

ANCIENT CIVILIZATIONS PROJECT LESSON PLAN

Description of Project

In this project, students work in small groups (3-4 students) to investigate an ancient civilization and prepare a 15 minute PowerPoint presentation explaining key elements of that civilization. These elements include the religion, government, geography, economy and other aspects of that civilization.

Materials

Students use various textbooks and trade books on various ancient civilizations for their research. They also use internet for research and to collect images.

Goals/Objectives

Students will be able to (SWBAT):

- study one ancient civilization in depth
- recognize and recall key features of seven other ancient civilizations
- make generalizations about similarities and differences between ancient civilizations
- improve group work skills
- reflect on individual and group performance
- learn the basics of the Microsoft PowerPoint program

Procedure

The teacher developed and presented a PowerPoint presentation on ancient Egypt to provide a model of the product the students are expected to create.

Students are placed into heterogeneous groups of 3-4 students.

Each student selects a first and second choice from a list of ancient civilizations. The teacher tries to give each group one of those choices.

Each student completes the research notes handout by searching through textbooks, trade books and the internet. While searching the internet they are always collecting images to use in the PowerPoint presentation. These research notes are collected and graded as a process check or way to monitor student work while they are in the process of creating their project.

Students then complete the PowerPoint planning sheets. The group is responsible for completing 4 sheets on the four main topics: geography, government, religion, and rise & fall. Each student is also responsible for completing at least two more planning sheets on other aspects of that civilization. The topics included the art/architecture, social classes, writing systems and other topics.

Each planning sheet includes space for:

- 1) what text will be projected
- 2) what image will be projected
- 3) what the student will say while that screen is projected

Students create the PowerPoint presentation in the computer lab.

During each presentation, students in the audience take notes on the listening sheet.

After presentations:

- a) Conduct a discussion of the similarities and differences between ancient civilizations and/or
- b) Students draw information from the listening sheet to write comparative essays.

Sample essay questions include:

- 1) How and why did ancient civilizations rise and fall?
- 2) What was the role of religion in ancient civilizations?
- 3) How did geography affect the development (help and/or hurt) of several ancient civilizations?
- 4) Compare and contrast the governments of several ancient civilizations.

Assessment

Each student makes a project portfolio which includes the research notes, the planning sheets, a copy of their PowerPoint slides, and a self evaluation. The presentations are graded using a rubric. Traditional assessment instruments could also be used.

Reflection

This was a very successful project for many reasons. The trade books and websites were filled with beautiful images. The PowerPoint program is inherently interesting and students see learning it as a real life skill. The research notes and planning sheets were a process check by which I could give them feedback. I didn't have time for the essay but would like to try it the next time.

Name _____

Strand _____



Ancient Civilizations Project

Step One: Choose and research an early civilization with your group members.

Step Two: Create a Power Point document to use during your presentation. **RESEARCH NOTES**

Step Three: Give a 10-15 minute presentation about your civilization to the class.

Step Four: Use the listening sheet to take notes from the presentations.

Step Five: Use the notes from your listening sheet to write the best darn essay of your life.

Step One: The Research

Together with your group members, choose an early civilization to research and present to the class. Begin looking at books in class, and doing research on the internet.

We can give you some suggestions of good websites to look at.

Step Two: Power Point

As part of your presentation for the class you will create a Power Point document.

It will include information on your civilization about:

- * Geography
- * Time Period
- * Government
- * Economy
- * Beliefs
- * Contributions
- * Writing
- * Slavery
- * Arts
- * Rise and fall
- * Technology

Step Three: The Presentation

You remember the last presentations, the same rules apply.

- * Everyone in the group must speak during the presentation.
- * Stand up and speak loudly.
- * Listen to one another and help each other during the presentation.
- * Be respectful when other groups are presenting.
- * Make sure you include all the information that your classmates need to fill out their listening sheet

IMPORTANT: Do not type paragraphs of text onto each screen of your document and then read them during your presentation. As we are all learning English and practicing our speaking skills, it is important that you give your presentation in your own words. We do NOT want you to read from the document you have made.

Step Four: The Listening Sheet

You will have a large piece of paper on which you will write notes about all of the different civilizations. This is where you will get your information for writing your comparative essay. You will hand in this sheet.

Step Five: The Essay

We will give you four or five essay topics to choose from. For homework, you will write an essay comparing a few of the civilizations we have learned about.

Egyptian Civilization Script

Geography

Egypt is located in North Africa. It is bordered by Sudan and Libya and is close to Saudi Arabia. Egypt has a very dry climate with a lot of desert. Seven or Eight thousand years ago, North Africa was green and lush, but it slowly dried out. As North Africa became drier over the centuries, the Nile became the center of life and civilization.

Time Period

Around 5000 B.C.E. people began to live in villages up and down the Nile Valley. Around 3800 B.C.E. Nile culture began to flourish. Egyptians began to interact and trade with other cultures as far away as Mesopotamia. From 3900 to 3100 B.C.E. the villages along The Nile grew in wealth and power.

Government

The Egyptian government was a monarchy. A king ruled it. Egyptian government was also theocratic which means that the people believed their king was a god. To question him was to go against god. The idea of a divine king lasted for almost 3000 years. It gave the Egyptian state more strength than any other early civilization.

Writing

The Egyptian form of writing was called hieroglyphics. Like most forms of writing, hieroglyphics began as pictures. Farming and the growth of cities created a need for record keeping and accounting. The Egyptians developed shorthand out of their pictures; each picture would represent a sound. Let me give you an example in English. Suppose we had hieroglyphics for the English language. Let's use the single-syllable word "sit" and represent it with a picture of a chair. When we write the word "situation" we draw a picture of a chair to represent the first sound of that word. That's how hieroglyphics work.

Name Ms. JULIE
Civilization EGYPT

Screen Number 2

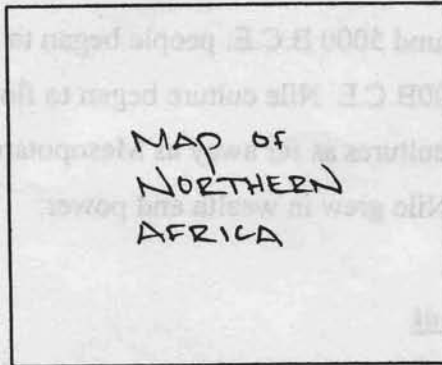
Title of Screen GEOGRAPHY

Text

• EGYPT IS LOCATED IN
NORTH AFRICA.

• IT IS BORDERED BY
SUDAN & LIBYA AND
IS CLOSE TO SAUDI
ARABIA

Image



Script

EGYPT IS LOCATED IN NORTH AFRICA. IT IS
BORDERED BY SUDAN AND LIBYA AND
IS CLOSE TO SAUDI ARABIA. EGYPT
IS A VERY DRY CLIMATE WITH
A LOT OF DESERT. THE PEOPLE THERE
HAVE ALWAYS BEEN VERY DEPENDENT
UPON THE NILE RIVER FOR WATER.
AS NORTH AFRICA BECAME DRIER AND
DRIER OVER THE CENTURIES, THE
NILE BECAME THE CENTER OF
LIFE AND CIVILIZATION.

Religion

Egyptians were polytheistic. They believed in many gods. For them, the most important god was the sun god. Egyptians believed in life after death. They thought that there were three parts of humans: the personality, the spirit, and the body. The Egyptians believed that if the personality and spirit could recognize the physical body after death, they would be able to return to it for eternity. It was for this reason that Egyptians mummified their dead. They wanted the spirit and personality to return to the body for eternal life.

The Golden Age

There was a time in Egypt's history when they experienced a Golden Age. Agriculture had been revolutionized by irrigation; trade had exploded; the population had grown. Suddenly Egypt found itself wealthy. The country boomed with creativity for the next several generations. This period from 2650-2134B.C.E. was the richest and most creative period in Egyptian history. All the pyramids were built during this time. The growth in population and wealth allowed the kings to have the labor and materials to build these monuments.

Rise and Fall

The Egyptian Civilization rose because of the Nile River. Around 1100B.C.E Egypt was in trouble. There was not enough grain, which led to unhappy citizens. Egypt was conquered. In the years that followed Egypt was invaded by the Libyans, Nubians, Assyrians, Persians, and others. The Egyptians came back to power many times only to be conquered again. The Egyptian Civilization is still around today. They have never disappeared from the world stage.

Sumerians: The Ones Who Started it All

One of the first peoples to live in Mesopotamia were the Sumerians. The Sumerians began to form city-states there around 3000 B.C.E . They spoke a language unrelated to any other human language we know of. The Sumerians developed one of the world's first systems of Monarchy. The states of Sumer were ruled by a priest-king called "a"

Hittites: The Traders

The Hittites are perhaps one of the most important peoples in Mesopotamian history. Because their empire was so large and because their main activity was trading, the Hittites were the people responsible for moving Mesopotamian thought, law, political structure, economic structure, and ideas around the Mediterranean, from Egypt to Greece.

Assyrians: War Makers and Conquerors

The Assyrians loved to conquer. The army was the largest standing army ever seen in the Middle East or Mediterranean. The needs of war created technological innovation which made the Assyrians almost unbeatable: iron swords, lances, metal armor, and battering rams.

Persians: The Inventors of Good and Evil

The Persians were the largest and most powerful empire ever known in human history up until that point. They invented a new religion. Called Zarathustra (Zoroaster in Greek), Zoroastrianism is a dualistic religion; in Zarathustra's cosmos, the universe was under the control of two contrary gods, Ahura-Mazda, the creating god who is full of light and good, and Ahriman, the god of dark and evil.

The Babylonians: An Eye for an Eye

The Babylonians are another river valley civilization of the Tigris and Euphrates rivers. One of their most famous rulers was Hammurabi, who developed the very strict "Code of Hammurabi"

Indus Valley Civilization: Early Indian Civilization

The Indus Valley civilization grew around 2,500 B.C. in the western part of South Asia, in what today is Pakistan and western India. It was not discovered until the 1920's. Most of its ruins, including major cities, remain to be excavated. We know that they had writing, but we cannot yet read it.

Incas: The Engineers

The Inca Empire consisted of over one million individuals, spanning land from Ecuador to northern Chile. The Inca built large forts with stone slabs so perfectly cut that they didn't need glue—and they're still standing today in near-perfect condition. They built roads through the mountains from Ecuador to Chile with tunnels and bridges. Of all ancient peoples, they were the most advanced in medicine and surgery.

The Aztecs: An Early Mexican Civilization

The Aztecs had not one, but two calendars, a complicated religion, and a system of slavery that was not racial or permanent. Human sacrifice was a large part of their religious practices.

Mayans: A Rainforest Civilization

The Mayans lived very spread out from one another, but they still built advanced urban centers, science and mathematics among the best in the world, and the most developed system of writing in the Americas. Much of Maya culture is still a vital aspect of Native American life in Guatemala and Honduras.

Bantu Speakers: The Spreaders of Language and Crops

Bantu speaking people moved out of north-central Africa in the last century BC. Wherever they went, they left their language. Not only did the Bantu spread iron making techniques across Africa, they also were responsible for sharing agriculture, particularly good harvest crops such as yams, bananas, and plantains.

The Shang Dynasty: The Yellow River Civilization

The Shang Dynasty existed from 1766-1050 BCE. They left us a large number of written records. Most of these records are "oracle bones," which were used to divine the future. These bones, however, contain the names of the kings of the dynasties and prove that the Chinese accounts of Shang history are incredibly precise.

My Name: _____

My Group Members Names: _____

Our **First** Choice of Civilizations is: _____

Some reasons why we want to do it are: _____

Our **Second** Choice of Civilizations is: _____

Some reasons why we want to do it are: _____

Our **Third** Choice of Civilizations is: _____

Some reasons why we want to do it are: _____

My Name: _____

My Group Members Names: _____

Our **First** Choice of Civilizations is: _____

Some reasons why we want to do it are: _____

Our **Second** Choice of Civilizations is: _____

Some reasons why we want to do it are: _____

Our **Third** Choice of Civilizations is: _____

Some reasons why we want to do it are: _____

Helpful Internet Sites

General

<http://www.wsu.edu/~dee/>
<http://www.regentsprep.org>
<http://ancienthistory.about.com>
www.nationalgeographic.com

Images

<http://www.google.com/images>

Maps

http://ancienthistory.about.com/library/bl/bl_maps_index.htm

Mesopotamian Civilizations

<http://www.wsu.edu/~dee/MESO/MESO.HTM>
<http://www.fordham.edu/halsall/ancient/asbook03.html#Sumeria>

Hittites

<http://www.historyforkids.org/learn/westasia/history/hittites.htm>

Assyrians

<http://www.historyforkids.org/learn/westasia/history/assyrians.htm>

Persia

<http://www.fordham.edu/halsall/ancient/asbook05.html#Persia:%20General>
<http://www.historyforkids.org/learn/westasia/history/persians.htm>

Incas

<http://www.wsu.edu/~dee/CIVAMRCA/INCAS.HTM>

Mayans

<http://www.wsu.edu/~dee/CIVAMRCA/MAYAS.HTM>

African Civilizations

<http://www.wsu.edu/~dee/CIVAFRCA/CIVAFRCA.HTM>

Indus Valley

<http://www.harappa.com/har/har1.html>
<http://www.wsu.edu/~dee/ANCINDIA/ANCINDIA.HTM>
<http://www.historyforkids.org/learn/india/index.htm>

Ancient China

<http://www.wsu.edu/~dee/ANCCHINA/ANCCHINA.HTM>
<http://www.historyforkids.org/learn/china/index.htm>

NEWS WATCH

SITES

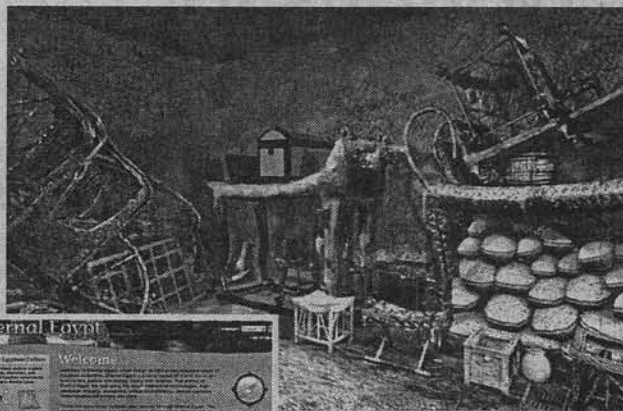
From the Sphinx to King Tut, a Feast for Budding Egyptologists

Seven millenniums of Egyptian culture and history are now available in a most modern way: through a new Web site called Eternal Egypt. A result of three years of cooperation between I.B.M. and Egypt's government and major museums, Eternal Egypt is intended to encourage preservation while providing an immense amount of data that could formerly be absorbed only by visiting Egypt. And of course, the Egyptian government hopes that some of the virtual tourists will be persuaded to make the actual trip.

With 3-D scanners and other hardware donated by I.B.M., the country's considerable museum collections were digitized and loaded onto www.eternalegypt.org.

The site offers high-resolution 360-degree views of artifacts, with written and oral explanations in English, French and Arabic. Also available are interactive maps and timelines; views from live Webcams in Egypt; virtual reconstructions of the Sphinx as it looked 2,000 years ago; and, as shown above, the treasure-filled tomb of King Tutankhamen as it looked when it was discovered in 1922.

The material at the Web site is also available



on hand-held guides that visitors can use at Egypt's museums, and through text and picture displays that can be received by cellphone at the museums and historic sites.

Eternal Egypt went live on Tuesday. Thousands more artifacts are to be added over time, and Egypt hopes the site will eventually include items that are no longer in Egypt, like the Rosetta stone. I.B.M. expects the concept and the scanning and database technologies developed for the project to be applied at other museums and cultural collections worldwide.

Chris Larson

NAME _____

RESEARCH NOTES:

Geography – Where were they located? What is that place called today? What effect did the geographic setting have on the civilization that grew there? Were they geographically isolated from other civilizations? Were they exposed to large bodies of water?

Time Period – When did they emerge as a civilization? When were they at their peak? How long were they around? When did they fall?

3/24/15

Government - What type of ruler ship did they have? How were they organized? What type of laws did they have? What were their courts like?

Economy - What role did trade and commerce have in this civilization? What were their major products for trade? How did their geography affect their trade? Was their economy based on a division of social classes?

Beliefs –What kind of religion or worship did they practice? Were they Polytheistic? Monotheistic? Was their religion and their government combined? Did they believe in life after death?

Technology –What innovations were made in this civilization? Did they have a calendar? Did they have irrigation systems? How did they build their buildings? Roads?

Writing –What form of communication did they use? What type of writing did they have? Was it pictographic? Can we read it today? Why did it develop? Was it used by other civilization as well?

Art/Architecture –What role did the arts have in this civilization? What were their main forms of art? What was their architecture like? What can we learn about them from their art?

Slavery -How was slavery a part of this civilization? Were the cities built by forced labor? Was slavery based on race? Was it permanent?

Rise and fall -What caused this civilization to rise and fall? Did they conquer another civilization? Were they conquered? How many times were they conquered? Could they have stayed in power if their geographic location had been different?

Contributions – What were the major contributions of this civilization to the world at their time? Are there any lasting contributions still seen today? What did they leave us?

Golden Age? – Did this civilization have a golden age? Was there a period in their history when they had a lot of money, power, art, trade and food? How long did it last? Why did it end? What caused it?

POWERPOINT LISTENING GUIDE

Civilization	Geography <ul style="list-style-type: none">• Where were they located?• What impact did the geographic setting have on the civilization that grew there?	Time Period <ul style="list-style-type: none">• When did they emerge as a civilization?• When were they at their peak?• When did they fall?	Economy <ul style="list-style-type: none">• What role did trade and commerce have in this civilization?	Government <ul style="list-style-type: none">• What type of ruler ship did they have?• What type of laws?