Early Civilizations
Community Planner

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

An Integrated Unit for Grade 5
Written by:
The Curriculum Review Team 2005

July 2005
Early Civilizations
Community Planner  An Integrated Unit for Grade 5

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An Integrated Unit for Grade 5
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This unit was written using the Curriculum Unit Planner, 1999-2002, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.
Unit 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 substask 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.

Unit 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
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Unit Overview

A 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.
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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 culmination 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.
### 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.

### 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.
### 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.
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.
Initial Assessment: Introduction

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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  • use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;

5z4 A  – identify major early civilizations (e.g., Mediterranean, African, Asian, North/Central/South American) and locate them on a world map;

5z17 A  – use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities;

5z21 A  – report on the relevance to modern society of selected scientific and technological discoveries made by early civilizations (e.g., written language, astronomy, irrigation, mathematics, navigational instruments, medicine, architecture, the mining and smelting of metals);

5z22 A  • summarize the structures, functions, and interactions of Canada’s federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures;

5z23  • use a variety of resources and tools to gather and

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
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| Analyse information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process; |
| 5e61 – contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group; |
| Work together to meet these needs? |
| 2. understanding that geographic and other environmental factors have a 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

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**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:
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 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.

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

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.
Description
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  • use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
5z4 A  – identify major early civilizations (e.g., Mediterranean, African, Asian, North/Central/South American) and locate them on a world map;
5z14 A  – use graphic organizers and graphs to sort information and make connections (e.g., Venn diagrams comparing governments, subject webs illustrating physical needs, year-round calendar to show agricultural cycles, bar graph for temperature data);
5z10 A  – identify some scientific and technological advances made by two or more early civilizations (e.g., written language, calendar, time-keeping methods, invention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqueducts, metalwork);
5z11 A  – identify and compare the distinguishing features of two or more early civilizations (e.g., class structure, location, governance, beliefs, arts).
5z12 A  – formulate questions to develop a research focus (e.g., What farming methods were used by the Aztecs? How did trade between early African civilizations contribute to mutual prosperity? How did social organization differ among various North American First Nation peoples?);
5z13 A  – use primary and secondary sources to locate information about early civilizations (e.g., primary sources: artefacts, field trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);

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.
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Subtask 2
~ 155 mins

5z15 A – compare maps of early civilizations with modern maps of the same area;
5z16 A – use knowledge of map-making techniques and conventions to map sites of early civilizations (e.g., grids and direction symbols to show locations; colour and shading to show elevations/physical features);
5z17  – use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities;
5z18 A – use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy ) to describe their inquiries and observations.
5z19  – make connections between some elements of modern life and similar elements from early civilizations (e.g., the Olympic ideal, democracy, money as a medium of exchange, citizenship, philosophy, mythology, trade, social structures, legal systems, theatre, architecture);
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;

Assessment of ability to access and use resources:
Develop a rating scale with the 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.

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.

Written using the Ontario Curriculum Unit Planner 3.0  PLNR2002  Official Version Open  Printed on Jul 27, 2005 at 9:30:29 AM  Page C-9
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 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 A, 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.
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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.

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.
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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
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
<table>
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<th>Topic</th>
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<tr>
<td>Greek Cities</td>
<td>B. Steel</td>
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<td>Charles A Jortberg</td>
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<td>Ancient Civilizations</td>
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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.
Photocopy BLM 2.5a Recording Sources of Information and schedule a class visit to the school or local library.

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

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.
Early Civilizations
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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
5z17 A – use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities;
5z16 A – use knowledge of map-making techniques and conventions to map sites of early civilizations (e.g., grids and direction symbols to show locations; colour and shading to show elevations/physical features);
5z14 A – use graphic organizers and graphs to sort information and make connections (e.g., Venn diagrams comparing governments, subject webs illustrating physical needs, year-round calendar to show agricultural cycles, bar graph for temperature data);
5e44 – locate and interpret information, using various conventions of formal texts (e.g., index, maps, charts, lists, pictures, illustrative figures).
5z2 • use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
5m57 – locate an object using the cardinal directions (i.e., north, south, east, west) and a coordinate system (e.g., "If I walk 5 steps north and 3 steps east, I will arrive at the apple tree.");
5m38 – solve problems requiring conversion from metres to centimetres and from kilometres to metres (Sample problem: Describe the multiplicative relationship between the number of centimetres and the number of metres that represent a length. Use this relationship to convert 5.1 m to centimetres.);
5m37 – select and justify the most appropriate standard unit (i.e., millimetre, centimetre, decimetre, metre, kilometre) to measure length, height, width, and

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
Early Civilizations
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| distance, and to measure the perimeter of various polygons; | 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.

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)
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.

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

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
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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

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

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

Early Civilizations
Community Planner An Integrated Unit for Grade 5 ~ 130 mins

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 and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;

5z2 A • use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;

5z3 A • show how innovations made by various early civilizations have influenced the modern world.

5z4 – identify major early civilizations (e.g., Mediterranean, African, Asian, North/Central/South American) and locate them on a world map;

5z5 A – describe the physical features and climate of two or more regions where early civilizations developed (e.g., the flood plains of the Tigris and Euphrates Rivers, the Nile River Valley, the inland delta of the upper Niger River, the mountainous islands of Greece, the fertile plains of China, the rain forest of the Amazon, the deserts of the United States);

5z6 A – explain how two or more early civilizations shaped and used the environment to meet their physical needs for food, homes, clothing, and health (e.g., use of

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 use a rubric to assess performance
### Comparing Early Civilizations

**Community Planner**  
An Integrated Unit for Grade 5  
~ 130 mins

| 5z7 A | – compare how two or more early civilizations were governed (e.g., pharaohs in Egypt; early democracy in Greece; emperors in China; republican government in Rome; nobles, priests, and military in Aztec society; chiefdoms in the Indus Valley; city states on the Swahili Coast; clan mothers and chiefs in the Iroquois Confederacy); |
| 5z8 A | – outline how social needs were met in two or more early civilizations (e.g., family roles, recreation, sports, arts, entertainment, sanitation, education, written language); |
| 5z14 A | – use graphic organizers and graphs to sort information and make connections (e.g., Venn diagrams comparing governments, subject webs illustrating physical needs, year-round calendar to show agricultural cycles, bar graph for temperature data); |
| 5z9 A | – identify important values and beliefs in two or more early civilizations and describe how they affected daily life (e.g., world views, including religious beliefs and practices; government; social structure; family structure and roles); |
| 5z10 A | – identify some scientific and technological advances made by two or more early civilizations (e.g., written language, calendar, time-keeping methods, invention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqueducts, metalwork); |
| 5z11 A | – identify and compare the distinguishing features of two or more early civilizations (e.g., class structure, location, governance, beliefs, arts); |
| 5z12 | – formulate questions to develop a research focus (e.g., What farming methods were used by the Aztecs? How did trade between early African civilizations contribute to mutual prosperity? How did social organization differ among various North American First Nation peoples?); |
| 5z13 A | – use primary and secondary sources to locate information about early civilizations (e.g., primary sources: artefacts, field trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites); |
| 5z17 | – use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities; |

### 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.

#### 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.

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.
Comparing Early Civilizations

Early Civilizations
Community Planner  An Integrated Unit for Grade 5

Resources

- 4.1a Checklist for Group Work
- Technology: The Routes of Engineering
- Science in Ancient Rome
- Montezuma and the Aztecs
- Rome and the Ancient World

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

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.
Description
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 and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
5z2 A • use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
5z5 A – describe the physical features and climate of two or more regions where early civilizations developed (e.g., the flood plains of the Tigris and Euphrates Rivers, the Nile River Valley, the inland delta of the upper Niger River, the mountainous islands of Greece, the fertile plains of China, the rain forest of the Amazon, the deserts of the United States);
5z6 A – explain how two or more early civilizations shaped and used the environment to meet their physical needs for food, homes, clothing, and health (e.g., use of irrigation in agriculture in Egypt, planting of olive groves and orchards in Greece, use of bamboo for homes in China, pottery making in Mesopotamia, growing of
Early Civilizations

Community Planner - An Integrated Unit for Grade 5

5z7 A - maize by Mayans, use of cedar trees by Haida people;
- compare how two or more early civilizations were
governed (e.g., pharaohs in Egypt; early democracy in
Greece; emperors in China; republican government in
Rome; nobles, priests, and military in Aztec society;
chieftains in the Indus Valley; city states on the Swahili
Coast; clan mothers and chiefs in the Iroquois
Confederacy);

5z8 A - outline how social needs were met in two or more
early civilizations (e.g., family roles, recreation, sports,
arts, entertainment, sanitation, education, written
language);

5z14 A - use graphic organizers and graphs to sort information
and make connections (e.g., Venn diagrams comparing
governments, subject webs illustrating physical needs,
year-round calendar to show agricultural cycles, bar
graph for temperature data);

5z9 A - identify important values and beliefs in two or more
early civilizations and describe how they affected daily
life (e.g., world views, including religious beliefs and
practices; government; social structure; family structure
and roles);

5z10 A - identify some scientific and technological advances
made by two or more early civilizations (e.g., written
language, calendar, time-keeping methods, invention of
the wheel, medicine, sculpture, irrigation, building
methods, architecture, embalming, aqueducts,
metalwork);

5z13 A - use primary and secondary sources to locate
information about early civilizations (e.g., primary
sources: artefacts, field trips; secondary sources:
atlases, encyclopedias and other print materials,
illustrations, videos, CD-ROMs, Internet sites);

5z17 A - use media works, oral presentations, written notes
and descriptions, drawings, tables, charts, maps, and
graphs to communicate information about early
communities;

5z18 A - use appropriate vocabulary (e.g., culture, myth,
legend, civilization, technology, democracy) to describe
their inquiries and observations.

5z19 A - make connections between some elements of
modern life and similar elements from early civilizations
(e.g., the Olympic ideal, democracy, money as a
medium of exchange, citizenship, philosophy,
mythology, trade, social structures, legal systems,
theatre, architecture);

5z23 A - use a variety of resources and tools to gather and
analyse information about government processes, the
rights of groups and individuals, and the responsibilities
of citizenship in Canada, including participation in the
electoral process;

demonstrating skills and/or knowledge
through open-ended, "hands-on" activities.

**Portfolios**
- the teacher assesses students’
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

---

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

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

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
Early Civilizations
Community Planner An Integrated Unit for Grade 5

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
1998 Canadian and World Encyclopedia

Writing With a Persuasive Aim Magic Lantern Video

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

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

Resource List:
Blackline Masters:
Rubrics:
Unit Expectation List and Expectation Summary:
Unit Analysis:
Rubric

- Assessing The Presentation Rubric [ST 5]
- Culminating Task Rubric [ST 5]

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

Licensed Software

- 1998 Canadian and World Encyclopedia [ST 5]
- Eyewitness Encyclopedia of Science [ST 5]
- Interactive Science Encyclopedia [ST 5]

Print

  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
### Resource List

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

<table>
<thead>
<tr>
<th>ST 2</th>
<th>The Race of the Golden Apples</th>
<th>ST 2</th>
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<tbody>
<tr>
<td></td>
<td>Claire Martin</td>
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<tr>
<th>ST 2</th>
<th>Using Resource Materials</th>
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<td>Marilyn Berry</td>
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<tr>
<th>ST 4</th>
<th>Your Way With Map &amp; Compass Orienteering</th>
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<th>ST 3</th>
<th>Writing With a Persuasive Aim</th>
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<td>Magic Lantern Video</td>
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<tr>
<th>ST 2</th>
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<tr>
<td></td>
<td><a href="http://www.schoolhistory.co.uk">http://www.schoolhistory.co.uk</a></td>
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</table>
# Rating Scale for Map

**Student Name:** __________________________________________________________

**Date:** ________________________________________________________________

**Map Title:** ____________________________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Achievement Levels</th>
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<tbody>
<tr>
<td>1. Printing and Organization</td>
<td>1 2 3 4</td>
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<tr>
<td>2. Colour (appropriate)</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Legend (appropriate)</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Title and Border</td>
<td>1 2 3 4</td>
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</tbody>
</table>

**Overall Level**  
1 2 3 4

**Teacher Comments:** _________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**Student Goals:** _________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Source: Catholic Curriculum Cooperative - Central & Western Ontario Region
<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>Middle East - Neanderthal People</td>
<td></td>
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<tr>
<td>China - Peking tool makers</td>
<td></td>
</tr>
<tr>
<td>Greece: Mainland Civilization</td>
<td></td>
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<tr>
<td>Egypt - Great Pyramid - by King Cheops</td>
<td></td>
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<tr>
<td>China - Shang Dynasty (1st recorded)</td>
<td></td>
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<tr>
<td>- Chou Dynasty (1000 BC)</td>
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<tr>
<td>- Confucius (600 BC)</td>
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<tr>
<td>Egypt - Death of King Tutankhamen</td>
<td></td>
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<tr>
<td>Hebrews - 12 tribes</td>
<td></td>
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<tr>
<td>Greece - Rise of Athens &amp; First City States</td>
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<tr>
<td>Greece - First Olympic Games</td>
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<tr>
<td>Greece - City states formed and function as political units</td>
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<tr>
<td>Roman Empire</td>
<td></td>
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<tr>
<td>Greece - Athens reaches peak of power Parthenon Begun</td>
<td></td>
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<tr>
<td>China - Great Wall of China started</td>
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<tr>
<td>Greece - Alexander the Great</td>
<td></td>
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<tr>
<td>China - Death of Emperor Quin Shihuang</td>
<td></td>
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<tr>
<td>Romans take over Greece</td>
<td></td>
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<tr>
<td>Rome - Death of Julius Caesar</td>
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<tr>
<td>Birth of Christ</td>
<td></td>
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<tr>
<td>Journey: St. Paul (Jerusalem to Rome)</td>
<td></td>
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<tr>
<td>Inca - Civilization in Peru to 1534</td>
<td></td>
</tr>
<tr>
<td>Maya - Empire in Yucatan Peninsula</td>
<td></td>
</tr>
<tr>
<td>Aztec - Empire at Tenochtitlan (Island), Lake Texcoco</td>
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# World Events Timeline (Teacher)

<table>
<thead>
<tr>
<th>Year BCE/CE</th>
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<tbody>
<tr>
<td>100 000 BCE</td>
<td>Middle East - Neanderthal People</td>
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<td>50 000</td>
<td>China - Peking tool makers</td>
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<tr>
<td>2 800</td>
<td>Greece: Mainland Civilization</td>
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<tr>
<td>2 500</td>
<td>Egypt - Great Pyramid - by King Cheops</td>
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</table>
| 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 Quin 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

Classifying
COMPONENTS OF A MODERN COMMUNITY

Brainstorming

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

<table>
<thead>
<tr>
<th>Food</th>
<th>Shelter</th>
<th>Clothing</th>
<th>Transportation</th>
<th>Government</th>
<th>Technology</th>
<th>Religion</th>
<th>Arts</th>
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<td>Computers</td>
<td>Churches</td>
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<td>Factories</td>
<td>Cars</td>
<td>Services</td>
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<td>Temples</td>
<td>Community Centres</td>
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<td>Malls</td>
<td>Malls</td>
<td>Trains</td>
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<td>Electricity</td>
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<td>Dance Studios</td>
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</table>

Sample Response:

*Supermarket, Restaurant, Homes, Apartments, Stores, Factories, Malls, Buses, Cars, Trains, Offices, Services, Computers, Internet, Electricity, Churches, Temples, Community Centres, Dance Studios.*
Identifying Sources of Information

1. Decide on the questions/purpose for your search
2. Consult with the teacher to decide upon the best areas for you to search
3. Search the computer browser or card catalogue for resources
   - Record call numbers

Search:
- information books
- Reference books (e.g., encyclopedias, atlases)
- biographies
- magazines (periodical index)
- newspapers
- vertical files
- film and video catalogues
- Computer resources (e.g., Encarta, Internet)

- Collect resources
- Take notes as needed
- Complete bibliographic information

Do you have enough information?

YES
- Collect notes and books
- Sign out resources

NO
- Consult with the teacher
- Think about other sources of information - Internet, interview, survey, community, e-mail list serves, authorities

Source: Gr. 4/5 Inquiry Research & Communication Unit - Catholic Curriculum Cooperative
Point Form Notes

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

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: ________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Met</th>
<th>Not Yet Met</th>
<th>I Noticed</th>
</tr>
</thead>
<tbody>
<tr>
<td>All activities are complete.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of an understanding of the resource material is present.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary skills are evident in the writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unnecessary details are omitted.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing is in the student’s own words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate information is included under the subheadings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

2. Put the list of authors in alphabetical order.

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

   Bibliography


   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.
**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: ____________________________________

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

Next time I'll
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
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.
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**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Completed</th>
<th>Teacher Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) <strong>2-D map</strong> including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- street pattern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- legends, symbols, compass rose, scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- community boundaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- physical features</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- human-made structures</td>
<td></td>
<td></td>
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<tr>
<td>b) <strong>3-D model</strong> for each of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- government and class structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- arts and architecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- religious values and beliefs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- technical achievements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) <strong>written outline</strong> based on Facts Sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- answers to questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Needs Categories

<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>Values and Beliefs</td>
</tr>
<tr>
<td>Clothing</td>
<td>Government and Class Structure</td>
</tr>
<tr>
<td>Shelter</td>
<td>Technological Achievements</td>
</tr>
<tr>
<td>Transportation</td>
<td>Arts and Architecture</td>
</tr>
</tbody>
</table>

**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:

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 ...
## Expectations for this Subtask to Assess with this Rubric:

<table>
<thead>
<tr>
<th>Category/Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of concepts:</strong></td>
<td>-- shows limited understanding of the concepts through complete explanations</td>
<td>-- shows some understanding of the concepts through complete explanations</td>
<td>-- shows considerable understanding of the concepts through complete explanations</td>
<td>-- shows a thorough understanding of all (or almost all) of the concepts through complete explanations</td>
</tr>
<tr>
<td>- describes the major components of an early civilization community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inquiry/research skills and map and globe skills:</strong></td>
<td>-- uses a limited number of the required skills and strategies</td>
<td>-- uses some of the required skills and strategies</td>
<td>-- uses a considerable number of the required skills and strategies</td>
<td>-- applies all (or almost all) of the required skills and strategies</td>
</tr>
<tr>
<td>- constructs, reads, and compares a variety of maps and models</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication of required knowledge:</strong></td>
<td>-- communicates with limited clarity and precision using appropriate terminology, vocabulary, and symbols</td>
<td>-- communicates with some clarity and precision using appropriate terminology, vocabulary, and symbols</td>
<td>-- communicates with considerable clarity and precision using appropriate terminology, vocabulary, and symbols</td>
<td>-- communicates with a high degree of clarity and precision using appropriate terminology, vocabulary, and symbols</td>
</tr>
<tr>
<td>- presents oral, written, and visual techniques in community proposals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Application of concepts and skills:</strong></td>
<td>-- shows limited understanding of connections between aspects of social studies and the world outside the school</td>
<td>-- shows some understanding of connections between aspects of social studies and the world outside the school</td>
<td>-- shows considerable understanding of connections between aspects of social studies and the world outside the school</td>
<td>-- shows a thorough understanding of connections between aspects of social studies and the world outside the school</td>
</tr>
<tr>
<td>- examines interrelationships through the creation of an ancient civilization community</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
### Expectations for this Subtask to Assess with this Rubric:

<table>
<thead>
<tr>
<th>Category/Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication: - conventions - voice - expression and gestures - speaks clearly and audibly</td>
<td>- uses a limited number of conventions for effective communication</td>
<td>- uses some of the conventions for effective communication</td>
<td>- uses a considerable number of the conventions for effective communication</td>
<td>- uses all (or almost all) of the conventions for effective communication</td>
</tr>
<tr>
<td>Integration of Visual Components of the Proposal into the Oral Presentation</td>
<td>- limited evidence of map and models being referred to during the oral presentation</td>
<td>- some evidence of map and models being referred to during the oral presentation</td>
<td>- considerable evidence of map and models being referred to during the oral presentation</td>
<td>- a thorough evidence of map and models being referred to during the oral presentation</td>
</tr>
<tr>
<td>Organization - logical sequence - complete content - 4 topics - equitable share of presentation time</td>
<td>- presentation shows limited evidence of organization</td>
<td>- presentation shows some evidence of organization</td>
<td>- presentation shows considerable evidence of organization</td>
<td>- presentation shows thorough evidence of organization</td>
</tr>
<tr>
<td>Audience Attention held through creative use of dramatic elements and support materials</td>
<td>- presentation exhibits limited evidence of creativity</td>
<td>- presentation exhibits some evidence of creativity</td>
<td>- presentation exhibits considerable evidence of creativity</td>
<td>- presentation exhibits thorough evidence of creativity</td>
</tr>
</tbody>
</table>

5e59 – use 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 graphic organizers and graphs to sort information and make connections (e.g., Venn diagrams comparing governments, subject webs illustrating physical needs, year-round calendar to show agricultural cycles, bar graph for temperature data);

5z17 – use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities;

5z18 – use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations.

5z19 – make connections between some elements of modern life and similar elements from early civilizations (e.g., the Olympic ideal, democracy, money as a medium of exchange, citizenship, philosophy, mythology, trade, social structures, legal systems, theatre, architecture).
### English Language---Writing

- **Se1**: 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);
- **Se2**: 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);
- **Se3**: Organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
- **Se4**: Use simple, compound, and complex sentences;
- **Se7**: Revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience;
- **Se8**: Proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
- **Se21**: Accurately use graphs and captions.

### English Language---Reading

- **Se22**: Read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;
- **Se34**: Use research skills (e.g., formulate questions, locate information, compare information from a variety of sources);
- **Se44**: Locate and interpret information, using various conventions of formal texts (e.g., index, maps, charts, lists, pictures, illustrative figures).

### English Language---Oral and Visual Communication

- **Se45**: Communicate information, explain a variety of ideas and procedures, and follow the teacher’s instructions;
- **Se46**: Ask and answer questions on a variety of topics to acquire and clarify information;
- **Se47**: Communicate a main idea about a topic and describe a sequence of events;
- **Se48**: Express and respond to ideas and opinions concisely, clearly, and appropriately;
- **Se49**: Contribute and work constructively in groups;
- **Se59**: 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.;
- **Se60**: Speak clearly when making presentations;
- **Se61**: Contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group;
- **Se62**: Discuss with peers and the teacher strategies for communicating effectively with others in a variety of situations.

### Mathematics---Measurement

- **Sm37**: Select and justify the most appropriate standard unit (i.e., millimetre, centimetre, decimetre, metre, kilometre) to measure length, height, width, and distance, and to measure the perimeter of various polygons;
- **Sm38**: Solve problems requiring conversion from metres to centimetres and from kilometres to metres (Sample problem: Describe the multiplicative relationship between the number of centimetres and the number of metres that represent a length. Use this relationship to convert 5.1 m to centimetres);

### Mathematics---Geometry and Spatial Sense

- **Sm57**: Locate an object using the cardinal directions (i.e., north, south, east, west) and a coordinate system (e.g., "If I walk 5 steps north and 3 steps east, I will arrive at the apple tree.");

### Science and Technology---Structures and Mechanisms

- **Ss90**: 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);
- **Ss93**: 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);

### The Arts---Visual Arts
Social Studies---HC: Early Civilizations

- identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
- show how innovations made by various early civilizations have influenced the modern world.
- identify major early civilizations (e.g., Mediterranean, African, Asian, North/Central/South American) and locate them on a world map;
- describe the physical features and climate of two or more regions where early civilizations developed (e.g., the flood plains of the Tigris and Euphrates Rivers, the Nile River Valley, the inland delta of the upper Niger River, the mountainous islands of Greece, the fertile plains of China, the rain forest of the Amazon, the deserts of the United States);
- compare how two or more early civilizations shaped and used the environment to meet their physical needs for food, homes, clothing, and health (e.g., use of irrigation in agriculture in Egypt, planting of olive groves and orchards in Greece, use of bamboo for homes in China, pottery making in Mesopotamia, growing of maize by Mayans, use of cedar trees by Haida people);
- compare how two or more early civilizations were governed (e.g., pharaohs in Egypt; early democracy in Greece; emperors in China; republican government in Rome; nobles, priests, and military in Aztec society; chieftoms in the Indus Valley; city states on the Swahili Coast; clan mothers and chiefs in the Iroquois Confederacy);
- outline how social needs were met in two or more early civilizations (e.g., family roles, recreation, sports, arts, entertainment, sanitation, education, written language);
- identify important values and beliefs in two or more early civilizations and describe how they affected daily life (e.g., world views, including religious beliefs and practices; government; social structure; family structure and roles);
- identify some scientific and technological advances made by two or more early civilizations (e.g., written language, calendar, time-keeping methods, invention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqueducts, metalwork);
- identify and compare the distinguishing features of two or more early civilizations (e.g., class structure, location, governance, beliefs, arts).
- formulate questions to develop a research focus (e.g., What farming methods were used by the Aztecs? How did trade between early African civilizations contribute to mutual prosperity? How did social organization differ among various North American First Nation peoples?);
- use primary and secondary sources to locate information about early civilizations (e.g., primary sources: artefacts, field trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);
- use graphic organizers and graphs to sort information and make connections (e.g., Venn diagrams comparing governments, subject webs illustrating physical needs, year-round calendar to show agricultural cycles, bar graph for temperature data);
- compare maps of early civilizations with modern maps of the same area;
- use knowledge of map-making techniques and conventions to map sites of early civilizations (e.g., grids and direction symbols to show locations; colour and shading to show elevations/physical features);
- use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities;
- use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations.
- make connections between some elements of modern life and similar elements from early civilizations (e.g., the Olympic ideal, democracy, money as a medium of exchange, citizenship, philosophy, mythology, trade, social structures, legal systems, theatre, architecture);
- compare and respond to myths and legends from two or more early civilizations;
- report on the relevance to modern society of selected scientific and technological discoveries made by early civilizations (e.g., written language, astronomy, irrigation, mathematics, navigational instruments, medicine, architecture, the mining and smelting of metals).

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

- summarize the structures, functions, and interactions of Canada’s federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures;
- use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process;
### Early Civilization

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

#### English Language

<table>
<thead>
<tr>
<th>5e1</th>
<th>1</th>
<th>5e2</th>
<th>2</th>
<th>5e3</th>
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<th>5e4</th>
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<th>5e5</th>
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<th>5e7</th>
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#### Core French

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<th>5f2</th>
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#### Mathematics

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**Written using the Ontario Curriculum Unit Planner 3.0**

**Official Version Open**

**Printed on Jul 27, 2005 at 9:34:25 AM**

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### Analysis Of Unit Components

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<thead>
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<tbody>
<tr>
<td>Expectations</td>
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<tr>
<td>Resources</td>
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<tr>
<td>Strategies &amp; Groupings</td>
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--- Unique Expectations ---

| Language Expectations   | 19 |
| Mathematics Expectations| 3  |
| Science And Tech Expectations | 2 |
| Arts Expectations       | 1  |
| Social Studies Expectations | 23 |

### Resource Types

<table>
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### Groupings

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### Assessment Recording Devices

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<td>Checklist</td>
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### Assessment Strategies

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<td>Portfolios</td>
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