jane Smith remains hopeful.

"We lost our home, but we have our lives. We will rebuild, and we will be stronger than ever."

True or False

Is the statement true or false?

1) The wildfire in Fort McMurray is called "The Inferno."	True	False
2) Over 88,000 people were forced to leave their homes.	True	False
3) The fire destroyed more than 240,000 homes.	True	False
4) Wildfires can spread rapidly due to dry conditions and strong winds.	True	False
5) Evacuation plans are essential in wildfire-prone areas.	True	False

Draw &
Write

Imagine you are seeing the Fort McMurray wildfire. Draw the scene with flames, smoke, and people evacuating. Write a few sentences describing your drawing.

PREVIEW

Diary

Imagine you are a resident of Fort McMurray during the wildfire. Write a diary entry about your experience. Describe what you saw, what you felt, and what you did.

Calgary Stampede: A Local Event with Global Appeal

What is the Calgary Stampede?

The **Calgary Stampede** is a famous event held every year in Calgary, Alberta. It started in 1912 and has become one of the biggest events in Canada. The Stampede is known for its rodeo, concerts, and a fun, lively atmosphere.

People from all over the world come to see it. The event lasts for ten days and begins every July.



Rodeo at the Calgary Stampede

One of the main attractions of the Calgary Stampede is **the rodeo**. Cowboys and cowgirls compete in different events, including barrel racing, and steer wrestling. These events show their skills and bravery. Here are some key facts about the rodeo:

- **Bull Riding:** Cowboys try to stay on a bucking bull for eight seconds.
- **Barrel Racing:** Cowgirls race around barrels in a cloverleaf pattern.
- **Steer Wrestling:** Cowboys jump off their horse to tackle a running steer.

Concerts and Entertainment

The Calgary Stampede is not just about rodeo. There are many other activities during the event. Famous musicians and bands come to perform. There are also fireworks, and midway rides. These activities make the Stampede a great place for families and friends to have fun.

Perspectives on the Calgary Stampede

People have different views on the Calgary Stampede. Some people love it because it shows Alberta's culture and brings money to the city. Others are concerned about the treatment of animals in the rodeo and think the events can be harmful. Some animal rights groups have called for changes to ensure better animal welfare. Additionally, there are concerns about the safety of participants, as rodeo events can lead to serious injuries for cowboys and cowgirls.

Yes or No

Answer the following questions with either "Yes" or "No".

1) Is the Calgary Stampede a recent event that started in the 2000s?	Yes	No
2) Is barrel racing an event where cowboys compete?	Yes	No
3) Is the Calgary Stampede held every June?	Yes	No
4) Do more than a million visitors attend the Stampede each year?	Yes	No
5) Are midway rides part of the Calgary Stampede?	Yes	No

Questions

Answer the questions below using evidence from the text.

1) What is the Calgary Stampede?

2) Can you name and explain two events that happen at the Calgary Stampede rodeo?

3) What concerns do some people have about the Calgary Stampede?

Draw

Draw a picture of a bull rider at the Calgary Stampede.

Informed Citizens – How You Can Help

Jamie: Hi! I'm learning about what people do when something important or serious happens. Can you tell me what an informed citizen is?

Informed Citizen: Sure, Jamie! An informed citizen is someone who learns about what's happening in the world, like natural disasters, health emergencies, or social issues, and then chooses to help in a responsible way.

Jamie: What does it mean to share information?

Informed Citizen: Sharing information means telling others what's happening, often in a group. You might talk about an issue in class, post on social media, or send letters to your local government. The goal is to spread awareness so more people understand and can help.

Jamie: Can you give me an example?

Informed Citizen: One example is during the COVID-19 pandemic, people shared tips about hand washing and mask wearing. In 2020, Canadian government websites and social media helped share these safety messages with millions of people. That helped save lives!

Jamie: What about collecting donations? How does that help?

Informed Citizen: When there's a flood, fire, or war, people might lose their homes, clothes, or food. Informed citizens often collect money, supplies, or food to help. For example, after the 2023 wildfires in Alberta, Canadians donated over \$100 million to support families.

Jamie: Wow! So even small actions can make a big difference?

Informed Citizen: Yes! Every action counts. Sharing the right facts or donating a few cans of food can truly help people in need.

Jamie: Thanks! I want to be an informed citizen too.

Informed Citizen: That's a great goal, Jamie. You're already on the right path!



True or False

Is the statement true or false?

1. Informed citizens do nothing when big events happen.	True	False
2. Sharing facts is a way to help others.	True	False
3. You need to be an adult to make change.	True	False
4. Social media can be used to spread information.	True	False
5. Donations can include food, clothes, or supplies.	True	False

Questions Answer the questions below.

1) Why is it important to share accurate information during a crisis?

2) How did people in Canada respond to the 2019 pandemic or wildfires?

Fill in the Blanks

Use the word bank to fill in the blanks.

information

need

False

citizens

money

helpful

1. Informed _____ learn about what's happening around them.

2. Sharing _____ helps people understand important events.

3. Social media can be used to spread _____ facts.

4. _____ information can cause harm during emergencies.

5. Donations can include food, _____, or supplies.

6. Kids can help by collecting items for people in _____.

Blog Post: Volunteering and Personal Behaviour

The Power of Volunteering and Changing Behaviour

Date: August 5, 2024

Author: Jamie Carter

3-minute read

Did you know that even small actions can make a big difference in our community? Informed citizens, or people who know about issues in their community, can help in many ways. Two of the best ways are by volunteering and changing personal behaviour.

Volunteering is when you give your time to help others without getting paid. For example, you can volunteer at a food bank. A food bank is a place where food is given to those who need it. Many families rely on food banks. By volunteering, you help make sure everyone has enough to eat. Another great way to help is by participating in community clean-up events. These events help keep our parks and rivers clean. In Canada, volunteers collect millions of kilograms of trash every year, making our environment safer for everyone.

Changing personal behaviour is another important way to make a difference. This means making choices that can help solve problems. For instance, you can use a reusable water bottle instead of plastic ones. Did you know that Canadians use about 57 million plastic bottles every day? Reducing plastic use can help protect our wildlife and oceans. You can also make sustainable lifestyle choices like riding your bike instead of driving, which reduces air pollution.

Together, volunteering and changing personal behaviour can help create a better community. What small actions can you take today?

Till next time, Jamie Carter

Comments:



Sarah Green – August 5, 2024

I love this post! I started volunteering at a local animal shelter, and it feels great to help. It's amazing how even a few hours a week can make a difference.

Like Reply 6h ago



Mark Johnson – August 5, 2024

Volunteering is good, but changing behaviour is even more important. For example, recycling correctly can save tons of waste from landfills. We need to focus on reducing our plastic use and recycling more effectively.

Like Reply 25m ago

Colour

Colour & Write a thank-you note to someone who volunteers in your community.



Making Choices

Answer the questions below.

1) What are some lifestyle choices you can make?

2) What are the ways you can volunteer in your community?

Word Search

Find the words in the word search.

Volunteer	Community
Environment	Recycle
Plastic	Sustainable
Contribution	Wildlife
Pollution	Support
Reusable	Help
Charity	Service

C J J S Y G W E H U C U A K I J
 T U T D X Q I N G Z I N U F H D W
 Y I H A W S C L N S U P P O R T Q P
 E X U Y I P W O J C O M M U N I T Y
 Z E L B A N I A T S U S K R O X E E
 K J U I R T R E U S A B L E F E C F
 N W N I U E N V I R O N M E N T I I
 Z B U L Q M Y T I R A H C H F W V L
 N S L C O N T R I B U T I O N F R D
 W O F D B N N X G E S U H E L P E L
 P L T Z S O C I T S A L P P X M S I
 M E L C Y C E R V O L U N T E E R W

Exit Cards

Cut Out

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

Name: _____

Mark

What is volunteering, and how
can it help a community?

Name: _____

Mark

What is volunteering, and how
can it help a community?

Name: _____

Mark

What is volunteering, and how
can it help a community?

Name: _____

Mark

What is volunteering, and how
can it help a community?

Four Corners: Being an Informed Citizen

Objective

What are we learning about?

Students will explore different viewpoints on how informed citizens respond to issues and events, such as sharing information, collecting donations, volunteering, and changing personal behaviour.

Material

What you will need for the activity.

- A list of questions
- Labels for each corner (A, B, C, D)



Instructions

How you will complete the activity.

1. Prepare the classroom by labelling each corner with letters A, B, C, and D.
2. Explain to the students that you will read out statements related to how citizens can respond to issues and events. Each statement will have two options representing a different viewpoint.
3. When you read a question, students will move to the corner that corresponds to the answer they think is correct. These will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
4. Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
5. Repeat with different questions to reinforce their understanding of concepts.

1. How can we best help during a natural disaster? A) Share news on social media B) Organize a donation drive C) Volunteer at relief shelters D) Conserve resources at home	2. What is the most effective way to fight climate change? A) Post facts about climate online B) Raise funds for green projects C) Participate in local clean-ups D) Reduce personal waste and energy
3. How can we support local businesses? A) Recommend them to friends B) Donate to their fundraising C) Help them in their marketing D) Shop there instead of big chains	4. How can we address bullying in schools? A) Inform others about the issue B) Raise funds for anti-bullying programs C) Volunteer to mentor younger kids D) Change behaviour to be kinder
5. What should we do about a dog needing help? A) Share adoptable animals online B) Collect supplies for shelters C) Volunteer to walk the dogs D) Adopt pets instead of buying	6. What is a good way to respond to hunger in our community? A) Inform others about food banks B) Organize a food collection drive C) Donate to soup kitchens D) Volunteer to help at food banks
7. How can we raise awareness about endangered species? A) Post information on social media B) Donate to wildlife charities C) Volunteer at conservation centres D) Avoid products harming wildlife	8. What can we do to improve our neighbourhood parks? A) Share ideas for improvement B) Fundraise for park upgrades C) Join park clean-up events D) Use parks responsibly
9. What is the best way to support homeless people? A) Inform others about homelessness B) Collect donations for shelters C) Volunteer at homeless shelters D) Donate clothes and food	10. What is the best response to deforestation? A) Inform others about deforestation B) Raise funds for tree planting C) Volunteer to plant trees D) Use less paper and wood

Reflection Questionnaire

Being an Informed Citizen

Name: _____

Circle the box of your choice.

1) Do you think small actions can make a big difference?	Yes	No
2) Would you encourage others to change their behaviour?	Yes	No
3) Would you choose to volunteer to help your community?	Yes	No
4) Did you feel that conserving resources is an easy way to help?	Yes	No
5) Would you participate in a donation drive for a cause?	Yes	No
6) Do you believe sharing information can lead to change?	Yes	No

Name: _____

Circle the box of your choice.

1) Do you think small actions can make a big difference?	Yes	No
2) Would you encourage others to change their behaviour?	Yes	No
3) Would you choose to volunteer to help your community?	Yes	No
4) Did you feel that conserving resources is an easy way to help?	Yes	No
5) Would you participate in a donation drive for a cause?	Yes	No
6) Do you believe sharing information can lead to change?	Yes	No

Name: _____

Circle the box of your choice.

1) Do you think small actions can make a big difference?	Yes	No
2) Would you encourage others to change their behaviour?	Yes	No
3) Would you choose to volunteer to help your community?	Yes	No
4) Did you feel that conserving resources is an easy way to help?	Yes	No
5) Would you participate in a donation drive for a cause?	Yes	No
6) Do you believe sharing information can lead to change?	Yes	No

Unit Test – Citizenship

Mark

/ 10

Total

/ 35

Multiple Choice

1. Which of the ancient Roman Republic's achievements influenced modern governments? a) Separation of Powers b) Rule of Law c) Elected Officials d) All of the above	2. A temple in Athens dedicated to the goddess Athena and built around 447 BC... a) The Parthenon b) The Colosseum c) The Pyramids d) Taj Mahal
3. Which of the following is a Greek architecture influence on modern buildings? a) Domes b) Arches c) Columns d) High-rise buildings	4. Who divided the sky into 12 sections, creating what we now call the zodiac? a) Mayans b) Babylonians c) Greeks d) Romans
5. Who made calendars that could predict eclipses and track the Moon's cycles? a) Mayans b) Babylonians c) Greeks d) Romans	6. Which ancient Chinese medicine practice is still used today? a) Acupuncture b) Herbal medicine c) Ayurveda d) None of the above
7. Which is not a helpful response an informed citizen would do? a) Share information from the government b) Collect donations to give to people in need c) Share opinions and state them as fact d) Volunteer to help people in need	8. The first known writing system was... a) Cuneiform b) Chinese Oracle Bones c) Hieroglyphics d) Greek Alphabet
9. Which of the statements is false? a) Everyone is allowed to have an opinion b) Our perspective comes from our experiences c) It is okay to disagree with others d) Learning from one perspective is best	10. Which ancient religion still influences modern customs and traditions today? a) Christianity b) Buddhism c) Islam d) All of the above

Define

What do the terms below mean? Each question is worth 2 marks.

Mark

/ 6

Term	Definition – What does it mean?
Political Corruption	
Ancient Civilization	
Informal City	

Short Answer

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

Mark

/ 9

1) List three ancient technologies that created significant turning points in history.

2) Briefly describe both the Ukrainian and Russian perspectives on the conflict.

3) How do people in Calgary feel about the Calgary Stampede? Discuss both perspectives – positives and negatives.

Mark

/ 10

1) Describe an issue you have learned about this year. Write multiple perspectives about this issue as well as your opinion.

2) Describe the major stages in the evolution of the nervous system in chronological order. List these stages and explain the significance of each.