
Early Civilizations

Community Planner

Including:
Initial Assessment: Introduction
Research
Mapping Skills
Comparing Early Civilizations
Community Planner

An Integrated Unit for Grade 5
Written by:
Susan Smith, Paul Kehoe, Betty Goulden (Project Manager)

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Early Civilizations

Community Planner An Integrated Unit for Grade 5

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An Integrated Unit for Grade 5

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Early Civilizations

Community Planner An Integrated Unit for Grade 5

Task Context

Catholic Graduate Expectations:

CGE 3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

The study of early civilizations provides an opportunity for students to, "examine, evaluate and apply knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society." In addition, this unit provides a context for developing an understanding of the nature of civilizations and the factors that influence their formation.

The initial subtask provides students with a historical and geographical overview of several early civilizations in order that they understand the diversity and interdependence of the world's peoples and cultures.

Students, working in small groups, then determine the physical and social needs of a community and research these needs for one early civilization.

Mapping skills instruction enhance student understanding of how the natural environment shaped culture. These skills, combined with their research, are applied when groups design a new site for their early community.

When the research is completed, working in their groups, students summarize and present their research findings to the whole class. A collaborative wall chart is prepared so that the basic features of all ancient civilizations researched can be compared.

As a culminating activity, groups of students apply their knowledge of interdependent systems by locating a new site and designing a new community based on the needs of the civilization that they researched.

Task Summary

As students work through the subtasks in this unit, they describe what they know about present and past communities and make connections between the two. The following subtasks guide the students toward the culminating task, designing a new, authentic site for an early civilization.

In subtask 1, students are provided with a geographical and historical overview of several early civilizations. A world mapping activity is used to introduce seven civilizations. Students then complete personal and historical timelines to put time into perspective. Subtopics for group research on a specific early civilization is identified by brainstorming a modern community's needs.

In subtask 2, students read and respond to literature about early civilizations. Instruction are given on effective group work and various research skills are introduced and modelled by the teacher. Groups are formed and assigned an early civilization to research. They locate information on the community needs of their selected civilization using a data sheet based on the topics developed in the previous subtask .

In subtask 3, students become aware of the effect the natural environment has on planning communities by completing mapping activities. Combined with their research, these mapping skills are applied when groups design a new site for their early community.

In subtask 4, groups summarize and present their research findings to the whole class. A collaborative wall chart is prepared so that the basic features of all early civilizations researched can be compared. Groups of students orally present information on the influence of early civilizations on modern societies. This

information provides necessary background for the student audience, who act as council members.

As a culminating activity, the community council members (student audience) have requested proposals for a new community site. Students, working in their groups (planning committees), locate and design a new community based on the needs of the civilization they have researched. Students think as ancient civilization community planners in researching, preparing their arguments, and presenting their proposal. Each ancient civilization, including Egyptian, Greek, Roman, Chinese, Incan, Aztec, and Mayan, should be represented. The proposals are presented to their community council members.

The time estimates for this unit will vary depending on students' research skill level and the number of lessons on mapping that are required. Students will need time to prepare the culminating task.

Culminating Task Assessment

In early times, people were able to meet their needs through an independent, nomadic lifestyle. Gradually, they discovered that many of their needs could be met more easily if they worked together in larger tribal groups. This led to the forming of village settlements and eventually larger communities that were ruled by council members. As the population grew and resources became scarce, some members had to leave the community and find a new place to build another community. As a culminating activity, groups of students take on the role of a planning team which locates a new site and designs a new community based on the needs of their current civilization.

The group reviews the information on their civilization that they have amassed and use it to prepare a proposal for a new community. In order to assist with the presentation of their proposal, they prepare a large 2-D map of their community, a 3D model of one or more of the essential community components, a written presentation, and an oral presentation to the council members of their current community.

They make their presentation orally to the council members (classmates), who are involved in questioning the planning committee on the plan's historical authenticity, completeness, and practicality. Students are expected to demonstrate an understanding of the history, cultural heritage, and pluralism of an early society.

Catholic Graduate Expectations:

CGE 5e - respects the rights, responsibilities and contributions of self and others;

CGE 3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Links to Prior Knowledge

To begin this unit, students need to:

1. understand the relationship between the unique needs of each individual and the universal needs of the larger social group. For example, humans need food and water to survive; how does a large group of people work together to meet these needs?
2. understand that geographic and other environmental factors have a significant effect on the manner in which human needs are met.
3. understand that there is a social or cultural influence on how these needs are met and by whom.
4. have exposure and experience with timelines and mapping, including the use of atlases.
5. have had previous experiences examining earlier cultures (Pioneers and Medieval Society) and their influence on modern society.

Considerations

Notes to Teacher

GENERIC ACCOMMODATIONS

The activities in this unit are designed to be as open-ended as possible to allow for many learning styles and abilities. Teachers will want to choose small-group members carefully to ensure that all students needs are met. Individual accommodations should be considered by the classroom teacher based on student needs. Teachers should become familiar with recommendations for exceptional students in their IEPs.

Some suggested accommodations are:

- repeat important information (concepts and ideas) or allow students to repeat and rephrase;
- conference, both formally and informally, with students regularly;
- present instructions orally and in writing;
- encourage students to question for clarification and additional information before beginning work;
- vary resources with regard to reading level, amount of visual information, and use of oral, written, and visual data;
- modify the assignment in terms of time, quantity of work assigned, and nature of the assignment;
- stress quality rather than quantity;
- provide opportunities for strengths to be used (e.g., artistic abilities could be used to good advantage in many groups);
- group students with varying abilities;
- help students keep lesson notes consistent and organized;
- adjust the reading level of student material or tape record text;
- provide research material at their reading level, or with relevant information highlighted;
- use reading partners;
- assign enrichment tasks;
- vary assessment strategies.

Please refer to the *Teacher Companions: Special Education Companions* in the Planner for more specific learning accommodations . Also, the teachers' manuals for EQAO Testing for Grades 3 and 6 offer strategies for accommodating students.

The Culminating Task:

The culminating task is an opportunity for students to demonstrate what they have learned throughout the unit and how they can **independently** apply this learning in a new learning situation. Some students will need a high level of support to complete the culminating task. The above strategies need to be applied as these students work on their culminating task. Read the culminating task thoroughly before planning the unit and consider how accommodations apply both at the end and throughout the unit.

Early Civilizations**Community Planner An Integrated Unit for Grade 5**

1 Initial Assessment: Introduction

The study of early civilizations provides a context for developing an understanding of the nature of civilizations and the factors that influence their formation.

Students are first provided with a geographical and historical overview of several early civilizations. A world mapping activity is used to introduce and locate the seven civilizations. (They focus on a single civilization for an in-depth study in future subtasks.)

Secondly, to develop the concept of a timeline, they discuss and sequence important personal events in their lives (e.g., sacraments) on a timeline. Further to this, they develop an historical timeline, including references to Biblical events.

Thirdly, subtopics for group research on a specific ancient civilization are identified by brainstorming a modern community's needs.

Finally, they are introduced to the culminating task and presented with the culminating task description, rubric, and letter to parents.

Catholic Graduate Expectations:

CGE 3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society;

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

2 Research

As an introduction to the historical/religious context of early civilizations, the teacher makes available a collection of myths and legends from various early civilizations. Students select, read, and report to the class from this collection.

In order to prepare students to research on other aspects of early civilizations, instructions are given on effective group work and various research skills are introduced and modelled by the teacher.

Culminating Task groups are formed and assigned one early civilization to research to begin to complete the culminating task assignment. Each group locates information on the community needs of their selected civilization using a facts sheet. As they research, students are expected to set appropriate goals and priorities in accessing and processing information.

Catholic Graduate Expectations:

CGE 4e - sets appropriate goals and priorities in school, work and personal life;

CGR 5a - works effectively as an interdependent team member.

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3 Mapping Skills

Students become aware of the effect the natural environment has on planning communities by completing mapping activities. The teacher models and develops skills of scale, direction, symbol, and location as students map their local school building and work with community and topographical maps.

Finally, students learn about a variety of street patterns to assist them in choosing a framework for their early civilization community plan.

Combined with their research, these mapping skills are applied when groups design a new site for their ancient community.

Catholic Graduate Expectations:

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 4e - sets appropriate goals and priorities in school, work and personal life.

4 Comparing Early Civilizations

Students, working in their groups, summarize and present their research findings to the whole class. The presentation includes the following topics from their Facts Sheet: Government, Values and Beliefs, Technological Achievements, and Arts and Architecture.

A collaborative wall chart is prepared so that the basic features of all ancient civilizations researched can be compared. This information provides necessary background for the student audience, who act as council members in the culminating task.

Students are asked to find evidence that modern societies have been influenced more by the accomplishments of their civilization than by the other early civilizations.

Catholic Graduate Expectations:

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

CGE 3b - creates, adapts, evaluates new ideas in light of the common good.

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.

CGE 3d - makes decisions in light of gospel values with an informed moral conscience.

CGE 4c - a Self-Directed, Responsible, Lifelong Learner : Takes initiative and demonstrates Christian leadership.

CGE 4f - applies effective communication, decision-making, problem- solving, time and resource management skills.

Early Civilizations**Community Planner An Integrated Unit for Grade 5**

5 Community Planner

In early times, people were able to meet their needs through an independent, nomadic lifestyle. Gradually, they discovered that many of their needs could be met more easily if they worked together in larger tribal groups. This led to the forming of village settlements and eventually larger communities that were ruled by council members. As the population grew and resources became scarce, some members had to leave the community and find a new place to build another community. As a culminating activity, groups of students take on the role of a planning team which locates a new site and designs a new community based on the needs of their current civilization.

The group reviews the information on their civilization that they have amassed and use it to prepare a proposal for a new community. In order to assist with the presentation of their proposal, they prepare a large 2-D map of their community, a 3D model of one or more of the essential community components, a written presentation, and an oral presentation to the council members of their current community.

They make their presentation orally to the council members (classmates), who are involved in questioning the planning committee on the plan's historical authenticity, completeness, and practicality. Students are expected to demonstrate an understanding of the history, cultural heritage, and pluralism of an early society.

Catholic Graduate Expectations:

CGE 5e - respects the rights, responsibilities and contributions of self and others;

CGE 3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Description

The study of early civilizations provides a context for developing an understanding of the nature of civilizations and the factors that influence their formation.

Students are first provided with a geographical and historical overview of several early civilizations. A world mapping activity is used to introduce and locate the seven civilizations. (They focus on a single civilization for an in-depth study in future subtasks.)

Secondly, to develop the concept of a timeline, they discuss and sequence important personal events in their lives (e.g., sacraments) on a timeline. Further to this, they develop an historical timeline, including references to Biblical events.

Thirdly, subtopics for group research on a specific ancient civilization are identified by brainstorming a modern community's needs.

Finally, they are introduced to the culminating task and presented with the culminating task description, rubric, and letter to parents.

Catholic Graduate Expectations:

CGE 3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society;

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Expectations

- 5z2 • identify physical and social needs of people in early civilizations and compare the ways in which these needs were met;
- 5z4 A – identify major early civilizations (e.g., Mediterranean, African, Asian, Central/South American);
- 5z17 A – construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to compare early civilizations);
- 5z21 A – compare maps of early civilizations with modern maps of the same area;
- 5z22 A – map the locations of early Mediterranean, African, Asian, and Central/South American civilizations;
- 5z23 – apply knowledge of grids, symbols, and direction when mapping the locations of important features of an area (e.g., locations of early civilizations);
- 5e61 – contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group;

Groupings

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

Teaching / Learning Strategies

- Map Making
- Discussion
- Brainstorming

Assessment

Initial Assessment:

Look for evidence of students' prior knowledge in the areas of :

1. understanding the relationship between the unique needs of the individual and the needs of the larger social group. For example, humans need food and water to survive; how does a large group of people work together to meet these needs?
2. understanding that geographic and other environmental factors have a

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200 mins

significant effect on the manner in which human needs are met.

3. understanding that there is a social or cultural influence on how these needs are met and by whom.

The above knowledge can be assessed through teacher observation of:

1. completion of map and timelines.
2. process of categorizing community needs on a visual organizer.

Anecdotal comments:

1. should objectively report specific and observed behaviours
2. describe student performance in detail in writing

A Rating Scale has been included to assess the completion of the map.

Assessment Strategies

- Observation
- Performance Task

Assessment Recording Devices

- Anecdotal Record
- Rating Scale

Teaching / Learning

*Each student needs a folder to store ongoing work.
Folder covers are decorated during Subtask 2.*

1.1 Introduction to Early Civilizations - 20 mins. Whole Class - Teacher-directed

Write the words "ancient" and "civilization" on chart paper and elicit student definitions for each word. Tell students that 'ancient civilizations' are referred to as 'early civilizations' in this unit. Encourage a class discussion in which examples of early civilizations are identified and responses recorded. Depending on prior knowledge, responses might include geographic locations, known artifacts, chronology, etc.

The following two lessons provide students with a geographical and historical context for several early civilizations. This is a brief overview of the locations and times of the civilizations which will provide background knowledge for future in-depth studies.

1.2 Locating Early Civilizations - 40 mins. Whole Class - Teacher-directed

Preparation:

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200 mins

Photocopy BLM 1.2a World Map Outline for each student and prepare an overhead of BLM 1.2b World Civilizations Map prior to this lesson. Photocopy BLM 1.2c Rating Scale for Map to be used to assess completed maps. Collect world atlases, enough for at least 1 for every two students.

Distribute World atlases and have students locate a world map on which continents and oceans are labelled. Draw students' attention to the following essential elements of a map: title, border, scale, compass rose, and legend. The purpose of each element should be explained, as these skills are introduced later in Subtask 3.

Prior to completing their own maps, students need to be aware of the criteria for evaluation. (See BLM 1.2c Rating Scale for Map)

Distribute the world Map BLM 1.2a to students. Have students neatly label:

- six main continents
- Atlantic, Pacific, Indian, and Arctic Oceans.

Display the overhead of BLM 1.2b. Have students locate and label the locations of early civilizations on their world maps. Each civilization should be coloured and a legend should be completed with the same colour code and name of civilization. (They will focus on a single civilization for an in-depth study in future subtasks.)

Include a short discussion on which physical features are common to these civilizations. Using their atlases, have students add important physical features that are found in the areas where these ancient civilizations developed (e.g., the Nile and Yangtze R., the Mediterranean Sea, the Andes Mountains).

1.3 Timelines

a) Creating Personal Timelines - 40 mins

Whole Class - Teacher-directed

Preparation:

Photocopy the BLM 1.3a World Events Timeline for each student and prepare an overhead of BLM 1.3b World Events Timeline (teacher's copy).

Discuss that many events occur in a sequence or order that places some events earlier and others later in time. Model a simple personal horizontal timeline on the board so that students can become familiar with how to scale and label a timeline properly.

Individual - Independent

Invite students to create their own horizontal timelines for ten years of their lives, listing several important events in chronological order. Make sure students include the sacraments received to date, including Baptism, First Reconciliation, and First Holy Communion.

b) World Events Timelines - 40 mins.

Whole Class - Teacher-directed

Before they can prepare a world events timeline, students need to become familiar with the following:

a) how time is recorded:

CE - Common Era, otherwise referred to by Christians as AD

BCE- Before the Common Era, otherwise referred to by Christians as BC

b) how centuries are named and numbered:

18th century (1700 - 1799)

20th century (1900 - 1999)

21st century (2000 - 2099)

Display an overhead of BLM 1.3b and encourage a class discussion relating back to information recorded on chart paper in Subtask 1.1. Tell students that timelines can be either vertically or horizontally oriented. When a lot of

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detail is included in the events on a timeline, it is sometimes easier to read the timeline when it is vertically oriented.

Distribute student copies of BLM 1.3a. Have students accurately record dates and terms from the overhead.

Completed timelines should be assessed for accuracy and placed in student folders.

1.4 Identifying Community Components - 40 mins.

Whole Class - Teacher-directed

Preparation:

Photocopy BLM 1.4a Components of a Modern Community for each student.

Brainstorm the needs of a modern community using their local community as a model. Ensure that a variety of needs are listed, including services provided to the community as well as physical structures. Discuss our spiritual needs and how they are met within the community.

In addition, lead students to consider values such as social justice, peace, and the preservation of the environment. They could identify institutions and community organizations which promote these values within the local community. (e.g., Knights of Columbus, Catholic Women's League, Share Life, Humane Societies, Girl Guides and Boy Scouts, etc.)

Record student responses on the board and have students complete the upper portion of their BLM 1.4a.

Small Groups - Independent

In small groups, students use the lower portion of BLM 1.4a to collaboratively sort and classify the needs into categories that belong together (e.g., church, synagogue, mosque, etc., belong to a "Religion" category. See Sample Response BLM 1.4b).

Whole Class - Teacher-directed

Have each group read their category titles aloud to the class and explain their choices.

Completed charts should be kept in student folders.

1.5 Presenting the Culminating Task - 20 mins.

To provide a context for the culminating task, the teacher should recall previous learning from lessons 1.1 and 1.4 to make students aware that similarities exist between the needs of modern and early societies.

Present the culminating task assignment, BLM 5.1a Community Planner - Task Description and Culminating Task Rubric. Clarify expectations for each aspect of the task and answer any questions.

Distribute the parent letter, BLM 5.1b Letter to Parents. All three BLMs should be taken home to be shared with parents. Students should return BLM 5.1a and the rubric and keep them in their folders for future reference.

Adaptations

The teacher may extend the mapping activity by having students map important physical features that are found in the areas where these ancient civilizations developed (e.g., the Nile and Yangtze R., the Mediterranean Sea, the Andes Mountains).

The group work also assists students' learning at all levels of achievement.

While observing the group work, assist those who need further explanations of the assignment(s) and/or guidance to contribute to the brainstorming activities.

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200 mins

See Notes in Unit Overview for general adaptations.

Resources

	1.2a World Outline Map	1.2a World Map.cwk
	1.2c Rating Scale for Map	1.2c Rating Scale for Map.cwk
	1.3a World Events Timeline	1.3a World Events Timeline.cwk
	1.2b Early Civilizations Map	1.2b Early Civ. Map .cwk
	1.3b World Events Timeline (Teacher)	1.3b Timeline (Teacher).cwk
	1.4a Components - Modern Community	1.4a Mod.Comm.cwk
	1.4b Components Modern Community(Teacher)	1.4b Mod.Comm Tchr.cwk
	On the Threshold of History	R. Burrell
	Living in the Past	Moonlight First Encyclopedia
	Life Through the Ages	Bobbie Kalman
	Science in Ancient Rome	J. Harris
	Technology: The Routes of Engineering	Kris Dick & Norma Lee

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200 mins

Notes to Teacher

Each student needs a folder to store ongoing work. Folder covers are decorated during Subtask 2.

Photocopy BLM 1.2a World Map Outline for each student and prepare an overhead of BLM 1.2b World Civilizations Map prior to this lesson. BLM 1.2c Rating Scale for Map should be used to assess completed maps.

Some of the mapping activity could be assigned as homework.

Photocopy BLM 1.3a World Events Timeline for each student and prepare an overhead of BLM 1.3b World Events Timeline (teacher's copy) prior to the lesson.

Photocopy BLM 1.4a Components of a Modern Community for each student prior to the lesson.

BLM 1.4b, a partially completed version of "Components of a Modern Community" has been provided for teacher reference

Teacher Reflections

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Description

As an introduction to the historical/religious context of early civilizations, the teacher makes available a collection of myths and legends from various early civilizations. Students select, read, and report to the class from this collection.

In order to prepare students to research on other aspects of early civilizations, instructions are given on effective group work and various research skills are introduced and modelled by the teacher.

Culminating Task groups are formed and assigned one early civilization to research to begin to complete the culminating task assignment. Each group locates information on the community needs of their selected civilization using a facts sheet. As they research, students are expected to set appropriate goals and priorities in accessing and processing information.

Catholic Graduate Expectations:

CGE 4e - sets appropriate goals and priorities in school, work and personal life;

CGR 5a - works effectively as an interdependent team member.

Expectations

- 5z2 A • identify physical and social needs of people in early civilizations and compare the ways in which these needs were met;
- 5z4 A – identify major early civilizations (e.g., Mediterranean, African, Asian, Central/South American);
- 5z14 A – use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations;
- 5z10 A – identify some of the major scientific and technological achievements of early civilizations (e.g., in architecture, sculpture, medicine);
- 5z11 A – identify and compare the distinguishing features of early civilizations (e.g., class structure, location, government, beliefs);
- 5z12 A – describe myths and legends of various early civilizations (e.g., Greek and Norse myths);
- 5z13 A – identify and compare design and technology in early civilizations (e.g., with respect to roads, jewellery, irrigation systems, tools, food preservation, pottery, buildings).
- 5z15 A – formulate questions to serve as a guide to gathering information about early civilizations (e.g., how the Mayans used temples to mark the solstice);
- 5z16 A – locate relevant information (e.g., on how environmental factors affected the ways basic needs were met in early civilizations) from a variety of sources (e.g., interviews, field trips, classroom speakers, maps, illustrations, print materials, videos, CD-ROMs);
- 5z17 – construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to compare early civilizations);
- 5z18 A – communicate information about early communities, using media works, oral presentations, written notes

Groupings

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

Teaching / Learning Strategies

- Reading Response
- Research
- Notemaking

Assessment

Teacher observation of group work should include students':

1. interest during group sharing activities
2. ability to retell important elements of a myth or legend chosen
3. ability to work with a partner

Anecdotal comments:

1. should objectively report specific and observed behaviours
2. describe student performance in detail in writing

Assessment of Notemaking:

Use Checklist for Note-Taking Activities BLM 2.3b.

Assessment of ability to access and use resources:

Develop a rating scale with the students to

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Research

Subtask 2

155 mins

- and descriptions, drawings, tables, charts, maps, and graphs;
- 5z19 – examine how environment, society, and technology were related in early civilizations;
- 5e1 A • communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);
- 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);
- 5e22 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;
- 5e34 A – use research skills (e.g., formulate questions, locate information, compare information from a variety of sources);
- 5e46 • ask and answer questions on a variety of topics to acquire and clarify information;
- 5e48 • express and respond to ideas and opinions concisely, clearly, and appropriately;
- 5e49 • contribute and work constructively in groups;
- 5e60 – speak clearly when making presentations;
- 5e61 – contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group;

assess their ability to access and use resources using the following sample criteria:

- uses a variety of sources to locate information;
- uses skills effectively to locate information within the source;
- uses note-taking skills effectively;
- accurately completes a bibliography on each resource.

Assessment During Research:

The Group Proposal Planning Sheet (BLM 5.1c) directs students to conference with the teacher after researching each category. Some remedial lessons may be required as a result of the conferences.

Assessment Strategies

- Observation
- Conference
- Portfolios

Assessment Recording Devices

- Anecdotal Record
- Checklist
- Rating Scale

Teaching / Learning

Prior to the lesson, collect and display a variety of myths and legends, from as many of the civilizations as possible, depicting characters and settings from early civilizations.

2.1 Literature Sharing and Response - 40 mins.

Whole Class - Teacher Directed

To further develop students' understanding of the historical context of the early civilizations, select a myth or legend from each of several early civilizations. Have students identify myths and legends that they know from personal experience with books, television, movies, and video games.

Develop a chart of characteristics of myths and legends.

Pairs - Independent

In pairs have students select, read, and share (by giving a short oral report) the main elements of a myth or legend (characters, setting, plot). They should also identify characteristics that are specific to myths and legends. (See Subtask Notes)

After the reports have finished, discuss how the myths and legends reflect the beliefs and values of the early civilization.

Record some basic features of early civilizations as they come up in the story reports. These features should relate to the components of a community that students identified in Subtask 1.

Students can use information from their readings to decorate their unit folders.

2.2 Identifying Sources of Information - 15 mins.
Whole Class - Teacher-directed

Photocopy BLM 2.2a Identifying Sources of Information.

Discuss and make a list of the sources of information students have previously used when conducting research. Ask students where these sources are available and what kinds of information each source provides.

Distribute copies of BLM 2.2a and compare student-generated responses with those listed on the BLM. Ensure students know how to access the various sources within their local community.

2.3 Making Notes - 40 mins.
Whole Class - Teacher-directed

a) Making Point Form Notes

Preparation:

Photocopy BLM 2.3a Point Form Notes.

Have lined paper available.

BLM 2.3b Checklist for Note-taking Activities should be used to assess point form notes.

Distribute BLM 2.3a to each student.

As a whole class, read the passage, "Life Before Clocks" (BLM 2.3a). Have students identify the main idea in each of the four sentences. Model how to record these as point form notes on the board. Students copy these on the BLM in the space beside the passage.

Individual - Independent

Using the previous procedure as a model, students can practise making point form notes independently using the passages, "Natural Clocks" and "Signposts." Responses should be completed in the spaces provided beside each passage.

b) Converting Point Form Notes into Paragraphs
Whole Class - Teacher Directed

With the whole class, model on chart paper how to rewrite point form notes into a paragraph. While you have the same content, your new paragraph should be different from the original version of "Life Before Clocks."

Individual - Independent:

Students repeat this process on lined paper using their point form notes to create their own new paragraphs for "Natural Clocks" and "Signposts."

Use the Checklist for Note-Taking Activities BLM 2.3b.

Some of this activity could be completed as homework.
Finished work should be kept in their folders.

2.4 Culminating Task Introduction and Work Group Formation - 20 mins.
Whole Class - Teacher-directed

Preparation:

Photocopy BLM 5.1c Group Proposal Planning Sheet and 5.1d Facts Sheet for each student.

This unit deals with the following early civilizations: Egyptian, Greek, Roman, Chinese, Incan, Aztec, and Mayan. The seven civilizations that have been identified, incorporate several continents and time periods. Depending on

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Research

Subtask 2

155 mins

student interest and available resources, other early civilizations could be studied.

Create seven town planner groups so that all seven civilizations are studied. Have each group select a civilization to study or assign one civilization to each group.

Distribute BLM 5.1c Group Proposal Planning Sheet and BLM 5.1d Facts Sheet to each student.

- The group planning sheet outlines each member's responsibilities. It is completed as a group but each member has a completed copy for information.

- The Facts Sheet, which is completed by each student, contains the needs categories to be researched and specific questions to be answered, about the early civilization.

Both the Facts Sheet and planning sheet should be carefully reviewed with the students so that teacher expectations are clearly understood and questions answered. Students should be reminded that the space provided on the Facts Sheet does not limit the amount and type of information which can be collected during the research process. They should be encouraged to include visual material (e.g., pictures, graphs, charts, maps, etc.).

Group Work Skills:

A class discussion on promoting effective group skills would be useful at this time. Groups should be encouraged to conference among themselves and with the teacher to ensure that work is progressing satisfactorily.

Choosing Topics to Research:

Through a group discussion, individual members select one category from List A, e.g., needs, and one from List B, e.g., values and beliefs, on which to research information and share with the other group members in future subtasks. The teacher may wish to pre-assign categories to individual group members.

Later, at the library, they research information about their civilization in relation to these two categories. They also answer specific questions about how the fulfillment of these needs was impacted by the environment of the civilization.

Assessment:

Remind the class that they have to have conferences with the teacher at regular intervals throughout their research as listed on BLM 5.1c.

Set up a procedure for scheduling conferences with the teacher.

2. 5 Recording Information Sources - 40 mins.

Whole Class - Teacher-directed

Photocopy BLM 2.5a Recording Sources of Information and schedule a class visit to the school or local library.

Now that students know what civilization and categories they need to research, they are ready to start finding appropriate resources.

Distribute copies of BLM 2.5a to each student to be used as a guide.

On the Facts Sheet have them record their group's early civilization name and their two individual categories to be researched.

Students need to bring these sheets in their unit folders to the library, since they begin their research at this time.

Either the teacher or teacher-librarian (if available) can give a brief orientation to the location of various research resources.

Students should be given an opportunity to search through a variety of sources and make a note of any resources that could be used in future for research. They should follow the model indicated on BLM 2.5a. They should identify at least 3 different kinds of resources, e.g., print, Internet, or video. Make students aware that the bibliography should be updated with each new source of information found.

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Address the issue that some of the material that students are reading may be biased in nature, e.g., sometimes inaccurate stereotypes are depicted. Students should refer to more than one resource on any topic in order to get balanced information.

2.6 Beginning Their Research - time is indeterminate **Individual - Independent**

Using appropriate sources, students can begin completing BLM 5.1d Facts Sheet for their assigned civilization.

The Group Proposal Planning Sheet directs students to conference with the teacher after researching each category. Some teacher modelling of how to research or remedial lessons may be required as a result of the conferences.

Allow enough research time for students to complete their Facts Sheet. Some research may be completed at home or at the community library.

All information collected (e.g., notes, charts, or pictures) should be kept in unit folders.

Assessment:

Develop a rating scale with students to assess their ability to access and use resources using the following sample criteria:

- uses a variety of sources to locate information;
- uses skills effectively to locate information within the source;
- uses note-taking skills effectively;
- accurately completes a bibliography on each resource.

The teacher may also review BLM 2.3b Checklist as a formative assessment tool.

Adaptations

Some students may need support to access resources and information within the resources. They could be partnered with another student who has the same needs category.

While observing the group work, assist those who need further explanations of the assignment(s) and/or guidance to contribute to the brainstorming activities.

See Notes in Unit Overview for general adaptations.

Resources

 2.3a Point Form Notes	2.3a Point Form Notes.cwk
 2.2a Identifying Sources of Information	2.2a Sources of Info.cwk
 2.3b Checklist for Note-Taking	2.3b Checklist Notetaking.cwk
 2.5a Recording Sources of Information	2.5a Rec. Sources of Info.cwk
 Hercules the Man, the Myth, the Hero	Kathryn Laskey
 Pegasus	Marianna Mayer

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	The Race of the Golden Apples	Claire Martin
	The One-eyed Giant and the Other Monsters from the Greek Myths	Anne Rockwell
	The Gods and Goddesses of Olympus	Aliki
	Tales from Ancient Greece	Pamela Oldfield
	Favourite Greek Myths	M.P. Osborne
	The Incas - Myths and Legends	F. Halton
	The Aztecs	P. Nicholson, C. Watts
	The Incas	S. P. Newmann
	Greek Cities	B. Steel
	Roman Conquests	N. Grant
	Using Resource Materials	Marilyn Berry
	The Internet	Charles A Jortberg
	Ancient Civilizations	

Notes to Teacher

Time Allocation does not include time spent on research as this could vary from class to class.

Characteristics of Myths and Legends:

Myth:

- explains a phenomenon of nature such as thunder and lightning
- characters are people of superhuman strength: gods, goddesses, or god-like creatures
- most famous myths are those of Greek and Roman but almost all cultures have myths
- a narrative that describes and portrays in symbolic language the origin of the basic elements and assumptions of a culture. Mythic narrative relates, for example, how the world began, how humans and animals were created, and how certain customs, gestures, or forms of human activities, originated.

Myths differ from fairy tales in that they refer to a time that is different from ordinary time. The time sequence of myth is extraordinary—an "other" time—the time before the conventional world came into being. Because myths refer to an extraordinary time and place and to gods and other supernatural beings and processes, they have usually been seen as aspects of religion. Because of the all-encompassing nature of myth, however, it can illuminate many aspects of individual and cultural life.

Legend:

- about the exploits of a hero or heroine
- contains more historical truth and less of the supernatural than a myth
- serves as an expression of racial or national spirit
- are still in the making (e.g., Terry Fox has become a legend in our time)
- traditional narrative, or a collection of related narratives, popularly regarded as historically factual but is actually a mixture of fact and fiction.

The medieval Latin word *legenda* means things for reading. During certain services of the early Christian church, *legenda*, or lives of the saints, were read aloud.

A legend is set in a specific place at a specific time; the subject is a heroic historical personage. A legend differs from a myth by portraying a human hero rather than one who is a god. Legends, originally oral, have been developed into literary masterpieces. Among the most famous legends of all time are the classic epics the *Iliad* and the *Odyssey* of ancient Greece and the *Aeneid* of ancient Rome. From the Middle Ages come legends about Arthur, King of the Britons, and Charlemagne. In modern times legends have grown up around such people as Terry Fox. Contemporary legend usually deals with leading figures in the world of sports, films, and popular music.

Preparation:

Prior to the lesson, collect and display a variety of myths and legends from as many of the civilizations as possible, depicting characters and settings from ancient civilizations.

Using resources from both the school and public library, a variety of stories can be found in Dewey 292 (Myths).

Story reports could be prepared as homework.

Photocopy BLM 2.2a Identifying Sources of Information.

Photocopy BLM 2.3a Point Form Notes. Lined paper should be available. BLM 2.3b Checklist for Note-taking Activities should be used to assess point form notes.

Photocopy 5.1c Group Proposal Planning Sheet and BLM 5.1d Facts Sheet for each student prior to the lesson.

You may wish to pre-assign topics to individual group members.

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Community Planner An Integrated Unit for Grade 5

Research
Subtask 2

155 mins

Photocopy BLM 2.5a Recording Sources of Information and schedule a class visit to the school or local library.

Teacher Reflections

Early Civilizations

Community Planner An Integrated Unit for Grade 5

280 mins

Description

Students become aware of the effect the natural environment has on planning communities by completing mapping activities. The teacher models and develops skills of scale, direction, symbol, and location as students map their local school building and work with community and topographical maps.

Finally, students learn about a variety of street patterns to assist them in choosing a framework for their early civilization community plan.

Combined with their research, these mapping skills are applied when groups design a new site for their ancient community.

Catholic Graduate Expectations:

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 4e - sets appropriate goals and priorities in school, work and personal life.

Expectations

- 5z23 A – apply knowledge of grids, symbols, and direction when mapping the locations of important features of an area (e.g., locations of early civilizations);
- 5z24 A – use contour lines to represent elevation on maps (e.g., Mount Olympus);
- 5z17 A – construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to compare early civilizations);
- 5z16 A – locate relevant information (e.g., on how environmental factors affected the ways basic needs were met in early civilizations) from a variety of sources (e.g., interviews, field trips, classroom speakers, maps, illustrations, print materials, videos, CD-ROMs);
- 5z14 A – use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations;
- 5e44 – locate and interpret information, using various conventions of formal texts (e.g., index, maps, charts, lists, pictures, illustrative figures).
- 5m41 – use prefixes in the metric system correctly;
- 5m43 – select the most appropriate standard unit (millimetre, centimetre, decimetre, metre, or kilometre) to measure linear dimensions and the perimeter of irregular polygons;
- 5m44 – determine the relationship between linear units (e.g., centimetre to metre);
- 5m68 • understand key concepts in transformational geometry using concrete materials and drawings;
- 5m90 – demonstrate an understanding of coordinate systems on maps and grids.
- 5z18 A – communicate information about early communities, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

Groupings

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

Teaching / Learning Strategies

Map Making
 Direct Teaching
 Discussion

Assessment

The conference:

- a meeting is held between the teacher and each planning group
- the focus for students is to justify decision making

Performance Task

- teacher observation of a group of students performing specific mapping tasks, and demonstrating skills and/or knowledge through open-ended, "hands-on" activities.

The Rubric For Assessing Map Skills is used to assess the School Floor Plan.

BLM 3.2c Topographic Map Questions should be assessed for:

- the completion of responses on the BLM
- justification of location for a small town (paragraph)

Assessment Strategies

Conference
 Performance Task

Portfolios

Assessment Recording Devices

Rubric

Anecdotal Record

Teaching / Learning

The following mapping lessons can be injected into the program at the same time as students are independently researching their topics. Students should be encouraged to apply these mapping skills as they research, e.g., how to read contour maps to determine the physical features of the environment of their early civilization.

3.1 Using a School Floor Plan Map

Preparation:

Photocopy BLM 3.1a Mapping Guidelines.

Obtain or sketch an outline map of your school building. Show only the exterior walls, sidewalk, parking lot, etc. As a point of reference for students, indicate on the outline where your classroom is. If your school has more than one floor, you may choose to map only the main floor.

a) Assessing Prior Knowledge**Whole Class - Teacher-directed**

Display any wall map in the classroom.

Assess prior knowledge of mapping skills, by having students identify how direction, scale, symbol and legend, and location are represented.

Distribute and review BLM 3.1a.

Have students file this guideline in their unit folders for future reference.

Establish the cardinal directions, north, south, east, and west, by labelling the walls within the classroom.

b) Relative Scale and Legends

Distribute copies of the school outline map and have students turn the map to match the classroom orientation.

Have students put a compass rose on each of their maps. Discuss how they might use the details already on the map to locate their classroom, the office, the library, the gym, etc. Tell students that they will be adding more details to the map as you take the class for a walk around the school.

Relative Scale:

Discuss the concept of relative scale, noting the fact that some rooms require more or less space when represented on the outline, e.g., the gym is larger on the map than your classroom.

(TVO's *Geography Skills* video series on scale, or another similar visual resource, could be used here to help students understand this concept.)

Note: the goal in this activity is to have students reproduce a floor plan of their school's main floor which includes all rooms and common areas. The plan's scale should be relatively accurate; that is, room sizes should be shown in proper proportion to each other, but students are not expected to measure each room and draw their floor plans to any specific scale.

Take students on a walk around the school. Encourage them to make notes on relative room sizes, irregularities, (e.g., round foyer, L-shaped library), and uses.

Small groups - Independent

Working in their town planning groups, students each recreate a reasonably accurate detailed map of the school, based on their notes and understanding of relative scale. Encourage neatness, use of rulers, etc.

Map Legends:

Students need to include the legends before submitting their maps for assessment.

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Rather than labelling the rooms within the school, the concept of a map legend should now be developed. Refer students to the legend on the display map and to the legend guidelines on BLM 3.1a.

Lead a discussion in which students develop an understanding of the importance of selecting appropriate legends and symbols, and how they enhance a map's appearance and readability by reducing clutter.

Have students consider legend symbols that they might use, based on room use (e.g., classroom, office, library, washrooms). These symbols are drawn on the map and on the legend.

In addition, encourage students to include an accurate compass rose.

Completed maps should be submitted for assessment using the Rubric for Assessing Map Skills.

3.2 Topographic Map Skills**Preparation:**

Photocopy BLM 3.2a Contour Maps.

TVO's *Geography Skills* video series on contour, or similar resource, could be used here to help students understand contour representation.

Find contour maps in atlases.

Whole Class - Teacher-directed

In order for each group to be able to prepare a topographical map and three-dimensional model for the culminating task, students need to learn how to show elevation on a two-dimensional map and incorporate landforms into maps.

Using the atlases, have students examine contour maps or use BLM 3.2a. Explain to students that the shape and elevation of the land is represented on a map by using contour lines which show points that are at the same level of elevation. The top picture on BLM 3.2a is a contour map showing the hills that are represented at the bottom.

Discuss how contour maps represent 3-D surfaces on a flat plane:

- line AB is a cross-section through the middle of the map's total area
- hill B has a higher elevation
- hill B is steeper on both sides (contour lines are closer together)
- note the interval between contour lines (change in elevation)

All BLMs should be kept in student folders for future reference.

3.3 Street Patterns**Preparation:**

Photocopy BLM 3.3a Street Patterns prior to this activity.

By the end of this subtask, students should be nearing the completion of their research, since they are expected to choose a street pattern, which acts as a framework for the 2-D map in their culminating task.

Whole Class - Teacher-directed

Students have the opportunity to analyse three patterns for organizing streets. Distribute BLM 3.3a and initiate a discussion about each pattern, noting advantages and disadvantages on the board.

Obtain a map showing the street pattern(s) in your community, or one with which a majority of your students are familiar. Have students identify pattern(s) and suggest reasons why early town planners might have favoured them. As an extension, some students may be able to analyse local patterns, identifying problems such as congestion and location of services, and proposing planning solutions.

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280 mins

Students should meet in their town planning groups. They choose a street pattern to be used on the 2-D map in the culminating task. In a teacher conference, each group justifies their choice based on their research.

Note: All ongoing activities should be kept in students' unit folders.

Adaptations

Depending on experience and ability, some students may require small-group lessons on mapping. This can be a hard concept for some students to grasp. They may need three-dimensional moulding material or plastic models to place beside the 2-D maps to help them grasp some concepts.

The group work also assists students' learning at all levels of achievement.

While observing the group work, also assist those who need further explanations of the assignment(s) and/or guidance to contribute to the brainstorming activities. For example, some students may need to see a 3-D model to understand topographical map concepts. This could be done using building blocks or plastic models with each level of elevation being 1 block.

See Notes in Unit Overview for general adaptations.

Resources

	Rubric for Assessing Map Skills	
	3.1a Mapping Guidelines	3.1a Mapping Guidelines.cwk
	3.3a Street Patterns	3.3a Street Patterns.cwk
	3.2a Contour Map	3.2a Contour Map.cwk
	Atlas of the World, 6th ed.	1990 National Geographic Society
	Developing Mapping Skills Grades 4-8	Learning Unlimited
	The Living Atlas	Gage Educational Publishing
	Your Way With Map & Compass Orienteering	Orienteering Services Canada
	Map of school area	
	Map of school area	
	Tapestry 5 Student Book	Les Asselstine, Rod Peturson
	Geography Skills	TV Ontario
	Geography Skills	TVO

Notes to Teacher

The mapping lessons can be injected into the program at the same time as students are independently researching their topics. Students should be encouraged to apply these mapping skills as they research, e.g., how to read contour maps to determine the physical features of the environment of their early civilization. As you observe students in their research activities, you could determine if additional lessons on mapping are required.

Prior to this activity, photocopy BLM 3.1a Mapping Guidelines. Obtain an outline of your school building, showing only your classroom as a point of reference (or another classroom if yours is not on the main floor).

In addition, obtain a large wall map (e.g., Canada, World etc.) to be used in the first lesson. Ensure that it has good samples of: direction, scale, symbol and legend, and location, which is referred to and used as models for students' work.

TVO's video series *Geography Skills* or another comparable visual resource is recommended to enhance students' understanding of mapping concepts.

Opportunities for enrichment in the area of scale may be provided by increasing the level of accuracy expected.

Photocopy BLM 3.2a Contour Maps, prior to the lesson. TVO's *Geography skills* video series on contour, or a similar resource, could be used here to help students visualize contour representation.

Note: Topographic maps are designed to cover relatively large areas, depending on their scale. They use techniques such as colour coding, contour lines, etc. to display various heights of land and changes in elevation as you move across the area covered by the map.

This activity is designed to familiarize students with the use of contour lines. Town planning groups may or may not choose to incorporate contour lines into their 2-D maps in the culminating task.

Photocopy BLM 3.3a Street Patterns prior to activity. By the end of this subtask, students should be nearing completion of their research, since they are expected to choose a street pattern for their culminating task.

Obtain a map showing the street pattern(s) in your community, or one familiar to most of your students.

As an extension, some students may be able to analyse local patterns, identifying problems such as congestion and location of services, and proposing planning solutions.

Teacher Reflections

Description

Students, working in their groups, summarize and present their research findings to the whole class. The presentation includes the following topics from their Facts Sheet: Government, Values and Beliefs, Technological Achievements, and Arts and Architecture.

A collaborative wall chart is prepared so that the basic features of all ancient civilizations researched can be compared. This information provides necessary background for the student audience, who act as council members in the culminating task.

Students are asked to find evidence that modern societies have been influenced more by the accomplishments of their civilization than by the other early civilizations.

Catholic Graduate Expectations:

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

CGE 3b - creates, adapts, evaluates new ideas in light of the common good.

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.

CGE 3d - makes decisions in light of gospel values with an informed moral conscience.

CGE 4c - a Self-Directed, Responsible, Lifelong Learner : Takes initiative and demonstrates Christian leadership.

CGE 4f - applies effective communication, decision-making, problem- solving, time and resource management skills.

Expectations

- 5z1 A • identify ways in which the natural environment shaped the cultures of various early civilizations;
- 5z2 A • identify physical and social needs of people in early civilizations and compare the ways in which these needs were met;
- 5z3 A • describe how the knowledge developed by early civilizations has affected modern society.
- 5z4 – identify major early civilizations (e.g., Mediterranean, African, Asian, Central/South American);
- 5z5 A – demonstrate an understanding of the basic features of early civilizations;
- 5z6 A – demonstrate an understanding of the interrelationships between early civilizations and the environment (e.g., with respect to food, shelter, clothing, cultural practices);
- 5z7 A – demonstrate an understanding of the nature of the governments (e.g., whether democracies or aristocracies) and of the class structures of early civilizations;
- 5z8 A – demonstrate an understanding of some of the values and beliefs on which life in early civilizations

Groupings

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

Teaching / Learning Strategies

- Collaborative/cooperative Learning
- Oral Explanation
- Issue-based Analysis

Assessment

The conference:

- a meeting is held between the teacher and each planning group
- the focus is to justify decision making and use of evidence to support ideas, comparisons, and written presentations

Performance Task

- observation of oral presentation skills and

Comparing Early Civilizations

Subtask 4

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130 mins

- 5z14 A was based (e.g., religious beliefs, the Olympic ideal);
– use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations;
- 5z9 A – demonstrate an understanding of how values and beliefs in early civilizations affected people’s daily lives (e.g., the right to vote);
- 5z10 A – identify some of the major scientific and technological achievements of early civilizations (e.g., in architecture, sculpture, medicine);
- 5z11 A – identify and compare the distinguishing features of early civilizations (e.g., class structure, location, government, beliefs);
- 5z12 – describe myths and legends of various early civilizations (e.g., Greek and Norse myths);
- 5z13 A – identify and compare design and technology in early civilizations (e.g., with respect to roads, jewellery, irrigation systems, tools, food preservation, pottery, buildings).
- 5z17 – construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to compare early civilizations);
- 5z18 A – communicate information about early communities, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;
- 5z19 A – examine how environment, society, and technology were related in early civilizations;
- 5z20 A – examine the impact of early civilizations on modern civilizations (e.g., Olympics, architecture, geometry, the idea of democracy, medicine, the calendar, number systems);
- 5z25 A – compare design and technology in early civilizations with those in modern Canada (e.g., with respect to roads, irrigation systems, tools, buildings).
- 5e1 A • communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);
- 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);
- 5e3 • organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
- 5e4 • use simple, compound, and complex sentences;
- 5e7 • revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience;
- 5e8 A • proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;

use a rubric to assess performance

Peer Assessment

- student observation of oral presentation skills using a rubric

Anecdotal comments:

- observe a group of students while determining comparisons, and demonstrating skills and/or knowledge through open-ended, "hands-on" activities.
- objectively report specific and observed behaviours
- describe student performance in detail in writing

Assessment Strategies

- Performance Task
- Conference
- Self Assessment

Assessment Recording Devices

- Rubric
- Checklist
- Anecdotal Record

Teaching / Learning

At this point in the unit, students should have completed their Facts Sheet and research should be finished.

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130 mins

4.1 Synthesizing and Sharing Information

Preparation:

Photocopy BLM 4.1a Checklist for Group Work for each student.

Find or create index cards.

Prepare a large space on a bulletin board or chalkboard for students to mount index cards according to category.

Across the top of the display, put the names of the 7 or more civilizations that were researched, e.g., Greek.

Down the left side, put the 8 categories from the Facts Sheet, e.g., food. Add Impact on Modern Society as a topic.

This lesson allows students to synthesize what they have learned and display it for comparison with what others learned.

a) Collaborative Wall Chart

Whole Class -Teacher-directed

Using sample notes on the board, explain how to synthesize notes down to main ideas.

Working in their town planner groups, have students examine their notes and discuss how to synthesize the information on each topic so that it fits on a file card. Each student in the group creates a file card for the two topics that he/she studied. Across the group, they should have information on all 8 topics.

Have them discuss what they should say about the impact their civilization had on modern society. Create a group file card for this topic.

Have the file cards posted on the board as they are completed.

Have the groups analyse the data that they have displayed to see if it is correct and comprehensive.

4.2 Oral Presentation of Data

The groups prepare an oral presentation to share what they have learned with the rest of the class. During the presentation, they try to convince the other class members that the civilization they studied has created the greatest impact on modern society. They need to use all their persuasive skills.

Preparation:

Check the displayed information to make sure that students have selected correct and comprehensive information about the topic. Some cards may need revision which need to be completed before they can begin this lesson.

Photocopy the Persuasive Speaking or Writing Rubric.

a)Preparing the Presentation

Whole Class - Teacher-directed

Tell the groups that they are to prepare an oral presentation to share what they have learned with the rest of the class. During the presentation, they try to convince the other class members that the civilization they studied has created the greatest impact on modern society.

They need to use all their persuasive skills. If students are not familiar with persuasive arguments, they need a lesson on this.

Distribute a copy of the Persuasive Speaking or Writing Rubrics to each student and discuss the criteria with the class.

If students have previously been involved in preparing for and participating in oral communication activities, oral communication skills should be reviewed, e.g., effective posture, gestures, voice, etc.

Comparing Early Civilizations

Subtask 4

Early Civilizations

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130 mins

Small Group - Independent

Following this discussion, groups should meet to plan their presentation. They should decide whether one or more members will speak for the group. Alternatively, the teacher may wish to have all members prepare for the presentation and assign the task randomly.

b) Presenting their information:

Groups present their information orally to the class. Classmates use the Persuasive Speaking or Writing Rubrics to assess their peers' presentations.

4.2 Comparing Early Civilizations

Preparation:

Photocopy the Writing Rubric and review group skills prior to the activity since they will each be working with a new group of students.

Small Group - Independent

Organize students into groups based on the categories they researched. (For example, all those students who studied arts and architecture for any civilization would form one group.)

Have each group review the class wall chart and the oral presentations for each civilization in their group's category to identify how the civilizations were similar and different in their category.

Students then determine which of the aspects of the category are still in use today, e.g., technological achievements that are still in use today, e.g., They may need some time to gather additional information.

Each member of the group writes a summary of their comparisons and how the topic studied is impacting modern society. The writing rubric is shared and used for assessment.

Adaptations

The group work also assists students' learning at all levels of achievement.

While observing the group work, assist those who need further explanations of the assignment(s) and/or guidance to contribute to the brainstorming activities.

See Notes in Unit Overview for general adaptations.

Resources

	4.1a Checklist for Group Work	4.1a Checklist Gr. Work.cwk
	Technology: The Routes of Engineering	Kris Dick & Norman Lee
	Science in Ancient Rome	J. Harris
	Montezuma and the Aztecs	N. Harris
	Rome and the Ancient World	Simon and Schuster

Comparing Early Civilizations

Subtask 4

Early Civilizations

Community Planner An Integrated Unit for Grade 5

130 mins

Notes to Teacher

4.1 The teacher needs to provide each student with an index card. The teacher should photocopy BLM 4.1a Checklist for Group Work for each student.

Teacher Reflections

Early Civilizations

Community Planner An Integrated Unit for Grade 5

440 mins

Description

In early times, people were able to meet their needs through an independent, nomadic lifestyle. Gradually, they discovered that many of their needs could be met more easily if they worked together in larger tribal groups. This led to the forming of village settlements and eventually larger communities that were ruled by council members. As the population grew and resources became scarce, some members had to leave the community and find a new place to build another community. As a culminating activity, groups of students take on the role of a planning team which locates a new site and designs a new community based on the needs of their current civilization.

The group reviews the information on their civilization that they have amassed and use it to prepare a proposal for a new community. In order to assist with the presentation of their proposal, they prepare a large 2-D map of their community, a 3D model of one or more of the essential community components, a written presentation, and an oral presentation to the council members of their current community.

They make their presentation orally to the council members (classmates), who are involved in questioning the planning committee on the plan's historical authenticity, completeness, and practicality. Students are expected to demonstrate an understanding of the history, cultural heritage, and pluralism of an early society.

Catholic Graduate Expectations:

CGE 5e - respects the rights, responsibilities and contributions of self and others;

CGE 3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Expectations

- 5z1 A • identify ways in which the natural environment shaped the cultures of various early civilizations;
- 5z2 A • identify physical and social needs of people in early civilizations and compare the ways in which these needs were met;
- 5z5 A – demonstrate an understanding of the basic features of early civilizations;
- 5z6 A – demonstrate an understanding of the interrelationships between early civilizations and the environment (e.g., with respect to food, shelter, clothing, cultural practices);
- 5z7 A – demonstrate an understanding of the nature of the governments (e.g., whether democracies or aristocracies) and of the class structures of early civilizations;
- 5z8 A – demonstrate an understanding of some of the values and beliefs on which life in early civilizations was based (e.g., religious beliefs, the Olympic ideal);
- 5z14 A – use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations;
- 5z9 A – demonstrate an understanding of how values and beliefs in early civilizations affected people's daily lives (e.g., the right to vote);
- 5z10 A – identify some of the major scientific and technological achievements of early civilizations (e.g., in architecture, sculpture, medicine);

Groupings

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

Teaching / Learning Strategies

- Collaborative/cooperative Learning
- Conferencing
- Issue-based Analysis

Assessment

The conference:

- a meeting is held between the teacher and each planning group
- the focus is to justify decision making

Performance Task

- the teacher observes groups of students performing specific mapping tasks, and demonstrating skills and/or knowledge through open-ended, "hands-on" activities.

Portfolios

- the teacher assesses students'

Early Civilizations

Community Planner An Integrated Unit for Grade 5

440 mins

- 5z13 A – identify and compare design and technology in early civilizations (e.g., with respect to roads, jewellery, irrigation systems, tools, food preservation, pottery, buildings).
- 5z17 A – construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to compare early civilizations);
- 5z18 A – communicate information about early communities, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;
- 5z19 A – examine how environment, society, and technology were related in early civilizations;
- 5z23 A – apply knowledge of grids, symbols, and direction when mapping the locations of important features of an area (e.g., locations of early civilizations);
- 5e1 A • communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);
- 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);
- 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;
- 5e46 A • ask and answer questions on a variety of topics to acquire and clarify information;
- 5e48 A • express and respond to ideas and opinions concisely, clearly, and appropriately;
- 5e59 A – use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, reading aloud, making presentations, stating opinions, etc.;
- 5e60 A – speak clearly when making presentations;
- 5e61 A – contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group;
- 5e62 A – discuss with peers and the teacher strategies for communicating effectively with others in a variety of situations;
- 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;

achievement, knowledge, and skills over time and across a variety of contexts
 - the teacher observes visual presentations of a student's accomplishments, capabilities, strengths, weaknesses, and progress over a specified time.

The Facts Sheets is marked for completion and accuracy.

Rubrics are used to assess the complete proposal.

Rubrics are used for peer assessment
 Group participation is assessed using the Checklist for Group Work 4.1a.

Students assess their own work using the Student Self-Assessment.

Assessment Strategies

- Performance Task
- Conference
- Portfolios

Assessment Recording Devices

- Rubric
- Checklist

5s90 A – communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, written notes and descriptions, drawings, charts, and oral presentations (e.g., give a presentation on the process of designing and making a specific structure);

Teaching / Learning

5.1 Review of Task Assignment & Assessment - 20 mins. Whole Class - Teacher-directed

The culminating task was assigned at the beginning of the unit and the assessment criteria have been discussed. Students should have received relevant BLMs 5.1a, 5.1b, 5.1c, 5.1d and 2 rubrics.

The learning/skills, which have been developed through the preceding subtasks, now are applied in the

Early Civilizations**Community Planner An Integrated Unit for Grade 5****440 mins**

culminating task. These learning/skills need to be reviewed so that students can make the necessary connections and remedial lessons can be taught.

Begin by reviewing the task description in BLM 5.1a. Answer any questions and clarify expectations. Make students aware that the anticipated population of the new community should not exceed 100 to establish limits on their community plans.

5.2 Synthesizing their Data - 20 mins.
Small Groups - Independent

At this point, students should have all the appropriate information about their topics in the form of synthesis notes from the previous subtask, rough notes, jottings, webs, charts, graphs, sketches, rough maps, etc.

Working as a group, students take the information that they have processed and complete a final analysis of which information is relevant to include in their plans. They also need to consider whether or not they have the time and ability to present all the information they have decided is relevant.

The groups have to consider the following:

- the purpose for presenting the information (to propose a new town site and plan)
- the information that they want to present
- the audience (community council members)

5.3 Planning the Proposal - 40 mins.**Whole Class - Teacher-directed**

Review the Task Assignment BLM 5.1a and discuss how to create a plan for the proposal using BLM 5.1c. Discuss in detail each of the three required components of the proposal.

Small Groups - Independent

Provide time for the groups to complete their plans.

Conference with each group before they proceed.

5.4 Creating a Map of the Proposed Community - 40 mins.**Small Groups - Independent**

Using the street pattern chosen in subtask 3, the group creates a map of the community that they are proposing to build including:

- a legend, symbols, a compass rose, a scale;
- community boundaries;
- physical features;
- symbols of human-made structures (e.g., buildings, bridges, etc.).

Have the group roughly sketch the map.

Conference**Small Groups - Teacher-directed**

Have a conference with each group to make sure all requirements are included as this map provides an organizational framework for their proposal.

Small Groups - Independent

Provide time for them to create a final version of the map.

5.5 Creating a Model of their Proposed Community - 80 mins.**Small Groups - Independent**

Early Civilizations**Community Planner An Integrated Unit for Grade 5****440 mins**

In their groups, students should make a plan for the model of their community. They need to refer to the map and their research information to decide what to put in their model. They should make a list of each item that needs to be built.

They decide what aspect of the model each member is going to create and make a list of the materials required. They should discuss the various materials that could be used to construct the buildings, roads, etc., and where they might access them.

Groups should conference with the teacher to discuss the feasibility of their models and availability of materials.

Small Groups - Independent

Provide time for students to create their models.

Circulate to assess progress and understanding of concepts. Make anecdotal assessment notes.

5.6 Creating the Oral Presentation - 80 mins**Small Groups - Independent**

The groups decide on the best way to present their proposal for a new community, i.e., sequence the components of the proposal in a logical order and decide how the visual map and models will become integral parts of the oral presentation.

They divide up the presentation components in a fair and equitable way so that everyone in the group contributes to the presentation.

The group creates a written draft of the presentation with each student working on their component of the presentation. They do not need to take the draft through all the stages of the writing process as this draft is to be used only to guide their oral presentation.

Have students refer to the oral language rubric and skills presented in Subtask 4.3 as they prepare this draft.

Individuals and groups should conference with the teacher to allow the teacher to guide them as they revise their written draft.

Give students time to convert the written notes into an oral presentation. The group members help each other with their individual oral presentations by coaching them in using effective voice, reference of visuals, etc.

5.7 Making the Presentation 15 mins x 7 groups - approx. 120 mins

Before the student groups present their community proposals, discuss the role of the audience as council members. Throughout this unit, students have had the opportunity to learn about all seven early civilizations. During group presentations, audience members use this information to look for evidence that each new community site and plan is historically authentic, appropriately located, and includes all four research categories. The audience is encouraged to ask questions following each group presentation.

Arrange for the culminating tasks to be presented.

Assessment:

The teachers and students(peer assessment) assess the presentations using the Assessing the Presentation Rubric.

Self-Assessment: Students assess the process and product using BLM 5.6a Student Self-Assessment after their presentation.

Early Civilizations

Community Planner An Integrated Unit for Grade 5

440 mins

5.6 Celebrating the Unit - 40 mins

Whole Class - Teacher-directed

Have students plan a prayer celebration which would focus on how their lives have been enriched and improved by the achievements of early civilizations and include appropriate hymns, petitions, and prayers.

They should each reflect on their ability to act as a collaborative contributor who respects the rights, responsibilities, and contributions of each member of the group.

Adaptations

Accommodations are provided based on information obtained in the conferences about the various plans that the groups create as they produce their final proposals. Some students may require teacher and peer support to complete their aspects of the proposal.

Depending on student experience students may need lessons on creating 3-D models.

While observing the group work, assist those who need further explanations of the assignment(s) and/or guidance to contribute to the brainstorming activities.

During conferences, ensure that all members of the group are being treated fairly in the assignment of tasks within the group. Some students may require direction to help them choose appropriate tasks or to complete tasks to the best of their abilities.

See Notes in Unit Overview for general adaptations.

Resources

-  **Culminating Task Rubric**
-  **Assessing The Presentation Rubric**
-  **5.1b Letter to Parents** 5.1b Letters to Parents.cwk
-  **5.1d Facts Sheet** 5.1d Facts Sheet.cwk
-  **5.1c Group Proposal Planning Sheet** 5.1c Planning Sheet.cwk
-  **5.1a Culminating Task Description** 5.1a Culm. Task Description.cwk
-  **5.6a Student Self-Assessment** 5.6a St. Self-Assessment.cwk
-  **Eyewitness Encyclopedia of Science**
-  **Interactive Science Encyclopedia**
-  **PC Globe (English)**
-  **1998 Candian and World Enclyclopedia**
-  **Writing With a Persuasive Aim** Magic Lantern Video

Early Civilizations**Community Planner An Integrated Unit for Grade 5**440 mins

Notes to Teacher

The maps and models will be large and will require a lot of working and storage space.

Students need a variety of materials to create their 3-D models.

Depending on student experience students may need lessons on creating 3-D models.

Teacher Reflections

Appendices

Early Civilizations

Community Planner

Resource List:
Black Line Masters:
Rubrics:
Unit Expectation List and Expectation Summary:

Early Civilizations Community Planner An Integrated Unit for Grade 5



Rubric

- Assessing The Presentation Rubric** ST 5
2
- Culminating Task Rubric** ST 5
2
- Rubric for Assessing Map Skills** ST 3
2



Blackline Master / File

- 1.2a World Outline Map** ST 1
1.2a World Map.cwk
- 1.2b Early Civilizations Map** ST 1
1.2b Early Civ. Map .cwk
- 1.2c Rating Scale for Map** ST 1
1.2c Rating Scale for Map.cwk
- 1.3a World Events Timeline** ST 1
1.3a World Events Timeline.cwk
- 1.3b World Events Timeline (Teacher)** ST 1
1.3b Timeline (Teacher).cwk
- 1.4a Components - Modern Community** ST 1
1.4a Mod.Comm.cwk
- 1.4b Components Modern Community(Teacher)** ST 1
1.4b Mod.Comm Tchr.cwk
- 2.2a Identifying Sources of Information** ST 2
2.2a Sources of Info.cwk
- 2.3a Point Form Notes** ST 2
2.3a Point Form Notes.cwk
- 2.3b Checklist for Note-Taking** ST 2
2.3b Checklist Notetaking.cwk
- 2.5a Recording Sources of Information** ST 2
2.5a Rec. Sources of Info.cwk
- 3.1a Mapping Guidelines** ST 3
3.1a Mapping Guidelines.cwk
- 3.2a Contour Map** ST 3
3.2a Contour Map.cwk
- 3.3a Street Patterns** ST 3
3.3a Street Patterns.cwk
- 4.1a Checklist for Group Work** ST 4
4.1a Checklist Gr. Work.cwk
- 5.1a Culminating Task Description** ST 5
5.1a Culm. Task Description.cwk
- 5.1b Letter to Parents** ST 5
5.1b Letters to Parents.cwk
- 5.1c Group Proposal Planning Sheet** ST 5
5.1c Planning Sheet.cwk
- 5.1d Facts Sheet** ST 5
5.1d Facts Sheet.cwk

- 5.6a Student Self-Assessment** ST 5
5.6a St. Self-Assessment.cwk



Licensed Software

- 1998 Candian and World Encyclopeda** ST 5
- Eyewitness Encyclopedia of Science** ST 5
- Interactive Science Encyclopedia** ST 5
- PC Globe (English)** ST 5



Print

- Atlas of the World, 6th ed.** ST 3
1990 National Geographic Society
- Developing Mapping Skills Grades 4-8** ST 3
Learning Unlimited
- Favourite Greek Myths** ST 2
M.P. Osborne
- Fully Alive** Unit
Grade 5 Family Life Program
Theme 1 - Topic 5, Theme 2, Theme 5
- Greece: Discovering the Past** Unit
Ewing & Newhart
(Teacher manual available) (M&A)
- Greek Cities** ST 2
B. Steel
- Hercules the Man, the Myth, the Hero** ST 2
Kathryn Laskey
- Life Through the Ages** ST 1
Bobbie Kalman
- Living in the Past** ST 1
Moonlight First Encyclopedia
- Map of school area** ST 3
map of the area within the school boundaries showing
main roads or other features
- Map of school area** ST 3
map of the area within the school boundaries showing
main roads or other features
- May We Be One** Unit
Grade 5 Religious Education Program
Unit 1 - Unity in Diversity
Unit 6 - The Church Acts Justly
- Montezuma and the Aztecs** ST 4
N. Harris
- On the Threshold of History** ST 1
R. Burrell
- Pegasus** ST 2
Marianna Mayer
- Roman Conquests** ST 2
N. Grant

Early Civilizations

Community Planner An Integrated Unit for Grade 5

- Rome and the Ancient World**
Simon and Schuster
- Science in Ancient Rome**
J. Harris
- Science in Ancient Rome**
J. Harris
- Tales from Ancient Greece**
Pamela Oldfield
- Tapestry 5 Student Book**
Les Asselstine, Rod Peturson
0-7747-0589-2
A Harcourt Canada Social Studies Program.

ST 4

ST 1

ST 4

ST 2

Unit



Media

- Geography Skills** ST 3
TV Ontario
- Geography Skills** ST 3
TVO
- Writing With a Persuasive Aim** ST 5
Magic Lantern Video



Website

- Tapestry 5 Student Book**
Les Asselstine, Rod Peturson
0-7747-0589-2
A Harcourt Canada Social Studies Program.

ST 3

- Ancient Civilizations** ST 2
[http:// www. schoolhistory.co.uk](http://www.schoolhistory.co.uk)

- Tapestry 5 Teacher's Guide** Unit
Les Asselstine, Rod Peturson
0-7747-0590-6
A Harcourt Canada Social Studies Program.
- Technology: The Routes of Engineering** ST 1
Kris Dick & Norma Lee
- Technology: The Routes of Engineering** ST 4
Kris Dick & Norman Lee
- The Aztecs** ST 2
P. Nicholson, C. Watts
- The Gods and Goddesses of Olympus** ST 2
Aliko
- The Incas** ST 2
S. P. Newmann
- The Incas - Myths and Legends** ST 2
F. Halton
- The Internet** ST 2
Charles A Jortberg
- The Living Atlas** ST 3
Gage Educational Publishing
- The One-eyed Giant and the Other Monsters from the Greek Myths** ST 2
Anne Rockwell
- The Race of the Golden Apples** ST 2
Claire Martin
- Using Resource Materials** ST 2
Marilyn Berry
- Your Way With Map & Compass Orienteering** ST 3
Orienteering Services Canada

WORLD MAP



EARLY CIVILIZATIONS 3500 BCE TO 150 CE



Aztec
Mayan



Incan



Greek
Roman



Egypt



Chinese

Rating Scale for Map

Student Name: _____

Date: _____

Map Title: _____

Criteria	Achievement Levels			
	1	2	3	4
1. Printing and Organization	1	2	3	4
2. Colour (appropriate)	1	2	3	4
3. Legend (appropriate)	1	2	3	4
4. Title and Border	1	2	3	4
Overall Level	1	2	3	4

Teacher Comments: _____

Student Goals: _____

World Events Timeline

-----	Middle East - Neanderthal People
-----	China - Peking tool makers
-----	Greece: Mainland Civilization
-----	Egypt - Great Pyramid - by King Cheops
-----	China - Shang Dynasty (1st recorded) - Chou Dynasty (1000 BC) - Confucius (600 BC)
-----	Egypt - Death of King Tutankhamen
-----	Hebrews - 12 tribes
-----	Greece - Rise of Athens & First City States
-----	Greece - First Olympic Games
-----	Greece - City states formed and function as political units
-----	Roman Empire
-----	Greece - Athens reaches peak of power Parthenon Begun
-----	China - Great Wall of China started
-----	Greece - Alexander the Great
-----	China - Death of Emperor Qin Shihuang
-----	Romans take over Greece
-----	Rome - Death of Julius Caesar
-----	Birth of Christ
-----	Journey: St. Paul (Jerusalem to Rome)
-----	Inca - Civilization in Peru to 1534
-----	Maya - Empire in Yucatan Peninsula
-----	Aztec - Empire at Tenochtitlan (Island), Lake Texcoco

World Events Timeline (Teacher)

100 000 BCE	Middle East - Neanderthal People
50 000	China - Peking tool makers
2 800	Greece: Mainland Civilization
2 500	Egypt - Great Pyramid - by King Cheops
1 600	China - Shang Dynasty (1st recorded) - Chou Dynasty (1000 BC) - Confucius (600 BC)
1 350	Egypt - Death of King Tutankhamen
1 200	Hebrews - 12 tribes Greece - Rise of Athens & First City States
776	Greece - First Olympic Games
750	Greece - City states formed and function as political units
509	Roman Empire
450	Greece - Athens reaches peak of power Parthenon Begun
400	China - Great Wall of China started
356	Greece - Alexander the Great
210	China - Death of Emperor Qin Shihuang
146	Romans take over Greece
44	Rome - Death of Julius Caesar
0 - 4 CE	Birth of Christ
58	Journey: St. Paul (Jerusalem to Rome)
300	Inca - Civilization in Peru to 1534 Maya - Empire in Yucatan Peninsula
1 300	Aztec - Empire at Tenochtitlan (Island), Lake Texcoco

COMPONENTS OF A MODERN COMMUNITY

Brainstorming

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Classifying

COMPONENTS OF A MODERN COMMUNITY

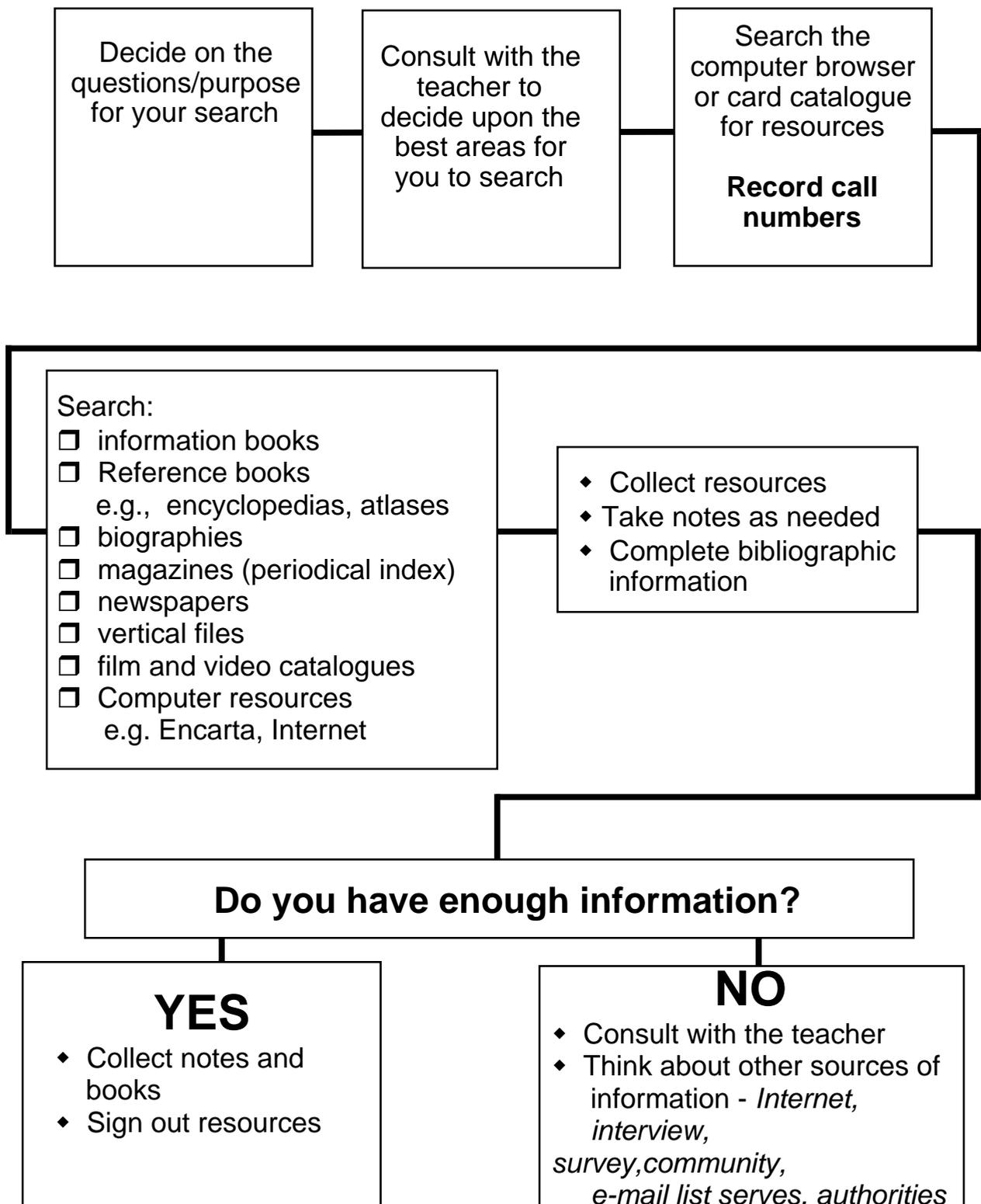
Brainstorming

Encourage a wide variety of responses including structures, services, recreation, etc.

Classifying

Food	Shelter	Clothing	Transportation	Government	Technology	Religion	Arts
Super-market Restaurant	Homes Apartments	Stores Factories Malls	Buses Cars Trains	Offices Services	Computers Internet Electricity	Churches Temples	Museums Community Centres Dance Studios

Identifying Sources of Information



P o i n t F o r m N o t e s

A helpful technique for note-taking is to record important words and phrases in point form.

To do this:

1. Obtain the appropriate material.
2. Skim (read quickly) each paragraph. Highlight key words.
3. Identify the main ideas.
4. Record only the most important words in point form notation.

In each passage below, make point form notes as described above. Write the notes in the margin to the right.

Life Before Clocks

Point Form

Notes

Before clocks and watches were invented, people simply went to bed when darkness fell and got up and started the day's work when it got light. Then, about 10,000 years ago, there was a huge change in the way people lived. Instead of roaming from place to place hunting and gathering food, people began to settle in villages and towns and farm the land. As these societies developed, they needed better ways of measuring and organizing time.

Natural Clocks

Early people did not need to measure time in any great detail. They simply observed the passing of the days and nights, and the changing of the seasons. The sun, moon, and stars were their only clocks. The rising and setting of the sun marked the beginning and end of the day.

The phases of the moon showed the passing months. Ancient astronomers would climb to the top of a mountain and wait for the moon to rise in order to see if it was the start of a new month or the end of an old one.

Signpost

The ancient Egyptians based the beginning of their year on the time when a star called Sirius (Dog Star) rose just before daybreak. At the same time as Sirius appeared in the morning sky, the Nile River flooded. This was an important annual event for Egyptian farmers. The rich soil deposited by the floodwaters allowed the farmers to grow a wide variety of crops. Without the floods, the land would have been too poor to farm.

(from *The Story of Time and Clocks*, Anita Ganeri, Oxford University Press, 1996)

Checklist for Note-Taking Activities

Student Name: _____

Date: _____

Criteria	Met	Not Yet Met	I Noticed
All activities are complete.			
Evidence of an understanding of the resource material is present.			
Summary skills are evident in the writing.			
Unnecessary details are omitted.			
Writing is in the student's own words.			
Appropriate information is included under the subheadings			

Comments:

Recording Sources of Information

Research reports must include details of all resources that have been used.

1. As you read each book and search through other resources, record bibliographic information such as the following:

- | | |
|------------------------|--------------------------|
| a) Name of author | e) Encyclopedia volume |
| b) Name of book | f) Periodical issue/date |
| c) Name of publisher | g) Website address |
| d) Year of publication | h) CD-ROM |

2. Put the list of authors in alphabetical order.

3. Transfer the information onto a sheet entitled Bibliography, as follows:

Bibliography

Allen, Rick, The True Story of the Greeks, School Books, 1992

Bates, Robert, The Last Greek, Earthbooks, 1998

Coles, Jim, The Burning City, Lynbooks, 1999

www.ajkis.com ASK JEEVES FOR KIDS

www.rcls.org/ksearch.html KIDS TOOL

Mapping Guidelines

The map is a distinctive graphic tool of a geographer. It is a symbolic picture or representation on a flat surface used to show a spatial pattern and relations. To produce a useful map, make sure the following elements of a map are included.

1. Title and Border:

Every map should have a title and a frame.

2. Printing and Organization:

The name of a place should be printed parallel to the base of the page, except for rivers. Do not overcrowd the map.

3. Symbols:

a) Legend

The legend is a list of symbols used on a map. Legends tell about the following:

1. The meaning of the symbols used.
2. The significance of the colours used.
3. The scale of the map used.

b) Colour

The purpose of colour on maps is to improve legibility and to illustrate different concepts.

4. Direction:

When using a map, you must know directions. Maps show the directions north, south, east and west, using a symbolic compass or compass rose.

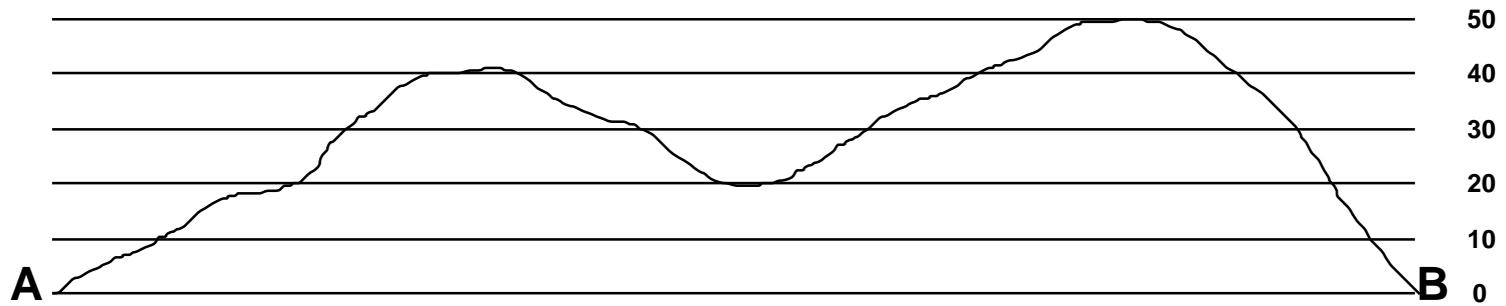
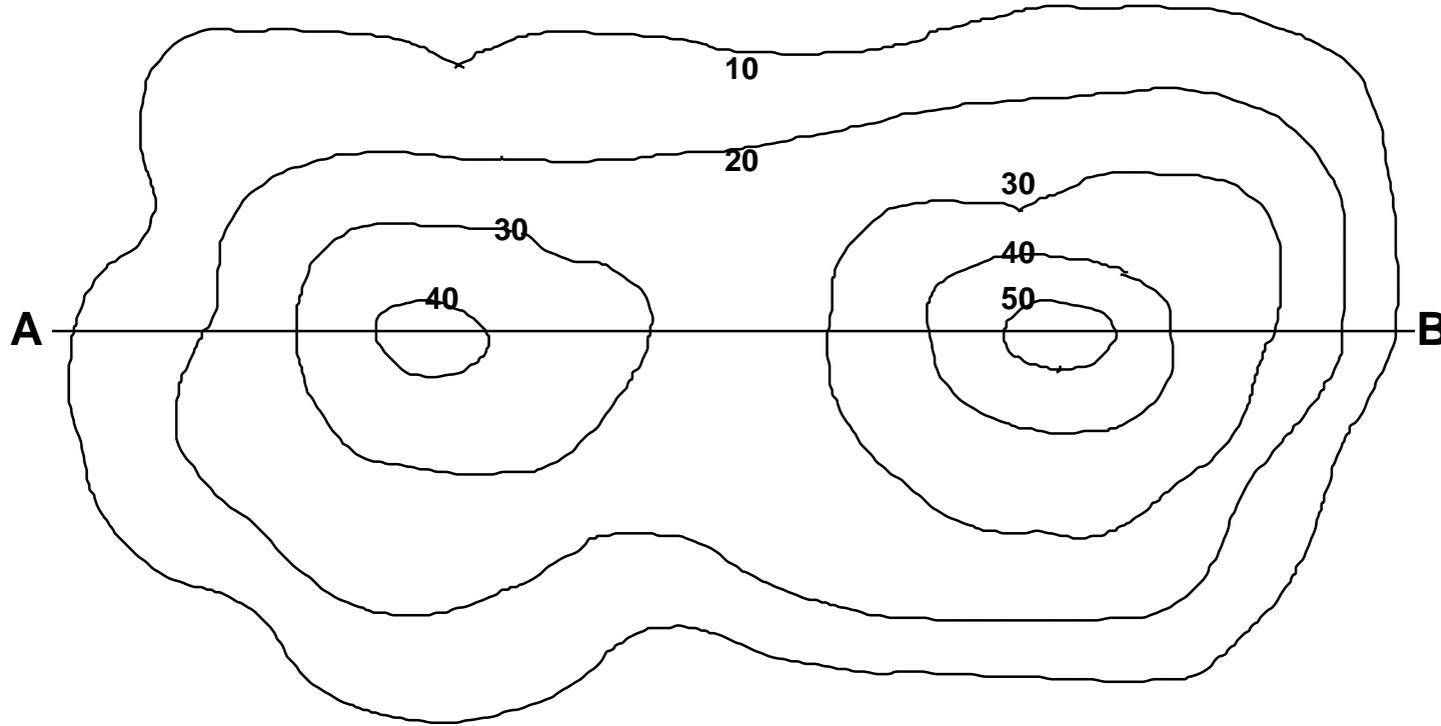
5. Location:

Maps generally include a grid (lines of latitude and longitude).

6. Scale:

Scale is used in mapping simply because the earth is so large that it would be impossible to draw a map to actual size. The scale, which is generally located in the legend, helps the reader to determine distances between points on a map.

CONTOUR MAP

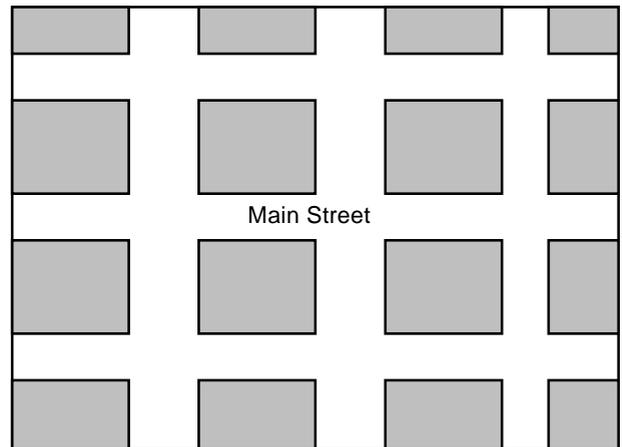


STREET PATTERNS

GRID PATTERN

A grid pattern starts from the first street built in a town. This is often called Main Street. When new streets are added they are built parallel to the first street. Other streets are built perpendicular to these streets to form a pattern of squares.

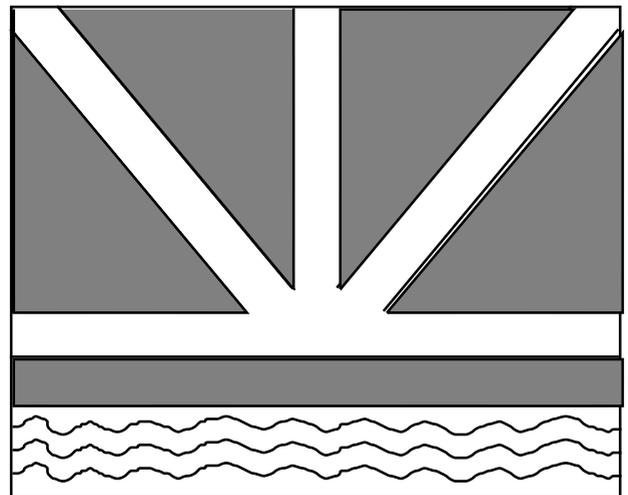
A grid pattern is the most common pattern for community streets.



RADIAL PATTERN

A radial pattern starts from a single important spot such as a river or a railway line. When a wharf or train station is built, streets are built outward from this point.

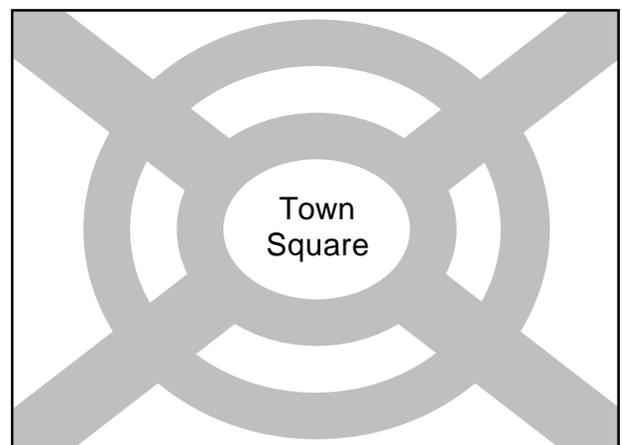
The radial pattern develops because the natural or human-made barrier often prevents development in a circular pattern.



CIRCLE PATTERN

A circle pattern also starts from a single important spot such as a town square, an important building or a business. The circle pattern develops because a lot of people want to visit the important site and streets are built outward from the site.

A circle street pattern is common in many towns.



Checklist for Group Work

Student Name: _____

Date: _____

Activity: _____

Criteria	Details	Met	Not Yet Met
Collaborate	-enjoyed working as a team		
Share ideas	-everyone had a chance to contribute		
Listen to others	-all group members felt listened to		
Completing the job	-completed all work in time (and thoroughly)		
Use voice levels that do not disturb others	-consistently used a quiet voice		

Next time I'll

Adapted from Setting and Using Criteria by Kathleen Gregory, Caten Cameron, Anne Davies Connections Publishing, 1997

Community Planner

Task Description

Your early community has found its population is growing beyond what the current town site can accommodate and resources such as land, food, and water are becoming scarce. Your community council members have asked that town planners submit proposals for relocating some community members to a new community site in a neighbouring area.

You are part of a team of town planners, who are being considered for the assignment of locating and designing a new town based on the characteristics and needs of your current community. In preparing your proposal for moving some community residents to the new town, you will use what you already know about your current community (from your research) and apply it to designing a plan for the new town.

Each proposal will be presented to the community council members (student audience) for approval.

Proposal Requirements:

There are three main requirements for your group's presentation:

a) a large **2-D map** of your proposed town site, including:

- street pattern;
- legend, symbols, compass rose, scale;
- community boundaries;
- physical features;
- human-made structures (e.g., buildings, bridges, etc.).

This 2-D map should provide an organizational framework for your group's proposal.

b) a collection of **3-D models** which provide additional details about the following community components:

- government and class structure e.g., a variety of types of homes, government buildings;
- arts and architecture, e.g., pottery, mosaics, Roman baths, Egyptian pyramids;
- religious values and beliefs, e.g., places of worship, symbols, statues;
- technological achievements, e.g., transportation, tools and weaponry, sanitation, aqueducts

Each member of your group will prepare a model of one of the above 4 components based on your personal research. The models should enhance your group's oral presentation by adding visual detail.

c) a **written outline** to be presented orally

Each group member is responsible for preparing a part of the group's written outline based on your personal research. These individual proposals will be combined to create your group's oral presentation. Each group member should take part in the oral presentation.

The outline should include all aspects of the 2-D map and 3-D models and be authentic to the characteristics of the early civilization that you studied.

Presentation:

Your group has an appointment on _____ at which time you will present your proposal to the council members. You have 10 minutes to present and 5 minutes for questions and answers.

Team Planning Sheet:

The Team Planning Sheet will be completed on an on-going basis and submitted to the teacher for approval. The planning sheet indicates when conferences with the teacher should occur as your proposal develops.

Evaluation:

You will be assessed as follows:

- the Facts Sheet completion and accuracy will be assessed on an on-going basis;
- your contribution to the groups' 2-D map will be assessed using the Culminating Task Rubric;
- your 3-D model will be assessed using the Culminating Task Rubric;
- your contribution to presentation (oral and written) will be assessed using the rubric
- how you demonstrated effective group work skills will be assessed using a checklist.

(Date)

BLM 5.1b

Dear Parent or Guardian,

In Social Studies, our class will be studying the 'Early Civilizations' for the next month. Through this research-based unit of study, students will investigate how people's social and physical needs were met in these early civilizations, how the environment shaped their cultures, and how these civilizations influenced our present day society.

(Mention an excursion if one is planned e.g., On (date) students will visit _____ so that your child may gain a deeper understanding of the importance of early civilizations. More detailed information, including a permission form for your signature, will be forthcoming.)

To motivate your child's interest in this topic, here are some suggestions for you to consider:

- find books, videos, websites, etc., at home or the library on this topic of study
- talk with your child about news or magazine articles on the early civilization or modern society of the country studied (e.g., Egypt, China, Rome/Italy, Greece, Mexico, Peru, etc.)
- discuss the contents of the resources found and read/viewed
- visit _____ (e.g., a local museum)
- let your child practise his/her presentation for you when it is ready

We welcome any suggestions for contributions to or for your participation during this unit of study.

Sincerely,

Group Proposal Planning Sheet

Group's Civilization: _____

Group Members' Names: _____

Proposal Requirements

Completed

Teacher Assessed

a) **2-D map** including:

- street pattern

- legends, symbols, compass
rose, scale

- community boundaries

- physical features

- human-made structures

b) **3-D model** for each of the following:

- government and class structure

- arts and architecture

- religious values and beliefs

- technical achievements

c) **written outline** based on Facts Sheet

- notes

- answers to questions

Facts Sheet

Name: _____

Needs Categories

List A

Food
Clothing
Shelter
Transportation

List B

Values and Beliefs
Government and Class Structure
Technological Achievements
Arts and Architecture

Category from List A: _____

Notes: (point form)

Category from List B: _____

Notes: (point form)

Answer the following questions:

1. How did the environment affect your civilization's choice of location?

2. How important were the above needs to the people's daily lives?

3. Describe ways a town planner could effectively plan for these needs.

4. What impact did your early civilization have on modern society?

Student Self-Assessment

Process:

Comments:

Did I make sure that I understood what the teacher wanted me to do before I started the project?

Did I use several kinds of resources to get information?

Did I put the information into my own words?

Did I organize my information effectively?

Did I work cooperatively and constructively?

Next time I will improve on ...

Product:

Did I think about the different ways that I could present my information?

Did my model(s) enhance the presentation?

My presentation could be improved by ...

Rubric for Assessing Map Skills for use with Subtask 3 : Mapping Skills from the Grade 5 Unit: Early Civilizations

Student Name: _____
Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 5z16** – locate relevant information (e.g., on how environmental factors affected the ways basic needs were met in early civilizations) from a variety of sources (e.g., interviews, field trips, classroom speakers, maps, illustrations, print materials, videos, CD-ROMs);
- 5z17** – construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to compare early civilizations);
- 5z18** – communicate information about early communities, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;
- 5z23** – apply knowledge of grids, symbols, and direction when mapping the locations of important features of an area (e.g., locations of early civilizations);
- 5z24** – use contour lines to represent elevation on maps (e.g., Mount Olympus);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of concepts - cardinal directions - legend symbols - relative scale - topography	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
Inquiry/research skills and map and globe skills - cardinal directions - legends - topography	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
Communication of required knowledge as symbols, scale and compass rose	– communicates unclearly and imprecisely to limited degree – uses little appropriate terminology, vocabulary, and symbols	– communicates with some clarity and precision – uses some appropriate terminology, vocabulary, and symbols	– communicates with clarity and precision – uses appropriate terminology, vocabulary, and symbols	– communicates very clearly and precisely – uses very appropriate terminology, vocabulary, and symbols
Application of concepts and skills - added map details - used map to locate various sites	– applies few concepts and skills in a variety of contexts – shows limited understanding of connections between aspects of social studies and the world outside the school	– applies some concepts and skills in a variety of contexts – shows some understanding of connections between aspects of social studies and the world outside the school	– applies concepts and skills in a variety of contexts – shows a good understanding of connections between aspects of social studies and the world outside the school	– applies all/almost all concepts and skills in a variety of contexts – shows a thorough understanding of connections between aspects of social studies and the world outside the school

Culminating Task Rubric

for use with **Subtask 5 : Community Planner**
from the Grade 5 Unit: **Early Civilizations**

Student Name: _____
Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 5z1** • identify ways in which the natural environment shaped the cultures of various early civilizations;
- 5z2** • identify physical and social needs of people in early civilizations and compare the ways in which these needs were met;
- 5z3** • describe how the knowledge developed by early civilizations has affected modern society.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of concepts: - describes the major components of an early civilization community	– shows understanding of few of the concepts – rarely gives complete explanations	– shows understanding of some of the concepts – sometimes gives complete explanations	– shows understanding of most of the concepts – usually gives complete or nearly complete explanations	– shows understanding of all (or almost all) of the concepts – consistently gives complete explanations
Inquiry/research skills and map and globe skills: - constructs, reads, and compares a variety of maps and models	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
Communication of required knowledge - presents oral, written, and visual techniques in community proposals	– rarely communicates with clarity and precision – rarely uses appropriate terminology, vocabulary, and symbols	– sometimes communicates with clarity and precision – sometimes uses appropriate terminology, vocabulary, and symbols	– usually communicates with clarity and precision – usually uses appropriate terminology, vocabulary, and symbols	– consistently communicates with clarity and precision – consistently uses appropriate terminology, vocabulary, and symbols
Application of concepts and skills - examines interrelationships through the creation of an ancient civilization community	– shows limited understanding of connections between aspects of social studies and the world outside the school	– shows some understanding of connections between aspects of social studies and the world outside the school	– shows a good understanding of connections between aspects of social studies and the world outside the school	– shows a thorough understanding of connections between aspects of social studies and the world outside the school

Assessing The Presentation Rubric
for use with Subtask 5 : Community Planner
from the Grade 5 Unit: Early Civilizations

Student Name: _____
 Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 5e59** – use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, reading aloud, making presentations, stating opinions, etc.;
- 5z14** – use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations;
- 5z17** – construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to compare early civilizations);
- 5z18** – communicate information about early communities, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;
- 5z19** – examine how environment, society, and technology were related in early civilizations;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Oral Communication: - conventions - voice - expression and gestures - speaks clearly and audibly	- exhibits application of few of the conventions of effective communication	- exhibits application of some of the conventions of effective communication	- consistently exhibits application of most of the conventions of effective communication	- consistently exhibits application of all of the conventions of effective communication
Integration of Visual Components of the Proposal into the Oral Presentation	- little evidence of map and models being referred to during the oral presentation	- some map and models are referred to during the oral presentation	- map and models are used appropriately as integral parts of the oral presentation	- map and models strongly support and enhance the persuasiveness of the oral presentation
Organization - logical sequence - complete content - 4 topics - equitable share of presentation time	- few criteria are evident	- some criteria are evident	- most criteria are evident	- all criteria are evident
Audience Attention held through creative use of dramatic elements and support materials	- presentation exhibits little evidence of creativity	- presentation exhibits some creativity	- presentation exhibits considerable creativity	- presentation exhibits a high degree of creativity

Early Civilizations

Community Planner An Integrated Unit for Grade 5

Selected **Assessed**

English Language---Writing

<input type="checkbox"/> 5e1	• communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);		3
<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);	1	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	1
<input type="checkbox"/> 5e4	• use simple, compound, and complex sentences;	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;	1	
<input type="checkbox"/> 5e8	• proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;		1
<input type="checkbox"/> 5e21	– accurately use graphs and captions.	1	

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;	1	
<input type="checkbox"/> 5e34	– use research skills (e.g., formulate questions, locate information, compare information from a variety of sources);		1
<input type="checkbox"/> 5e44	– locate and interpret information, using various conventions of formal texts (e.g., index, maps, charts, lists, pictures, illustrative figures).	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;	2	1
<input type="checkbox"/> 5e47	• communicate a main idea about a topic and describe a sequence of events;		1
<input type="checkbox"/> 5e48	• express and respond to ideas and opinions concisely, clearly, and appropriately;	2	1
<input type="checkbox"/> 5e49	• contribute and work constructively in groups;	1	
<input type="checkbox"/> 5e59	– use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, reading aloud, making presentations, stating opinions, etc.;		2
<input type="checkbox"/> 5e60	– speak clearly when making presentations;	1	2
<input type="checkbox"/> 5e61	– contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group;	3	1
<input type="checkbox"/> 5e62	– discuss with peers and the teacher strategies for communicating effectively with others in a variety of situations;	1	1

Mathematics---Measurement

<input type="checkbox"/> 5m41	– use prefixes in the metric system correctly;	1	
<input type="checkbox"/> 5m43	– select the most appropriate standard unit (millimetre, centimetre, decimetre, metre, or kilometre) to measure linear dimensions and the perimeter of irregular polygons;	1	
<input type="checkbox"/> 5m44	– determine the relationship between linear units (e.g., centimetre to metre);	1	

Mathematics---Geometry and Spatial Sense

<input type="checkbox"/> 5m68	• understand key concepts in transformational geometry using concrete materials and drawings;	1	
<input type="checkbox"/> 5m90	– demonstrate an understanding of coordinate systems on maps and grids.	1	

Science and Technology---Structures and Mechanisms

<input type="checkbox"/> 5s90	– communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, written notes and descriptions, drawings, charts, and oral presentations (e.g., give a presentation on the process of designing and making a specific structure);		1
<input type="checkbox"/> 5s93	– cut, join, and rearrange pliable and rigid materials to make an object (e.g., cut wood at a 45° angle to make a mitre joint; make a mould for a face mask);		1

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
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Social Studies---HC: Early Civilizations

<input type="checkbox"/> 5z1	• identify ways in which the natural environment shaped the cultures of various early civilizations;		2
<input type="checkbox"/> 5z2	• identify physical and social needs of people in early civilizations and compare the ways in which these needs were met;	1	3

Early Civilizations

Community Planner An Integrated Unit for Grade 5

		Selected	Assessed
<input type="checkbox"/> 5z3	• describe how the knowledge developed by early civilizations has affected modern society.		1
<input type="checkbox"/> 5z4	– identify major early civilizations (e.g., Mediterranean, African, Asian, Central/South American);	1	2
<input type="checkbox"/> 5z5	– demonstrate an understanding of the basic features of early civilizations;		2
<input type="checkbox"/> 5z6	– demonstrate an understanding of the interrelationships between early civilizations and the environment (e.g., with respect to food, shelter, clothing, cultural practices);		2
<input type="checkbox"/> 5z7	– demonstrate an understanding of the nature of the governments (e.g., whether democracies or aristocracies) and of the class structures of early civilizations;		2
<input type="checkbox"/> 5z8	– demonstrate an understanding of some of the values and beliefs on which life in early civilizations was based (e.g., religious beliefs, the Olympic ideal);		2
<input type="checkbox"/> 5z9	– demonstrate an understanding of how values and beliefs in early civilizations affected people's daily lives (e.g., the right to vote);		2
<input type="checkbox"/> 5z10	– identify some of the major scientific and technological achievements of early civilizations (e.g., in architecture, sculpture, medicine);		3
<input type="checkbox"/> 5z11	– identify and compare the distinguishing features of early civilizations (e.g., class structure, location, government, beliefs);		2
<input type="checkbox"/> 5z12	– describe myths and legends of various early civilizations (e.g., Greek and Norse myths);	1	1
<input type="checkbox"/> 5z13	– identify and compare design and technology in early civilizations (e.g., with respect to roads, jewellery, irrigation systems, tools, food preservation, pottery, buildings).		3
<input type="checkbox"/> 5z14	– use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations;		4
<input type="checkbox"/> 5z15	– formulate questions to serve as a guide to gathering information about early civilizations (e.g., how the Mayans used temples to mark the solstice);		1
<input type="checkbox"/> 5z16	– locate relevant information (e.g., on how environmental factors affected the ways basic needs were met in early civilizations) from a variety of sources (e.g., interviews, field trips, classroom speakers, maps, illustrations, print materials, videos, CD-ROMs);		2
<input type="checkbox"/> 5z17	– construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to compare early civilizations);	2	3
<input type="checkbox"/> 5z18	– communicate information about early communities, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;		4
<input type="checkbox"/> 5z19	– examine how environment, society, and technology were related in early civilizations;	1	2
<input type="checkbox"/> 5z20	– examine the impact of early civilizations on modern civilizations (e.g., Olympics, architecture, geometry, the idea of democracy, medicine, the calendar, number systems);		1
<input type="checkbox"/> 5z21	– compare maps of early civilizations with modern maps of the same area;		1
<input type="checkbox"/> 5z22	– map the locations of early Mediterranean, African, Asian, and Central/South American civilizations;		1
<input type="checkbox"/> 5z23	– apply knowledge of grids, symbols, and direction when mapping the locations of important features of an area (e.g., locations of early civilizations);	1	2
<input type="checkbox"/> 5z24	– use contour lines to represent elevation on maps (e.g., Mount Olympus);		1
<input type="checkbox"/> 5z25	– compare design and technology in early civilizations with those in modern Canada (e.g., with respect to roads, irrigation systems, tools, buildings).		1

Expectation Summary

Selected **Assessed**

Early Civilizations

Community Planner An Integrated Unit for Grade 5

English Language

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

French as a Second Language

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	1	5m42	5m43	1	5m44	1	5m45	5m46	5m47	5m48	5m49	5m50
5m51	5m52	5m53	5m54	5m55	5m56	5m57	5m58	5m59	5m60			
5m61	5m62	5m63	5m64	5m65	5m66	5m67	5m68	1	5m69	5m70		
5m71	5m72	5m73	5m74	5m75	5m76	5m77	5m78	5m79	5m80			
5m81	5m82	5m83	5m84	5m85	5m86	5m87	5m88	5m89	5m90	1		
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	1
5s91	5s92	5s93	1	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	5s123	5s124	5s125	5s126	5s127	5s128			

Social Studies

5z1	2	5z2	1	3	5z3	1	5z4	1	2	5z5	2	5z6	2	5z7	2	5z8	2	5z9	2	5z10	3	
5z11	2	5z12	1	1	5z13	3	5z14	4	5z15	1	5z16	2	5z17	2	3	5z18	4	5z19	1	2	5z20	1
5z21	1	5z22	1		5z23	1	5z24	1	5z25	1	5z26		5z27		5z28		5z29		5z30			
5z31		5z32			5z33		5z34		5z35		5z36		5z37		5z38		5z39		5z40			
5z41		5z42			5z43		5z44		5z45		5z46		5z47		5z48							

Health & 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	5a27	5a28	5a29	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	

Early Civilizations**Community Planner An Integrated Unit for Grade 5**

Analysis Of Unit Components

- 5 Subtasks
- 100 Expectations
- 66 Resources
- 56 Strategies & Groupings
- Unique Expectations --
- 19 Language Expectations
- 5 Mathematics Expectations
- 2 Science And Tech Expectations
- 1 Arts Expectations
- 25 Social Studies Expectations

Resource Types

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

Groupings

- 5 Students Working As A Whole Class
- 1 Students Working In Pairs
- 4 Students Working In Small Groups
- 5 Students Working Individually

Assessment Recording Devices

- 4 Anecdotal Record
- 3 Checklist
- 2 Rating Scale
- 3 Rubric

Teaching / Learning Strategies

- 1 Brainstorming
- 2 Collaborative/cooperative Learning
- 1 Conferencing
- 1 Direct Teaching
- 2 Discussion
- 2 Issue-based Analysis
- 2 Map Making
- 1 Notemaking
- 1 Oral Explanation
- 1 Reading Response
- 1 Research

Assessment Strategies

- 4 Conference
- 2 Observation
- 4 Performance Task
- 3 Portfolios
- 1 Self Assessment