

Ancient Civilizations



Including:
Introduction
Who are We?
Observing a Civilization in Action
Mythology
Artists in Ancient Times
Mapping
Environment and Daily Life
Environmental Impact Seminars
Resource Search
Governments, Economies, and Hierarchies
Technology Through Time
Create an Artifact
Getting Organized
Putting it All Together
Museum of Ancient Civilizations Celebration

An Integrated Unit for Grade 5

Written by:

The Curriculum Review Team 2005

Length of Unit: approximately: 28 hours

June 2005



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Acknowledgements

The developers are appreciative of the suggestions and comments from colleagues involved through the internal and external review process.

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Mathematics, Grades 1-8

Grand Erie District School Board

Kawartha Pine Ridge District School Board

Renfrew District School Board

Science and Technology, Grades 1-8

Lakehead District School Board

Thames Valley District School Board

York Region District School Board

Social Studies, History and Geography, Grade 1-8

Renfrew District School Board

Thames Valley District School Board

York Region District School Board

The following organizations have supported the elementary curriculum unit project through team building and leadership:

The Council of Ontario Directors of Education

The Ontario Curriculum Centre

The Ministry of Education, Curriculum and Assessment Policy Branch

An Integrated Unit for Grade 5

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EDU

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Unit Context

In order to build an understanding of the present and prepare for the future, students need to be familiar with the past. Through their study of early civilizations, they explore the impact of the environment in shaping those civilizations, and identify how various human needs were met. Students draw conclusions regarding the common needs of people and about factors that affect change, making relevant connections to present-day situations. They also gain an understanding of the influence of early civilizations on modern society with respect to beliefs, technology, and government. Through this integrated unit, students develop the inquiry, research, and communication skills necessary for the study of Social Studies.

Unit Summary

During this unit, students do a wide variety of activities in which they will explore ancient civilizations. Students will compare aspects of modern Canadian life to life in ancient times. Activities will include mapping, research, interpreting stories, presentations, and artistic recreations of ancient artifacts. Upon completion of this unit students should have a clear understanding of how Canada today has been influenced by ancient civilizations.

Culminating Task Assessment

Students create exhibits for a **Museum of Ancient Civilizations**. This exhibit demonstrates students' learning about a particular ancient civilization. The museum exhibits include descriptions and examples of clothing, food, shelter, daily life, cultural practices, beliefs, economies and governments. Ancient civilizations studied may include Egyptian, Greek, Roman, Chinese, Japanese, Indian, Mayan, Aztec or others, including the civilization of North American Aboriginal peoples.

Links to Prior Knowledge

Before beginning this unit, students studied Early Settlements in Upper Canada (Grade 3) and Medieval civilizations (Grade 4) which should help them in analysing and interpreting ancient civilizations in terms of their impact on modern Canadian society.

In addition, students should have had experience with research, note-taking, and reading and interpreting various forms of literature. They should also have been introduced to basic mapping skills. These skills are of great value to students in completing this unit.

Considerations

Notes to Teacher

The culminating task of this unit lends itself to a sharing event. Plan for the event to culminate at a key time in the year such as Education Week in order to maximize the opportunity to share.

The museum groups referred to throughout the subtask descriptions are the research groups created during Subtask one. These are the groups of students who work together throughout the unit to collect data and complete the tasks required to complete the culminating task.

Be sure to review the resource list and to book the required audio visual resources ahead of time. Also consider collecting resource materials ahead of time.

Liaise with your school's Library/Resource teacher, local museum staff, guest speakers, or other experts who can serve as resources and support personnel for this unit.



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It would be beneficial to have student desks arranged into groups of four for this unit.

Although there are cross-curricular connections made to both language and art in this unit, there are many possibilities for cross-curricular connections. Try relating Roman numerals or the use of an abacus to your math unit, or the creation of pyramid structures or bridges to your science unit on structures.

Listed in this unit are various materials to be used with the lessons. If your school has no collection or a small collection of materials for Ancient Civilizations, a suggestion for creating one follows. Many series have been recommended with this unit. By selecting one civilization from each series you will begin to develop a collection. Also, you will have the opportunity to work with the series. This will help you select the series you feel is the best for your students. All of the series listed are excellent. However, each group of students has specific needs, so you may wish to select materials suited to your school's population.

Read IEPs for any exceptional students in the class to become familiar with recommendations for program modifications.



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1 Introduction

After reading a picture book, students engage in a dialogue about the necessity of respecting the culture they study, and always remembering they are talking about real people. Students compile a list of guidelines for studying an ancient civilization based on the message of the book. Student museum research groups and research topics are assigned. These remain the same throughout the unit.

2 Who are We?

Students analyse Canadian civilization and use an advance organizer to record their information. They create and discuss a definition of civilization in groups and as a class.

3 Observing a Civilization in Action

Students view a video about an ancient civilization, then use an organizer to compile information about the civilization. In their groups, they retell what they have learned.

4 Mythology

Students work in small groups to analyse and list the characteristics of myths. Through teacher-led discussion, students come to understand how myths reflect the beliefs of a civilization. Students communicate their learning through a **Retell, Relate, Reflect** response.

5 Artists in Ancient Times

Students examine art prints from ancient times in order to learn about art as storyteller. After reflecting on what art reveals about the people that created it, they create a storyboard and a piece of art that retell a myth from the civilization they are studying.

6 Mapping

Beginning with a world map, students locate Canada on the map. Students map the boundaries of the ancient civilization they are studying, examine the civilization's proximity to the equator and bodies of water, and make a connection between location and its potential effect on life in the civilization.

7 Environment and Daily Life

The teacher models how to make connections between the environment and lifestyle by discussing the relationship between Canada's location and climate, and the lifestyle of Canadians.

8 Environmental Impact Seminars

Students work in their museum groups to research and prepare a seminar relating to the impact of the environment on ancient civilizations.

9 Resource Search

Students formulate questions for research, and then locate, assess, and list relevant resources for use in Subtask 10 as well as the research component of the culminating task.

10 Governments, Economies, and Hierarchies

In small groups, students examine aspects of government, economy, and hierarchies in various civilizations and share their learning with peers through a jigsaw approach. A consolidation of student learning occurs when students complete a Learning Log response relating their museum civilization to another ancient civilization.

11 Technology Through Time

Students use the Internet to help them research and describe how the knowledge developed by early civilizations has affected modern society, using a series of advance organizers to help them record their results.



12 Create an Artifact

Student groups create an artifact to meet an identified need for the civilization they are studying. The relationship between necessity, available resources, and invention is examined.

13 Getting Organized

Students prepare for the culminating task (**The Museum of Ancient Civilizations**) by working together to develop criteria for successful research and presentations.

14 Putting it All Together

Students complete research, then consolidate their research through the writing process, creating a version of their work from which an audience will be able to read and learn. Discussion of the final format of the presentation and display follows as students add finishing touches and prepare for the project sharing and celebration.

15 Museum of Ancient Civilizations Celebration

Students create exhibits for a **Museum of Ancient Civilizations**. This exhibit demonstrates students' learning about a particular ancient civilization. The museum exhibits include descriptions and examples of clothing, food, shelter, daily life, cultural practices, beliefs, economies and governments. Ancient civilizations studied may include Egyptian, Greek, Roman, Chinese, Japanese, Indian, Mayan, Aztec or others, including the civilization of North American Aboriginal peoples.



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Description

After reading a picture book, students engage in a dialogue about the necessity of respecting the culture they study, and always remembering they are talking about real people. Students compile a list of guidelines for studying an ancient civilization based on the message of the book. Student museum research groups and research topics are assigned. These remain the same throughout the unit.

Expectations

- 5z3 • show how innovations made by various early civilizations have influenced the modern world.
- 5e49 A • contribute and work constructively in groups;
- 5z14 – use graphic organizers and graphs to sort information and make connections (e.g., Venn diagrams comparing governments, subject webs illustrating physical needs, year-round calendar to show agricultural cycles, bar graph for temperature data);
- 5z2 • use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;

Groupings

- Students Working As A Whole Class
- Students Working In Small Groups
- Students Working Individually

Teaching / Learning Strategies

- Read Aloud
- Discussion
- Collaborative/cooperative Learning
- Learning Log/ Journal

Assessment

5e49 - Use the Group Work Checklist provided to assess student performance in group work.

Assessment Strategies

- Observation
- Learning Log

Assessment Recording Devices

- Checklist
- Rubric

Teaching / Learning

Discussion/Read Aloud:

1. Tell students that they are about to begin learning more about ancient civilizations.
2. Activate prior knowledge by discussing students' past experiences in visiting museums. Ask: "What did you see?" "How did you feel?" "What kinds of questions did you ask?" If students have never been to a museum, share a nonfiction book about museums, or arrange for a film of a museum visit or an actual visit for the class. This sets the context for the story.
3. Read a picture book to the class and discuss from whose point of view the story is being told. (see Resources).
4. Discuss the illustrations and their impact on the reader.
5. Have the students discuss with a partner what they learned about the people and setting of the story. How



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did the people live? What were their needs? What kinds of things did they believe in? Share the information and compile a list of impressions.

6. Discuss students' ideas about the intent of the author and the intended audience. Invite students to share their personal responses.

Collaborative/Cooperative Learning:

7. In groups (this would be a good time to select the museum groups required for the culminating task), have students compile a list of guidelines to be followed when studying any society. These should include: respect, appropriate vocabulary, and authentic resources.

8. Summarize the discussions as a class on a chart that is left posted throughout the unit.

Adaptations

To accommodate the needs of students identified as gifted, the following accommodations may be incorporated into the lesson plan:

- * use Reader's Theater to get students engaged in the reading of the story;
- * invite a speaker from the local museum to share their expertise with the students.

To accommodate the needs of students identified as having learning difficulties, the following accommodations may be incorporated into the lesson plan:

- * pair student with a peer who can help him/her read the text.

Resources

	I am the Mummy Heb-Nefret	Eve Bunting
	duotang	1
	lined paper	5 pages
	chart paper	3 pieces
	poster size manilla tag	1



Notes to Teacher

It is hoped that, through this lesson, students gain an understanding and appreciation for other civilizations. The story referred to in this subtask is an excellent choice for illustrating the importance of respecting the lives of those we study. History is the story of real people and groups of people, and, as such, should be treated with respect and sensitivity.

Students' perceptions of ancient civilizations are not necessarily reality. Whenever possible, weave this into discussions. Throughout the unit, give examples of common misconceptions and compare to them to the reality of the civilization as we know it.

Create study groups of three or four students for each of the civilizations that will be represented in the museum project for the culminating task. These groups are used throughout the subtasks for the unit, and referred to as *museum groups*. Consider student work habits, personalities, and strengths when creating the groups. Some teachers may prefer to create mixed-ability groups while others may prefer to create more homogeneous groups. This depends on the needs of the class.

Assign each museum group an ancient civilization to research. When assigning these research topics, consider the resources available within your school as well as the possible interests of students in your school community.

A *Learning Log* should be created for each group member. A general rubric for marking the Learning Log is included in this unit. A duotang is recommended.

In addition to the Learning Logs, an *Ancient Civilizations Portfolio* should be created. This is used to store the Learning Logs, other unit materials, and research throughout the unit. A folder format is recommended.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



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Description

Students analyse Canadian civilization and use an advance organizer to record their information. They create and discuss a definition of civilization in groups and as a class.

Expectations

- 5z17 – use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities;
- 5z14 A – use graphic organizers and graphs to sort information and make connections (e.g., Venn diagrams comparing governments, subject webs illustrating physical needs, year-round calendar to show agricultural cycles, bar graph for temperature data);
- 5z5 A – describe the physical features and climate of two or more regions where early civilizations developed (e.g., the flood plains of the Tigris and Euphrates Rivers, the Nile River Valley, the inland delta of the upper Niger River, the mountainous islands of Greece, the fertile plains of China, the rain forest of the Amazon, the deserts of the United States);
- 5z2 • use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;

Groupings

Students Working In Small Groups
 Students Working As A Whole Class
 Students Working In Pairs

Teaching / Learning Strategies

Concept Clarification
 Think / Pair / Share
 Advance Organizer
 Role Playing

Assessment

5z5, 5z14 - Take anecdotal notes on student discussions as they work in groups. Observe and note students' use of vocabulary related to civilizations. Do they use many of the words accurately? Do they look up words they are not familiar with, then attempt to apply the definition to the activity? How well are students able to describe components of civilization in the context of what they know about Canada?

Optional: Collect group charts and look at them to discern the level of understanding regarding the features of a civilization. As with many assessments throughout this unit, this is a formative assessment intended to determine if further instruction is required before moving forward.

Assessment Strategies

Performance Task

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

DAY ONE - Concept Clarification:



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1. Write the word *beliefs* on one piece of chart paper in red.
2. Write the word *notebook* on another piece of chart paper in blue.
3. Ask the class to look at each word closely and think of a category each word could belong to. Tell the students to keep their ideas to themselves for now.
4. Add the word *economy* to the red list. Add the word *baseball* to the blue list. Pause.
5. Add the word *language* to the red list. Add the word *sneakers* to the blue list. Pause.
6. Continue in this way, adding the following words to each list and pausing after each addition to allow students time to think about the groups and how they could be categorized.
Red List: *clothing, religions, music, art, technology, food, celebrations.*
Blue List: *goldfish, light bulb, compact disc, poster, movie, hamburger, cat.*
7. Organize students into groups of three or four.
8. Ask student groups to share their individual ideas about the possible categories these lists represent.
9. As a group, students should agree on the most appropriate category headings.
10. Ask one person in each group to tell the rest of the class what the categories they selected are. Also have the student explain the group's reasoning.
11. DO NOT TELL THE STUDENTS IF THEY ARE CORRECT. ALLOW ALL ANSWERS TO BE SHARED, THEN TELL THE STUDENTS TO KEEP THINKING ABOUT THIS AS THEY COMPLETE THE NEXT TASK.

Think/Pair/Share:

12. Instruct a different member of each group to draw a circle in the middle of their chart paper big enough to write one or two sentences in. Next, have them divide the remaining space into enough equal-sized parts for each group member to have one to work within. (This activity is called placemats.)
13. Tell the class that they will need to think about what defines a civilization, and to write a definition of civilization in their space on the chart paper (*not the center space*).
14. Once students are finished, tell them to circulate around the classroom and read the definitions written by their peers. Allow about five minutes before students return to their groups.
15. Challenge student groups to come to a consensus about the best definition of civilization and to write this definition in the circle in the *center* of their chart paper.
16. Have students read their group's definition to the class.
17. Discuss the definitions shared and sum up the definitions as a class. Relate the definition back to the concept clarification exercise from earlier in the lesson by saying: "Look at the lists on the two charts. Do your definitions include many of these words? What do you think the categories for these lists are?" Discuss as a summary of the lesson.

DAY TWO - Advance Organizer:

18. Review definitions and the concept clarification/definition charts from last day. After hearing all definitions, ask the class: "If archaeologists in the future were to look back at us, what would they see? How would they describe us as a civilization?" Discuss.
19. Have students create a chart with seven sections, using the words from the red list as headings. Students should then work in pairs to fill in what they know about each category in relation to Canadian civilization. Model expectations by completing the economy section, as this is the most difficult term for students to complete independently.
20. As groups finish, pair them with other groups and ask members to share their ideas and add any new ideas to their charts.

Role Playing (Optional - See Notes To Teacher):

21. Tell students that you are going to briefly step out of the classroom to activate a time travel machine. When you activate the machine, students become archaeologists from the future who have to tell their



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museum curator, in a very important meeting, about what they believe to be a terrifically exciting civilization they have discovered called Canadian.

22. Step out of the room and put on a hat, or jacket, or otherwise change your appearance enough to help the students see you in role. (This is a drama technique called Teacher in Role).

23. Walk into the room and say: "Well staff, I understand you have made many interesting discoveries about this so-called "Canadian" civilization. I am still not convinced that it is a civilization, however. You will have to prove it is a civilization if I am going to authorize any extra funding for the Ancient Canada Exhibit you have requested. Is there anyone out there who can prove that Canada was a civilization?"

24. Have student volunteers in the class use their charts to help them present information to you about the characteristics of Canada as a civilization. Encourage them to stay in role by trying to call them Mr. or Ms. Archaeologist.

25. After the role play seems to have served its purpose, tell the class you have decided to authorize the Ancient Canada Exhibit on one final condition - that all archaeologists submit the charts of their data about Canada to you with their names clearly written on top. You plan to look the data over, then get back to them. Thank the hard-working team of archaeologists for their assistance and exit the room.

Adaptations

To accommodate the needs of students with learning difficulties, in this subtask the following accommodations have been incorporated into the lesson plan:

- * provide opportunities for smaller, more frequent writing assignments as an alternative to longer writing requirements;
- * allow opportunities for alternatives to writing (e.g., graphic representations, drama, media presentations, timelines, collages);
- * provide extra time for processing; warn the student in advance that you are going to ask them to read or speak in front of the class so s/he can have some extra time to review or rehearse the material.

To accommodate the needs of students identified as gifted, in this subtask the following accommodations have been incorporated into the lesson plan:

- * provide product alternatives based on multiple intelligences;
- * allow for flexible pacing in keeping with the demonstrated needs and abilities of the student;
- * provide opportunities to: question, experiment, reflect, and to engage in complex and intense thinking.

Resources



junior dictionary



chart paper



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markers

1 pack



hat or jacket for role playing

drama

Notes to Teacher

The focus for learning in this subtask is the idea that all civilizations have similar features, whether they be civilizations of the past or present. An understanding of the definition of civilization is developed that students require for success in further studies throughout this unit.

The categories for the concept clarification exercise are: Red List = characteristics of a civilization; Blue List = NOT characteristics of a civilization.

The purpose of the role-play portion of this subtask is to ensure that students understand the components of a civilization. If they are able to demonstrate that modern Canada is a civilization, it is believed that students will be able to identify the features of civilizations in general and therefore relate these to ancient civilizations. It is possible to leave this portion of the subtask out, but if you choose to do so, be sure to ask the question: "How can you prove that Canada is a civilization?" thereby developing a list of the features of civilizations.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



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Description

Students view a video about an ancient civilization, then use an organizer to compile information about the civilization. In their groups, they retell what they have learned.

Expectations

- 5e2 A • use writing for various purposes and in a range of contexts, including school work (e.g., to summarize information from materials they have read, to reflect on their thoughts, feelings, and imaginings);
- 5z5 A – describe the physical features and climate of two or more regions where early civilizations developed (e.g., the flood plains of the Tigris and Euphrates Rivers, the Nile River Valley, the inland delta of the upper Niger River, the mountainous islands of Greece, the fertile plains of China, the rain forest of the Amazon, the deserts of the United States);
- 5z14 – use graphic organizers and graphs to sort information and make connections (e.g., Venn diagrams comparing governments, subject webs illustrating physical needs, year-round calendar to show agricultural cycles, bar graph for temperature data);

Groupings

- Students Working As A Whole Class
- Students Working Individually
- Students Working In Pairs

Teaching / Learning Strategies

- Lecture
- Research
- Retelling

Assessment

5e2, 5z5 - Use anecdotal recording to note how effectively students take point-form notes. Are the notes clear? Does the student use a bullet or hyphen to mark the beginning of a new idea? Does the student use his/her own short form as needed? Does the student include the key components of an ancient civilization in their notes about the civilization in the video?

Assessment Strategies

- Observation

Assessment Recording Devices

- Anecdotal Record

Teaching / Learning

Introduction:

1. Divide students into their museum groups.
2. Give each student a copy of the handout titled "Video Advance Organizer" (BLM 3.1). Tell students they are to use this handout to guide their note-taking as they watch the video during this subtask.

Research:

3. Briefly review how to make point-form notes. Model: use of a bullet or dash to begin a line, use of sentence fragments, selection of most important words, use of short forms, etc.
4. Tell the class to take point-form notes as they view the video.



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5. Introduce and view a video about an ancient civilization.
6. Pause the video when there is a fact mentioned that is important for students to note. It is a good idea to pause more frequently at the beginning of the video to help students see the types of facts you want them to note. Model taking point form notes on a chart of the handout "Video Advance Organizer" (BLM 3.1).

Retelling:

7. Following the video, invite students to share one interesting fact that they noted.
8. Copy the facts onto the chart of the "Video Advance Organizer," using proper notation as you do so.
9. Using the chart as a point of reference, summarize the facts from the video. Generalize the facts to relate them to other ancient civilizations and, when possible, to Canadian civilization.

Adaptations

To accommodate the needs of students with learning difficulties, in this subtask the following accommodations could be incorporated into the lesson plan:

- * stop and start the video and write the information on the board for students to copy;
- * take notes on the video during your advance viewing time, and give students a copy of these notes to supplement the notes they take as they watch.

To accommodate the needs of students identified as gifted, in this subtask the following accommodations may be incorporated into the lesson plan:

- * students may wish to view a second video by themselves, perhaps one about their museum civilization, then create a Venn Diagram to compare and contrast the two civilizations.

Resources

	Video Advance Organizer (BLM 3.1)	3.1_Vid Advnce Organizer.cwk
	Lost Civilizations Education Edition Videos	Alexandria, Virginia: Time Life, 1998. 27 min.
	overhead of Video Advance Organizer	1
	overhead projector	1
	television and vcr	1



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Notes to Teacher

Student understanding of the elements of a civilization lays the groundwork for their future research.

It is important to take the time to book a video for this subtask well before beginning the unit. Many school boards require a few weeks to get videos to a school, and high-demand videos sometimes need to be booked months in advance.

Points to model during note-taking exercise:

- use important words only, no sentences (helps speed up note taking and stops plagiarism)
- use capital letters only for proper nouns
- record only one fact per line (keeps information clear)
- begin each new fact with a dash (to show that it is not a sentence)
- spelling should be perfect when using text (copying)

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



Ancient Civilizations

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Description

Students work in small groups to analyse and list the characteristics of myths. Through teacher-led discussion, students come to understand how myths reflect the beliefs of a civilization. Students communicate their learning through a **Retell, Relate, Reflect** response.

Expectations

- 5z12 A – formulate questions to develop a research focus (e.g., What farming methods were used by the Aztecs? How did trade between early African civilizations contribute to mutual prosperity? How did social organization differ among various North American First Nation peoples?);
- 5e3 A • organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
- 5e10 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 5e22 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;
- 5e47 • communicate a main idea about a topic and describe a sequence of events;
- 5z2 • use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
- 5z8 A – outline how social needs were met in two or more early civilizations (e.g., family roles, recreation, sports, arts, entertainment, sanitation, education, written language);

Groupings

Students Working In Small Groups
Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Collaborative/cooperative Learning
Read Aloud
Advance Organizer
Retelling
Learning Log/ Journal

Assessment

5e3, 5e10, 5z8, 5z12 - Use the Learning Log Rubric provided to assess student responses to their group's myth.

Assessment Strategies

Performance Task

Assessment Recording Devices

Rubric

Teaching / Learning

DAY ONE - Collaborative/Cooperative Learning:

1. Divide students into their museum groups.
2. Distribute a myth to each group that is appropriate to their civilization.
3. Ask students to read the myth they have been assigned, then to create a chart of the characteristics of their myth. (e.g., it explains something in nature).
4. Post all charts around the room when students are finished.
5. Invite members from each group to share the contents of their chart with the class.
6. While the students are describing the characteristics of their myth to the class, write key characteristics of myths on a master chart as they are mentioned (see Notes to Teacher).
7. Discuss each characteristic as it is added to the list and leave chart posted for continuation of lesson the next day.



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DAY TWO - Read Aloud/Advance Organizer:

8. Read a myth to the class.
9. As a class, discuss how this myth fits into the chart of characteristics of a myth created on DAY ONE.
10. Discuss the idea that a myth is a fictional story to us, but to those who created it, the myth reflected their beliefs, values, and realities.
11. Do a shared writing session in which you lead students through a Retell/Relate/Reflect on the myth you read as a class. Retell or summarize the myth. Relate the myth to what we think it tells us about the beliefs of the civilization. Also discuss how our beliefs are revealed in our stories (religious writings, etc.). Reflect on how myths reveal the beliefs, values, and realities of a civilization. Ask questions and write hypotheses.

Retell/Relate/Reflect:

12. Tell students to independently write a similar **Retell/Relate/Reflect** response about the myth that they read. They should use their Learning Logs.

Adaptations

To accommodate the needs of students with learning difficulties, in this subtask the following accommodations could be incorporated into the lesson plan:

- * give students specific instructions as they complete each portion of the narrative framework in order to guide and facilitate the writing process;
- * ensure students are closely monitored during group work in order to prevent any problems before they occur.
- * pair student with a peer who can help him/her read the text;
- * allow the students to listen to the myth on tape.

To accommodate the needs of students identified as gifted, in this subtask the following accommodations may be incorporated into the lesson plan:

- * use Reader's Theater to get students engaged in the reading of the story;
- * compare different versions of the same myth.

Resources

	The Random House Book of Greek Myths	Joan D. Vinge
	Eyewitness Books: Mythology	Melanie Halton et al.
	Multicultural Myths and Legends	Tara McCarthy
	Dragons, Gods & Spirits from Chinese Mythology	Tao Tao Liu Sanders
	Gods and Heroes from Viking Mythology	Brian Branston



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 Gods and Pharaohs from Egyptian Mythology	Geraldine Harris
 Gods and Goddesses: The Mystery and Magic Series	Diana Briscoe, Ed.
 Pegasus, the Flying Horse	Jane Yolen
 chart paper	1



Notes to Teacher

An understanding of how myths reflect the beliefs of a civilization is extended to understanding the beliefs of the specific civilization student groups are studying. This provides the groundwork required for students to succeed at Subtask 5.

One of the things to consider when studying myths of ancient civilizations is that the stories were their way of explaining beliefs or natural occurrences that they experienced.

When doing the shared writing of the Retell/Relate/Reflect activity, it is important to be sensitive to the very broad range of beliefs that may be represented in your class.

Qualities of a Myth:

Myths help explain how a group of people developed a particular social system with its many customs and ways of life. They help us to understand the feelings and values that bind members of society into one group. When we compare myths of various cultures, we discover how these cultures differ and how they resemble one another. Myths help explain why people behave as they do. Most myths express religious beliefs of a group of people and usually are of unknown origin. In earlier times, people lacked the scientific knowledge to provide answers to questions about the world around them.

Common Characteristics of Myths:

- 1) Events were explained in terms of stories about gods, goddesses, and heroes. For example: People in ancient Greece had a story to explain evil and trouble, Pandora's Box.
- 2) Religious life and beliefs were explained through myths which were sacred and contained some truths. For example, the story of Ra, the Sun God (Egyptian beliefs).
- 3) Divinities with supernatural powers were part of the myths. These characters were greater than any human being but were guided by human emotions. For example, stories about Zeus (Greek and Roman beliefs).

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



Ancient Civilizations

An Integrated Unit for Grade 5

Description

Students examine art prints from ancient times in order to learn about art as storyteller. After reflecting on what art reveals about the people that created it, they create a storyboard and a piece of art that retell a myth from the civilization they are studying.

Expectations

- 5a28 • describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (especially on ways in which an artist has used the elements of design to clarify meaning) and on their own knowledge and experience;
- 5a29 • use correctly vocabulary and art terminology associated with the specific expectations for this grade.
- 5e6 • produce media texts using writing and materials from other media (e.g., an advertisement for radio or television);
- 5a26 A • produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;
- 5z12 A – formulate questions to develop a research focus (e.g., What farming methods were used by the Aztecs? How did trade between early African civilizations contribute to mutual prosperity? How did social organization differ among various North American First Nation peoples?);

Groupings

- Students Working Individually
- Students Working In Small Groups
- Students Working As A Whole Class

Teaching / Learning Strategies

- Inquiry
- Sketching To Learn
- Model Making

Assessment

5a26, 5z12 - Assess each group's piece of art and the completed storyboard using the Artists in Ancient Times Rating Scale provided.

Assessment Strategies

- Performance Task

Assessment Recording Devices

- Rating Scale

Teaching / Learning

DAY ONE - Inquiry:

1. Divide the class into small groups.
2. Give each group an art print of ancient art works and tell them to discuss and respond to the following questions in their groups: "What story or message is told in the picture?" "What medium is being used to tell the story?" "What does this tell us about the people?"
3. Invite a member from each group to act as "Art Expert" and share their interpretations with the class.
4. Gather the whole class together and display another art print.
5. As a class, go through the same questions again. Discuss and chart class responses.
6. Brainstorm and chart a list of the mediums used by artists of ancient times. Remind students that the materials used by artists of ancient times came from the natural environment. Discuss the availability of mediums in relation to each of the civilizations students are studying.

DAY TWO - Sketching to Learn:

7. Have students meet in their museum groups to review the myth they read during Subtask 4.
8. Students work together to summarize the myth.



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9. Each group creates a storyboard of the main events in their myth.
10. Groups discuss the various mediums they could use to retell the myth artistically, then decide which art form they would like to use to tell their myth. Encourage students to look at pictures of art work done by people in the civilization they are studying to help them get ideas.
11. Students should begin to work on their art. The art work should retell the main events outlined in their storyboard.

DAY THREE - Model-Making:

12. Give students the entire class to complete their art. While some group members are completing the art, other group members should be completing a coloured, final copy of the storyboard.

Adaptations

Teachers are encouraged to complete this area of the subtask to meet the individual needs of the students in their own class. To find suggestions for specific adaptations for students with special needs, access the Teacher Companions provided in the planner by clicking on the Venn Diagram symbol on the bottom left-hand corner of this screen.

Resources

	Artists in Ancient Times Rating Scale	5_Artist Rating Scale.cwk
	Ancient Art Prints	Local Art Galleries/Royal Ontario Museum/School Board Library
	various art supplies	as needed
	8 1/2" x 11" white paper	1
	coloured pencils	1 pack
	pencils	1
	myths from Subtask #4	1



Ancient Civilizations

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Notes to Teacher

Students make connections between people, their art, and how it reflects their environment, daily life, and beliefs. They use the artifact they create to represent a myth from their civilization. It is presented during the culminating task as part of students' museum displays.

An alternative to using art prints for this task is to find pictures of ancient art works in various print resources.

Some suggested materials for creation of the artistic interpretation are:

- plates (recreation of ceramic plates with paper plates or cheap white plates)
- mosaic (use pieces of coloured paper or real tiles)
- vases (use papier mache and paint, or cans covered with decoupage)
- sculpture or relief pictures (plasticene or clay)

Use class art time to complete this subtask.

Depending on your classroom supplies, more unusual materials may need to be brought in by students. A second alternative is to send a letter home with students requesting donations of a variety of materials.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



Description

Beginning with a world map, students locate Canada on the map. Students map the boundaries of the ancient civilization they are studying, examine the civilization's proximity to the equator and bodies of water, and make a connection between location and its potential effect on life in the civilization.

Expectations

- 5z17 A – use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities;
- 5z14 A – use graphic organizers and graphs to sort information and make connections (e.g., Venn diagrams comparing governments, subject webs illustrating physical needs, year-round calendar to show agricultural cycles, bar graph for temperature data);
- 5z22 A • summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures;
- 5e49 A • contribute and work constructively in groups;
- 5z21 – report on the relevance to modern society of selected scientific and technological discoveries made by early civilizations (e.g., written language, astronomy, irrigation, mathematics, navigational instruments, medicine, architecture, the mining and smelting of metals).
- 5z18 – use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations.
- 5z1 A • identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;

Groupings

- Students Working As A Whole Class
- Students Working In Small Groups
- Students Working Individually

Teaching / Learning Strategies

- Lecture
- Map Making
- Discussion
- Learning Log/ Journal

Assessment

5e49 - Use the Group Work Checklist provided to assess student performance in group work.

5z1, 5z14, 5z17 - The Learning Log will be assessed by the same rubric throughout this unit, although different expectations have been attached to suit the needs of the subtask.

5z17, 5z22 - Collect both maps and use the map checklist provided to determine whether students have understood the importance of accuracy and attention to detail in mapping. In addition, ensure that all information is recorded accurately and that all colouring has been done correctly.

Assessment Strategies

- Observation
- Learning Log

Assessment Recording Devices

- Checklist
- Rubric

Teaching / Learning

Ancient Civilizations

An Integrated Unit for Grade 5

Mapping

Subtask 6

~ 80 ins



DAY ONE - Lecture/Map Making:

1. Distribute world maps to all students. While looking at an overhead of a world map, ask the students what every map should have (i.e. compass rose, legend that may include symbols for topography, title, colour, labels that are printed [not written with cursive], etc.). Have the students place the compass rose, a box for a legend, and a title on their maps while you are adding them to the overhead map.
2. Review the importance of neatness in colouring and labelling maps. If a map is not tidy, it cannot be easily read and is less likely to be accurate.
3. Refer students to a world map in an atlas and tell them to colour all bodies of water in blue and to put the names of the major oceans and seas on the map. (Pacific, Atlantic, Indian, Arctic, Antarctic, Mediterranean Sea, Gulf of Mexico, Red Sea). Add the bodies of water to the overhead map as students are working.
4. Draw the equator on the overhead map. Tell the class what this line indicates in terms of climate.
5. Have the students draw and label the equator on their maps, then use a red pencil crayon to shade the land portions of the map in order to indicate the gradual cooling as you go north or south of the equator. The red should be darkest at the equator area, becoming lighter as the shading becomes farther from the equator. Model how to show this in the map's legend, and discuss the reason we would need to tell the reader of a map what the colours are for.

DAY TWO - Map Making Continued:

6. Briefly review what students learned last day about the important parts of a map, the equator, and bodies of water.
7. Hand out a new copy of the same world map students used last day, but this time include the equator on the map before it is handed out.
8. Ask students to refer to a political world map in their atlases to locate Canada, then to draw and colour it on their maps.
9. In addition, give students some time to add a title, compass rose, and legend to their maps again.
10. Discuss: Where is Canada in relation to the equator? What is the climate in southern Canada? What is the climate in northern Canada? How does the distance of Canada from the equator affect its climate?
11. Give the overlays described in the Notes to Teacher to each group so that they can locate and draw their civilization on their own maps.

Discussion:

12. On chart paper or on the blackboard, write the following questions:
 - a] Describe where the ancient civilization you are studying is located in relation to the equator. Describe where it is in relation to bodies of water.
 - b] What might the climate be like where the civilization is located?
 - c] How do you think distance from a body of water would have affected life in the civilization? Would the distance from water have caused problems or would it have been helpful? Why do you think so?
 - d] Compare the location of Canada and the location of your museum civilization. What is similar? What is different?
13. One person from each group should share the group's charts with the class. As groups are sharing their findings, place the overlay they used on the overhead for the class to see. By the time you are finished layering all of the maps on the overhead, students will be able to compare the locations of each civilization to each other and to the location of Canada.
14. Examine the final map created on the overhead and discuss the locations of the civilizations. Ask: "What do these civilizations have in common?" (Perhaps they are all near a major body of water.) "Why do you think it would have been important to be located near water?"
15. Summarize students' responses to the above questions and draw conclusions as a class.



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Learning Log:

16. Tell students to draw conclusions that summarize and synthesize their learning with respect to the geographic location of their ancient civilization. In their Learning Logs students should answer questions a) and b) from step twelve, for their civilization.

17. Allow students time to discuss their ideas about the above questions with their museum groups as they write.

Adaptations

To accommodate for the needs of students with learning difficulties, in this subtask the following accommodations could be incorporated into the lesson plan:

- * provide students with maps that are partially completed but still require some minimal work;
- * ensure that, while students are working, they are being observed to help correct any problems as they occur.

To accommodate for the needs of students identified as gifted, in this subtask the following accommodations may be incorporated into the lesson plan:

- * have students locate and place their civilization on a modern political map;
- * incorporate into the Learning Logs assignment a comparison of the modern location to its ancient location.

Resources

	Group Work Checklist	6_Group Work Checklist.pdf
	rulers	1
	blue and red coloured pencils	1
	colour overhead of world map	1
	ancient civilization transparencies	1
	chart paper	1
	blank world map	1
	overhead projector	1



Notes to Teacher

The final product coming out of this subtask, a coloured and labelled map of each group's museum civilization as well as a Learning Log reflection, is used as part of the display during the culminating task. These pieces of work demonstrate students' understanding of the relationship between life and environment.

World maps are made into transparencies to be used as overlays. Create one transparency of a world map for each museum group. Draw an outline of a map of each ancient civilization onto the transparencies. For example, if Ancient Egypt, Ancient Maya, and Ancient India are being studied, then create one transparency map of each civilization. There should be one transparency map for each museum group.

It is important to discuss the fact that maps have changed over time. In order to determine the location of the civilizations for the maps that students have been given, the teacher looks at various maps of ancient civilizations and determine an approximate location on the modern world map.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



Ancient Civilizations

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Description

The teacher models how to make connections between the environment and lifestyle by discussing the relationship between Canada's location and climate, and the lifestyle of Canadians.

Expectations

- 5z1 A • identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- 5e45 A • communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions;
- 5z16 – use knowledge of map-making techniques and conventions to map sites of early civilizations (e.g., grids and direction symbols to show locations; colour and shading to show elevations/physical features);
- 5z6 – explain how two or more early civilizations shaped and used the environment to meet their physical needs for food, homes, clothing, and health (e.g., use of irrigation in agriculture in Egypt, planting of olive groves and orchards in Greece, use of bamboo for homes in China, pottery making in Mesopotamia, growing of maize by Mayans, use of cedar trees by Haida people);
- 5z17 – use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Discussion
Mini-lesson
Learning Log/ Journal

Assessment

5e45, 5z1 - Use the Learning Log Rubric provided to assess student responses.

Assessment Strategies

Learning Log

Assessment Recording Devices

Rubric

Teaching / Learning

Discussion/Mini-Lesson:

1. Post a chart with the headings: Climate, Landforms, Activities, Clothing.
2. As a class, discuss the various seasons. Enter this information in the right column of the chart. Make sure the students address all of the seasons.
3. As a class, discuss what activities students do during each season. Note these on the chart in the appropriate place. Repeat for the types of clothing students wear in each season.
4. Ask students questions such as: "Why don't you wear a snowsuit in the summer?" "Why don't you swim at the beach in the winter?"
5. Hand out atlases to the class and have students find a topographical map of Ontario.
6. Discuss what the lines are on the map and what they stand for. Remind students that these lines, called contour lines, get closer together when the land is more sloped or elevated, and further apart when the slope of the land is less noticeable. For example, a mountain would be illustrated on a map with many contour lines placed close together, while a hill would be shown by fewer contour lines placed farther apart.
7. Tell students to look at the map and identify the type of land found in your region of the province. Discuss.
8. Ask: "How do you think the types of landforms in our area affect the kinds of activities we do?" Get the



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8. Ask: "How do you think the types of landforms in our area affect the kinds of activities we do?" Get the discussion started by referring to recreational activities such as cross-country or downhill skiing.

9. Refer students to a world map. Tell them to look at the proximity of their local area to the equator. Ask: "How do you think the location of our community in relation to the equator has affected the way we live?"

Relate this discussion back to Subtask #6: Mapping. Discuss.

Learning Log/Journal:

10. Ask them to: "Discuss how the environment affects our lives." Have students complete a *Retell, Relate, Reflect* style response to this question in their Learning Logs.

Retell: Describe the environment, climate, and landforms in our community.

Relate: Summarize how the environment, climate, and landforms in our community affect the way we live.

Reflect: Knowing what you know about how environment, climate, and landforms affect the way you live, what conclusions can you draw about the effects of these things on people in ancient communities?

Adaptations

To accommodate for the needs of students with learning difficulties, in this subtask the following accommodations could be incorporated into the lesson plan:

- * check in with the student regularly;
- * provide preferential seating as necessary to assist with focussing and maintaining attention. The front of the class may be beneficial;
- * use visual aids, demonstrations, simulations, and manipulatives to ensure that students understand concepts presented;
- * make use of overheads and keep each overhead for later review by the student;
- * provide a copy of peer or teacher notes to allow student to focus on listening;
- * provide opportunities to 'pair - share' or activity breaks to assist the student's ability to focus on instruction.

Resources



Atlases - class set



The Atlas of the Bible Lands: People, Daily Life and Traditions Andrea Due



chart paper or blackboard

1

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Notes to Teacher

This lesson is done as a whole class. The focus is always be on the effect of environment on the lives of students in order to help them understand the relationship between environment and its effect on daily activities.

Gather posters from the Ontario Ministry of Tourism and Recreation that show different activities and landforms to support your lesson.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



Ancient Civilizations

An Integrated Unit for Grade 5

Description

Students work in their museum groups to research and prepare a seminar relating to the impact of the environment on ancient civilizations.

Expectations

- 5z1 A • identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- 5z16 A – use knowledge of map-making techniques and conventions to map sites of early civilizations (e.g., grids and direction symbols to show locations; colour and shading to show elevations/physical features);
- 5z6 A – explain how two or more early civilizations shaped and used the environment to meet their physical needs for food, homes, clothing, and health (e.g., use of irrigation in agriculture in Egypt, planting of olive groves and orchards in Greece, use of bamboo for homes in China, pottery making in Mesopotamia, growing of maize by Mayans, use of cedar trees by Haida people);
- 5e3 A • organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
- 5e54 A • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
- 5e46 A • ask and answer questions on a variety of topics to acquire and clarify information;
- 5e49 A • contribute and work constructively in groups;
- 5e56 A – use appropriate words and structures in discussions or classroom presentations;

Groupings

Students Working As A Whole Class
Students Working In Small Groups

Teaching / Learning Strategies

Review
Collaborative/cooperative Learning
Direct Teaching

Assessment

5e3, 5e54, 5z1, 5z6, 5z16 - Use the Seminar Presentation Rubric to assess the student presentations. The same rubric should be provided for students to use for peer assessment of the presentations.

5e46, 5e49, 5e56 - Use the Group Work Checklist provided to assess student work with their groups.

Assessment Strategies

Classroom Presentation
Observation

Assessment Recording Devices

Rubric
Checklist

Teaching / Learning

DAY ONE - Review:

1. Review Subtask 7: Environment and Daily Life, by asking students with high-quality written responses to share them with the class. Discuss their content.
2. Model how to make connections between the environment and lifestyle by discussing the relationship between Canada's location and climate and the lifestyle of Canadians in different parts of the country.
3. As a class, create a chart with the following headings and complete it for each region in Canada, encouraging students to contribute ideas as much as possible: Climate, Landforms, Activities, Clothing.

Collaborative/Cooperative Learning:



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4. Direct each museum group to look up the climate and landforms for their ancient civilization.
5. Students use this information to help them complete an environmental impact chart for their civilization. This chart could follow the same structure as that created for Subtask 7, but requires students to do research on each subject included in the chart.
6. Give students time to complete their charts.

DAY TWO - Direct Teaching:

7. Once groups finish their charts, tell the class exactly what a seminar is, and what type of criteria needs to be met for a successful seminar.
8. Hand out "How to Present a Seminar" (BLM 8.1) for students to refer to as you explain the contents to the class.
9. Set a due-date for the seminars.
10. Hand out the rubric that will be used to assess the seminar presentations.
11. Discuss the rubric as a class, prompting students to try to describe examples of the things level three and level four seminars will contain. Remind students to refer to the rubric as they complete their presentation planning.
12. Discuss goal-setting for the process of planning the seminars. Write a model goal chart on the board and describe how they are expected to fill one out as students follow along on their handout.
13. Have groups meet to create and fill in their own group action plan chart for completion of the group seminar presentation assignment.

DAY THREE - Collaborative/Cooperative Learning

14. Give each group time to prepare for their seminar presentations about the effect of the environment on the ancient civilization for which they are responsible.

DAY FOUR - Peer Teaching:

15. During this day of the subtask, students present their seminars to the class. Before they begin, review the seminar presentation rubric as a class, then select students in the class to assess their peers during the presentations. Try to have different students assess each presentation.

Adaptations

The adaptations for this lesson may vary depending upon how the groups studying ancient civilization were created. If a group has been established that will always require assistance, then it should be given the information on climate and landforms. The teacher should also help such a grouping get started by reviewing what the specific climatic conditions are and what that would mean to the people who live there. This group may require teacher guidance to prepare for their seminar.

Resources



Seminar Presentation Rubric



How to Present a Seminar (BLM 8.1)

8.1_seminar.cwk



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chart paper

1



materials with information on climate and landforms for each civilization

Notes to Teacher

Students answer the question: "How did the natural environment shape the culture of your museum civilization and how did it affect how these needs were met?" as they research and prepare for their seminars. Examples of the above are shown in the culminating task through models/examples of food, shelter, clothing, etc. This task provides students with the background that they need to complete and accomplish this.

It is most important that a review of Subtask 7 occurs. Post the chart created during Subtask 7 for student reference.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



Ancient Civilizations

An Integrated Unit for Grade 5

Description

Students formulate questions for research, and then locate, assess, and list relevant resources for use in Subtask 10 as well as the research component of the culminating task.

Expectations

- 5e34 A – use research skills (e.g., formulate questions, locate information, compare information from a variety of sources);
- 5z1 • identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- 5z2 • use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
- 5z3 • show how innovations made by various early civilizations have influenced the modern world.
- 5z15 A – compare maps of early civilizations with modern maps of the same area;
- 5z16 A – use knowledge of map-making techniques and conventions to map sites of early civilizations (e.g., grids and direction symbols to show locations; colour and shading to show elevations/physical features);

Groupings

- Students Working In Small Groups
- Students Working Individually

Teaching / Learning Strategies

- Discussion
- Lecture
- Research

Assessment

5e34, 5z15, 5z16 - Use anecdotal notes to record observations of the recommendation sheets completed by students. Look for accuracy and the clarity of the student's explanation of their choice.

Throughout the student work periods for this project, use the Group Work Observations Checklist provided at regular intervals to assess student group work behaviours, and anecdotal notes to assess how well students are handling the research and inquiry process and connecting big ideas.

Assessment Strategies

- Observation

Assessment Recording Devices

- Anecdotal Record

Teaching / Learning

Discussion:

1. Discuss aspects of present-day life that would show people in the future relevant information about our civilization. Record student ideas on chart paper.
2. Through further discussion, have students classify their ideas, then identify those categories that are most relevant to our study of ancient civilizations. The idea summarized by these topics should be the interconnectedness of each aspect of life.

Inquiry:



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3. Introduce the list of verbs from Bloom's taxonomy by showing them to the class on the overhead projector (BLM 9.2). Tell students that these words are a great tool to use when creating thought-provoking questions for research.
4. Have students work in their museum groups to formulate six focusing research questions with the help of the Bloom's taxonomy verbs. These questions should be in-depth questions which address all of the overall expectations regarding the environment, technology, and the impact of the museum civilization on modern day. Students write these questions on a halved piece of chart paper.
5. Post the group's questions for students to refer to throughout their research.

Lecture:

6. Introduce students to the location of a variety of sources of information on ancient civilizations, identifying the types of resources and the pros and cons of each.
7. Model how to evaluate the appropriateness of the material and how to determine its usefulness without reading the entire resource.
8. In addition, ask the teacher-librarian (if possible) to discuss how to find the information needed to fill out the "Resource Sheet" (BLM 9.1) correctly.

Research:

9. Give each member of each ancient civilization museum group a copy of "Resource Sheet" (BLM 9.1).
10. Students find four appropriate sources of information and record them on their sheet. Tell group members that they each evaluate four different resources that may contain information pertaining to their research topic.
11. Students then file the sheets in their group's folder for reference during the research periods before the culminating task.

Adaptations

To find suggestions for specific adaptations for students with special needs, access the Teacher Companions provided in the curriculum planner by clicking on the Venn Diagram symbol on the bottom left-hand corner of this screen.

Resources

 Resource Sheet (BLM 9.1)	9.1_Resource Sheet.cwk
 Bloom's Taxonomy Words (BLM 9.2)	9.2_Bloom's.cwk
 chart paper	1



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Notes to Teacher

Students require the skills taught and information collected in this lesson in order to complete their research for the culminating task.

Book time in the Library/Resource Centre for this activity. If possible ask the teacher/librarian to work with you on this lesson. S/he will have a great deal of expertise to share in the area of research skills and students will enjoy being taught by an "expert".

If you do not have a Library/Resource Centre, make sure you have enough sources of information available for the students to succeed at their investigations.

Talk to students about the various types of materials available for research. Limiting the materials will help with the process of collecting information. It is suggested that you use books (found in the nonfiction section of the resource room) that have a table of contents, index and glossary; encyclopedias (with indexes, ancient civilizations listed, subtopic sections within civilizations); web sites (know who created the site, government sites are preferable, organizations such as National Geographic or the Smithsonian Institute are good); atlases (which include indexes, various forms of maps [i.e.. landforms, climate]); and CD-ROMs (which have search engines, pictures and text, and are published by reputable companies). Be familiar with board policies about copyright and use of the Internet, and followed the required procedures.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



Ancient Civilizations

An Integrated Unit for Grade 5

Description

In small groups, students examine aspects of government, economy, and hierarchies in various civilizations and share their learning with peers through a jigsaw approach. A consolidation of student learning occurs when students complete a Learning Log response relating their museum civilization to another ancient civilization.

Expectations

- 5z7 A – compare how two or more early civilizations were governed (e.g., pharaohs in Egypt; early democracy in Greece; emperors in China; republican government in Rome; nobles, priests, and military in Aztec society; chiefdoms in the Indus Valley; city states on the Swahili Coast; clan mothers and chiefs in the Iroquois Confederacy);
- 5e2 A • use writing for various purposes and in a range of contexts, including school work (e.g., to summarize information from materials they have read, to reflect on their thoughts, feelings, and imaginings);
- 5e49 • contribute and work constructively in groups;
- 5z5 – describe the physical features and climate of two or more regions where early civilizations developed (e.g., the flood plains of the Tigris and Euphrates Rivers, the Nile River Valley, the inland delta of the upper Niger River, the mountainous islands of Greece, the fertile plains of China, the rain forest of the Amazon, the deserts of the United States);
- 5z11 A – identify and compare the distinguishing features of two or more early civilizations (e.g., class structure, location, governance, beliefs, arts).

Groupings

- Students Working As A Whole Class
- Students Working Individually
- Students Working In Small Groups

Teaching / Learning Strategies

- Research
- Note-making
- Jigsaw
- Retelling

Assessment

5e2, 5z7, 5z11 - Use the Learning Log Rubric provided to assess student responses to the writing assignment on the final day of the subtask.

5e2 - Collect point-form notes after students have used them to write the paragraphs. Take anecdotal notes on how effectively students organized their notes as well as how well they took the notes using point form in their "own words".

Assessment Strategies

- Response Journal
- Observation

Assessment Recording Devices

- Rubric
- Anecdotal Record

Teaching / Learning

DAYS ONE AND TWO - Research:

1. Write the words: *economy*, *government*, *hierarchies* on the chalk board.
2. Select three student volunteers and give each a dictionary to find the first term in a "dictionary race".
3. After the student reads the definition to the class, ask other class members to help you put it into their "own words". Write the reworded definition on the board.



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4. Repeat steps two and three for each term.

Note-Making:

5. Review the definitions the students have found. Ask them to think of other words that have the same meaning or relate to the topic for each of the words (e.g., economy, manufacturing, jobs, natural resources, products, trade, etc.).
6. Create a list of other words for economy, hierarchies, and government. Make sure this list is available for all students as they begin their research.
7. Review the use of an index both within a book and within an encyclopedia. Discuss how an index is organized and what the numbers beside each word mean.
8. Challenge each group to look up one word and give the page number. Go directly to the group and check their findings.
9. Tell students that they work in their museum groups to collect data about the economy, hierarchies, and government of their ancient civilization.
10. Review expectations regarding point form notes. Discuss their appearances and remind students that point form notes are also to be written in their "own words." Provide a sample of a point form note and display it on an overhead. Point form notes will be collected and assessed at the end of this subtask. This is worth sharing with students now in order to emphasize their importance.
11. The group members should divide up the research work and report back to their group when they have finished.
12. Once group members are finished their research, they should ensure their notes clearly convey the important information. Share findings with group members while group members take notes.
13. When finished, each museum group should have notes on each research topic.
14. Give every student three enlarged copies of the handout titled "Fact Wheel (BLM 10.1)" and have them copy their group's notes into the appropriate spaces.

DAY THREE - Jigsaw:

15. In museum groups, have students number off from one to four.
16. Using the jigsaw approach, have all number ones meet as a group, all number twos meet as a group, etc.
17. Tell students that they are responsible for teaching their *new* group members about the economy, hierarchies, and government of their museum civilization. The other group members are responsible for learning about the other civilizations and copying the other groups' notes into the appropriate spaces on their fact wheels.
18. When this task is finished, every student should have three fact wheels that describe four ancient civilizations: one describes economy for four civilizations, one describes beliefs, and one describes government.
19. Give students brass fasteners to put their fact wheels together.

DAY FOUR - Relate:

20. Discuss similarities in the government, economy, and hierarchies, of the ancient civilizations they have learned about.
21. Discuss any differences between the ancient civilizations they have learned about.
22. Tell students to use their Learning Logs to describe what they have learned about these three aspects of ancient civilizations.

Adaptations

Suggested adaptations specific to this subtask for students identified as having a learning disability are:



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Subtask 10

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~ 200 ins

- teach visual strategies for note making (e.g., use of diagram/picture to represent content);
- write important definitions and ideas on the board or on a handout;
- allow plenty of time for copying;
- provide a print copy of chalkboard notes, if necessary (e.g., photocopy of teacher or peer's note, peer's note written on NCR paper);
- encourage group production of summary notes;
- allow the student if necessary, to tape notes instead of writing them, for later review;
- model and teach highlighting of main ideas, making margin notes, etc.

To accommodate for the needs of students identified as having behavioral/emotional disorders, the following accommodations could be incorporated into this subtask:

- * set limits and boundaries consistently, predictably, promptly, and plainly;
- * acknowledge and praise/reward acceptable behaviour;
- * apply consequences fairly and consistently;
- * announce what you are going to say before you say it, say it, then summarize it. This kind of structure helps to 'glue' the ideas in place;
- * talk through the process required to complete the task.

Resources

	Fact Wheel Cover Sheet (BLM 10.2)	10.2_Fact Wheel Cover Sheet.cwk
	Fact Wheel Research Sheet (BLM 10.1)	10.1_Fact Wheel Rsrch Sheet.cwk
	Various Resources on Ancient Civilizations	
	dictionaries	3
	brass fasteners	1



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Notes to Teacher

The information collected and placed in the fact wheels for this lesson is used as part of the museum display in the culminating task.

The first two days of this subtask would be best completed in your school's Library/Resource Centre.

Encourage students to question in order to make connections. Guide them to connect the facts they learn about their museum civilization's economy, class structure, and government to the overriding beliefs of the civilization. How do these parts of the civilization reflect the beliefs?

The concept of economy is a difficult one for students to understand.

A suggestion for teaching this idea is to begin with natural resources, using Canada as the sample country. After the notion of natural resources is established, ask the students, "What can you do with a tree?". Write all their ideas on the chalkboard, then challenge them to tell you how they would create the different items they listed. They begin to talk about manufacturing or factory work. This is the second step in discussing economy.

Next, ask the students, "What does a factory do for the people in the area where it is built?"

Once the students have realized that it creates jobs ask, "Why do people need jobs?"

They may answer, "To make money." Talk about profit and how it is distributed between workers, owners, purchasing materials and equipment. Also, discuss how the goods create jobs for other people (for instance, those in retail businesses).

A chart can be set up to show natural resources, manufacturing, jobs, trade, money.

This step-by-step lesson helps students understand the concept of economy.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



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Description

Students use the Internet to help them research and describe how the knowledge developed by early civilizations has affected modern society, using a series of advance organizers to help them record their results.

Expectations

- 5e22 A • read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;
- 5z3 A • show how innovations made by various early civilizations have influenced the modern world.
- 5z10 A – identify some scientific and technological advances made by two or more early civilizations (e.g., written language, calendar, time-keeping methods, invention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqueducts, metalwork);
- 5z13 A – use primary and secondary sources to locate information about early civilizations (e.g., primary sources: artefacts, field trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);
- 5z25 A – describe the structure and components of Canada's federal, provincial/territorial, and municipal governments;

Groupings

Students Working As A Whole Class
 Students Working In Small Groups
 Students Working Individually

Teaching / Learning Strategies

Advance Organizer
 Brainstorming
 Review
 Computer Assisted Learning
 Learning Log/ Journal

Assessment

5z3, 5z10, 5z13, 5z25 - Use the Learning Log Rubric provided to assess student responses to the writing assignment on the final day of the subtask.

5e22 - As students are working on the computer, circulate through the room and stop to talk to students. Ask them to explain what influenced their decision to record a particular fact in their chart. Use their responses to note the students' abilities to read factual resources for the purpose of research. Write anecdotal notes for individual students.

Assessment Strategies

Learning Log
 Performance Task

Assessment Recording Devices

Rubric
 Anecdotal Record

Teaching / Learning

DAY ONE - Advance Organizer:



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1. Hand out the advance organizers titled: "Ancient Civilizations Technology: Homes" (BLM 11.1), "Ancient Civilizations Technology: Roads" (BLM 11.2) and "Ancient Civilizations Technology: Water Supply" (BLM 11.3).
2. Examine the advance organizers as a class. Have students think about the way the handouts are organized. What does this tell them about how they are used? What strategy should they use for recording data on the pages? What should they do before they start this or any research activity? Discuss.

Brainstorming:

3. Working as a class, brainstorm prior knowledge of the topics outlined on the handouts. At this point, students should be able to contribute a great deal.
4. Model your expectations for completion of the chart by recording student responses on chart paper copies of the handouts. Take one point from each group, if possible, to balance the view of technological contributions to present day across the many ancient civilizations.

Review:

5. Tell the class that the Internet is a useful resource to find information about museum civilization. Students should then use the information they collected to complete their charts.
6. Review, using keywords to focus research (taught in Subtask 9). Discuss how this skill can be helpful when using a search engine.
7. Go over Internet safety rules and review the steps required to access a website. Provide students with the names of some appropriate websites to help narrow their search.
8. Access one of the websites suggested and model the steps as you describe them. Research a civilization that students are not studying, and think out loud about the information you find, deciding what research is important, and what is not.
9. Record the important information in your chart as you find it, thinking out loud as you do so.

DAYS ONE TO THREE - Computer Assisted Learning:

10. Give students time to complete each handout independently.

DAY THREE - Learning Log/Journal:

11. Students should meet with their museum groups to share their research.
12. Prompt groups to discuss the question: "What is the most significant technological innovation that you discovered in your research? Why do you think so?" "What technologies do we have today as a result of the ancient civilizations we have studied?" "How is your life better because of a technology created during ancient times?" "What technologies do we have now that did not exist in ancient times?" "Do these technologies improve our lives? Explain."
13. After groups have had time to share their thoughts, direct students to reflect on their learning in relation to the same questions in their Learning Logs.

Adaptations

To accommodate for the needs of students identified as gifted, in this subtask, the following accommodations may be incorporated into the lesson plan:

- * do not give students names of websites, and allow them to use the search engine to access sites containing the information required;
- * pair students with peers who require extra help using the Internet.

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To accommodate for the needs of students identified as having a learning difficulties as well as student who speak English as a second language in this subtask, the following accommodations may be incorporated into the lesson plan:

- * pair students with peers who require an extra challenge;
- * modify reading and writing expectations in completing the chart component of the assignment (e.g., accept word, phrase or sentence answers, depending upon level of language proficiency);
- * allow extra time to complete task.

Resources

- | | |
|---|-----------------|
|  Ancient Civilizations Technology: Homes (11.1) | 11.1_Houses.cwk |
|  Ancient Civilizations Technology: Roads (BLM 11.2) | 11.2_Roads.cwk |
|  Ancient Civilizations Technology: Water (BLM 11.3) | 11.3_Water.cwk |
|  Link to Learning | |

**Ancient Civilizations****An Integrated Unit for Grade 5****Notes to Teacher**

As a result of this subtask, students develop a more thorough understanding of how design and technology in early civilizations have impacted on modern Canada. Students use the research they collect to assist them in completing their final research projects for the culminating task.

Book your school's computer lab, or arrange for your students to go to the library/resource center in small groups to complete this activity using print resources if you do not have access to computers.

The teaching portion of this subtask may require modification based on the availability of computers.

This subtask assumes that students have had some prior experience with Internet research. However, it would be pertinent to review the use of keywords to direct any research, in books or on the Internet.

Although the websites provided have been investigated by the writers, any time you have students access websites it is important to visit the sites and preview the materials. It is also important to check any links at least two steps away from the original site to ensure students will not come into contact with inappropriate material.

As websites are constantly changing, and as websites can be set up by anyone, it is also important to review Internet safety skills with students, such as: do not give anyone your name or any other personal information; do not agree to meet anyone you talk to on the Internet in person; do not believe everything you read on the Internet, as anyone can create a website and publish information.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



Ancient Civilizations

An Integrated Unit for Grade 5

Description

Student groups create an artifact to meet an identified need for the civilization they are studying. The relationship between necessity, available resources, and invention is examined.

Expectations

- 5z19 A – make connections between some elements of modern life and similar elements from early civilizations (e.g., the Olympic ideal, democracy, money as a medium of exchange, citizenship, philosophy, mythology, trade, social structures, legal systems, theatre, architecture);
- 5s122 A – communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentations, written notes and descriptions, drawings, and charts (e.g., draw a labelled diagram of the water cycle).
- 5e7
- revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience;
- 5e5 A
- produce pieces of writing using a variety of forms (e.g., stories, poems, reports), narrative techniques (e.g., first- and third-person points of view, dialogue), and materials from other media (e.g., illustrations);
- 5a26
- produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;
- 5e10 A
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 5z2
- use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
- 5z3
- show how innovations made by various early civilizations have influenced the modern world.

Groupings

- Students Working In Small Groups
- Students Working Individually

Teaching / Learning Strategies

- Problem-solving Strategies
- Advance Organizer
- Model Making
- Writing Process

Assessment

5e5, 5e10, 5s122, 5z19 - Have students assess themselves on the completion of their procedures using the Procedural Writing Rubric provided. They should also write one strength, one weakness, and a next step for themselves on the back of the rubric. Collect the procedure and the rubric that each student has completed. Assess the procedure using the same rubric and add your comments to the back.

You may wish to take anecdotal notes for your Learning Skills records regarding how accurately the student has used the rubric to assess his/her work as well as the appropriateness of the comments the student has written for him/herself.

Assessment Strategies

- Self Assessment
- Essay

Assessment Recording Devices

- Rubric

Teaching / Learning

DAY ONE - Concept Clarification:

1. Write a need on a piece of chart paper, a resource on a different piece of chart paper, and a resulting



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invention on a third piece of chart paper. Ask the class to look at the three words and to think about what categories they might belong to.

2. Add two more examples to each list, pausing between each to let students ponder the categories.
3. Challenge students to help you to add to each list, but remind them not to tell the rest of the class what the categories are.
4. When you are fairly sure that the majority of the class knows what the categories are, ask a volunteer to share the answer.

Problem Solving:

5. Place a number of modern objects before student groups.
6. Tell students that every invention has been created out of the needs of a group of people. For example, the fishing net was likely created when someone decided that they needed a way to catch fish that would keep them dry and also catch a number of fish at one time.
7. Inventions are also created based on the technology and materials available to the people at the time. Ask: "What kinds of materials might have been available when the fishing net was invented?" "What technologies (abilities) might the people who invented fishing nets have had in order to help them construct their invention?"
8. Ask students to examine the object given to their group and to discuss what the object is used for. Encourage them to hypothesize about what needs it meets in modern society. What materials had to be available for it to be created? What technologies must there have been in order for it to be created?
9. Ask students to consider: "What invention might have come before this one?"

DAY TWO - Advance Organizer:

10. Distribute the worksheet titled "Invention Flow Chart (BLM 12.1)". Tell students to create a flow chart with their group members that connects need and resources to the invention and to the modern version. (See blackline master for clarification of this instruction.)
11. Have groups place their completed flow charts on the tables at their groups next to the invention.
12. Instruct groups to rotate around the room to other groups' tables to view flow charts and inventions.
13. Collect the modern objects.
14. Draw a three-column chart on the chalkboard with the following headings: Need, Available Resources, Technology, Invention.
15. Hold up a picture of an ancient artifact and ask the class to hypothesize about the need(s) and available resources that might have led to its creation. As students respond, complete the chart. (This is a good time to briefly discuss with the class the idea that even trained archaeologists are only creating hypotheses about artifacts they find, although their hypotheses are based on a great deal of examination and study.)
16. Have students create and complete a chart like the one on the board for each object.

DAYS THREE and FOUR - Model Making:

17. Tell the class that they are working with their group members today to create models of ancient artifacts for their museum civilization. As they work to create the models, they should keep detailed process notes describing the steps that they follow, because these will be helpful to them later in writing a procedure outlining what they did.
18. Hand out another copy of "Invention Flow Chart (BLM 12.1)" for groups to complete today once they have selected the artifact they will be re-creating.
19. Give students the rest of the period to work on researching an artifact, completing the flow chart, and deciding what materials they will need to collect to create a model of their artifact. Students should choose an artifact that is significant to the civilization.
20. Remind them to keep process notes as they go.



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Adaptations

Suggested adaptations specific to this subtask for students for whom English is a second language are:

- * check often for comprehension by asking questions to make sure that directions and instruction are understood;
- * have students retell in their own words to be sure that directions/instruction have been understood;
- * speak naturally and pause between phrases;
- * modify reading and writing expectations in academic assignments (e.g., shorter passages, focused questions, accept word, phrase, or sentence answers, depending upon level of language proficiency);
- * allow extra time to complete tasks/tests.

Resources

	Procedural Rubric	
	Invention Flow Chart (BLM 12.1)	12.1_Invention Flow Chart.cwk
	chart paper	3 pieces
	lined paper	2 pieces
	modern objects (see subtask notes for ideas)	1
	ancient artifact picture cards	5
	various art supplies	as needed
	overhead model of a simple procedure	1
	overhead projector	1



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Notes to Teacher

The artifact and flow chart created by students during the model making portion of this subtask is used as part of the museum display during the culminating task presentation.

A finished flow chart for a pair of sneakers might contain the following information:

Need: something to protect feet from sharp stones and hot sand when running and hunting

Resources: leather

Resulting Invention: sandals

Invention Now: running shoes

It would be beneficial to have student desks arranged into groups of four for this subtask.

Suggested modern articles for examination might include:

- sneaker
- hair brush
- note paper
- recorder
- calculator
- pencil

The Royal Ontario Museum has ancient civilizations artifact kits available for loan through their education department. The kits contain real artifacts with supporting background information. These kits are worth borrowing for the fee and would be a fantastic complement to this subtask. (See Unit-Wide Resources for contact information.)

The steps below could be added to this subtask as a connection to Grade Five Language Arts. It would increase the time required a further 80 minutes minimum:

21. Place an example of a simple piece of procedural writing on the overhead projector for students to look at.
22. Ask students to tell you what they notice about this form of writing. (e.g.: subheadings, numbered steps, a title, labelled diagrams are used, directions are given.) Clearly write their observations as labels on the overhead.
23. Tell students that they are expected to write a procedure like the one on the overhead describing the steps they took to create the replica of their artifact. Each student is responsible for writing their own procedure.
24. Remind students that they took process notes as they were creating their artifact which should be helpful to them now. Emphasize the importance of being detailed and precise in descriptive language when writing instructions like this.
25. Review the writing process briefly and ensure that students create a rough draft and a revised draft. In addition they need to edit their work and produce a final copy that they proofread one more time before handing their procedure in at the end of this process.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.





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Description

Students prepare for the culminating task (**The Museum of Ancient Civilizations**) by working together to develop criteria for successful research and presentations.

Expectations

- 5z1 A • identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- 5z2 A • use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
- 5z3 A • show how innovations made by various early civilizations have influenced the modern world.
- 5z4 – identify major early civilizations (e.g., Mediterranean, African, Asian, North/Central/South American) and locate them on a world map;
- 5z10 – identify some scientific and technological advances made by two or more early civilizations (e.g., written language, calendar, time-keeping methods, invention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqueducts, metalwork);
- 5z22 • summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures;
- 5z12 – formulate questions to develop a research focus (e.g., What farming methods were used by the Aztecs? How did trade between early African civilizations contribute to mutual prosperity? How did social organization differ among various North American First Nation peoples?);
- 5z15 – compare maps of early civilizations with modern maps of the same area;
- 5z18 – use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations.
- 5z19 – make connections between some elements of modern life and similar elements from early civilizations (e.g., the Olympic ideal, democracy, money as a medium of exchange, citizenship, philosophy, mythology, trade, social structures, legal systems, theatre, architecture);
- 5z20 – compare and respond to myths and legends from two or more early civilizations;

Groupings

- Students Working As A Whole Class
- Students Working In Small Groups

Teaching / Learning Strategies

- Advance Organizer
- Discussion
- Learning Contract

Assessment

Throughout the student work periods for this project, use the Group Work Observations Checklist provided at regular intervals to assess student group work behaviours, and anecdotal notes to assess how well students are handling the research and inquiry process and connecting big ideas.

Assessment Strategies

- Observation

Assessment Recording Devices

- Checklist
- Anecdotal Record



Teaching / Learning

DAY ONE - Introduction to Museum Exhibit Assignment:

1. Hand every student a copy of "Museum Exhibit Assignment" (BLM 13.4).
2. Read through the assignment page to clarify the expectations for each portion of the culminating task, taking the time to suggest timelines for each section. This will help students to set reasonable goals for completion of each piece of the project and increase the likelihood of their success.

Advance Organizer:

3. Hand out "Ancient Civilizations Chart" (BLM 13.1).
4. Ask students to give examples of the types of information they might want to include under each heading in the chart. Note ideas on the board or a chart for students to refer to later if they need help deciding where to record certain facts they identify. Blanks in the chart allow students to record information on other topics.
5. Remind students that they have already completed much of the research that they need to fill in this chart.
6. Note which areas still need to be addressed through research. Students should do the same in their charts.

Learning Contract:

7. Brainstorm and web criteria for a successful research group.
8. As a class, create a rating scale chart to describe group work expectations. This is left posted while students work on the culminating task to remind them of required group work skills.
9. Tell students that this rating scale may remind them of the "Group Work Agreement Sheet" (BLM 13.2) that they sign.
10. Hand out a copy of the "Group Work Agreement Sheet" (BLM 13.2) with each student's name included. Have each student sign the contract next to their name.

DAY TWO - Discussion/Creation of a Project Evaluation Rubric:

11. Explain that mutually established criteria forms the basis for the assessment of student group work, and that work is assessed through self and teacher evaluation of the culminating task's final project.
12. Establish criteria for a Level 3 oral presentation as a class.
13. Help students to use appropriate language to describe the expectations that they will be required to meet.
14. Chart the Level 3 rubric as students write it and leave it posted for students to see.
15. Discuss how the rubric's wording would change for Level two and then how it would change for Level three.
16. Tell students that an important part of completing any project is keeping organized in order to meet deadlines. This is an important life skill that they need for their future success. Hand out "Group Organization Chart" (BLM 13.3) for use in determining and recording the responsibilities of each group member.
17. Establish due-dates for rough work, a pre-presentation conference, and presentation, having students record this information in their *Ancient Civilization Portfolios*, where they keep all of their research rough work and loose papers as they work to complete their projects.

Adaptations

Refer to the suggestions for adaptations made throughout this unit.



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Resources

	Group Work Agreement Sheet (BLM 13.2)	13.2_Agreement.cwk
	Ancient Civilizations Chart (BLM 13.1)	13.1_Ancient Civ Chart.cwk
	Group Organization Chart (BLM 13.3)	13.3_Group Organ.cwk
	Museum Exhibit Assignment (BLM 13.4)	13.4_MuseumExhibitAssignm.cwk
	chart paper	1
	markers	1 box
	ancient civilizations portfolios	1

Notes to Teacher

Although an outline of parameters and components of the final project have been provided, it has been left up to individual teachers to determine the scope and style of the final products based on time constraints, needs and abilities of students.

When introducing this subtask, teachers could dress in role as the curator of the Ancient Civilization Museum once again (see Subtask 2).

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



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Description

Students complete research, then consolidate their research through the writing process, creating a version of their work from which an audience will be able to read and learn. Discussion of the final format of the presentation and display follows as students add finishing touches and prepare for the project sharing and celebration.

Expectations

- 5z1 • identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- 5z2 • use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
- 5z3 • show how innovations made by various early civilizations have influenced the modern world.
- 5z4 – identify major early civilizations (e.g., Mediterranean, African, Asian, North/Central/South American) and locate them on a world map;
- 5z10 – identify some scientific and technological advances made by two or more early civilizations (e.g., written language, calendar, time-keeping methods, invention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqueducts, metalwork);
- 5z12 – formulate questions to develop a research focus (e.g., What farming methods were used by the Aztecs? How did trade between early African civilizations contribute to mutual prosperity? How did social organization differ among various North American First Nation peoples?);
- 5z15 – compare maps of early civilizations with modern maps of the same area;
- 5z18 – use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations.
- 5z19 – make connections between some elements of modern life and similar elements from early civilizations (e.g., the Olympic ideal, democracy, money as a medium of exchange, citizenship, philosophy, mythology, trade, social structures, legal systems, theatre, architecture);
- 5z20 – compare and respond to myths and legends from two or more early civilizations;
- 5z22 • summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures;
- 5e3 • organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;

Groupings

- Students Working Individually
- Students Working In Small Groups

Teaching / Learning Strategies

- Research
- Writing Process

Assessment

Throughout the student work periods for this subtask, use anecdotal notes to assess how well students are handling the writing process.

Assessment Strategies

- Observation

Assessment Recording Devices

- Checklist
- Anecdotal Record



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An Integrated Unit for Grade 5

-
- 5e7 • revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience;
- 5e10 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 5e22 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;

Teaching / Learning

DAYS ONE THROUGH FOUR - Research:

1. Give students time to engage in group research investigating their topic. *Remind them of the value of the research they have already completed during the unit subtasks, and encourage students to use the information they have collected as part of their final projects. Remind them of what they have already created and how it should be used in their projects.*
2. While students are working on their research, conference with students to ensure that students are making the required connections. Remind them to use the research questions and resources collected during Subtask 9.

DAYS FIVE TO SEVEN - Writing Process:

3. During the next three periods, students should work on writing rough drafts of their compiled research, including revising and editing it.

DAY EIGHT - Writing Process Continued (Final Draft/Presentation):

4. If possible, show students some exemplars of high-quality student displays of research from projects done by students in past years.
5. Through leading questions, help students to notice the characteristics of a high-quality visual presentation.
6. When telling students how they can create equally high-quality visual displays, emphasize the importance of planning ahead.

DAY NINE - Review and Plan:

7. Ask students to think back to the seminar presentations they did during Subtask 8. What made the seminars they saw successful? What made certain seminars less successful? What things did they do when planning their seminars that helped them to succeed? How can students use their experiences from those seminars to help them prepare a museum tour presentation to share during the last day of the culminating task?



Ancient Civilizations

An Integrated Unit for Grade 5

8. Tell students to meet with their museum groups and put their museum tour together, then to rehearse it.

Adaptations

Refer to the suggestions for adaptations made throughout this unit.

Resources

Notes to Teacher

The purpose of this subtask is to provide students with guidelines for their final display and project presentation.

Although an outline of parameters and components of the final project have been provided, it has been left up to individual teachers to determine the scope and style of the final products based on time constraints, needs and abilities of students.

It may be helpful to provide art class time for the creation of museum exhibit displays.

Include a general discussion of the final product. What will it look like and include? Have students remembered everything? What should the final presentation displays look like? Should there be a standard display format or should each group be allowed to create their own format?

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



Ancient Civilizations

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Description

Students create exhibits for a **Museum of Ancient Civilizations**. This exhibit demonstrates students' learning about a particular ancient civilization. The museum exhibits include descriptions and examples of clothing, food, shelter, daily life, cultural practices, beliefs, economies and governments. Ancient civilizations studied may include Egyptian, Greek, Roman, Chinese, Japanese, Indian, Mayan, Aztec or others, including the civilization of North American Aboriginal peoples.

Expectations

- 5z1 A • identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- 5z2 A • use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
- 5z3 A • show how innovations made by various early civilizations have influenced the modern world.
- 5z4 – identify major early civilizations (e.g., Mediterranean, African, Asian, North/Central/South American) and locate them on a world map;
- 5z10 – identify some scientific and technological advances made by two or more early civilizations (e.g., written language, calendar, time-keeping methods, invention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqueducts, metalwork);
- 5z22 • summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures;
- 5z19 – make connections between some elements of modern life and similar elements from early civilizations (e.g., the Olympic ideal, democracy, money as a medium of exchange, citizenship, philosophy, mythology, trade, social structures, legal systems, theatre, architecture);
- 5z18 – use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations.
- 5z20 – compare and respond to myths and legends from two or more early civilizations;
- 5z12 – formulate questions to develop a research focus (e.g., What farming methods were used by the Aztecs? How did trade between early African civilizations contribute to mutual prosperity? How did social organization differ among various North American First Nation peoples?);
- 5z15 – compare maps of early civilizations with modern maps of the same area;

Groupings

- Students Working As A Whole Class
- Students Working In Small Groups
- Students Working Individually

Teaching / Learning Strategies

- Advance Organizer
- Learning Contract
- Inquiry
- Research
- Peer Teaching

Assessment

Throughout the student work periods for this project, use the Group Work Observations Checklist provided at regular intervals to assess student group work behaviours, and anecdotal notes to assess how well students are handling the research and inquiry process and connecting big ideas.

Use the Oral Presentation Rubric created by the class to evaluate student presentations. It is suggested that you do this on the parent night by circulating to the different display areas while tours are being given.

On the next day, use the Museum Display Rubric provided to evaluate the written component of student projects. This is a group mark and cannot reflect individual student learning for reporting purposes.

Students should also use the Oral Presentation Rubric and Museum Display Rubric to assess the project they have been assigned.

Assessment Strategies

- Exhibition/demonstration
- Essay
- Observation
- Self Assessment



Ancient Civilizations

An Integrated Unit for Grade 5

~ 80+ ins

Assessment Recording Devices

Rubric
Rating Scale

Teaching / Learning

PRESENTATION DAY - Museum Presentations:

1. Set up an area of the school as a **Museum of Ancient Civilizations**. Display all student projects, including their Learning Logs and artifacts.
2. Have students come dressed as people from the civilization they have researched.
3. Invite students to bring examples of the foods, music, dance, artifacts, or other examples of life from their civilization.
4. Create tour groups made up of students with one member representing each civilization studied.
5. Have each tour group meet at a different civilization exhibit in the museum.
6. Tour groups rotate around the museum, stopping at each exhibit to hear a presentation from the group member who completed that exhibit.
7. As students hear each presentation, they complete the chart titled "Ancient Civilizations Chart" (BLM 15.1).
8. Give every student an *Oral Presentation Rubric* and the *Museum Display Rubric*. Tell them that each of them uses this rubric to assess his/her own presentation and final project. This is a self-assessment. Remind them to include comments about one strength, one weakness, and one next step that they can use next time.
9. Students could invite a family member, friend, or teacher to come to the museum to see the exhibit during the evening on the day of the museum presentations.
10. Each student is responsible for working as a museum tour guide when their guest arrives. S/he should use the chart created during the day tours to help them explain information about the other museum groups' presentations.

Adaptations

Refer to the suggestions for adaptations made throughout this unit.

Resources



Museum Display Rubric



Ancient Civilizations Chart (BLM 15.1)

16_Ancient Civ Chart.cwk



Ancient Civilizations

An Integrated Unit for Grade 5

Notes to Teacher

As the Museum of Ancient Civilizations is an opportunity for celebration of learning, take the time to really enjoy viewing projects with students and parents. Have fun.

Although an outline of parameters and components of the final project has been provided, it has been left up to individual teachers to determine the scope and style of the final products based on time constraints, needs, and abilities of students.

When introducing this subtask, dress in role as the curator of the Ancient Civilization Museum once again (see Subtask 14).

As this subtask provides an excellent opportunity for public sharing of student work, an open house format is encouraged. This requires students to meet very specific timeline requirements. In addition, it is necessary to discuss requirements for holding such an event with the school administration. Invite friends and family members as guests to visit the museum. The inviting student will be the the tour guide of the exhibit for that guest.

Take video and digital camera images of the final products and the museum event for celebration later.

One student in the class could create a promotional brochure or invitation to the event. This is an extra challenge for a student identified as gifted.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



Appendices

Ancient Civilizations

Resource List:

Blackline Masters:

Rubrics:

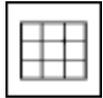
Unit Expectation List and Expectation Summary:

Unit Analysis:



Ancient Civilizations

An Integrated Unit for Grade 5



Rubric

- Museum Display Rubric** ST 15
3
Teachers should consider this rubric as a framework. Criteria column should reflect the task assigned to assist students to meet learning expectations.
- Procedural Rubric** ST 12
2
Teachers should consider this rubric as a framework. Criteria column should reflect the task assigned to assist students to meet learning expectations.
- Seminar Presentation Rubric** ST 8
2
Teachers should consider this rubric as a framework. Criteria column should reflect the task assigned to assist students to meet learning expectations.



Blackline Master / File

- Ancient Civilizations Chart (BLM 13.1)** ST 13
13.1_Ancient Civ Chart.cwk
- Ancient Civilizations Chart (BLM 15.1)** ST 15
16_Ancient Civ Chart.cwk
- Ancient Civilizations Technology: Homes (11.1)** ST 11
11.1_Houses.cwk
- Ancient Civilizations Technology: Roads (BLM 11.2)** ST 11
11.2_Roads.cwk
- Ancient Civilizations Technology: Water (BLM 11.3)** ST 11
11.3_Water.cwk
- Artists in Ancient Times Rating Scale** ST 5
5_Artist Rating Scale.cwk
- Bloom's Taxonomy Words (BLM 9.2)** ST 9
9.2_Bloom's.cwk
- Fact Wheel Cover Sheet (BLM 10.2)** ST 10
10.2_Fact Wheel Cover Sheet.cwk
- Fact Wheel Research Sheet (BLM 10.1)** ST 10
10.1_Fact Wheel Rsrch Sheet.cwk
- Group Organization Chart (BLM 13.3)** ST 13
13.3_Group Organ.cwk
- Group Work Agreement Sheet (BLM 13.2)** ST 13
13.2_Agreement.cwk
- Group Work Checklist** ST 6
6_Group Work Checklist.pdf
- How to Present a Seminar (BLM 8.1)** ST 8
8.1_seminar.cwk

- Invention Flow Chart (BLM 12.1)** ST 12
12.1_Invention Flow Chart.cwk
- Museum Exhibit Assignment (BLM 13.4)** ST 13
13.4_MuseumExhibitAssignm.cwk
- Resource Sheet (BLM 9.1)** ST 9
9.1_Resource Sheet.cwk
- Video Advance Organizer (BLM 3.1)** ST 3
3.1_Vid Advnce Organizer.cwk



Print

- Ancient Rome** Unit
Dr. Paul C. Roberts
San Francisco: Time Life Books, 1997. ISBN 0-7835-4909-1
This book is part of: The Nature Company Discoveries Library. It is part of a high-quality series of books on topics including various ancient civilizations.
- Atlases - class set** ST 7
- Dragons, Gods & Spirits from Chinese Mythology** ST 4
Tao Tao Liu Sanders
Vancouver: Douglas & McIntyre, 1980. ISBN 0-8894-385-7
- Eyewitness Books: Mythology** ST 4
Melanie Halton et al.
Toronto: Stoddart Publishing Co., 1999. ISBN 0-7737-3178-4
- Gods and Goddesses: The Mystery and Magic Series** ST 4
Diana Briscoe, Ed.
New York: Dragon's World Ltd. , 1995. ISBN 0-7910-3927-7
- Gods and Heroes from Viking Mythology** ST 4
Brian Branston
Vancouver: Douglas & McIntyre, 1978. ISBN 0-8052-3794-1
- Gods and Pharaohs from Egyptian Mythology** ST 4
Geraldine Harris
Vancouver: Douglas & McIntyre, 1982. ISBN 0-88894-387-3
- Good Apple Publication for Independent Learning: Gifted Learning Series** Unit
C. Allen
ISBN 0-86653-638-8, ISBN 0-86653-583-7, ISBN 0-86653-399-0, ISBN 0-86653-854-2
This is a series of blackline masters and teacher resource books.
- How Would I Survive as an Ancient Greek?** Unit
David Salaria et al.,
Belgium: The Salaria Book Co. Ltd., 1996. ISBN 0-531-12342-2
This book is part of a series that includes a variety of other ancient civilizations.



Ancient Civilizations

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<input type="checkbox"/> I am the Mummy Heb-Nefret Eve Bunting Toronto: Tundra Books, 1997.	ST 1		Media
<input type="checkbox"/> junior dictionary This will be helpful to students as they work to complete their charts on Day 3 of this subtask.	ST 2		
<input type="checkbox"/> Multicultural Myths and Legends Tara McCarthy Jefferson City, MO: Scholastic Professional Books, 2000. ISBN 0-590-49645-X	ST 4		
<input type="checkbox"/> Pegasus, the Flying Horse Jane Yolen Dutton Children's Books, ISBN 0-525-65244-2 A picture book.	ST 4		
<input type="checkbox"/> Science in Ancient China G. Beshore New York: Franklin Watts, 1998.	Unit		Website
<input type="checkbox"/> Stoddart Discovery Series - Any Title Various Stoddart Publishing Co. Ltd. An excellent series of books on ancient civilizations. A great series with which to start an ancient civilizations resource library.	Unit		
<input type="checkbox"/> Technology in the Time of Ancient Greece J. Crosher Austin, Texas: Steck-Vaughn Co., 1998. This series involves many ancient civilizations and addresses the issue of technology.	Unit		Material
<input type="checkbox"/> The Atlas of the Bible Lands: People, Daily Life and Traditions Andrea Due Toronto: McRae Books, 1998. ISBN 0-7737-3093-1	ST 7		
<input type="checkbox"/> The Atlas of the Classical World Piero Bardi Toronto: Stoddart Kids, 1997. ISBN 0-7737-3052-4	Unit		
<input type="checkbox"/> The Random House Book of Greek Myths Joan D. Vinge New York: Random House, 1999. ISBN 0-679-82377-8	ST 4		
<input type="checkbox"/> The Visual Dictionary of Ancient Civilizations Louise Tucker et al. New York: Dorling Kindersley Publishing Inc., 1994. ISBN 1-56458-701-0, The Eyewitness Visual Dictionaries and Eyewitness Books series contain many books which would be excellent additions to an ancient civilizations resources library.	Unit		
<input type="checkbox"/> Various Resources on Ancient Civilizations (See Suggestions Provided in Unit-Wide Resources.)	ST 10		
			<input type="checkbox"/> Ancient Art Prints ST 5 Local Art Galleries/Royal Ontario Museum/School Board Library Collect pictures of art forms from various ancient civilizations for use in this subtask.
			<input type="checkbox"/> Lost Civilizations Education Edition Videos ST 3 Alexandria, Virginia: Time Life, 1998. 27 min. Teachers are encouraged to seek out one of the video resources available in their school board's video library. The videos in the above-mentioned series are available on a wide variety of civilizations and are excellent.
			<input type="checkbox"/> Link to Learning ST 11 http://www.linktolearning.com
			<input type="checkbox"/> 8 1/2" x 11" white paper ST 5 1 per person For storyboards.
			<input type="checkbox"/> ancient artifact picture cards ST 12 5 per group
			<input type="checkbox"/> ancient civilization transparencies ST 6 1 per group See Notes to Teacher.
			<input type="checkbox"/> ancient civilizations portfolios ST 13 1 per person
			<input type="checkbox"/> blank world map ST 6 1 per person
			<input type="checkbox"/> blue and red coloured pencils ST 6 1 per person
			<input type="checkbox"/> brass fasteners ST 10 1 per person
			<input type="checkbox"/> chart paper ST 1 3 pieces per class



Ancient Civilizations

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<input type="checkbox"/> chart paper 1 per group	ST 2	<input type="checkbox"/> modern objects (see subtask notes for ideas) 1 per group	ST 12
<input type="checkbox"/> chart paper 1 per group	ST 4	<input type="checkbox"/> myths from Subtask #4 1 per group	ST 5
<input type="checkbox"/> chart paper 1 per class	ST 6	<input type="checkbox"/> overhead model of a simple procedure 1 per class Copy a procedure from an anthology reader, science book, or recipe book to use as a model.	ST 12
<input type="checkbox"/> chart paper 1 per group	ST 8	<input type="checkbox"/> overhead of Video Advance Organizer 1 per class (see BLM 3.1)	ST 3
<input type="checkbox"/> chart paper 1 per class	ST 9	<input type="checkbox"/> pencils 1 per person	ST 5
<input type="checkbox"/> chart paper 3 pieces per class	ST 12	<input type="checkbox"/> poster size manilla tag 1 per person Fold, decorate, and use to create <i>Ancient Civilizations Portfolios</i> as described in Notes to Teacher.	ST 1
<input type="checkbox"/> chart paper 1 per class	ST 13	<input type="checkbox"/> rulers 1 per person	ST 6
<input type="checkbox"/> chart paper or blackboard 1 per class	ST 7	<input type="checkbox"/> various art supplies as needed per class See Notes to Teacher for suggestions.	ST 5
<input type="checkbox"/> colour overhead of world map 1 per class	ST 6	<input type="checkbox"/> various art supplies as needed per class	ST 12
<input type="checkbox"/> coloured pencils 1 pack per group	ST 5		
<input type="checkbox"/> dictionaries 3 per class	ST 10		
<input type="checkbox"/> duotang 1 per person For use in creating Learning Logs.	ST 1		
<input type="checkbox"/> lined paper 5 pages per person	ST 1		
<input type="checkbox"/> lined paper 2 pieces per group	ST 12		
<input type="checkbox"/> markers 1 pack per group	ST 2		
<input type="checkbox"/> markers 1 box per class	ST 13		



Ancient Civilizations

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Equipment / Manipulative

- | | |
|---|-------|
| <input type="checkbox"/> overhead projector
1
per class | ST 3 |
| <input type="checkbox"/> overhead projector
1
per class | ST 6 |
| <input type="checkbox"/> overhead projector
1
per class | ST 12 |
| <input type="checkbox"/> television and vcr
1
per class | ST 3 |



Other

- | | |
|--|------|
| <input type="checkbox"/> hat or jacket for role playing
drama
This item is for the teacher to wear during the
Teacher-In-Role component of Subtask 7. | ST 2 |
| <input type="checkbox"/> materials with information on climate and
landforms for each civilization | ST 8 |



Parent Community

- | | |
|--|------|
| <input type="checkbox"/> Gardiner Museum of Ceramic Art
111 Queen's Park Circle East, Toronto.
416-586-8080 | Unit |
| <input type="checkbox"/> Royal Ontario Museum
Education Department
University Avenue, Toronto
416-586-5549 tours, 416-586-5681 outreach,
416-586-5832 fax. | Unit |

ARTISTS IN ANCIENT TIMES RATING SCALE

5a26 • produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences

Storyboard is used effectively as plan for artwork.

1-----2-----3-----4

Selection of medium was appropriate to civilization.

1-----2-----3-----4

5z12 - describe myths and legends of various early civilizations

Artwork clearly communicates myth.

1-----2-----3-----4

How to Plan a Seminar:

1. Create a group action plan.
2. Determine job responsibilities.
3. Determine the resources/materials needed to carry out the task.
4. Decide on due dates for each part of the task.

Student	Job	Materials/R esources	Date Due	Date completed

Types of Seminar Presentations or Ways to Present Information:

- | | |
|--------------------------|---------------------------|
| 1) overhead transparency | 2) model |
| 3) whole class activity | 4) graphs |
| 5) small group activity | 6) diagrams/illustrations |
| 7) role play | 8) timelines |
| 9) skit | 10) artifacts |
| 11) maps | 12) interview |
| 13) eyewitness story | 14) other |

Types of Handouts:

- | | |
|---|-----------------------|
| 1) Reflection | 2) Quiz |
| 3) Questions to guide during presentation | 4) Fill in the blanks |
| 5) Self-Assessment | 6) Other |

Parts of Seminar:

- 1) Content - What information will I present
- 2) Presentation - How will I present?
- 3) Handout - What will I give to the class to assess the learning?

RESOURCE SHEET

Name: _____

Date: _____

Civilization: _____

Title: _____

Location (Call Number) in Library/Resource Centre: _____

Information: _____

Title: _____

Location (Call Number) in Library/Resource Centre: _____

Information: _____

Title: _____

Location (Call Number) in Library/Resource Centre: _____

Information: _____

Title: _____

Location (Call Number) in Library/Resource Centre: _____

Information: _____

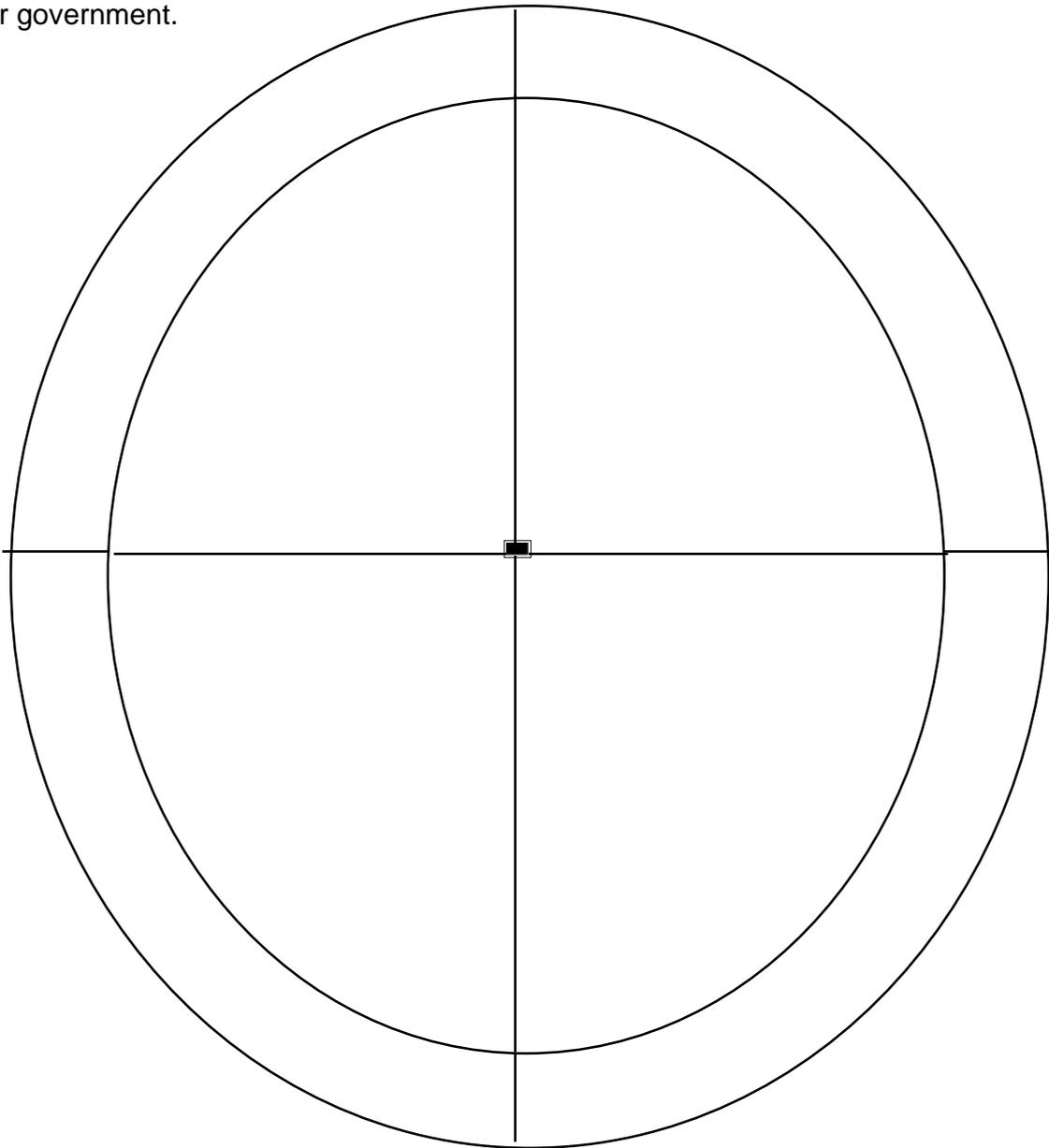
BLOOM'S TAXONOMY WORD LIST

The following words will help you to create good research questions. The words at the top of the list will help you to create simpler questions, and the words closer to the bottom of the list will help you to create more challenging questions.

	Words to Use
Knowledge	list, define, tell describe, identify, show, label, collect, tabulate, quote, name, who, when, where
Comprehension	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

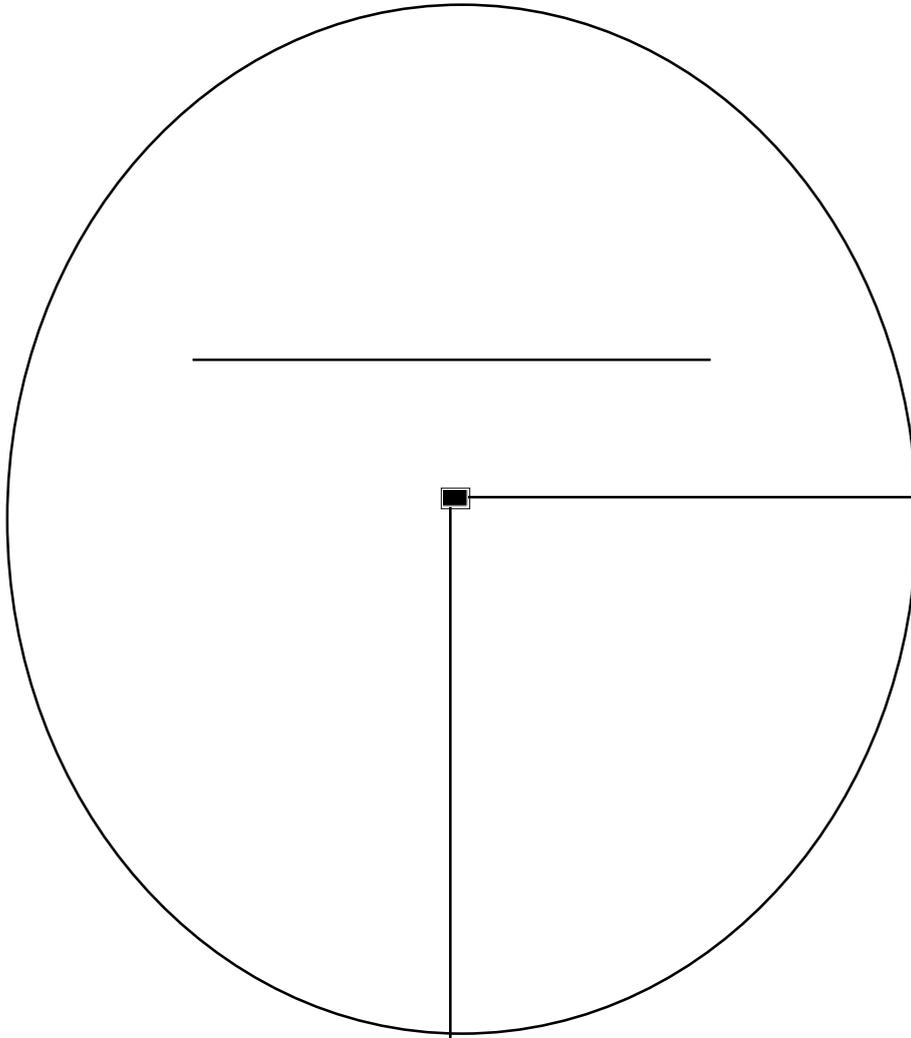
Fact Wheel Research Sheet

Write the name of each civilization you learn about inside the rim of a different section of the wheel. Record point form notes in the appropriate sections of the wheel. Cut out the wheel. You will need 3 research wheels: 1 for economy, 1 for hierarchies, and 1 for government.



Fact Wheel Cover Sheet

Write a title on this circle, then cut it out. Also cut out the pie piece at the bottom of the circle. You will need three wheels: one for economy, one for hierarchies, and one for government. This is the top piece for your fact wheel. Use a butterfly clip through the center of both pieces to hold the fact wheel and the cover sheet together.



Ancient Civilizations - Technology [Homes]

Name: _____

Date: _____

Expectations:

-identify and compare design and technology in early civilizations
 -compare design and technology in early civilizations with those in modern Canada

Requirements:

Use a variety of information sources to complete this comparison chart. Identify the source(s) of information for each section.

	Building Materials	Furnishings	Special Features
Civilization #1			
Civilization #2			
Modern Canada			

Ancient Civilizations - Technology [Roads]

Name: _____

Date: _____

Expectations:

- identify and compare design and technology in early civilizations
- compare design and technology in early civilizations with those in modern Canada

Requirements:

Use a variety of information sources to complete this comparison chart. Identify the source(s) of information for each section.

	Construction Materials	Construction Method	Function
Civilization #1			
Civilization #2			
Modern Canada			

Ancient Civilizations - Technology [Water]

Name: _____

Date: _____

Expectations:

- identify and compare design and technology in early civilizations
- compare design and technology in early civilizations with those in modern Canada

Requirements:

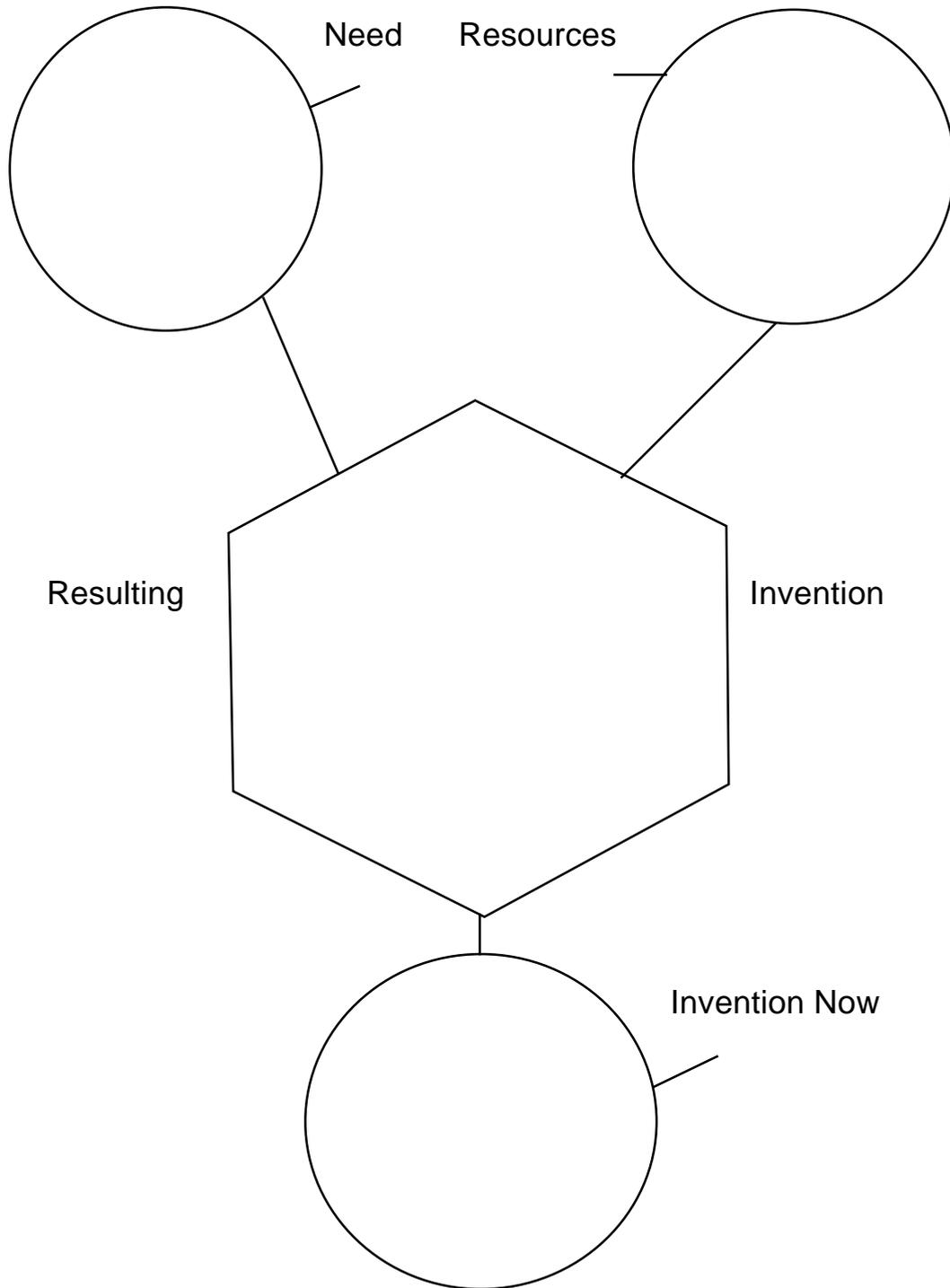
Use a variety of information sources to complete this comparison chart. Identify the source(s) of information for each section.

	Water Source	Transportation Method	Uses
Civilization #1			
Civilization #2			
Modern Canada			

INVENTION FLOW CHART

Name: _____

Date: _____



ANCIENT CIVILIZATIONS CHART

Group: _____

Date: _____

Geography	Economy	The Arts	Impact on Today	
Government	Class Structure	Science	Technology	
Values and Beliefs	Lifestyle	Environment		

GROUP ORGANIZATION CHART

Group Member's Name: _____

Item	Person	Needs to Do	Completed
Lifestyle			
Environment			
Class Structure			
Technology			
Art			
Science			
Impact on Today			

Museum Exhibit Assignment

You and your group will create a museum exhibit and guided tour presentation about an important ancient civilization. People from all over will come to see this exhibit as part of our new **Museum of Ancient Civilizations**.

You must work together to prepare a planning sheet that tells how you will complete your museum display and have it approved by the museum curator (teacher).

The display will include:

- * Completed research on the economy, beliefs, culture, clothing, hierarchy, food, homes, and technology for the civilization you are studying. You will need to include about one paragraph of information on each topic. Illustrations and charts or graphs would be good additions.
- * One or two 3D artifacts that represent objects used in your civilization. For each artifact there should be a flow chart explaining the need it met, the available resources, the resulting technology, and an explanation of what we have today as a result of this artifact.
- * A world map showing the approximate location of your civilization. A brief written explanation of how the location of your civilization affected the lives of the people living there in ancient times should be included with the map. Remember to consider how close to the equator the civilization is as well as its distance from major landforms and bodies of water.
- * A storyboard of a myth that represents the beliefs of your civilization.
- * A piece of art that tells the story of your group's myth in some way.

The oral presentation must answer the following questions:

- 1) How did the natural environment (climate, landforms, and availability of water) affect the lives of the people in the civilization you are studying?
- 2) What were the physical and social needs of the people in your civilization?
- 3) How were the physical and social needs of the people in your civilization met? (Think about these questions to help you: What foods did they eat? What were their homes like? How were their homes made? How did they get from one place to another? Where did they gather? How did they worship? What were their traditions?)
- 4) How did the civilization you are studying affect the way we live in Canada today?

ANCIENT CIVILIZATIONS CHART

Group: _____

Date: _____

Geography	Economy	The Arts	Impact on Today	
Government	Class Structure	Science	Technology	
Values and Beliefs	Lifestyle	Environment		

Seminar Presentation Rubric

for use with Subtask 8 : Environmental Impact Seminars from the Grade 5 Unit: Ancient Civilizations



Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 5e3** • organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
- 5e54** • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
- 5z1** • identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- 5z6** – explain how two or more early civilizations shaped and used the environment to meet their physical needs for food, homes, clothing, and health (e.g., use of irrigation in agriculture in Egypt, planting of olive groves and orchards in Greece, use of bamboo for homes in China, pottery making in Mesopotamia, growing of maize by Mayans, use

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of concepts Impact of Environment	- uses a limited number of details and examples to explain about the concept	- uses some details and examples to explain about the concept	- uses a considerable number of details and examples to explain about the concept	- uses all (or almost all) the details and examples to explain about the concept
Application of concepts and skills Shelter, clothing, and cultural practices.	- shows a limited understanding of the connections between the environment and its impact on life in a given civilization	- shows some understanding of connections between the environment and its impact on life in a given civilization	- shows a considerable understanding of connections between the environment and its impact on life in a given civilization	- shows a thorough understanding of connections between the environment and its impact on life in a given civilization
Organization	- seminar format is used with limited effectiveness.	- seminar format is used with some effectiveness	- seminar format is used with considerable effectiveness	- seminar format is used with a high degree of effectiveness
Communication of required knowledge Volume Pace Variety	- communicates ideas with limited clarity	- communicates ideas with some clarity	- communicates ideas with considerable clarity	- communicates with a high degree of clarity

Procedural Rubric

**for use with Subtask 12 : Create an Artifact
from the Grade 5 Unit: Ancient Civilizations**



Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 5e5** • produce pieces of writing using a variety of forms (e.g., stories, poems, reports), narrative techniques (e.g., first- and third-person points of view, dialogue), and materials from other media (e.g., illustrations);
- 5e10** • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 5s122** – communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentations, written notes and descriptions, drawings, and charts (e.g., draw a labelled diagram of the water cycle).
- 5z19** – make connections between some elements of modern life and similar elements from early civilizations (e.g., the Olympic ideal, democracy, money as a medium of exchange, citizenship, philosophy, mythology, trade, social structures, legal systems, theatre, architecture);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning	- shows a limited understanding of topic through the use of relevant supporting facts and details	- shows some understanding of topic through the use of relevant supporting facts and details	- shows a considerable understanding of topic through the use of relevant supporting facts and details	- shows a thorough understanding of topic through the use of relevant supporting facts and details
Communication Descriptive Language Numbered Steps	- communicates purpose with limited detail and accuracy	- communicates purpose with some detail and accuracy	- communicates purpose with considerable detail and accuracy	- communicates purpose with a high degree of detail and accuracy
Organization of ideas Sequence Headings	- states purpose or goal with limited clarity and detail	- states purpose or goal with some clarity and detail	- states purpose or goal with considerable clarity and detail	- states purpose or goal with a high degree of clarity and detail
Application of language conventions	- uses language conventions with limited accuracy	- uses language conventions with some accuracy	- uses language conventions with considerable accuracy	- uses language conventions with a high degree of accuracy

Museum Display Rubric



Student Name: _____
Date: _____

for use with Subtask 15 : Museum of Ancient Civilizations Celebration
from the Grade 5 Unit: Ancient Civilizations

Expectations for this Subtask to Assess with this Rubric:

- 5z1** • identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- 5z2** • use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
- 5z3** • show how innovations made by various early civilizations have influenced the modern world.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts Relationship between physical and social needs of people in early civilizations and how they were met.	- demonstrates limited understanding of facts, terms, and concepts related to the civilization	- demonstrates some understanding of facts, terms, and concepts related to the civilization	- demonstrates considerable understanding of facts, terms, and concepts related to the civilization	- demonstrates a thorough understanding of facts, terms, and concepts related to the civilization
Inquiry/Research Skills	- limited evidence of analysis and interpretation of the collected information	- some evidence of analysis and interpretation of the collected information	- considerable evidence of analysis and interpretation of the collected information	- thorough evidence of analysis and interpretation of the collected information
Communication of Required Knowledge Organization of Display Attractiveness	- information is communicated with limited effectiveness	- information is communicated with some effectiveness	- information is communicated with considerable effectiveness	- information is communicated with a high degree of effectiveness



Ancient Civilizations

An Integrated Unit for Grade 5

Selected **Assessed**

English Language---Writing

<input type="checkbox"/> 5e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to summarize information from materials they have read, to reflect on their thoughts, feelings, and imaginings);		2
<input type="checkbox"/> 5e3	• organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;	1	2
<input type="checkbox"/> 5e5	• produce pieces of writing using a variety of forms (e.g., stories, poems, reports), narrative techniques (e.g., first- and third-person points of view, dialogue), and materials from other media (e.g., illustrations);		1
<input type="checkbox"/> 5e6	• produce media texts using writing and materials from other media (e.g., an advertisement for radio or television);	1	
<input type="checkbox"/> 5e7	• revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience;	2	
<input type="checkbox"/> 5e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).	1	2

English Language---Reading

<input type="checkbox"/> 5e22	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;	2	1
<input type="checkbox"/> 5e34	– use research skills (e.g., formulate questions, locate information, compare information from a variety of sources);		1

English Language---Oral and Visual Communication

<input type="checkbox"/> 5e45	• communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions;		1
<input type="checkbox"/> 5e46	• ask and answer questions on a variety of topics to acquire and clarify information;		1
<input type="checkbox"/> 5e47	• communicate a main idea about a topic and describe a sequence of events;	1	
<input type="checkbox"/> 5e49	• contribute and work constructively in groups;	1	3
<input type="checkbox"/> 5e54	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).		1
<input type="checkbox"/> 5e56	– use appropriate words and structures in discussions or classroom presentations;		1

Science and Technology---Earth and Space Systems

<input type="checkbox"/> 5s122	– communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentations, written notes and descriptions, drawings, and charts (e.g., draw a labelled diagram of the water cycle).		1
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The Arts---Visual Arts

<input type="checkbox"/> 5a26	• produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;	1	1
<input type="checkbox"/> 5a28	• describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (especially on ways in which an artist has used the elements of design to clarify meaning) and on their own knowledge and experience;	1	
<input type="checkbox"/> 5a29	• use correctly vocabulary and art terminology associated with the specific expectations for this grade.	1	

Social Studies---HC: Early Civilizations

<input type="checkbox"/> 5z1	• identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;	2	5
<input type="checkbox"/> 5z2	• use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;	6	2
<input type="checkbox"/> 5z3	• show how innovations made by various early civilizations have influenced the modern world.	4	3
<input type="checkbox"/> 5z4	– identify major early civilizations (e.g., Mediterranean, African, Asian, North/Central/South American) and locate them on a world map;	3	
<input type="checkbox"/> 5z5	– describe the physical features and climate of two or more regions where early civilizations developed (e.g., the flood plains of the Tigris and Euphrates Rivers, the Nile River Valley, the inland delta of the upper Niger River, the mountainous islands of Greece, the fertile plains of China, the rain forest of the Amazon, the deserts of the United States);	1	2
<input type="checkbox"/> 5z6	– explain how two or more early civilizations shaped and used the environment to meet their physical needs for food, homes, clothing, and health (e.g., use of irrigation in agriculture in Egypt, planting of olive groves and orchards in Greece, use of bamboo for homes in China, pottery making in Mesopotamia, growing of maize by Mayans, use of cedar trees by Haida people);		1
<input type="checkbox"/> 5z7	– compare how two or more early civilizations were governed (e.g., pharaohs in Egypt; early democracy in Greece; emperors in China; republican government in Rome; nobles, priests, and military in Aztec society; chiefdoms in the Indus Valley; city states on the Swahili Coast; clan mothers and chiefs in the Iroquois Confederacy);		1
<input type="checkbox"/> 5z8	– outline how social needs were met in two or more early civilizations (e.g., family roles, recreation, sports, arts, entertainment, sanitation, education, written language);		1



Ancient Civilizations

An Integrated Unit for Grade 5

		Selected	Assessed
<input type="checkbox"/> 5z10	– identify some scientific and technological advances made by two or more early civilizations (e.g., written language, calendar, time-keeping methods, invention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqueducts, metalwork);	3	1
<input type="checkbox"/> 5z11	– identify and compare the distinguishing features of two or more early civilizations (e.g., class structure, location, governance, beliefs, arts).		1
<input type="checkbox"/> 5z12	– formulate questions to develop a research focus (e.g., What farming methods were used by the Aztecs? How did trade between early African civilizations contribute to mutual prosperity? How did social organization differ among various North American First Nation peoples?);	3	2
<input type="checkbox"/> 5z13	– use primary and secondary sources to locate information about early civilizations (e.g., primary sources: artefacts, field trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);		1
<input type="checkbox"/> 5z14	– use graphic organizers and graphs to sort information and make connections (e.g., Venn diagrams comparing governments, subject webs illustrating physical needs, year-round calendar to show agricultural cycles, bar graph for temperature data);	2	2
<input type="checkbox"/> 5z15	– compare maps of early civilizations with modern maps of the same area;	3	1
<input type="checkbox"/> 5z16	– use knowledge of map-making techniques and conventions to map sites of early civilizations (e.g., grids and direction symbols to show locations; colour and shading to show elevations/physical features);	1	2
<input type="checkbox"/> 5z17	– use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities;	2	1
<input type="checkbox"/> 5z18	– use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations.	4	
<input type="checkbox"/> 5z19	– make connections between some elements of modern life and similar elements from early civilizations (e.g., the Olympic ideal, democracy, money as a medium of exchange, citizenship, philosophy, mythology, trade, social structures, legal systems, theatre, architecture);	3	1
<input type="checkbox"/> 5z20	– compare and respond to myths and legends from two or more early civilizations;	3	
<input type="checkbox"/> 5z21	– report on the relevance to modern society of selected scientific and technological discoveries made by early civilizations (e.g., written language, astronomy, irrigation, mathematics, navigational instruments, medicine, architecture, the mining and smelting of metals).	1	

Social Studies---CWC: Aspects of Citizenship and Government in Can

<input type="checkbox"/> 5z22	• summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures;	3	1
<input type="checkbox"/> 5z25	– describe the structure and components of Canada's federal, provincial/territorial, and municipal governments;		1



Ancient Civilizations

An Integrated Unit for Grade 5

English Language

5e1	5e2	2	5e3	1	2	5e4	5e5	1	5e6	1	5e7	2	5e8	5e9	5e10	1	2
5e11	5e12		5e13			5e14	5e15		5e16		5e17		5e18	5e19	5e20		
5e21	5e22	2	1	5e23		5e24	5e25		5e26		5e27		5e28	5e29	5e30		
5e31	5e32		5e33			5e34	1	5e35	5e36		5e37		5e38	5e39	5e40		
5e41	5e42		5e43			5e44	5e45	1	5e46	1	5e47	1	5e48	5e49	1	3	5e50
5e51	5e52		5e53			5e54	1	5e55	5e56	1	5e57		5e58	5e59	5e60		
5e61	5e62		5e63			5e64	5e65		5e66								

Core French

5f1	5f2	5f3	5f4	5f5	5f6	5f7	5f8	5f9	5f10
5f11	5f12	5f13	5f14	5f15	5f16	5f17	5f18		

Mathematics

5m1	5m2	5m3	5m4	5m5	5m6	5m7	5m8	5m9	5m10
5m11	5m12	5m13	5m14	5m15	5m16	5m17	5m18	5m19	5m20
5m21	5m22	5m23	5m24	5m25	5m26	5m27	5m28	5m29	5m30
5m31	5m32	5m33	5m34	5m35	5m36	5m37	5m38	5m39	5m40
5m41	5m42	5m43	5m44	5m45	5m46	5m47	5m48	5m49	5m50
5m51	5m52	5m53	5m54	5m55	5m56	5m57	5m58	5m59	5m60
5m61	5m62	5m63	5m64	5m65	5m66	5m67	5m68	5m69	5m70
5m71	5m72	5m73	5m74	5m75	5m76	5m77	5m78	5m79	5m80
5m81	5m82	5m83	5m84	5m85	5m86	5m87	5m88	5m89	5m90
5m91	5m92	5m93	5m94	5m95	5m96	5m97	5m98	5m99	5m100
5m101	5m102	5m103	5m104	5m105	5m106	5m107	5m108	5m109	5m110
5m111	5m112	5m113	5m114	5m115	5m116	5m117	5m118	5m119	5m120
5m121	5m122	5m123	5m124						

Science and Technology

5s1	5s2	5s3	5s4	5s5	5s6	5s7	5s8	5s9	5s10
5s11	5s12	5s13	5s14	5s15	5s16	5s17	5s18	5s19	5s20
5s21	5s22	5s23	5s24	5s25	5s26	5s27	5s28	5s29	5s30
5s31	5s32	5s33	5s34	5s35	5s36	5s37	5s38	5s39	5s40
5s41	5s42	5s43	5s44	5s45	5s46	5s47	5s48	5s49	5s50
5s51	5s52	5s53	5s54	5s55	5s56	5s57	5s58	5s59	5s60
5s61	5s62	5s63	5s64	5s65	5s66	5s67	5s68	5s69	5s70
5s71	5s72	5s73	5s74	5s75	5s76	5s77	5s78	5s79	5s80
5s81	5s82	5s83	5s84	5s85	5s86	5s87	5s88	5s89	5s90
5s91	5s92	5s93	5s94	5s95	5s96	5s97	5s98	5s99	5s100
5s101	5s102	5s103	5s104	5s105	5s106	5s107	5s108	5s109	5s110
5s111	5s112	5s113	5s114	5s115	5s116	5s117	5s118	5s119	5s120
5s121	5s122	1	5s123	5s124	5s125	5s126	5s127	5s128	

Social Studies

5z1	2	5	5z2	6	2	5z3	4	3	5z4	3	5z5	1	2	5z6	1	1	5z7	1	5z8	1	5z9	5z10	3	1			
5z11		1	5z12	3	2	5z13		1	5z14	2	2	5z15	3	1	5z16	1	2	5z17	2	1	5z18	4	5z19	3	1	5z20	3
5z21		1	5z22	3	1	5z23			5z24			5z25		1	5z26			5z27			5z28		5z29			5z30	
5z31			5z32			5z33			5z34			5z35			5z36			5z37			5z38		5z39			5z40	
5z41			5z42			5z43			5z44																		

Health and Physical Education

5p1	5p2	5p3	5p4	5p5	5p6	5p7	5p8	5p9	5p10
5p11	5p12	5p13	5p14	5p15	5p16	5p17	5p18	5p19	5p20
5p21	5p22	5p23	5p24	5p25	5p26	5p27	5p28	5p29	5p30
5p31	5p32	5p33	5p34	5p35	5p36	5p37	5p38	5p39	5p40

The Arts

5a1	5a2	5a3	5a4	5a5	5a6	5a7	5a8	5a9	5a10					
5a11	5a12	5a13	5a14	5a15	5a16	5a17	5a18	5a19	5a20					
5a21	5a22	5a23	5a24	5a25	5a26	1	1	5a27	5a28	1	5a29	1	5a30	
5a31	5a32	5a33	5a34	5a35	5a36	5a37	5a38	5a39	5a40					
5a41	5a42	5a43	5a44	5a45	5a46	5a47	5a48	5a49	5a50					
5a51	5a52	5a53	5a54	5a55	5a56	5a57	5a58	5a59	5a60					
5a61	5a62	5a63	5a64	5a65	5a66	5a67	5a68	5a69						



Ancient Civilizations
An Integrated Unit for Grade 5

Analysis Of Unit Components

- 15 Subtasks
- 104 Expectations
- 85 Resources
- 141 Strategies & Groupings
- Unique Expectations --
- 14 Language Expectations
- 1 Science And Tech Expectations
- 3 Arts Expectations
- 22 Social Studies Expectations

Resource Types

- 3 Rubrics
- 17 Blackline Masters
- 0 Licensed Software
- 21 Print Resources
- 2 Media Resources
- 1 Websites
- 33 Material Resources
- 4 Equipment / Manipulatives
- 0 Sample Graphics
- 2 Other Resources
- 2 Parent / Community
- 0 Companion Bookmarks

Groupings

- 12 Students Working As A Whole Class
- 2 Students Working In Pairs
- 13 Students Working In Small Groups
- 12 Students Working Individually

Assessment Recording Devices

- 7 Anecdotal Record
- 5 Checklist
- 2 Rating Scale
- 9 Rubric

Teaching / Learning Strategies

- 6 Advance Organizer
- 1 Brainstorming
- 3 Collaborative/cooperative Learning
- 1 Computer Assisted Learning
- 1 Concept Clarification
- 1 Direct Teaching
- 5 Discussion
- 2 Inquiry
- 1 Jigsaw
- 2 Learning Contract
- 5 Learning Log/ Journal
- 3 Lecture
- 1 Map Making
- 1 Mini-lesson
- 2 Model Making
- 1 Note-making
- 1 Peer Teaching
- 1 Problem-solving Strategies
- 2 Read Aloud
- 5 Research

Assessment Strategies

- 1 Classroom Presentation
- 2 Essay
- 1 Exhibition/demonstration
- 4 Learning Log
- 9 Observation
- 4 Performance Task
- 1 Response Journal
- 2 Self Assessment



Ancient Civilizations

An Integrated Unit for Grade 5

- 3 Retelling
- 2 Review
- 1 Role Playing
- 1 Sketching To Learn
- 1 Think / Pair / Share
- 2 Writing Process