



Early Civilizations Grade 5 Social Studies

1. from Alberta Education On-Line Teaching Resources for Social Studies
<http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm>
 - **How Democratic Was Ancient Athens?** Prepare a report card on the political system of ancient Athens.
 - **Lessons from the Past** Create a powerful metaphor that represents significant elements of democracy in ancient Athens.
 - **Remembering the Aztecs** Identify historical artifacts that represent Aztec beliefs as related to the elements of worldview. Determine which artifacts best represent the Aztec worldview.
 - **Stepping into the Picture** Bring a picture to life by scripting a plausible conversation between ancient Athenians or members of the Iroquois Confederacy that accurately reflects the relationship between their values and their model of government.
 - **When Worldviews Meet** Develop profiles of the worldviews of ancient Aztec and Spanish conquistador societies by drawing inferences from historical images. Predict the most likely results when these two societies meet.
 - **Be an Anthropologist/Archaeologist** Infer the story of a group of Aboriginal peoples using various media sources. *** Early Civilizations

2. from Ontario Educational Resources Bank login & password available from Ontario boards (click on search)
<http://resources.elearningontario.ca/d2l/lp/homepage/home.d2l?ou=10489>
 - **A Trip Through Time – Ancient China** - In this interactive learning object the children will explore Ancient China. They will see the Great Wall and learn about the emperors and the army. They will be exposed to the concept of Buddha and his influence throughout China.

- **A Trip Through Time – Ancient Greece** - In this interactive learning object, students will explore the concept of Ancient Civilizations, specifically ancient Greece and mythology.
- **A Trip Through Time – Ancient Maya** - In this interactive learning object, students will take a virtual tour through some of the major attractions of ancient Maya.
- **A Trip Through Time – Ancient Egypt** - In this interactive learning object, students will take a virtual tour through some of the major attractions of ancient Egypt.
- **You're so Distinguished** – BLM assignment – Museum organizing an early civilization exhibit. Students anticipate questions museum visitors might have and what you can learn about early civilizations from maps.
- **Can You Dig It?** - In this exercise, students will learn about objects found during an archaeological excavation.
- **Where in the World?** – Students locate early civilizations on world map, then decide what information is not on the map given and what information would be important to describe the location of early civilizations.
- **Tool Time** - Students have to list some examples of objects, tools or structures that were created by people in early civilizations and explain their use and their relevance to today.
- **Ancient Chinese Secret ...NOT!!!** – Choosing most important achievement of ancient China and one other Early Civilization of their choice.
- **Meet the VIP's** – Students are given information on class system of Mesopotamia and Ancient Egypt and they compare them.
- **Reliable Source** – Students will create a pamphlet that will be given to people visiting an ancient Mayan temple.
- **Artifacts – the Stories They Could Tell** - Students use the form provided to compare and make notes on 2 ancient civilizations; select, compare and write about artifacts; invent a modern artifact; and draw a plan for a poster using the two artifacts that they wrote about which will attract patrons to view them at the Canadian Museum of Civilization. They also reflect on differences/similarities between ancient civilizations and life today.
- **We've Come A Long Way** - The students are going to compare design and technology in **early** civilizations with modern technology in Canada today.
- **Location, Location, Location** - In this exercise students will use maps to study where and why some **early** civilizations chose certain locations to settle down.
- **Ask the Artist** - Students will ask questions based on artwork, figure out what they can learn from the picture and then where they could get answers to their questions on the Celtic ancient civilization.
- **Dig Those Artifacts** - Using the materials provided, students study an artifact and make notes on their speculations regarding what the item might convey about life in the civilization that created it.
- **We've Got Class** - Students research an ancient civilization with careful attention to its class structures, class consciousness, opportunities for mobility, and the responsibilities put on those who are governed vs. those who govern. They also draw comic strips to represent these relationships, and to depict how government affects their own daily lives.

- **Settling In** – Students look at picture of an environment and discuss why it would be a good place to settle and what you would need to invent in order to survive there.
- **Under Construction** - students research ancient Greece and compare it to another ancient civilization of their choice.
- **Tool Connections** – Students gather their thoughts on the types of tools invented in ancient Greece. They compare these to their modern Canadian counterparts, and reflect on why inventing tools and objects is important to all civilizations.

3. from Scott, Falk, Kierstad, *Legacies of Ancient Egypt, The Critical Thinking Consortium, Richmond, B.C. , 2002.*

- **Decipher the Drawing** – Does the explanation adequately explain the drawing?
- **Explain the Pictures** – Develop complete and believable explanations (or captions) for your group’s three drawings. (interpreting daily life drawings)
- **Examine Ancient Life** – Decipher as much as you can about your assigned aspect of ancient Egyptian life from the pictures and drawings. Identify the biggest similarity and differences for each aspect of modern and ancient Egyptian civilizations.
- **Frame Research Questions** – Identify four to six effective questions to research about your invention.
- **Analyse Museum Displays** – Critique and rank the effectiveness of three museum exhibits.
- **Design Your Exhibit** – Design and sketch a museum exhibit based on your assigned legacy.
- **Promote the Exhibit** – Create an advertisement promoting the Egyptian exhibit. Critique the advertisements from an assigned medium.
- **Create an Exhibit Logo** – Create an effective logo to represent your Egyptian legacy.
- **Choose the Most Impressive Legacy** – Nominate one invention/product from the collection studied as the most impressive legacy of ancient Egypt. Decide which invention/product nominated by other members of the class is the most impressive legacy of ancient Egypt.

4. from Harrison, Smith, Wright, *Selected Critical Challenges in Social Studies – Intermediate/Middle School, The Critical Thinking Consortium, Richmond, 2004*

- **The “Richest” Civilization** – Compare the civilization we are currently studying with one other ancient civilization and decide which is the “richer” civilization.
- **The Wonders of Egypt** – Which of the inventions or products nominated by other members of the class is the most impressive legacy of Ancient Egypt?

- **Roman Gladiators** – In 326 BCE, the Roman Emperor, Constantine the Great, considering banning gladiatorial shows, but many people in Rome supported this practice. Formulate counter-arguments to convince Emperor Constantine to stop the shows.
5. **from Case, Clark, ed., *The Anthology of Social Studies Issues and Strategies for Elementary Teachers*, Vol. 1, Pacific Educational Press, Vancouver, 2008.**
- **Life as a Slave** - Rate the quality of life of a slave in Ancient Rome., pg. 39
 - **Community Life** – What is the biggest (physical, daily life) difference between our present community and life in (an early civilization)., pg. 39.
 - **Life in the Old Days** – On a scale from great to horrible, assess what it would it like to live at this time period considering the quality of the environment, comforts and fun things to do., pg. 39.
 - **Story-Writing** - Write a story that is true to the time period, involves all the characters in a meaningful way, and captures the mood of the scene., pg. 41
 - **Early Civilizations** - How important was the role of geography in shaping early civilizations?
Which of the early civilizations did the best job at meeting the needs of the people who lived in them?, pg. 122
 - **Role of Women** - Comparing the role of women in Ancient Egypt and contemporary Canada., pg. 126
 - **The Great Sand Castles/Snow Sculpture Competition** - Create an accurate scale model of an ancient site., pg. 128
 - **Same of Different** – Students look beyond the obvious differences between present and past to uncover some basic similarities., pg. 288
 - **Decipher the Drawing** – a picture of Early Egypt – what hypotheses can you make?, pg. 299

Aspects of Citizenship and Government in Canada

1. from Alberta Education On-Line Teaching Resources for Social Studies
<http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm>
 - **Balancing Individual and Collective Rights** Assess the degree to which the Charter of Rights and Freedoms has successfully reconciled the needs of individuals and collectives with the needs of the majority.
 - **Citizenship and the Right to Vote** After comparing the legal requirements to vote and to drive in Alberta, create a letter to convince Members of the Legislative Assembly (MLAs) to retain, lower or raise the voting age in Alberta.
 - **Creating an Effective Democracy** Prepare a list of recommendations that will assist a fictitious country in reforming its political system so that it becomes a more effective democracy.
 - **Designing Utopia** Prepare a set of recommendations that could be used to create an ideal democratic system
 - **Finding the Balance** Write a persuasive paragraph recommending how responsibilities should be shared between the provincial and local governments.
 - **I'm Your MLA—Here's My Card!** Design a visual representation, such as a business card, that represents the key duties (roles and responsibilities) of a Member of the Legislative Assembly (either an MLA, a cabinet minister or the Leader of the Opposition) by analyzing the information in the references provided (on MLAs' business cards and in videotaped interviews with current MLAs)
 - **Introducing the Lieutenant Governor** Prepare an effective introduction of the Lieutenant Governor that identifies the most important category of duty—constitutional, ceremonial, social—included in the role of the office.
 - **Is Canada a Good Model of a Democracy?** Considering the four principles of democracy, decide if Canada is a good model for other countries to follow.
 - **Legal Roles and Responsibilities** Design an information pamphlet to identify the five most important legal roles and responsibilities of Canadian citizens.
 - **Local Government Makeover** Identify the three most significant changes an urban municipality would have to make to its government to become a provincial government.
 - **Where Am I?** On a map of Canada, identify the route to and location of a mystery community based on the clues provided.
 - **Refereeing Fairness: The Role of the Ombudsman** Assess whether or not the role of the Ombudsman is an effective way to ensure that the provincial government treats citizens fairly.
 - **Rural and Urban Governments: What's the Difference?** Compare and contrast urban and rural municipal governments and decide whether or not a growing rural community would benefit from changing to an urban municipal government.
 - **Sticks and Stones: Symbolism in the Alberta Legislature** Determine the three most powerful symbols of democracy in the Alberta Legislature. ***Ontario
 - **The Branches of Canada's Federal System** Create an illustrated concept map explaining the roles and interrelationships of the executive, the legislative and the judicial branches of government.

- **The History of Ensuring Equity and Fairness in Canada** Write two textbook captions that relate to the significance of the Canadian Charter of Rights and Freedoms and the Treaty of La Grande Paix de Montréal in ensuring equity and fairness in Canada.
 - **The Justice System and Me** Prepare a summary of how the justice system helps protect citizen's rights, supported with local and current examples, and draw attention to situations where help would be beneficial.
 - **The Merits of Direct and Representative Democracies** Assess the merits of direct and representative democracies. Write a persuasive letter recommending either a direct, representative or blended system.
 - **Understanding Our Rights and Responsibilities** Prepare a guide to responsible citizenship that informs Canadians about their Charter Rights.
 - **Creating a Commemorative Box** Decorate the inside and outside of a commemorative box to show both the influence of a specific person on a community and the impact of that community on the person's identity.
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- **Me and My Shadow** – Students “shadow” a person who works for the federal government, learn their jobs, help them prepare for a meeting about air pollution.
 - **We Rule!** - Students use the flowchart to understand the workings of Canada's Federal **government**, its relation to the crown and the differences between the functionings of the various branches, senate and commons. *** **Needs Work**
 - **We Want to Belong!** - Students learn how immigrants become citizens. *****Needs Work**
 - **Who Ya Gonna Call?** - Students brainstorm to study the structure of the Ontario provincial **government**.