

Public and Catholic District School Board Writing Partnerships

Course Profile

World History to the Sixteenth Century

Grade 11

University/College Preparation

CHW3M

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

© Queen's Printer for Ontario, 2001

Acknowledgments

Public and Catholic District School Board Writing Teams – World History to the Sixteen Century

Catholic District School Board Writing Team –

Lead Writer

Libby Marinilli – St. Charles College Secondary School, Sudbury Catholic

Writer

Anthony Chezzi – St. Charles College Secondary School, Sudbury Catholic DSB

Reviewers

Robert Silveri – Subject Expert, St. Joseph's Scollard Hall Catholic S.S. North Bay

Patricia MacDonald – Special Needs, St. Benedict's Catholic S.S. Sudbury Catholic DSB

Dr. Janice Liedl – Destination, Laurentian University, Sudbury

Anthony Chezzi – Theological, Sudbury Catholic DSB

Project Manager – Herb Petras, Sudbury Catholic District School Board

Special Thanks to

Redverse Nelson – Computer aid, St. Charles College Catholic S.S. DSB

Phil Dupuis – Computer aid, St. Charles College S.S. Catholic DSB

Diane Ikonen – Proofreading, St. Charles College S.S. Catholic DSB

Kathy Reilly – Research, St. Charles College S.S. Catholic DSB

Northern Ontario Curriculum Cooperative – N.O.C.C.

Public District School Board Writing Team –

Lead Writer

Elizabeth Freeman-Shaw DSBN

Writer

Debbie Riegle DSBN

Chris Dueck DSBN

Course Overview

World History to the Sixteenth Century, Grade 11, University/College Preparation, CHW3M

Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied

Secondary Policy Document: *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000*

Course Description

This course investigates the history of humanity from earliest times to the sixteenth century. Students analyse diverse societies from around the world, with particular regard to the political, cultural, and economic structures and historical forces that form the foundation of the modern world. They examine the influence of selected individuals and groups, as well as of particular innovations, and develop skills of historical inquiry, organization, analysis, and communication.

How This Course Supports the Ontario Catholic School Graduate Expectations

Catholics are a people who have an historical consciousness. Taking part in our tradition means being aware that our faith community has been in existence for a long time and that our Judeo-Christian roots bring us back even further in time. This gives us a unique view on creation, humankind, and the issues that challenge humanity. The community of believers has influenced the way civilization has developed and it has been influenced by Western culture. The development of agriculture, the establishment of universities, and the fostering of art and architecture are high moments in Catholic history, which have nurtured the spirit of humanity. We have not always been true to our calling. There are times when we have failed to be ‘a light to the nations’ (Isaiah 51:5) and the spirit of humanity has suffered. Attempts to dominate the Aboriginal culture of the Americas, the Inquisition, and involvement in the persecution of non-Christian Europeans are low moments in Catholic history. We cannot change history but we can change how we live the gospel today; promoting the sacredness of life (CGE7d) and witnessing Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society (CGE7e).

Course Notes

This course has been designed to follow a chronological and thematic format that reveals the patterns of civilization. In their analysis of the diverse civilizations, students develop an understanding of the legacies left for the modern world. Teachers are encouraged to facilitate students’ own research and discovery of the past with an understanding that history is a dynamic subject that is open to different interpretations and changes with the discovery of new evidence. It is important therefore that teachers emphasize the skills of historical inquiry rather than an acquisition of isolated facts. Each unit concludes with a culminating activity, which incorporates the cluster of expectations noted in each Unit Overview Chart.

The unit timelines are suggested and meant to be flexible. While the content expectations included in Units 3 (Mediterranean) and 4 (Medieval World) are prescribed in the Ministry document, in Unit 5: A Global Perspective of the Ancient World, teachers are encouraged to shape the course to reflect local and student needs. This profile suggests a model to cover a number of civilizations, teachers may choose to focus more intensively on one or two civilizations that best reflect the local needs and interests of their students.

It is crucial that teachers be aware that the Culminating Activity in Unit 6 is ongoing and needs to be developed at the beginning of the course. The Culminating Activity involves a Legacy Folder, which is added to at the end of each unit, a written argumentative essay, and the preparation of an Artifact representing the legacy. The essay is researched, therefore teachers need to consider how they will allocate the ten hours designated to accommodate this activity throughout the course. The essay is written using the historical inquiry process, which is integrated in the five units studied.

In order to facilitate students' ability to see the Ancient World from a "Global Perspective" rather than as isolated civilizations, a Global Connections Bulletin Board and Map of the Ancient World to the 16th Century, and a segment of the Legacy Folder (an ongoing component of the course) should be set up at the start of the course and added to when appropriate.

There are important links between the expectations in the Grade 10 History, Grade 10 Civics, and English courses. Students continue to develop skills from the Methods of Historical Inquiry strand and the Literature and Reading, Writing, Language, and Media Studies strands in *The Ontario Curriculum*. Teachers should recognize that these cross-curricular links complement and reinforce the work in history. The College/University Preparation course provides students with many opportunities to experience history and express their understandings in varied ways. Students research historical topics, develop a thesis, write an essay, and present a seminar. In addition, being mindful of the college component, students also are given ample opportunity to experience hands-on research, construct models to display learning, and explain the products of their investigations. Products may include visual representations, replicas, working models, and role-playing. These complex tasks draw from all categories of the Achievement Chart.

Units: Titles and Times

This course has been scoped into chronological and geo-thematic units to meet the requirements stipulated in *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*. The Ministry document clearly indicates the importance of chronology in the study of history, however, grouping civilizations thematically or geographically facilitates students' ability to see connections, make comparisons, and draw conclusions between civilizations, which otherwise may not be readily apparent to the young historian. This approach provides a framework that allows students to develop a sense of chronology within a more global context and identify cause-and-effect relationships within the chronology of significant historical events. Moreover, students are better placed to develop an understanding of the steps in the process of historical interpretation and analysis.

Each unit is organized to provide students with a variety of tasks, employing and developing various skills. Within each unit, students work towards the performance of a culminating activity. In Unit 6 students and teachers work towards significant performance activities that combine other complex tasks. This course Culminating Activity should form a key component of the 30% final evaluation outlined by *The Ontario Curriculum, Grades 9-12, Program Planning and Assessment*, p.15. Ten of the twelve hours for Unit 6 should be divided across the term to provide time for research, writing, and editing of the essay.

Unit 1	Paleolithic and Neolithic Societies – The Journey to Civilization	10 hours
* Unit 2	First Civilizations of the Near East	22 hours
* Unit 3	Mediterranean Civilizations – From the Rise of the Hellenes to the Fall of the Romans	22 hours
Unit 4	Medieval World – The Age of Faith	22 hours
Unit 5	A Global Perspective of the Ancient World	22 hours
Unit 6	Legacies for Our World – Culminating Activity	12 hours

* These units are fully developed in this Course Profile.

Unit Organization

Unit 1: Paleolithic and Neolithic Societies – The Journey to Civilization

Time: 10 hours

Unit Description

This unit begins with defining “legacy” which is the theme woven into the course. Students learn the techniques used by archaeologists to explore the mysteries of the past. They play the role of junior archaeologists by analysing artifacts to form hypotheses. Students contrast Old and New Stone Age people by examining the development of societies from simple nomadic hunters and gatherers to a more complex settled agricultural society. Students discover how favourable agricultural circumstances sustained large populations and, as a result, led to the establishment of the first ancient civilizations. In the culminating activity, students develop an appreciation for the importance of historical discoveries when they research an archaeological find. At the end of this unit, the Global Connections Bulletin Board is set up by the teacher and students are expected to begin their Legacy Folder.

Unit 1 Overview Chart

Act.	Expectations	Assessment	Focus/Activity
1	CCV.03, CC3.03; HIV.02, HI2.03, HI2.04, CGE1h, 3c	K/U C	Defining “Legacy” – Discuss what is considered to be a legacy. Place definition in “Legacy Folder.” Compare Paleolithic and Neolithic periods.
2	COV.02, CO2.01, HIV.01, HI1.01, HIV.03, HI3.03, HIV.04, HI4.01, HI4.02, HI4.04, CGE4f, 5h, 7i	T/I A	A Career in Archaeology – Teach the steps required in an archaeological dig and various dating methods. Students bring in one or two items from home. It is the year 4 000 CE. Students hypothesize characteristics of the civilization that left these artifacts behind and defend their hypotheses with a proof for conclusions.
3	COV.01, CO1.03, CCV.01, CC1.01, SEV.01, SE1.01, HIV.01, HI1.03, HIV.02, HI2.05, CGE4g, 7g	K/U T/I A C	Culminating Activity – Archaeology Report Read an article about an archaeological find. Present an oral report on the discovery, historical significance, and the techniques archaeologists used. Write a persuasive paragraph defending how the archaeological find meets the definition of legacy. Include in Legacy Folder.

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Unit 2: First Civilizations of the Near East

Time: 22 hours

Unit Description

Students establish and apply the definition of a civilization to societies of the Near East, including Egypt and Mesopotamia. Through a series of thematically based activities, students explore the aspects of a civilization, and why these aspects provide a foundation for civilization. Students analyse the development and diversity of social structures, economic structures, and the uniqueness of political structures in various regions of the world. Students are given the opportunity to practise and apply the skills of historical research, apply a theory of historical interpretation, present a point of view, and defend a thesis in written and role-playing activities, oral, written, and visual presentations, and a position paper. They are incorporated in the summative performance task. Time is allocated for the culminating activity throughout the unit. Students research and prepare a triarama showing the intellectual and technological accomplishments of Near Eastern civilizations.

The triarama displays a visual, a description, and a justification of the accomplishment in relation to how it reflects the definition of a civilization. Students add to the Legacy Folder and Global Connections Bulletin Board and work on the course culminating activity.

Unit 2 Overview Chart

Act.	Expectations	Assessment	Focus/Activity
1	HIV.03, HI3.01, HI3.03, COV.01, CO1.02, COV.02, CO2.01, CO2.03, CCV.01, CC1.02, CGE1g, 1h	K/U A C	Geographic Factors and the Development of Civilizations Definition of Civilization and position paper Definition and Application of Criteria of a Civilization - Maps
2	CHV.01, CH1.01, CH1.02, CH1.03, CCV.02, CC2.02, HIV.02, HI2.04, HIV.03, HI3.01, CGE7f	T/I A C	Political Accomplishment Poster of Key Middle Eastern Tribes Mini presentations and display of Political Accomplishments Poster Laws: Significance for Early Civilizations Analyze primary source documents
3	CCV.02, CC2.01, CHV.02, CH2.01, SEV.01, SE1.03, SEV.02, SE2.03, HIV.02, HI2.04, HIV.03, HI3.03, CGE2b, 3f	K/U C T/I	Artifact and Primary Source Analysis Interactive workstations tour Economy and Society of Mesopotamia: Day in the Life Role Play Role play Day in the Life Conclusions added to Legacy Folder.
4	CCV.02, CC2.01, C2.02, CCV.03, CC3.02, CHV.01, CH1.02, SEV.03, SE3.03, HIV.02, HI2.04, HIV.03, HI3.01, CGE3e, 5g	A C T/I	Egyptian Politics Timeline of Pharaohs Choose a Pharaoh, apply Great Person Theory Women in History Case Study of Hatshepsut Newspaper Report or Obituary
5	CCV.02, CC2.01, CHV.02, CH2.01, CH2.03, HIV.01, HI1.01, HI1.02, HIV.03, HI3.01, HIV.04, HI4.03, CGE1h	A C	Egyptian Religion Write in role Egyptian Art and Daily Life Prepare a tomb mural “poster” on Daily Life Record in Legacy Folder
6	CCV.01, CC1.01, HIV.01, HI1.01, HI1.02, HI2.03, HIV.02, HI2.04, HI2.05, HIV.03, HI3.03, HIV.04, HI4.01, CGE3c	T/I A C	Egyptian Technology Test and apply thesis using experiment on Egyptian technology Make conclusions and record in Legacy Folder
7	CCV.01, CC1.01, CHV.01, CH1.01, CHV.02, CH2.01, SEV.02, SE2.02, HIV.01, HI1.02, HI1.03, HIV.02, HI2.04, HIV.03, HI3.01, HI3.02, HIV.04, HI4.01, HI4.02, HI4.03, CGE3f	K/U A T/I C	Culminating Activity: Triarama Research and collect data on intellectual and technological innovations of Near East to prepare and present a Triarama Making “Global Connections” Make conclusions on the legacy of Early Civilizations of Near East and add to Legacy Folder. Make Global Connections in Legacy Folder and on Global Connections Bulletin board

**Unit 3: Mediterranean Civilizations –
From the Rise of the Hellenes to the Fall of the Romans**

Time: 22 hours

Unit Description

Students examine the Classical Civilizations of Greece and Rome. Students study the early Minoan civilization on Crete and conclude with the fall of the Roman Empire. The theme of legacies is the focus once again as students examine the debt the modern world owes to the Greeks and Romans. Students use visual evidence to form theories to explain the unique differences between Athens and Sparta. Through the research of primary documents, students connect the causes with the effects for both the Persian and Peloponnesian Wars. Students follow the conquests of Alexander the Great and assess the resultant spread of Greek culture. Next, students investigate Rome from its beginnings on the Tiber, to the Republic, then to the Pax Romana. Students use a multimedia approach to present the wars of expansion, the resulting conflict, the Punic Wars and their repercussions. Students study the rise of Christianity, and as a result, they develop an appreciation for the way religion advances a society. After investigating Roman daily life, their accomplishments, and political developments, students examine the heritage of Rome in today’s society. The culminating activity is a Great Leader debate and an optional banquet. At the completion of this unit, students determine which influences of the Greco-Roman civilizations are to be added to the Legacy and Global Connections sections of their Folder as well as work on their Unit 6 Culminating Activity.

Unit 3 Overview Chart

Act.	Expectations	Assessment	Focus/Activity
1	COV.0, CO1.02, COV.02, CO2.02, CHV.02, CH2.04, CGE1e, 2b	T/I C	Map Study Geographic Influences Review maps and discuss how geography influenced individual city-states. Use visual evidence and facts to prove theories about Minoan and Mycenaean civilizations.
2	CHV.01, CH1.01, CH1.02, SEV.03, SE3.02, CGE7e	K/U T/I A C	The Evolution of Government Review and define different types of government. Research and explain contributions of Draco, Solon, Peisistratus, and Cleisthenes. Deliver findings via interview or poster.
3	COV.01, CO1.03, COV.03, CO3.02, CCV.03, CC3.03, CHV.03, CH3.03, CGE1d, 1i	K/U T/I C	Greek City States Compare the two main powers in Greece during 5th C BCE; Athens and Sparta. Analysing Cause and Effect Using primary sources, identify the causes and effects of the Persian and Peloponnesian Wars.
4	CHV.03, CH3.04, HIV.03, HI3.01, HIV.04, HI4.02, HI4.04, CGE3d	K/U A C	Historical Newspaper Produce an article of a newspaper published in democratic Athens. After studying developments at this time, write a story of life in ancient Greece. Add to Legacy Folder.
5	CCV.01, CC1.01, CHV.02, CH2.01, CHV.03, CH3.01, HIV.01, HI1.02, HIV.04, HI4.01, CGE4e, 5f	K/U T/I A C	Travel Journal Map the route of Alexander the Great and the spread of Hellenistic culture. After studying his battles/conquests prepare either a written or visual travel log of all his experiences.

6	HIV.01, HI1.03, HIV.03, HI3.01, CGE3c	K/U C	Categorizing Facts Small groups chart similarities and differences of the three Punic Wars. Display in the classroom.
7	CCV.02, CC2.02, CHV.03, CH3.04, SEV.03, SE3.01, SE3.02, SE3.03, CGE3f	K/U T/I	The Republic - Law Codes Compare the Twelve Tables of the Tribunes to Hammurabi's Code. Pax Romana and Rise of Christianity Map the spread of Christianity. Discuss the contributions of Constantine. Write an obituary for one Roman emperor.
8	COV.01, CO1.02, COV.03, CO3.01, CHV.03, CH3.04, SEV.01, SE1.03, CGE2e	K/U A C	Jigsaw - Small groups research a different aspect of everyday Roman life, then share their area of expertise as the others take notes. Add to Legacy Folder. Cultural Quiz of facts presented.
9	SEV.01, SE1.02, SEV.02, SE2.02, SEV.03, SE3.04, HIV.02, HI2.01, HI2.03, CGE7d	K/U T/I C	Fall of the Roman Empire Using primary sources, students distinguish fact, opinion, biased information and reliability of sources after reading Histories of Ammianus Marcellinus 378 CE.
10	COV.02, CO2.03, CHV.01, CH1.02, SEV.03, SE3.04, HIV.04, HI4.03, CGE6c, 7a	K/U T/I A C	Great Leaders Debate (Optional Greco-Roman Banquet) Debate the leadership of Alexander the Great, Hannibal and Julius Caesar. Who was the greatest leader? Consider lasting influences and add to Legacy Folder. Make Global Connections on bulletin board.

Unit 4: Medieval World – The Age of Faith

Time: 22 hours

Unit Description

This unit focuses on the beginning of the Medieval World revealing how it is unique from ancient Rome and the modern world. Students learn the Church's connection to feudalism, its role in shaping and unifying medieval Europe through intellectual and cultural movements, and how it was the driving force behind the violent Crusades. Students hone their skills by using primary documents, expressing their point of view, critically analysing materials, and differentiating facts. During the culminating activity, students integrate their skills for historical research and thesis defence when debating the cultural, intellectual, and religious contributions of this period. At the end of this unit, students are expected to add to the Global Connections sections of their Legacy Folder as well as work on their Unit 6 Culminating Activity.

Unit 4 Overview Chart

Act.	Expectations	Assessment	Focus/Activity
1	COV.01, CO1.03, CCV.02, CC2.01, CCV.03, CC3.02, CHV.03, CH3.02, HIV.04, HI4.01, CGE3a	K/U T/I	Feudal Society Review class structure of feudal society. Why did this system develop? Is it realistic or idealistic? What service was expected? Study a manor. Compare feudal systems of Japan and medieval society. Compare the samurai code of the bushido and the code of chivalry of the knights.

2	CCV.03, CC3.03, CHV.01, CH1.02, SEV.03, SE3.01, HIV.01, HI1.01, CGE7d	T/I C	“Holy Wars” Copy an excerpt from Pope Urban’s speech in 1095 CE, which began the crusade. Discuss cause and inspiration for Christian knights to fight. Map and review the results of each crusade. Success or failure? Study the short- and long-term effects.
3	COV.01, CO1.01, CHV.03, CH3.01, SEV.01, SE1.02, SEV.03, SE3.02, HIV.01, HI1.03C, GE3a, 7h	T/I C	Expressing Your Point of View - Compare the cities of Timbuktu, Venice and Beijing under various categories: art, architecture, government, class structures, culture, economy, technology, and intellectual life. Debate, then write a persuasive paragraph as to which was the most advanced. Add to Legacy Folder.
4	CCV.01, CC1.01, CCV.03, CC3.01, SEV.01, SE1.01, HIV.01, HI1.01, HI1.02, HI1.03, HIV.02, HI2.03, HI2.05, CGE6e, 7c	K/U T/I A	Medieval Medical Practices Map the path and results of the Black Death. Compare medical practices of medieval society with the Islamic world. Use primary source, Brother John Cyn’s journal records of The Plague. Find facts to develop an image of life during the Plague. Add significance of this event to their Legacy Folder.
5	COV.03, CO3.03, CCV.01, CC1.03, CHV.02, CH2.04, HIV.03, HI3.03, HIV.04, HI4.02, HI4.04, CGE2c, 5b	K/UT/IAC	Movie Review Analyse the uniqueness of life and culture in the medieval world by viewing movie set in medieval times. Literary Review What details of medieval life are revealed in Chaucer’s <i>Canterbury Tales</i> ? History Tidbits Write and dramatize a scene; live or on video, which satirizes the Middle Ages.
6	CCV.02, CC2.01, CHV.03, CH3.03, SEV.03, SE3.01, SE3.03, HIV.04, HI4.01, HI4.03, CGE3e, 7d	K/U C	Compare Life of Early and Later Medieval Ages Make timeline from 500-1500 CE; place events in order that they occurred, (Muhammed, Charlemagne, Marco Polo, Magna Carta, Mongol invasions, Black Death, Joan of Arc, movable type). Analyse causes and effects of changes in lifestyle from beginning to end of this era.
7	CCV.02, CC2.03, CHV.02, CH2.01, SEV.03, SE3.03, HIV.03, HI3.01, HI3.02, HIV.04, HI4.03, CGE3e	K/U T/I A C	Renaissance - Essay and thesis defence. Freud said, “Leonardo da Vinci was like a man who awoke too early in the darkness, while others were still asleep”. Students sketch or make mock-up of their own invention. Conduct research and make oral presentation of a “Renaissance” person who made contributions to creative thinking. Compare Renaissance and Islamic civilizations
8	COV.02, CO2.02, CHV.03, CH3.03, SEV.03, SE3.02, CGE1j	T/I A	Reformation Distribute Martin Luther’s “95 Theses”. Which church practices did he question? Cut and sort Theses into 3 clusters. Compare groupings to Luther’s areas of complaint.

9	COV.01, CO1.02, COV.03, CO3.01, CHV.01, CH1.02, CHV.02, CH2.02, CHV.03, CH3.04, SEV.03, SE3.04, HIV.02, HI2.01, HI2.02, HI2.04, CGE1e, 5g	K/U T/I A C	<p>Culminating Activity – Great Debate Debate either the issue the Medieval World was (not) an “advanced culture” or the Middle Ages was (not) the “great age of faith”. Consider the Crusades, building of cathedrals, Church’s authority, contributions to art and music, Roger Bacon, and the rise of commerce and the vernacular.</p> <p>Making Global Connections Teachers lead students in exploring what is happening globally at this time. Add references to bulletin board and in Legacy Folder.</p>
---	---	----------------------	--

Unit 5: A Global Perspective of the Ancient World

Time: 22 hours

Unit Description

Students focus on the global nature of the Ancient world by linking together the Global Connections Bulletin Board and Global Connections section of the Legacy folder, developed throughout the course, with new research on a diversity of civilizations. Students investigate the contributions, influences, impact, and legacies of a variety of civilizations: Asian, Islamic, African, Mesoamerican, and South American. Through research and preparation of an oral thesis presentation, students prove how characteristics of these civilizations contribute to their being defined as a civilization, using their established criteria for the definition of a civilization (political, economic, social, intellectual, artistic, and technological features). Following the thesis presentations, teachers consolidate learning with a class follow-up lesson on each of the regions and students add to the Global Connections Bulletin Board and map. Where class diversity allows, students are encouraged to share details about their cultural heritage. As an alternative, the teacher can invite guest speakers into the class. Students compare and make connections between past and present-day civilizations. By this point in the course, students will be in the final stages of writing their argumentative essay for the Course Culminating Activity in Unit 6. Time should be allocated for research, writing and peer editing of the final essay draft, as suggested in the time breakdown in the Course Overview.

Unit 5 Overview Chart

Act.	Learning Expectations	Assessment	Focus/Activity
1	CCV.03, CC3.01, CC3.02, HIV.01, HI1.03, HIV.03, HI3.01, CGE7d	K/U C	<p>Introduction to the Global Perspective Overview and timeline of Civilizations Bulletin Board/World Map of Civilizations</p>
2	COV.01, CO1.01, COV.02, CO2.03, SEV.01, SE1.01, SE1.03, SEV.02, SE2.01, SE2.03, SEV.03, SE3.03, HIV.01, HI1.02, HI1.03, HIV.02, HI2.05, HIV.03, HI3.01, HI3.03, CGE4e	K/U A C T/I	<p>Oral Thesis Presentation Research of a specific characteristic of a society to prove that the characteristic defines their society as a civilization (e.g., Technology of Inca, Religion of Japanese Empire, Art of Islamic Empires). Group Oral thesis presentation of students specific characteristic of selected civilization.</p>

3	COV.01, CO1.02, CO1.03, CCV.02, CC2.01, CC2.02, CHV.03, CH3.01, SEV.01, SE1.01, SEV.02, SE2.01, SEV.03, SE3.01, HIV.03, HI3.03, CGE7f	K/U C	Teacher Consolidation of Learning: Follow-up Lessons and Student/Guest Speakers Presentation Teacher follow-up lessons on each region. Student/Guest Speakers share information about their region's past and present customs/culture.
4	COV.01, CO1.02, COV.03, CO3.03, CCV.03, CC3.02, CC3.03, SEV.01, SE1.02, SEV.02, SE2.01, SEV.03, SE3.01, HIV.01, HI1.03, HIV.02, HI2.03, HI2.04, CGE4g, 4f	T/I A C	Making Connections to the Western World Students investigate the contact these civilizations had with the Western world. Students prepare a paragraph demonstrating the contact these civilizations had with the West and the parallels that existed.

Unit 6: Legacies for Our World – Culminating Activity

Time: 12 hours

Unit Description

Students bring together the theme of Legacy that has been developed over the course. Students submit the Legacy Folder that they have created throughout the course, an argumentative essay defending a thesis, and an artifact representative of their paper for the Museum of Civilization in Antiquity display. The ideas contained in the Legacy Folder are used in the preparation of the argumentative essay and artifact. The Legacy Folder should not simply be a collection of student work. The Folder should, “include written pieces, video productions, drawings, and constructions, what distinguishes them from mere collections is their reflective component” (Posner, p. 196). At the end of each unit, students select a piece of work to include in their ‘Legacy Folder’. Throughout the course, students are prompted by the teacher to add written pieces that reflect on a current theme or topic (e.g., Unit 2, Activity 2, Teaching/Learning Strategy 7: “Evaluate the significance of Hammurabi’s Code and Judeo-Christian law”), Students are also encouraged to add samples of their best work from any activity within each unit (e.g., Unit 2, Activity 3: students could videotape or hand in a script of their role play). It is at this time that students reflect on the sample of work chosen (How does it tie in with the course Legacy theme? How does it reflect the themes of the unit? What did you learn from this piece of work? Why did you include it?). Throughout the course, students may also “...remove, replace or improve pieces...” (Posner 197). In Unit 6 the Legacy Folder is submitted for evaluation. In evaluating the portfolio, the teacher looks for student growth and development in terms of knowledge and understanding, inquiry, problem solving, and communication. Students have had experience creating and defending a thesis throughout the course and have the knowledge to defend several of the legacies within their Folder. Now students have the opportunity to research the topics in more depth. Students choose people, events, or objects and use them to defend their thesis. Students must choose from three separate units and include them in their Legacy Folder. They should create a thesis that ties together the impact of the three legacies on the modern world. Examples of such theses could be, “The establishment of law codes are necessary for a society to advance into a civilization,” “Monumental buildings reflect the goals and values of their civilization.”

Using the Legacy Folder and essay as a resource, students create an artifact based on their essay topic, which they consider to be pivotal in the development of a civilization. These artifacts are displayed in the Museum of Civilization and Antiquity. Students defend their selection of the particular artifact created. As indicated in the time breakdown of the course overview, time has been allocated throughout the earlier units to allow students to research topics.

A suggested breakdown over the course might be:

Unit 1	Define parameters of culminating activity and add to Legacy Folder
Unit 2	Building on thesis development, research skills, selecting and researching first legacy based on topics in Units 1 and 2.
Unit 3	Researching and drafting of first paragraph of essay and peer editing; skills of assessing the role of individuals in history developed in the Unit 3.
Unit 4	Selecting second legacy based on content of Units 3 and 4, researching and drafting second point.
Unit 5	Selecting final legacy; researching and completing draft of essay; peer editing draft.
Unit 6	Legacy Portfolio and argumentative essay is handed in for summative evaluation by the teacher. Museum display of student created artifacts and student defence of selection.

Unit 6 Overview Chart

Act.	Expectations	Assessment	Focus/Activity
1	COV.01, CO1.01, COV.02, CO2.03, CCV.02, CC2.01, CC2.02, CC2.03, CCV.03, CC3.03, CHV01, CH1.01, CH1.02, CH1.03, CHV02, CH2.01, CH2.02, CH2.03, CHV.03, CH3.04, SEV.01, SE1.02, SE1.03, SEV.02, SE2.02, HIV.01, HI1.01, HI1.02, HI2.03, HIV.02, HI2.01, HI2.03, HI2.04, HI2.05, HIV.03, HI3.01, HI3.02, HI3.03, HIV.04, HI4.02, HI4.04, CGE4e, 4f	K/U T/I A C	<p>“Legacies” Argumentative Essay Legacy Folder Submitted Argumentative Essay: Using material from three separate units, write an essay arguing their impact on the modern world</p> <p>Museum of Civilizations in Antiquity Students defend the selection and display artifacts created in a central location around the school so the class and others can visit the displays.</p>

Teaching/Learning Strategies

This course provides students with the opportunity to explore, analyse, and reflect on history through diverse teaching and learning strategies. Critical-thinking skills, such as formulating a thesis, identifying bias and viewpoint, debating, analysing primary sources, and problem solving, are a focus of many activities. Focused inquiry, data analysis, note taking, and guided Internet searches are examples of the research skills that students practise. Students have multiple opportunities to develop their skills in communication through formal and informal presentations, role play, response journals (Legacy Folder), writing in role, and using persuasive paragraph writing. Cooperative group learning is another important active learning strategy fundamental to many activities. Tasks are designed to develop skills and concepts across a range of student learning styles. Important skills are developed throughout the course, culminating in a synthesis of their learning performed in the Course Culminating Activity. (Unit 6)

Assessment & Evaluation of Student Achievement

The Achievement Chart, which is the basis for assessment and evaluation in this course, is found in *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*. The chart identifies four major categories of knowledge and skills: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass the curriculum expectations in all courses in Canadian and World Studies. The descriptions at Level 3 represent the provincial standard for student achievement. A balance between Achievement Chart categories should be used in the collection of student assessment data, and assignments should reflect all four categories with appropriate weighting to reflect the knowledge and skills emphasized. Assessment must be embedded within the instructional process throughout each unit rather than being an isolated event at the end. In every case, the desired demonstration of learning is articulated at the beginning and the learning activity is planned to make that demonstration possible.

The Ontario Curriculum, Grades 9 and 12, Program Planning and Assessment outlines the philosophy and guiding principles concerning assessment and evaluation for Ontario teachers. More specifically, the document states that the University/College Preparation course must “equip students with the knowledge and skills they need to meet entrance requirements for specific programs offered at universities and colleges.” CHW3M must therefore meet the requirements for entrance into the university level by providing the students with skills necessary to excel in Grade 12 University courses and at the university level. As in the Academic level in Grade 9 or 10 Courses, another enduring component of the course is the emphasis on the theoretical and abstract problems. This is to be balanced with practical applications and concrete examples required for the College destination. There is a high degree of independent work that requires the student to utilize time-management and organizational skills with minimal teacher assistance.

Activities in this course profile suggest formative assessment and summative evaluation. A range of assessment strategies is needed to accommodate the learning styles of all students, to meet the requirements of students with special needs, and to encompass a broad range of knowledge and skills. Activities should involve individual and group assessment. Where group tasks are involved, the teacher needs to consider individual student accountability for the demonstration of Learning Expectations. Activities throughout the course comprise 70% of the course grade, reflecting the most consistent level of student achievement. Assessment tools, such as checklists, rating scales, and rubrics, should be employed throughout the course. Tools should be used by both students and teachers. Samples of rubrics which may be adapted for specific tasks are available on the Ontario Curriculum Centre website at <http://www.curriculum.org/occ>.

The course culminating activity is designed to be a work in progress. The teacher introduces the concept and the topic of the culminating activity at the beginning of the course. Time is allocated throughout the course for the development of skills and the preparation of the product. Only after this development should students be asked to demonstrate both the knowledge and skills that they have learned in the final course culminating activity. It is recommended that this performance task, essay and Legacy Folder, along with a traditional examination comprise the 30% Final Evaluation mark.

Teachers need to systematically teach and collect data for the separate evaluation of students' learning skills as required for the Provincial Report Card. The skills (Works Independently, Team Work, Organization, Work Habits, and Initiative) are integrally linked to student performance, but they are not used in the calculation of the final grade.

Accommodations

Every effort is made to assist all students in achieving success in this History course. Specific adaptations and accommodations are recommended with each activity for the units. Suitable adaptations in assessment and evaluation in Grade 11 include strategies for students with reading, writing, and memory difficulties, as well as for students who require enrichment. Accommodating strategies include:

- using diagrams and charts;
- pre-teaching vocabulary and difficult concepts;
- teaching how to highlight important points in a text;
- teaching students reading strategies;
- using point-form notes;
- using peer editing;
- teaching the skill of outlining;
- checking notebooks frequently;
- providing text in a different format (e.g., oral presentations);
- providing lists and recall charts;
- using organizers;
- chunking of information;
- daily checks to see if assignments are recorded in a daily planner. In order to accommodate a varied learning styles and skills, and allows for extenuating circumstances, the teacher can assign extra time to complete and hand in assignments;
- using oral interviews;
- using laptop computers for note taking;
- providing overhead copies before the class;
- photocopying notes.

There are many enrichment opportunities for students. They can explore issues, personalities, literature, and the arts on a deeper level through guided research and through the introduction of a variety of interpretations of specific issues. As well, gifted or motivated students would benefit from reading historical fiction or primary documents (e.g., Machiavelli's *The Prince*) that provide added insight. Individual Education Plans for students with special needs provide teachers with particular learning strategies that are the most advantageous to the learning of the individual student. History teachers are encouraged to work with the Special Education teachers to review exceptional students' IEPs and identify the appropriate course of action to assist individual students in meeting the required expectations.

When planning accommodations for ESL/ELD students, proficiency levels outlined in *The Ontario Curriculum, Grades 9 to 12, English As a Second Language and English Literacy Development* will provide teachers and school administrators with a guide to receiving and accommodating these learners in the regular classroom. To accommodate the needs of the ESL/ELD students history teachers are encouraged to work with the ESL teacher within their school or board in order to select resources related to the ESL/ELD Curriculum Policy Document strands: Reading, Writing, Oral and Visual Communication, and Social and Cultural Competence. Specific accommodations for ESL/ELD students are the use of bilingual dictionaries, when necessary, and the use of their first language to plan, organize, and write first drafts of written and performance products. ESL/ELD learners, like all learners, have different learning styles; therefore a wide variety of teaching/learning strategies and assessment/evaluation techniques need to be used in all classrooms.

Resources

Books

- Baigent, Michael. *Ancient Traces: Mysteries in Ancient and Early History*. London: Penguin Books, 1998. ISBN 06708745X
- Bergounioux, F.M. and S.J. Goetz. *Primitive and Prehistoric Religions*. New York: Hawthorne Books Publishing, 1966. ISBN 58 14327 14166
- Bowersock, G.W, Peter Brown, and Oleg Grabar. *Late antiquity: a guide to the post-classical world*. Boston: Harvard University Press, 1999. ISBN 0674511735
- Borst, Arno. *Medieval Worlds: Barbarians, Heretics and Artists in the Middle Ages*. Chicago: Chicago University Press, 1996. ISBN 0226066576
- Braudel, Fernand. *A History of Civilizations*. New York: Penguin Books, 1993. ISBN 0140124896
- Dijkstra, Henk, ed. *History of the Ancient and Medieval World*. Tarrytown: Marshall Cavendish, 1997. ISBN 0761403515
- Diamond Jared. *Guns, Germs, and Steel: The Fates of Human Societies*. Toronto: Penguin Books, 1999. ISBN 0393317552
- De Villiers, Marq and Sheila Hirtle. *Into Africa: A Journey through the Ancient Empires*. Toronto: Key Porter Books, 1997. ISBN 1552630544
- Fernandez-Armesto, Felipe. *Civilizations*. Toronto: Key Porter Books, 2000. ISBN 1552631656
- Haberman, Arthur and Ian Hundey. *Civilizations: A Cultural Atlas*. Toronto: Gage Educational Publishing Company, 1994. ISBN 0771581793
- Newman, Garfield and Christine DeGeer. *Odyssey Through the Ages*. Toronto: McGraw-Hill Ryerson Limited, 1992. ISBN 007351107X
- McIntosh, Jane. *The Practical Archaeologist: How we know what we know about the Past*. New York: Facts on File, 1999. ISBN 0816039518
- Overy, Richard, ed. *Hammond Atlas of World History*. Union: Hammond World Atlas Corporation, 1999. ISBN 0843713593
- Posner, George and Allan Rudnitsky. *Course Design: A Guide to Curriculum Development for Teachers*, 5th ed. Don Mills: Longman Inc., 1997.
- Roberts, J.A.G. *China: Prehistory to the Nineteenth Century*. Phoenix Mill: Sutton Publishing, 1996. ISBN 0750925674
- Rogers, Perry, ed. *Aspects of Western Civilization: problems and sources in history*, Volume I. Upper Saddle River: Prentice Hall, 1997. ISBN 0130832022
- Time-Life Books. *Lost Civilizations Series*. Alexandria: Time-Life Education, Various Dates.
- Time-Life-Books. *What Life Was Like Series*. Alexandria: Time-Life Education, Various dates.
- Van Doren, Charles. *A History of Knowledge Past, Present and Future*. New York: Ballantine Books, 1992. ISBN 0345373162
- Walker, Robert J. *World Civilizations, A Comparative Study*. Toronto: Oxford University Press, 1998. ISBN 0195413393
- Wright, Ronald. *Stolen Continents: The "New World" through Indian Eyes*. Toronto: Penguin Books, 1993. ISBN 014013932X

CD-ROMs

- The Hutchinson History Library*. Chatsworth: Cambrix Publishing, 1996.
- Scientific American: Exploring Ancient Cities*. San Francisco: Sumeria, 1994.

Videos

- Africa: A History Denied, Lost Civilizations Series.* Time-Life Education, 1998.
- China: Dynasties of Power, Lost Civilizations Series.* Time-Life Education, 1998.
- Christianity: The First Thousand Years.* A & E. AAE- 15420
- Crete and Mycenae: Museum without Walls.* Hans-Joachim Horsfeld, producer and director. Barr Entertainment, 1991.
- Foot Soldier: The Barbarians.* A& E. AAE- 13911
- Joan of Arc.* A & E. AAE- 40362
- Leonardo da Vinci - The Visionary Intellect.* 1992. ASIN 6304144180
- Maya: The Blood of Kings Lost Civilizations Series.* Time-Life Education, 1998.
- Michaelangelo – Biography.* 1997. ASIN 6303501087
- Scourge of the Black Death.* A & E. AAE- 40189
- The Dawn of History Western Traditions Series.* Annenberg/CPB Project. WGBH/Boston. Prod. Magic Lantern Videos, 1989.
- The History Makers; Leonardo da Vinci.* 1996. ASIN 6304425511
- The Secrets of Lost Empires I.* Nova Production: WGBH Educational Foundation, 1997.
- The Secrets of Lost Empires II.* Nova Production: WGBH Educational Foundation, 2000.

Catholic Resources

- Bokenkotter, Thomas. *A Concise History of the Catholic Church.* New York: Image Books, Double Day, 1979. ISBN 0385130155
- Metzger, Bruce M. and Roland E. Murphy, ed. *The New Oxford Annotated Bible.* New York: Oxford University Press, 1994. ISBN 0195283562
- Stravinskias, Rev. Peter M.J., ed. *Our Sunday Visitor's Catholic Encyclopedia.* Indiana: Our Sunday Visitor's Publishing Division, 1991. ISBN 0879734752

Websites

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

- Africa Research Central. 12 February 2001. – <http://africa-research.csusb.edu/>
- Ancient History. Social Studies School Service. 2001. 12 February 2001. – <http://socialstudies.com/c/@YRDtSjf216vSc/Pages/ancienthistory.html?af@zm-List>
- Ancient Mesoamerican Civilizations. 12 February 2001. – <http://www.angelfire.com/ca/humanorigins/index.html>
- Ashmawy, Alaa. The Seven Wonders of Ancient World 12 February 2001. – <http://ce.eng.usf.edu/pharos/wonders>
- Blue Web'N: History and Social Studies. Pacific Bell. 2000. 12 February 2001. – http://www.banyantree.org/bluwebn/fr_History.html
- China Institute. 12 February 2001. – <http://chinainstitute.org>
- Collapse: Why do Civilizations Fall? Annenberg/CPB Exhibits, 1998. 19 December 2000. – <http://www.learner.org/exhibits/collapse/index.html>
- Crusades and Contributions of Islam. 12 February 2001. – <http://www.mrdowling.com/606islam.html>

D'Ambrosio Jay. CyberMuseum. 1998. 12 February 2001. – <http://members.tripod.com/jaydambrosio/cybermus.html>

Exploring Ancient World Cultures: An Introduction to Ancient World Cultures on the World Wide Web. University of Evansville. 1997. 12 February 2001. – <http://eawc.evansville.edu/index.htm>

Guide to Islam. 12 February 2001. – <http://www.islam-guide.com>

Halsall, Paul. Internet Ancient History Sourcebook. Fordham University, 12 February 2001. – <http://www.fordham.edu/halsall/ancient/asbook.html>

Halsall, Paul. Internet Medieval Sourcebook. Fordham University, 8 January 2001. – <http://www.fordham.edu/halsall/sbook.html>

Historical Times and Places. University of California, 12 February 2001. – www.ucr.edu/h-gig/topperindex.html

Horus' History Links. 12 February 2001. – <http://www.ucr.edu/h-gig/horuslinks.html>

Kausal, Martin. Leonardo da Vinci. 12 February 2001. – <http://www.kausal.com/Leonardo/index.shtml>

Learning about Leonardo. 12 February 2001. – <http://library.thinkquest.org/13681/data/davin2.shtml>

Middle Ages: What was it really like to live in the Middle Ages. Annenberg/CFB Projects, 1998. 12 February 2001. – <http://www.learner.org/exhibits/middleages>

Nothingner, Andreas. HyperHistory Online. 19 December 2000. – <http://www.hyperhistory.com>

Renaissance: What Inspired This Age of Balance and Order? 19 December 2000. – <http://www.learner.org/exhibits/renaissance/>

Nova Online. PBS/WGBH, 2001. 12 February 2001 – <http://www.pbs.org/wgbh/nova>

Social Studies sources. 12 February 2001. – <http://education.indiana.edu/~socialst/>

Top 100 Women of the Millennium. 12 February 2001. – <http://www.women.net/news/top100/077.html>

Virtual Tour of the Crusades. 12 February 2001. – <http://www.acsamman.edu.jo/~crusades/virtual/html>

World Art Treasures. 12 February 2001. – <http://sqwww.epfl.ch/BERGER/>

OSS Considerations

This course profile is designed to assist teachers in the implementation of World History to the Sixteenth Century, Grade 11, University/College Preparation Expectations, pp. 127-144 of *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*. This course is listed as one of the options or an additional compulsory credit available to fulfill the requirements for graduation outlined in *Ontario Secondary Schools, Grade 9-12: Program and Diploma Requirements, 1999*. It also serves as a prerequisite for the College and University destination courses in Grade 12. Expectations for teacher accommodations and modifications of regular programs for student with special needs are summarized in section 7.12 (pp. 56-58) of *Ontario Secondary Schools, Grades 9-12*. The foundation for assessment, evaluation and reporting practices are outlined on pp. 13-16 of *The Ontario Curriculum, Grades 9-12, Program Planning and Assessment*. Every effort should be made to utilize and integrate technology into the delivery and practices of this course. As outlined in *Program Planning and Assessment*, p. 9, students need to improve and extend their “information technology literacy.” In addition, success in the world of work is dependent on students developing a greater awareness of careers. As opportunities are provided, teachers should introduce students to careers that can be linked directly to the study of History. Information on this is available in *Choices Into Action, 1999*. Furthermore, where available, schools should develop Co-op Programs that link to studies in History.

Coded Expectations, World History to the Sixteenth Century, Grade 11, University/College Preparation, CHW3M

Communities: Characteristics, Development, and Interaction

Overall Expectations

COV.01 · demonstrate an understanding of the characteristics of a variety of communities from prehistory to the sixteenth century;

COV.02 · demonstrate an understanding of the development of different forms of communities from prehistory to the sixteenth century;

COV.03 · analyse the interaction between selected societies from prehistory to the sixteenth century.

Specific Expectations

Characteristics of Societies

CO1.01 – describe the characteristics that are common to stable societies (e.g., accepted leadership; tradition and law; compatible religious beliefs);

CO1.02 – identify the factors that tend to differentiate societies (e.g., external pressures, decisions of leaders, geography);

CO1.03 – identify the forces that led different peoples to choose their particular forms of social organization (e.g., Indian caste societies, Spartan military systems, Japanese feudal society).

Development of Societies

CO2.01 – explain the development of societies from simpler to more complex forms (e.g., from hunter-gatherer to rural agricultural to urban industrial societies);

CO2.02 – identify, through analysis, the reasons for the predominance of particular societies (e.g., their position on trade routes, Roman concepts of government, Muhammad’s religious evangelism);

CO2.03 – evaluate the criteria that a society must meet to be regarded as a “civilization” (e.g., longevity, lasting influence of cultural contribution, significance of role in events of the period).

Relations Between Societies

CO3.01 – demonstrate an understanding of the factors that influenced the nature of relations between groups (e.g., trade and economic interchange, proximity, language, ethnicity, religion);

CO3.02 – demonstrate an understanding of the effects of isolation on a community (e.g., linguistic uniformity, cultural entrenchment, insulation from benefits of external innovative ideas, ethnic homogeneity);

CO3.03 – explain the diverse reactions of societies to exposure to external influences (e.g., the building of the Great Wall of China to exclude nomadic invaders; the entrenchment of Judaic values in response to invasions and conquests of Judea; Europe’s adaptation of Islamic cultural contributions after the Crusades).

Change and Continuity

Overall Expectations

CCV.01 · analyse the factors that contributed to the process of change from prehistory to the sixteenth century;

CCV.02 · analyse the factors that contributed to the maintenance of stability and continuity in a variety of societies from prehistory to the sixteenth century;

CCV.03 · demonstrate an understanding of the use and importance of chronology and cause and effect in studying world history before the sixteenth century.

Specific Expectations

Change in History

- CC1.01 – identify major changes that took place through the course of history to the sixteenth century, and demonstrate an understanding of their intensity and breadth (e.g., the Neolithic Revolution, the development of writing, the invention of the printing press, military innovation);
- CC1.02 – identify forces that tended to promote and facilitate change (e.g., religious proselytizing, migration of peoples, Humanism);
- CC1.03 – demonstrate an understanding of the roles of selected individuals and groups in the process of change (e.g., Socrates, the Mongols, Jeanne d’Arc);
- CC1.04 – evaluate the effectiveness of different forms and processes of change (e.g., gradual versus rapid change, radical versus moderate change, planned versus spontaneous change).

Continuity in History

- CC2.01 – identify forces that tended to reinforce stability and continuity (e.g., established religious beliefs, traditional family roles, administrative bureaucracies);
- CC2.02 – describe how legal traditions and political institutions contributed to a sense of continuity (e.g., Hammurabi’s code of laws, the Pax Romana, the shaman system);
- CC2.03 – demonstrate an understanding of the effects of different educational practices on the stability of selected societies (e.g., the maintenance of military discipline in Sparta; preparation of the mandarin class in China for its bureaucratic role; religious training in Islamic schools; refinement of skills in guild societies).

Chronology and Cause and Effect

- CC3.01 – demonstrate an understanding of the chronological sequence of significant events up to the sixteenth century;
- CC3.02 – explain how viewing events in chronological order aids in understanding complex change;
- CC3.03 – identify cause-and-effect relationships within the chronology of significant historical events.

Citizenship and Heritage

Overall Expectations

- CHV.01 · evaluate the contributions of selected individuals and groups to the development of legal, political, and military traditions;
- CHV.02 · evaluate the contributions of selected individuals and groups to the development of artistic, intellectual, and religious traditions;
- CHV.03 · demonstrate an understanding of the relationship between individuals, groups, and authority in different societies and periods to the sixteenth century.

Specific Expectations

Legal, Political, and Military Traditions

- CH1.01 – evaluate the contributions of selected individuals and groups to the development of legal traditions in various societies (e.g., Hammurabi’s code of laws, Confucian principles of Chinese law, the Justinian code);
- CH1.02 – evaluate the contributions of selected individuals and groups to significant political events (e.g., Zhou dynasty, Cleisthenes, Charlemagne);
- CH1.03 – explain the significance of selected individuals and groups in the development of military traditions (e.g., the Hittites, Asoka, Hannibal).

Art, Ideas, and Beliefs

- CH2.01** – identify selected individuals and groups who made significant contributions to the development of artistic forms (e.g., Palaeolithic artists at Lascaux, Sappho, medieval architects);
- CH2.02** – evaluate critically the role of significant thinkers from various societies and periods (e.g., Confucius, Avicenna, Roger Bacon);
- CH2.03** – demonstrate an understanding of the role of significant individuals or groups in the development of world religious traditions (e.g., shamanistic figures, Siddhartha Gautama, Jesus Christ);
- CH2.04** – evaluate the role and importance of a variety of legends, myths, and traditions in the context of the diverse communities that produced them (e.g., Homeric epics, the Ramayana, The Song of Roland).

Individuals, Groups, and Authority

- CH3.01** – demonstrate an understanding of the bases of authority in a variety of societies from prehistory to the sixteenth century (e.g., strength and skill of Palaeolithic hunters; Chinese “Mandate from Heaven”; military power of Alexander; authority of Roman civil administration; religious sanctions);
- CH3.02** – assess the methods used by societies and individuals to check the power of those in authority (e.g., military rebellion, religious evangelism, legislative processes such as ostracism);
- CH3.03** – identify individuals and groups who challenged authority (e.g., Spartacus, Muhammad, participants in the Peasants’ Revolt of 1381, John Calvin);
- CH3.04** – assess the contributions of Athens, Rome, and medieval Europe to the development of modern Western ideas of citizenship and the rights of individuals (e.g., Athenian democracy, the jury system, homage and fealty obligations).

Social, Economic, and Political Structures

Overall Expectations

- SEV.01** · analyse the development and diversity of social structures in various regions of the world;
- SEV.02** · analyse diverse economic structures and the factors that affected their development;
- SEV.03** · demonstrate an understanding of the diversity and uniqueness of political structures throughout the world.

Specific Expectations

Social Structures

- SE1.01** – describe the roles of different members of society in the early stages of human history (e.g., warrior, hunter, healer, spiritual leader);
- SE1.02** – analyse the factors that influenced the development of a variety of forms of social structure (e.g., scarcity of resources and nomadic society, threat of invasion and military society, religion and monastic society, industrial technology and urban society);
- SE1.03** – demonstrate an understanding of women’s social roles in early and more complex societies (e.g., childbearer, educator, “keeper of the hearth”).

Economic Structures

SE2.01 – assess the diverse forms of economic organization that existed prior to the sixteenth century (e.g., agriculture, trade, cottage industry);

SE2.02 – analyse the effects of innovation (e.g., the development of currency, the invention of the plough, the discovery of metals) on the functioning of various economic structures;

SE2.03 – describe the roles of women in the economies of selected societies (e.g., gatherer, agricultural labourer, craftsperson).

Political Structures

SE3.01 – analyse diverse forms of leadership or government (e.g., tribal leadership, theocracy, monarchy) in selected communities prior to the sixteenth century;

SE3.02 – demonstrate an understanding of the factors that influenced the development of various forms of leadership and government (e.g., religious influence in theocracies, militarism and the rise of feudal lords, the role of distribution of wealth in oligarchies);

SE3.03 – demonstrate an understanding of the influence of women in the political life of selected societies (e.g., Hatshepsut, Empress Wu Chao, Julia Mamaea, Eleanor of Aquitaine, Isabella d’Este);

SE3.04 – evaluate the influence of religion on political structures in selected societies (e.g., Incan “Children of the Sun”, Hindu Brahmin caste, the papacy in medieval Europe).

Methods of Historical Inquiry

Overall Expectations

HIV.01 · demonstrate an ability to locate, select, and organize information from a variety of sources;

HIV.02 · demonstrate an understanding of the steps in the process of historical interpretation and analysis;

HIV.03 · communicate opinions based on effective research clearly and concisely;

HIV.04 · demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

Research

HII.01 – formulate significant questions for research and inquiry, drawing on examples from world history to the sixteenth century (e.g., What was the role of religion in the lives of the Aztec people? To what extent did the barbarian invaders contribute to the collapse of the Roman Empire? What were the effects of the Black Death on medieval European society?);

HII.02 – conduct organized research, using a variety of information sources (e.g., primary and secondary sources, audio-visual materials, Internet sites);

HII.03 – organize research findings, using a variety of methods and forms (e.g., note taking; graphs and charts, maps and diagrams).

Interpretation and Analysis

HI2.01 – demonstrate an ability to distinguish bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions;

HI2.02 – compare key interpretations of world history (e.g., liberal, conservative, Marxist);

HI2.03 – identify and describe relationships and connections in the data studied (e.g., chronological ties, cause and effect, comparisons and contrasts);

HI2.04 – draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;

HI2.05 – demonstrate an ability to develop a cogent thesis substantiated by effective research.

Communication

HI3.01 – communicate effectively, using a variety of styles and forms (e.g., essays, simulations, multimedia presentations);

HI3.02 – use an accepted form of academic documentation effectively and correctly (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists; appendices);

HI3.03 – express opinions and conclusions clearly, articulately, and in a manner that respects the opinions of others.

Creativity, Collaboration, and Independence

HI4.01 – demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;

HI4.02 – use a variety of time-management strategies effectively;

HI4.03 – demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others;

HI4.04 – identify career possibilities related to the study of history (researcher, archivist, teacher, journalist, writer).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -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.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 2: First Civilizations of the Near East

Time: 22 hours

Unit Description

Students establish and apply the definition of a civilization to societies of the Near East, including Egypt and Mesopotamia. Through a series of thematically based activities, students explore the aspects of a civilization, and why these aspects provide a foundation for civilization. Students analyse the development and diversity of social structures, economic structures, and the uniqueness of political structures in various regions of the world. Students are given the opportunity to practise and apply the skills of historical research, apply a theory of historical interpretation, present a point of view, and defend a thesis in written and role-playing activities, oral, written, and visual presentations, and a position paper. They are incorporated in the summative performance task. Time is allocated for the culminating activity throughout the unit. Students research and prepare a triarama showing the intellectual and technological accomplishments of Near Eastern civilizations. The triarama displays a visual, a description, and a justification of the accomplishment in relation to how it reflects the definition of a civilization. Students add to the Legacy Folder and Global Connections Bulletin Board and work on the course culminating activity.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Student Tasks
2.1: Assessing the Factors that form the Basis of Civilizations	110 min	HIV.03, HI3.01, HI3.03, COV.01, CO1.01, COV.02, CO2.01, CO2.03, CCV.01, CC1.02	K/U A C	Geographic Factors and the Development of Civilizations - Maps Definition and Application of Criteria of a Civilization - Class definition of civilization - Position paper
2.2: Comparison of Political and Legal Accomplishments of the Tribes of the Near East	185 min	CHV.01, CH1.01, CH1.02, CH1.03, CCV.02, CC2.02, HIV.02, HI2.04, HIV.03, HI3.01	T/I A C	Political Accomplishment Poster of Key Middle Eastern Tribes - Mini presentations and display of poster Laws: Significance for Early Civilizations - Analyse primary source documents
2.3: Walk Like a Mesopotamian: Economics and Daily Life in the Near East	225 min	CCV.02, CC2.01, CHV.02, CH2.01, SEV.01, SE1.03, SEV.02, SE2.03, HIV.02, HI2.04, HIV.03, HI3.03	K/U T/I C	Artifact and Primary Source Analysis and Economy and Society of Mesopotamia - Interactive workstations tour Day in the Life Role Play - Role play Day in the Life - Conclusions added to Legacy Folder.

2.4: Assessing and Judging the Great Pharaohs of Ancient Egypt	185 min	CCV.02, CC2.01, CC2.02, CCV.03, CC3.02, CHV.01, CH1.02, SEV.03, SE3.03, HIV.02, HI2.04, HIV.03, HI3.01	A C T/I	Egyptian Politics - Timeline of pharaohs - Apply a “Great Person Theory” to a pharaoh Women in Egyptian Society: The Uniqueness of Hatshepsut - Women in Ancient Egypt - Newspaper Report/Obituary assessing the significance of Hatshepsut
2.5: Egyptian Art: A Mirror to Egyptian Religion and Society	225 min	CCV.02, CC2.01, CHV.02, CH2.01, CH2.03, HIV.01, HI1.01, HI1.02, HIV.03, HI3.01, HIV.04, HI4.03	A C	Egyptian Religion - Students write in role as Priest Egyptian Art and Daily Life - Prepare a tomb mural “poster” using the standards and conventions of art depicting economic and social life. - Record in Legacy Folder the significance of Egyptian religion and practices and their impact.
2.6: Egyptian Technology: Solving the Mysteries of the Ancient World	90 min	CCV.01, CC1.01, HIV.01, HI1.01, HIV.02, HI2.03, HI2.04, HIV.03, HI3.03, HIV.04, HI4.01, HI4.04	T/I A C	Egyptian Technology - Students propose thesis on technological sophistication of Egyptians and test using scientific experiment in class - Make conclusions and record in Legacy Folder.
2.7: Innovations of the Near East: Triarama Display of Near Eastern Legacies	300 min	CCV.01, CC1.01, CHV.01, CH1.01, CHV.02, CH2.01, SEV.02, SE2.02, HIV.01, HI1.02, HI1.03, HIV.02, HI2.04, HIV.03, HI3.01, HI3.02, HIV.04, HI4.01, HI4.02, HI4.03	K/U A T/I C	Culminating Activity: Triarama - Students research and collect data on intellectual and technological innovations of Near East to prepare and present a Triarama - Make conclusions on the legacy of Civilizations of Near East, add to Legacy Folder. Making Global Connections - Teachers lead students in exploration of what is happening globally at this time. Add references to Global Connections in Legacy Folder and on Global Connections Bulletin board

Guide to Assessment and Evaluation Abbreviations

K/U Knowledge and Understanding
A Application
T/I Thinking and Inquiry
C Communication

Activity 2.1: Assessing the Factors that Form the Basis of Civilizations

Time: 110 minutes

Description

Students discover the characteristics that allowed civilizations to take root around the world, particularly in the Near East, through an exploration of how societies developed from Neolithic times. Students formulate and defend a thesis that supports the significance of each characteristic of a civilization. Students plot and assess the geographic features that facilitate the development of civilizations.

Strand(s) & Learning Expectations

Strand(s): Communities: Characteristics, Development, and Interaction; Change and Continuity; Methods of Historical Inquiry

Overall Expectations

COV.01 - demonstrate an understanding of the characteristics of a variety of communities from prehistory to the sixteenth century;

COV.02 - demonstrate an understanding of the development of different forms of communities from prehistory to the sixteenth century;

CCV.01 - analyse the factors that contributed to the process of change from prehistory to the sixteenth century;

HIV.03 - communicate opinions based on effective research clearly and concisely.

Specific Expectations

CO1.01 - describe the characteristics that are common to stable societies;

CO2.01 - explain the development of societies from simpler to more complex forms;

CO2.03 - evaluate the criteria that a society must meet to be regarded as a “civilization”;

CC1.02 - identify forces that tend to promote and facilitate change;

HI3.01 - communicate effectively, using a variety of styles and forms;

HI3.03 - express opinions and conclusions clearly, articulately, and in a manner that respects the opinions of others.

Prior Knowledge & Skills

- Students have defended and presented a thesis to the class in Unit 1 and Grade 10 Canadian History.
- Students have written position papers in the Grade 10 History, Civics, and English courses.
- Students have experience in supporting a position with evidence in preparation for the Grade 10 Test of Reading and Writing.
- Mapping skills are familiar from Grade 9 Geography and elementary school.

Planning Notes

- Create a civilization template pyramid to use as a guide or to debrief with the class.
- Create or adapt argumentative essay rubric to assess the position paper.
- Prepare an outline of the Triarama culminating activity (Activity 7).
- Locate a map of the world that highlights the early river civilizations: Fertile Crescent, Indus River, and Yellow River.
- Create a large bulletin board world map that can be drawn on and added to throughout the course.
- Create a marking scheme or rubric that will be used to evaluate the mapping exercise.
- Create a Legacy Folder Tracking Sheet to evaluate students’ folders.

Teaching/Learning Strategies

1. Students hypothesize about what geographical factors would encourage a civilization to take root (rivers for water supply, mountains for defence, etc.).
2. The teacher presents a detailed world map to the class that encompasses one of the areas where the first civilizations took root (Fertile Crescent, Indus River, Yellow River).
3. Students apply the factors they produced to a world map and identify the areas that would foster the development of civilizations.
4. The teacher briefly identifies the areas of the first civilizations using the Global Connections Bulletin Board map. The teacher provides a brief overview of the first civilizations and makes connections to the time frame of the first civilizations everywhere. (Inform the class that the Asian and American civilizations will be studied in detail later in the course.) The teacher's focus should end with the description of the Middle Eastern civilizations.
5. The teacher distributes a map of the Tigris/Euphrates Valley and the Nile Valley to each student. A marking scheme or rubric to assess the map is distributed at this time.
6. Students use their textbook to complete the map by identifying the rivers, bodies of water, and major civilizations for homework (Egypt, Assyrian, Babylonian, Sumerians, Akkadians, Hittites, Canaanites, Phoenicians, Israelites).
7. The teacher collects the map and evaluates it following the method established.
8. The teacher places students into one of seven groups, in which students are assigned a major aspect of civilization (politics, economics, religion, society, intellectual, the arts, and technology).
9. Students use their notes from Unit 1 on the Neolithic Revolution to speculate and formulate a thesis that answers the question: "Why is your theme significant to the development of a civilization?"
10. In the form of a short oral report, each group provides evidence supporting its thesis.
11. The class brainstorms the specific aspects of a civilization (e.g., written language, monumental architecture, urban areas, sophisticated cultural and artistic achievements, trade based economy, etc.)
12. The teacher introduces the use of a visual format to organize numerous factors in a hierarchy. Use a simple idea to demonstrate the concept (As a class, build a pyramid shaped organizer that addresses the characteristics of a civilization. Beginning at the bottom (foundation) list the factors that a society needs in order to begin its evolution into a civilization (agricultural surplus, government, laws, etc.) and build upwards to the pinnacle (a cultural legacy).
13. Students individually rate each characteristic in the pyramid by placing it in a hierarchy of importance by assigning it a number ("1" being the most necessary component and "10" being the least necessary).
14. The teacher leads a class discussion on the most important aspects of a civilization.
15. The teacher directs the student-led creation of a definition of civilization.
16. The teacher reviews the structure of a position paper.
17. Based on the presentations and the class definition of civilization, students write, as a homework assignment, a short position paper that addresses the question: "What are the most significant factors contributing to the development of a civilization?"
18. The teacher informs students that these civilizing factors will be applied to the unit Culminating Activity, the Triarama. The teacher introduces the Culminating Activity Triarama (Activity 7) and the Assessment Tool (Appendix 2.1.1 – Triarama Rubric).

Assessment & Evaluation of Student Achievement

5. Formative assessment of the Fertile Crescent map for completeness and accuracy (Application).
10. Formative assessment of student's participation in the thesis defence presentation using a checklist of basic oral skills, including voice, pace, use of evidence (Communication and Learning Skills: Teamwork, Initiative).
17. Summative evaluation of the position paper using a rubric for argumentative paragraph/essay.

Accommodations

- Instructions may be photocopied for students who have communication difficulties.
- Scaffolding (e.g., paragraph outline, mind map) may be required to assist students with the structure of the position paper.
- A numbered map may be helpful to students with visual-spatial difficulties.
- Provide guiding statements or questions that model how to structure a defence of the aspect of civilization (e.g., Is religion necessary?).

Resources

Print

Diamond, Jared. *Guns, Germs and Steel: The Fates of Human Societies*. New York: W.W. Norton and Company, 1999. ISBN 0393317552

McEvedy, Colin. *The Penguin Atlas of Ancient History*. London: Penguin Books, 1987. ISBN 0140411512

Rohl, David. *Legend: The Genesis of Civilization*. London: Arrow Books, 1998. ISBN 009979991X

Videos

Mesopotamia: From Bronze to Iron. Annenberg/CPB Project. Magic Lantern Communications, 1989.

Websites

Early Civilizations. March 29, 2001. – www.hyperhistory.com/online_n2/maptext_n2/maptext.html

Other Non-Print Sources

Microsoft Encarta Encyclopaedia 99. Redmond: Microsoft Corp., 1993-1998.

Activity 2.2: Comparison of Political and Legal Accomplishments of the Tribes of the Near East

Time: 185 minutes

Description

Students are introduced to the most significant tribes of antiquity in the Near East. In groups, students gather information on a specific tribe and present their findings to the class in the form of a timeline poster. Students assess the importance of laws to a civilization through the analysis of two primary source documents. Students formulate conclusions about the importance of politics and laws to early civilizations, based on data collected from the posters and analysis of legal codes. These are added to the Legacy Folder.

Strand(s) & Learning Expectations

Strand(s): Citizenship and Heritage; Change and Continuity; Methods of Historical Inquiry

Overall Expectations

CCV.02 - analyse the factors that contributed to the maintenance of stability and continuity in a variety of societies from prehistory to the sixteenth century;

CHV.01 - evaluate the contributions of selected individuals and groups to the development of legal, political, and military traditions;

HIV.02-- demonstrate an understanding of the steps in the process of historical interpretation and analysis;

HIV.03 - communicate opinions based on effective research clearly and concisely.

Specific Expectations

CC2.02 - describe how legal traditions and political institutions contributed to a sense of continuity;
CH1.01 - evaluate the contributions of selected individuals and groups to the development of legal traditions in various societies;

CH1.02 - evaluate the contributions of selected individuals and groups to significant political events;
CH1.03 - explain the significance of selected individuals and groups in the development of military traditions;

HI2.04 - draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;

HI3.01 - communicate effectively, using a variety of styles and forms.

Prior Knowledge & Skills

- Students are familiar with a poster type activity from CHC2D and CHC2P, however the assessment tool should be reviewed with the class to highlight the required elements.
- Students are familiar with the analysis of a primary source documents from CHC2D and CHC2P.

Planning Notes

- Locate information that covers all of the Middle Eastern Tribes.
- Create an organizer to assist students in recording the key information required for the poster activity.
- Locate copies of Hammurabi's Code and the Ten Commandments.

Teaching/Learning Strategies

1. Students form eight small groups, are assigned a tribe (Assyrian, Babylonian, Sumerians, Akkadians, Hittites, Canaanites, Phoenicians, Israelites), and collect data on significant political and military events in their tribe's history.
2. Using the collected data, students create a political accomplishments poster which highlights the most significant dates, political/military details, and accomplishments of their Middle Eastern tribe.
3. Students present their poster to the class and then display the posters around the room. Students are responsible for taking notes during the presentations.
4. Students write a quiz measuring knowledge and understanding of the content of the presentations.
5. The teacher begins a brainstorming activity where the class responds to a number of questions: Why do we have laws? What if society was void of any laws? Are laws necessary? What do laws provide?
6. Students analyse Hammurabi's Code and the Ten Commandments using these questions as a guide.
7. For homework, students respond to the following statement in their Legacy Folder; "Evaluate the significance of Hammurabi's Code and the Ten Commandments in the development of civilization."

Assessment & Evaluation of Student Achievement

3. Summative evaluation of the Political Accomplishments Poster Formative assessment of Learning skills: Teamwork.
4. Summative quiz based on the content and knowledge obtained from the poster presentations.
7. Formative assessment of completion of the Legacy Folder entry using Legacy Folder Tracking Sheet.

Accommodations

- Students with communication difficulties should be given a photocopy of the document and encouraged to highlight or underline important lines when reading.
- Teacher or peer assistance may be required when analysing the document since some of the language may be confusing; some strategies (highlighting, chunking information together, discussion and re-reading) may be helpful.
- Provide guide statements that assist students in gathering information on their tribe (e.g., Important events of my tribe are...) and analysing the law codes (e.g., The law...was important to the society because...).
- As an extension, students can use computer technology in the development of the poster.

Resources

Print

- Crawford, Harriet. *Sumer and the Sumerians*. Cambridge: Cambridge University Press, 1991. ISBN 05213885033
- Gil, Moshe. *A History of Palestine, 634-1099*. Cambridge: Cambridge University Press, 1992. ISBN 0521404371 (hardcover)
- Herm, Gerhard. *The Phoenicians: the purple empire of the ancient world*. London: Gollancz, 1975. ISBN 0575019034
- Lavender, Emerson and Norman Sheffe. *A Sourcebook for Ancient and Medieval History*. Toronto: McGraw-Hill, 1963.
- Redford, D.B. *Egypt, Canaan, and Israel in Ancient Times*. Princeton: Princeton University Press, 1992. ISBN 0691036063
- Roaf, Michael. *Cultural Atlas of Mesopotamia and the Near East*. New York: Facts on File, Inc., 1999. ISBN 0816022186
- Saggs, H.W.F. *Everyday Life in Babylonia and Assyria*. New York: Dorset Press, 1987. ISBN 0880291273
- Snell, C. *Life in the Ancient Near East, 3100-322 B.C.E.* New Haven: Yale University Press, 1997. ISBN 0300076665
- Time-Life Books. *Mesopotamia: The Mighty Kings*. Alexandria: Time-Life Books, 1995. ISBN 809490412
- Time-Life Books. *Sumer: Cities of Eden*. Alexandria: Time-Life Books, 1993. ISBN 0809498871

Video

Mesopotamia: Return to Eden, Lost Civilizations Series. Time-Life Education, 1998.

Websites

- Bible History On-Line. 1999-2000. Ancient Near-East Texts. March 29, 2001.
– <http://www.bible-history.com>
- Bible History On-Line. Bible History. March 29, 2001. – <http://www.bible-history.com>
- Exploring Ancient World Cultures: An Introduction to Ancient World Cultures on the World Wide Web. University of Evansville. 1997. 24 January 2001. – <http://eawc.evansville.edu/egpage.htm>
- Halsall, Paul. Internet Ancient History Sourcebook. Fordham University. 10 December 2000. 24 January 2001. – <http://www.fordham.edu/halsall/ancient/asbook.html>
- The Law of Moses and the Code of Hammurabi. March 29, 2001.
– <http://biblehistory.com/articles/current.htm>
- Phillip, Martin. You be the Judge on Hammurabi's Code. March 29, 2001.
– <http://members.nbci.com/Pmartin/hammurabi/homepage.htm>

Activity 2.3: Walk Like a Mesopotamian: Economics and Daily Life in the Near East

Time: 225 minutes

Description

Students are presented aspects of Ancient Mesopotamia society using text resources, CD-ROMs, and the Internet. Students are introduced to Mesopotamia in a teacher-designed “Virtual Tour” of various aspects of Mesopotamian society using the Internet, workstations, and video media. Students develop and present a specific aspect of Mesopotamian society in the form of a dialogue and performance in role.

Strand(s) & Learning Expectations

Strand(s): Change and Continuity; Citizenship and Heritage; Social, Economic, and Political Structures; Methods of Historical Inquiry

Overall Expectations

CCV.02 - analyse the factors that contributed to the maintenance of stability and continuity in a variety of societies from prehistory to the sixteenth century;

CHV.02 - evaluate the contributions of selected individuals and groups to the development of artistic, intellectual, and religious traditions;

SEV.01 - analyse the development and diversity of social structures in various regions of the world;

SEV.02 - analyse diverse economic structures and the factors that affected their development;

HIV.02 - demonstrate an understanding of the steps in the process of historical interpretation and analysis;

HIV.03 - communicate opinions based on effective research clearly and concisely.

Specific Expectations

CC2.01 - identify forces that tended to reinforce stability and continuity;

CH2.01 - identify selected individuals and groups who made significant contributions to the development of artistic forms;

SE1.03 - demonstrate an understanding of women’s social roles in early and more complex societies;

SE2.03 - describe the roles of women in the economies of selected societies;

HI2.04 - draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretation;

HI3.03 - express opinions and conclusions clearly, articulately, and in a manner that respects the opinions of others.

Prior Knowledge & Skills

- Students have been introduced to proper use of the Internet as a research tool.
- Students have been introduced to role-playing activities in the Grade 10 History and Civics courses.

Planning Notes

- Create several workstations (enough to make each station ‘workable’ for the size of the class) on artistic, literary, and architectural aspects of Mesopotamian society.
- Arrange access to the computer lab and discuss the activity with the Librarian/Computer Site Manager for the tour activity.
- Check to ensure websites are still up and running for the activity.
- Create an organizer and evaluation tool that establishes the expectations of students.
- Establish expectations for the role-playing activity and produce a handout describing the activity and its assessment.
- Create a quiz that assesses the knowledge and understanding of the Day in the Life presentations.

Teaching/Learning Strategies

1. The teacher introduces students to the expectations and assessment of the Mesopotamian Artifact Analysis and Virtual Tours.
2. The teacher distributes an organizer to assist the class in note taking while collecting data on Mesopotamia artistic, literary, and architectural accomplishments as they visit each station. At the end of the activity, students make conclusions about Mesopotamian accomplishments to add to their Legacy Folder.
3. The teacher divides the class evenly into small groups and places them at separate workstations rotating periodically. Workstations can include pictures of architecture, sculptures, artifacts, computer stations linked to virtual tour websites featuring Mesopotamian artifacts, ruins (see Resources), and primary source documents (e.g., The Epic of Gilgamesh). At each workstation, students make comparisons and draw conclusions about the significance/importance of each artifact in relation to Mesopotamian artistic, intellectual, and religious traditions.
4. The teacher introduces and reviews the expectations and assessment for the Mesopotamia Day in the Life role-playing activity.
5. The teacher divides students into predetermined groups that reflect different aspects of Mesopotamian daily life (e.g., craftsman, trader, priest, women, children, men, slaves).
6. Students use their text or resources provided to research aspects of daily life in Mesopotamia.
7. Students prepare a script with dialogue in the role assigned using data collected on aspects of daily life. Students perform their dialogue and role-play in front of the class as the audience records the information presented. Debriefing and discussion occurs after each performance.
8. The teacher administers a quiz based on knowledge and understanding of the role-play presentations.
9. Students relate back to the definition of civilization and respond in their Legacy Folder to the question: How does Mesopotamia reflect the aspects needed to be classified as a civilization?

Assessment & Evaluation of Student Achievement

3. Formative assessment of Learning Skills (student's participation) at the workstations.
7. Summative evaluation of communication and application of content in the role-play.
8. Summative quiz assessing the knowledge and understanding of Daily Life in Mesopotamia.
9. Formative assessment for completion of the Legacy Folder entry, using Legacy Folder tracking sheet.

Accommodations

An alternate form of the role-playing presentation may be offered to the class in the form of a videotaped presentation, storyboard, or written play.

Resources

Print

Pettinato, Giovanni. *Ebla, a new look at history*. Baltimore: Johns Hopkins University Press, 1991. ISBN 080184150X

Potts, Daniel T. *Mesopotamian Civilization: The material foundations*. London: Athlone Press, 1997. ISBN 0485930013

Pritchard, J. B. *Ancient Near Eastern Texts*, 3rd ed. Princeton: Princeton University Press, 1969.

Virtual Tours

Ancient Civilizations. Cyberu Inc. March 29, 2001. – http://www.cyberu.com/catalog/resource_list.asp

Ancient Civilizations and Lost Cities. Interactive Technologies Ltd. 1997. March 29, 2001. – <http://www.eliki.com/ancient/civilizations>

Ancient Civilizations seen through CG. Taisei Inc. 1995. March 29, 2001.
– http://www.taisei.co.jp/cg_e/ancient_world/ancient.html

History: USA, World and Ancient Civilizations. The Minnesota Alliance for Geographic Education. October 20, 2000. March 29, 2001. – <http://mage.geog.macalester.edu/magelinks/hist>

Donn, Don and Linda Don. Mr Donn’s Special Section-Daily Life Index.. March 29, 2001.
– <http://members.aol.com/Donnclass/indexlife.html>

Simulation #4Akbar's Dilemma. Social Studies School Services. 2001. March 29, 2001.
– <http://www.socialstudies.com/c/@rW8XV0IMzYDh6/Pages/article.html?article@TCM251A>

World History: Ancient Civilizations . Schools of California Online Resources for Education. 2001. March 29, 2001. – <http://score.rims.k12.ca.us/grade6/index.html>

Activity 2.4: Assessing and Judging the Great Pharaohs of Ancient Egypt

Time: 185 minutes

Description

Students are introduced to the rise of Egyptian kingdoms and investigate various pharaohs from each of the three kingdoms. Students prepare a timeline and position paper applying the “Great Person” theory to a pharaoh. As well, students identify the role of women in Egyptian society and make generalizations. Students explore the female pharaoh Hatshepsut as a unique example of women who politically influenced ancient Egyptian society. Students write a newspaper report or an obituary on Hatshepsut, assessing the influence of women in Ancient Egyptian political life.

Strand(s) & Learning Expectations

Strand(s): Change and Continuity; Citizenship and Heritage; Social, Economic, and Political Structures; Methods of Historical Inquiry

Overall Expectations

CCV.02 - analyse the factors that contributed to the maintenance of stability and continuity in a variety of societies from prehistory to the sixteenth century;

CCV.03 - demonstrate an understanding of the use and importance of chronology and cause and effect in studying world history before the sixteenth century;

CHV.01 - evaluate the contributions of selected individuals and groups to the development of legal, political, and military traditions;

SEV.03 - demonstrate an understanding of the diversity and uniqueness of political structures throughout the world;

HIV.02 - demonstrate an understanding of the steps in the process of historical interpretation and analysis;

HIV.03 - communicate opinions based on effective research clearly and concisely.

Specific Expectations

CC2.01 - identify forces that tended to reinforce stability and continuity;

CC2.02 - describe how legal traditions and political institutions contributed to a sense of continuity;

CC3.02 - explain how viewing events in chronological order aids in understanding complex change of significant historical events;

CH1.02 - evaluate the contributions of selected individuals and groups to significant political events;

SE3.03 - demonstrate an understanding of the influence of women in the political life of selected societies;

HI2.04 - draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;

HI3.01 - communicate effectively, using a variety of styles and forms.

Prior Knowledge & Skills

- The teacher may need to review the elements of a position paper.
- Students draw upon knowledge of political structures from Mesopotamian society and their knowledge of the role of women in contemporary society.

Planning Notes

- Prepare a note on the rise of the Egyptian kingdoms.
- Obtain a copy of an article summarizing the “Great Person” theory.
- Prepare a T-chart with the headings: Modern Women and Ancient Egyptian Women.
- Determine textbook selections that survey the role of women in Egyptian society.
- Gather sources, articles, and videos about Hatshepsut.

Teaching/Learning Strategies

1. Using a timeline and map, the teacher introduces students to the Old Kingdom, the Middle Kingdom, and the New Kingdom, highlighting the political stability necessary for a civilization to survive for a long period of time. Students make comparisons to Mesopotamia.
2. The teacher reviews what a theocracy is and how pharaohs exemplified it.
3. Students research information about a pharaoh from each of three Egyptian eras using their text and record, on a timeline, their achievements and importance to ancient Egyptian society.
4. The teacher initiates a discussion on the Great Person theory (eventful vs. event-making), referring to contemporary sports, political, and movie figures and leads students through a discussion about why these individuals are considered “great” and how they achieved this status.
5. Students read an article that summarizes the Great Person theory in history and apply this theory to a pharaoh of their choice in a short position paper. Students complete this assignment for homework. Timelines are to be handed in with the position paper.
6. The teacher introduces the role of women in Ancient Egyptian society by leading students through a brainstorming activity on the role of women today. Attention should be drawn to roles in the political, economic and social sector.
7. Students read their text and record information about the role of women in Egyptian society on a T-chart. Students record information they discovered about Ancient Egyptian women and their role in their society with respect to political, economic domestic and social roles.
8. The teacher leads a discussion on the information recorded, guiding the class conversation towards a comparison of the political roles of modern women and the lack of political roles of Ancient Egyptian women. Students hypothesize why women of Ancient Egypt were not given any political power.
9. Students gather and record information on Hatshepsut from a variety of sources. Students pay particular attention to details about Hatshepsut’s political career with respect to how she acquired power and played a unique and significant role in Egyptian political life.
10. Students write a short newspaper report or obituary assessing the significance of Hatshepsut in Ancient Egypt. This may be completed as homework.

Assessment & Evaluation of Student Achievement

3. Formative teacher assessment of pharaoh timeline measuring for Knowledge and Understanding.
5. Summative teacher evaluation of position paper
10. Summative teacher evaluation of newspaper article or obituary.

Accommodations

- Provide teacher/peer tutor assistance in research and data collection for timeline.
- Written material may be altered to accommodate students with reading difficulties.
- Allow time for peer editing.
- Permit oral or taped presentations to supplement written work.
- Separate spelling from the writing process when evaluating.
- As an extension, students could produce an interactive timeline using the computer.

Resources

Print

Brewer, Douglas J. and Emily Teeter. *Egypt and the Egyptians*. Cambridge: Cambridge University Press, 1999. ISBN 0521449847

Dee, Jonathan. *Chronicles of Ancient Egypt*. London: Collins and Brown, 1998. ISBN 1885856069

Trueman, John H. *The Anatomy of History*. Toronto: J.M. Dent and Sons Limited. 1967.

ISBN 460901281 (Especially Chapter 5 “How Great is the Great Man.”)

Time-Life Books. *Ramses II: Magnificence on the Nile*. Alexandria: Time-Life Books, 1993. ISBN 0809490129

Tyldesley, Joyce. *Judgement of the Pharaoh: Crime and Punishment in Ancient Egypt*. London: Weidenfeld and Nicolson, 2000. ISBN 0297646699

Video

Ancient Egypt: Quest for Immortality, Lost Civilizations Series. Time-Life Education, 1998.

Discovery Channel. *The Great Egyptians*. The Educational Media Company.

Websites

DiPaoli, Anthony C. A Brief Chronology of the Great Pharaohs. Osiris Designs Ltd. November 20, 2000. March 29, 2001. – www.osirisweb.com/egypt/Egypt2.html

Egyptian Kings Intercity Oz Inc. 1996. March 29, 2001. – <http://touregypt.net/kings.htm>

Hatshepsut. RITSEC. 1997. March 29, 2001. – <http://www.horus.ics.org/eg/html/hatshepsut.html>

Bediz, David. Queen Hatshepsut: The Queen Who would be King. March 29, 2001.

– <http://www.bediz.com/hatshep/index.html>

Tyldesley, Joyce. Status of Women in Egyptian Society. Cornell University Library. March 29, 2001.

– <http://www.library.cornell.edu/colldev/mideast/wommeneg.htm>

Activity 2.5: Egyptian Art: A Mirror to Egyptian Religion and Society

Time: 225 minutes

Description

Students adopt the role of a priest or priestess and in a letter to the pharaoh justify their position in Ancient Egyptian society. Students recognize the impact of Ancient Egyptian religion on Ancient Egyptian society. Students collect data on Egyptian daily life and art and apply their knowledge in the preparation of a tomb mural/poster and a paragraph on the significance of religion and art in Egyptian society. The paragraph is included in their Legacy Folder.

Strand(s) & Learning Expectations

Strand(s): Change and Continuity; Citizenship and Heritage; Methods of Historical Inquiry

Overall Expectations

CCV.02 - analyse the factors that contributed to the maintenance of stability and continuity in a variety of societies from prehistory to the sixteenth century;

CHV.02 - evaluate the contributions of selected individuals and groups to the development of artistic, intellectual, and religious traditions;

HIV.01 - demonstrate an ability to locate, select, and organize information from a variety of sources;

HIV.03 - communicate opinions based on effective research clearly and concisely;

HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

CC2.01 - identify forces that tended to reinforce stability and continuity;

CH2.01 - identify selected individuals and groups who made significant contributions to the development of artistic forms;

CH2.03 - demonstrate an understanding of the role of significant individuals or groups in the development of world religious traditions;

HI1.02 - conduct organized research, using a variety of information sources;

HI3.01 - communicate effectively, using a variety of styles and forms;

HI4.03 - demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others.

Prior Knowledge & Skills

- The teacher may need to review how to be an active listener and active viewer.
- Students who have taken art can share their knowledge of artistic style and practices.

Planning Notes

- Locate video clip of Egyptian religious practices and preview it carefully.
- Prepare a video/information organizer.
- Select an article or textbook reading that surveys Ancient Egyptian religious practices.
- Find appropriate textbook selections and other resources about Ancient Egyptian daily life or arrange the use of the Library/Resource Centre with the teacher-librarian.
- Collaborate with Art teacher in acquiring authentic mural paper, art supplies, and examples of Ancient Egyptian art.
- Prepare the expectations for the tomb mural poster.

Teaching/Learning Strategies

1. The teacher engages students by showing an exciting video clip of Ancient Egyptian religious practices. The teacher creates an organizer with headings such as: Ancient Egyptian afterlife, The Book of the Dead, hieroglyphics, mummification and funeral practices, Egyptian gods and goddesses, animal figures, festivals and symbolic charms and objects, the role of the priest and priestess, and the importance of temples and pyramids. Students gather and record information from the video clip, text, or related article. Teachers must follow board policy about the use of copyright materials.
2. Students write a paragraph explaining the significance of religious practices in Egyptian society. This paragraph is placed in the Legacy Folder.
3. Students adopt the role of an Egyptian priest or priestess and, using the information recorded on the organizer, write a letter in role to the pharaoh justifying their position in Egyptian society.

-
- Using samples of Egyptian art from slides, photographs and various texts, the teacher introduces students to the conventions and standards of Egyptian art. The teacher provides students with samples of Ancient Egyptian art. Students apply their knowledge and understanding of perspective, colour, size of figures in ancient Egyptian artistic practices, and standards in an analysis of the samples.
 - In small groups, students research and collect data from the text and other sources about Ancient Egyptian daily life. Using the data collected the groups prepare a tomb mural/poster reflecting the standards and conventions of Egyptian art as well as key aspects of daily life. Murals are displayed in a hallway to recreate a tomb-like atmosphere.

Assessment & Evaluation of Student Achievement

- Formative assessment by the teacher or peers of Knowledge and Understanding of ancient Egyptian religious practices.
- Formative teacher assessment of Knowledge, Understanding, and Communication skills covered in paragraph on significance of ancient Egyptian religious practices on Egyptian society.
- Summative teacher evaluation of letter in role.
- Summative teacher evaluation of tomb mural poster.

Accommodations

- Text readings may be altered to accommodate the student needs.
- Teacher or peer assistance may be utilized for researching.
- Tomb mural activity may be done with the assistance of computer programs.
- Supply a copy of the video for second viewing in resource room and discuss video with students after viewing.

Resources

Print

Baines, John. *Cultural Atlas of Ancient Egypt*. New York: Facts on File, 2000. ISBN 0816040362

Betro, Maria Carmel. *Hieroglyphics: The Writings of Ancient Egypt*. New York: Abbeville Press Publishers, 1996. 0789202328

Budge, E.A. Wallis. *The Egyptian Book of the Dead and The Papyrus of Ani*. Don Mills, 1967. (reprinted 1999). ISBN 1881316998

David, Rosalie. *Handbook to Life in Ancient Egypt*. Oxford: Oxford University Press, 1999. ISBN 0155132157

Johnson, Paul. *The Civilization of Ancient Egypt*. London: Seven Dials, Cassel and Company, 2000. ISBN 0297824643

Reeves, Nicolas and Richard H. Wilkinson. *The Complete Valley of the Kings*. London: Thames and Hudson, 1996. ISBN 0500050805

Time-Life Books. *The Way to Eternity: Egyptian Myths*. Alexandria: Time-Life Books, 1997. ISBN 0705435032

Time-Life Books. *What Life was Like on the Banks of the Nile: Egypt 3050-30 BC*. Alexandria: Time-Life Books, 1997. ISBN 0809493780

Watterson, Barbara. *Gods of Ancient Egypt*. Stroud: Sutton Publishing, 1999. ISBN 0570913290

Video

Ancient Egypt: Quest for Immortality, Lost. Civilizations Series. Time-Life Education, 1998.

Life in Ancient Egypt. Classroom Video. ACN002009618

Mummies and the Wonders of Ancient Egypt Video Series. A & E Television Networks, 1996.
ISBN 1565017730

Websites

Egyptian Cabinet Information and Decision Support Centre. Ancient Culture. March 29, 2001.
– <http://www.idsc.gov.eg/culture/>

Arnold, April. Ancient Egypt: The Mythology. 2001. March 31, 2001. – www.egyptianmyths.com

Marvels of Ancient Egyptian Art. SIS. Egyptian State Information Service. “Culture”. March 31, 2001.
– <http://www.us.sis.gov.eg/>

Egyptologica Vlaanderen VZW. Reading Hieroglyphs: The First Steps. March 31, 2001.
– www.fnsपो.cz/mmm/egypt/hiero/1.htm

The Egyptian Museum. March 31, 2001. – http://www.idsc.gov.eg/culture/egy_mus.htm

Richer, Julie. Understanding Ancient Egyptian Beliefs. Able Minds Inc. March 31, 2001.
– <http://www.cyberkids.com/Issue1/Legend.html>

Activity 2.6: Egyptian Technology: Solving the Mysteries of the Ancient World

Time: 90 minutes

Description

Students investigate ancient Egyptian monuments and structures and their construction. Students perform a scientific experiment using weights and balances to test the validity of a hypothesis they develop about pyramid or obelisk construction. They reflect on the evidence gathered and prepare a paragraph discussing the technological sophistication of Egyptian structural techniques.

Strand(s) & Learning Expectations

Strand(s): Change and Continuity; Methods of Historical Inquiry

Overall Expectations

CCV.01 - analyse the factors that contributed to the process of change from prehistory to the sixteenth century;

HIV.01 - demonstrate an ability to locate, select, and organize information from a variety of sources;

HIV.02 - demonstrate an understanding of the steps in the process of historical interpretation and analysis;

HIV.03 - communicate opinions based on effective research clearly and concisely;

HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

CC1.01 - identify major changes that took place through the course of history to the sixteenth century and demonstrate an understanding of their intensity and breadth;

HI1.01 - formulate significant questions for research and inquiry, drawing on examples from world history to the sixteenth century;

HI2.03 - identify and describe relationships and connections in the data studied;

HI2.04 - draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;

HI3.03 - express opinions and conclusions clearly, articulately, and in a manner that respects the opinions of others;

HI4.01 - demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;

HI4.04 - identify career possibilities related to the study of history.

Prior Knowledge & Skills

Students are familiar with the scientific method from science class.

Planning Notes

- Review how to propose a hypothesis, gather information, and test the validity of the hypothesis.
- Gather sources (videos, pictures and miniatures) that illustrate various Egyptian structures, such as pyramids, obelisks, and the sphinx.
- Prepare a sample experiment using weights and spring balances.
- Arrange with the Science or Math Department to assist in the development of an experiment and gather materials that are necessary.

Teaching/Learning Strategies

1. Using a variety of resources, the teacher shows students various Egyptian structures (pyramid, obelisks, sphinx), drawing attention to their technological sophistication.
2. In pairs, students develop a hypothesis (e.g., How were the pyramids built? How were the Obelisks raised?) to explain the technological sophistication of an Egyptian structure, such as an Egyptian pyramid or obelisk, and its construction.
3. Students perform a sample experiment under the teacher's direction, using correct scientific procedures, using weights and spring balances to show how Egyptian pyramid or obelisk construction may have been accomplished. (For example, using spring balances to show pulling a block up a gradual incline takes less force than pulling it up a steep incline. This can be done with textbooks, a short plank of wood, string, and a number of spring balances.)
4. Students test the validity of their hypothesis while conducting the experiment and explain the technological sophistication of pyramids or obelisks and their construction.
5. To reinforce student learning the teacher shows segments of a video (e.g., "Obelisks" or "Pyramids" from PBS *Nova Series - Secret of Lost Empires I and II*) on Egyptian structural techniques. Students reflect on the experiment performed and the video shown and prepare for their legacy folders a paragraph that discusses the technological sophistication of Egyptian structural techniques. The teacher discusses range of career opportunities related to archaeology and engineering.

Assessment & Evaluation of Student Achievement

2,3,4. Formative teacher or peer assessment of Learning Skills: Teamwork and Initiative.

5. Formative assessment of paragraph for Legacy Folder, using a tracking sheet.

Accommodations

- Teacher or peer assistance may be used when performing the experiment.
- The teacher may model the experiment process.
- Students may need instruction in listening skills. Consult with resource teacher.
- Extension: Students write a short comparative essay on the Ancient Egyptian structural techniques and those of modern structural techniques or prepare a model of a more sophisticated experiment using computer animation or autocad technology.

Resources

Print

Tompkins, Peter. *Secrets of the Great Pyramid*. New York: Galahad Books, 1997. ISBN 0883659573

Wrobel, Ruth Anne and Kris Dick. *Technology: The Roots of Engineering. Teacher's Resource Book*. Toronto: Gage Educational Publishing Company, 1996. ISBN 0771581866

Wrobel, Ruth Anne and Kris Dick. *Technology: The Roots of Engineering*. Toronto: Gage Educational Publishing Company, 1996. ISBN 077158184X

Videos

History Channel. *Great Pyramids of Giza and Other Pyramids*. Teacher's Video Company.

"Obelisks," *Secrets of Lost Empires II*. Nova Production. WGBH Educational Foundation. 2000. ISBN 1578072255

"Pyramid," *Secrets of Lost Empires I*. Nova Production. WGBH Educational Foundation. 1997.

Websites

Pyramids The Inside Story. Nova Production. WGBH. 1997. March 31, 2001.
– <http://www.pbs.org/wgbh/nova/pyramid>

Activity 2.7: Innovations of the Near East: Triarama Display of Near Eastern Legacies

Time: 300 minutes

Description

Students prepare and present a triarama to display artistic, intellectual, or technological innovations of Near Eastern Civilizations. The three-sided object includes a visual representation of the innovation selected, a written explanation of it, as well as a written assessment of the significance of the innovation to the civilization. Conclusions are made and added to the Legacy Folder.

Strand(s) & Learning Expectations

Strand(s): All strands

Overall Expectations

COV.02 - demonstrate an understanding of the development of different forms of communities from prehistory to the sixteenth century;

CCV.01 - analyse the factors that contributed to the process of change from prehistory to the sixteenth century;

CHV.01 - evaluate the contributions of selected individuals and groups to the development of legal, political, and military traditions;

CHV.02 - evaluate the contributions of selected individuals and groups to the development of artistic, intellectual, and religious traditions;

SEV.02 - analyse diverse economic structures and the factors that affected their development;

HIV.01 - demonstrate an ability to locate, select, and organize information from a variety of sources;

HIV.02 - demonstrate an understanding of the steps in the process of historical interpretation and analysis;

HIV.03 - communicate opinions based on effective research clearly and concisely;

HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

CO2.03 - evaluate the criteria that a society must meet to be regarded as a “civilization”;

CC1.01 - identify major changes that took place through the course of history to the sixteenth century, and demonstrate an understanding of their intensity and breadth;

CH1.01 - evaluate the contributions of selected individuals and groups to the development of legal traditions in various societies;

CH2.01 - identify selected individuals and groups who made significant contributions to the development of artistic forms;

SE2.02 - analyse the effects of innovation;

HI1.02 - conduct organized research, using a variety of information sources;

HI1.03 - organize research findings, using a variety of methods and forms;

HI2.04 - draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;

HI3.02 - use an accepted form of academic documentation effectively and correctly;

HI4.01 - demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;

HI4.02 - use a variety of time management strategies effectively;

HI4.03 - demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others.

Prior Knowledge & Skills

Students draw upon the content knowledge and historical inquiry skills developed in the unit.

Planning Notes

- Re-introduce the expectations and assessment (Appendix 2.1.1 – Triarama Rubric) of the culminating activity, which were presented at the beginning of the unit.
- Arrange for the use of the Library/Resource Centre and the computer lab.
- Set up research groups.
- Gather together a variety of source materials on what was occurring globally at this time.
- Develop a Global Connections organizer.

Teaching/Learning Strategies

1. In Activity 1, students were introduced to the culminating activity, the triarama.
2. Throughout the unit, students have been researching and collecting data on the intellectual, artistic, and technological innovations of Near Eastern society. Some suggested innovations are mummification, ziggurats, cuneiform, hieroglyphs, the shaduf, pyramids, obelisks, the sphinx, and Hammurabi’s Code.
3. In pairs, students select one accomplishment or innovation and prepare and present a triarama (three sided, three-dimensional), using the data collected. Requirements for the triarama are as follows: the triarama must display a visual representation of the accomplishment or innovation, a written explanation of the accomplishment or innovation, and an assessment of the significance of the accomplishment or innovation to the civilization.
4. Students record notes on each triarama presented. Keep the triaramas on display in the class as a reminder of the technological and intellectual sophistication of the early civilizations of Near Eastern society.

-
5. In small groups students research and record information in a Global Connections organizer about what was occurring globally during this time period, using a variety of teacher-chosen sources.
 6. The groups share their information with the class by adding it to the Global Connections Bulletin Board and map (e.g., explaining what has been happening in Shang China during this period).
 7. Students collect data from each of the groups to complete their Global Connections organizer and add organizer to the Global Connections section of the Legacy Folder.

Assessment & Evaluation of Student Achievement

- 2,3. Formative teacher or peer assessment of Learning Skills: teamwork, initiative, organization, work habits.
3. Summative teacher evaluation of triarama.

Accommodations

- Teacher or peer tutor assistance in research and development of triarama.
- The teacher completes part of organizer as a model for research.
- Provide paired reading.
- Triarama may be replaced with oral or computer activity where student needs require.
- Extension: Students can research using the Library/Resource Centre.

Resources

Print

Haberman, A. and Ian Hundley. *Civilizations: A Cultural Atlas*. Toronto: Gage Educational Publishing Company, 1994. ISBN 0771581793

Websites

- Ead, Professor Hamed A. Ancient Egyptian Science. Egypt State Information Service. March 31, 2001.
– <http://www.us.sis.gov.eg/egyptinf/history/html/scn01.htm>
- Daughtry, Hill. The History of Plumbing Egypt. 1997-2000. March 31, 2001.
– <http://www.theplumber.com/egypt.html>

Appendix 2.1.1: Triarama Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Communication Clear expression of ideas	- communicates information in a limited fashion - demonstrates limited command of conventions of English	- communicates important information but each side of triarama does not have a clear idea - conventions of English followed with some effectiveness	- clearly communicates main idea , theme or point of view - conventions of English followed with considerable effectiveness	- clearly and effectively communicates main idea, theme or viewpoint - conventions of English followed all or almost all of the time
Thinking/ Inquiry Assessment of Intellectual or Technological Accomplishment	- explanation of significance of accomplishment to civilization is presented with limited evidence	- significance of accomplishment to civilization is presented, with some evidence	- significance of accomplishment to civilization is presented with considerable evidence	- significance of accomplishment to civilization is clearly conveyed using persuasive evidence
Thinking/ Inquiry Evidence of Research	- limited evidence of research in product	- shows some evidence of research	- shows clear evidence of research	- shows evidence of thorough research from several sources
Thinking/ Inquiry Communication Knowledge/ Understanding Effective use of colour, and graphics	- colour and/or graphics unclear - supports theme with limited effectiveness	- colour and/or graphics supports theme with some effectiveness	- colour and/or graphics support theme of each side of the triarama with considerable effectiveness	- the theme is obvious and enhanced through the use of colour and graphics
Communication Application Effective use of text	- purpose of text communicated with limited effectiveness	- purpose of text communicated with some effectiveness	- purpose of text communicated with considerable effectiveness	- text delivers the message with a high degree of effectiveness, by drawing viewer's attention and clearly informing
Application Communication Overall impact and creativity	- material presented with limited clarity - communication of connections using visuals and text done with limited effectiveness - limited sense of audience/purpose	- material presented with some clarity - communication of connections using visuals and text done with some effectiveness - some sense of audience/purpose	- material presented with considerable clarity - communication of connections using visuals and text done with considerable effectiveness - considerable sense of audience/purpose	- material presented with a high degree of clarity - communication of connections using visuals and text done with a high degree of effectiveness - thorough sense of audience/purpose

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Unit 3: Mediterranean World –

From the Rise of the Hellenes to the Fall of the Romans

Time: 22 hours

Unit Description

Students examine the Classical Civilizations of Greece and Rome. Students study the early Minoan civilization on Crete and conclude with the fall of the Roman Empire. The theme of legacies is the focus once again as students examine the debt the modern world owes to the Greeks and Romans. Students use visual evidence to form theories to explain the unique differences between Athens and Sparta. Through the research of primary documents, students connect the causes with the effects for both the Persian and Peloponnesian Wars. Students follow the conquests of Alexander the Great and assess the resultant spread of Greek culture. Next, students investigate Rome from its beginnings on the Tiber, to the Republic, then to the Pax Romana. Students use a multimedia approach to present the wars of expansion, the resulting conflict, the Punic Wars and their repercussions. Students study the rise of Christianity, and as a result, they develop an appreciation for the way religion can influence a society. After investigating Roman daily life, their accomplishments, and political developments, students examine the heritage of Rome in today's society. The culminating activity is a Great Leader debate and an optional banquet. At the completion of this unit, students determine which influences of the Greco-Roman civilizations are to be added to the Legacy and Global Connections sections of their Folder as well as work on their Unit 6 Culminating Activity.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Activity/Tasks
3.1: The Path to Discovery	80 min	COV.01, CO1.02, COV.02, CO2.02, CHV.02, CH2.04, CGE1e, 2b	T/I C	Map Study Geographic Influences Use maps and discuss how geography may have influenced individual city states. Use visual evidence and facts to prove theories about Minoan and Mycenaean civilizations.
3.2: On the Road to Democracy	160 min	CHV.01, CH1.01, CH1.02, SEV.03, SE3.02, CGE7e	K/U T/I A C	The Evolution of Government Review and define different types of government. Research and explain contributions of; Draco, Solon, Peisistratus, and Cleisthenes.
3.3: Life in Athens and Sparta	180 min	COV.01, CO1.03, COV.03, CO3.02, CCV.03, CC3.03, CHV.03, CH3.03, CGE1d, 1i	K/U T/I C	Greek City States Compare the two main powers in Greece during 5th C BCE; Athens and Sparta. Analysing Cause and Effect Identify the causes and effects of the Persian and Peloponnesian Wars.
3.4: The Athens Advisor	160 min	CHV.03, CH3.04, HIV.03, HI3.01, HIV.04, HI4.02, HI4.04, CGE3d	K/U A C	Historical Newspaper Produce an article of a newspaper published in democratic Athens. Add to Legacy Folder.

3.5: The Spread of Hellenism	160 min	CCV.01, CC1.01, CHV.02, CH2.01, CHV.03, CH3.01, HIV.01, HI1.02, HIV.04, HI4.01, CGE4e, 5f	K/U T/I A C	Travel Journal Map the route of Alexander the Great and the spread of Hellenistic culture. After studying his battles and conquests students prepare either a written or visual travel log of all his experiences.
3.6: Rome's Struggle for Power	80 min	HIV.01, HI1.03, HIV.03, HI3.01, CGE3c	K/U C	Categorizing Facts - Small groups review the information about the three Punic Wars. Chart similarities and differences. Display in classroom.
3.7: Changes in Roman Government	100 min	CCV.02, CC2.02, CHV.03, CH3.04, SEV.03, SE3.01, SE3.02, SE3.03, CGE3f	K/U T/I	The Republic - Law Codes Compare the Twelve Tables of the Tribunes to Hammurabi's Code. Pax Romana and Rise of Christianity Map the spread of Christianity. Contributions of Constantine. Add to "Legacy Folder". Research a Roman emperor. Write an obituary.
3.8: Roman Daily Life	160 min	COV.01, CO1.02, COV.03, CO3.01, CHV.03, CH3.04, SEV.01, SE1.03, CGE2e	K/U A C	Jigsaw Small groups research a different aspect of everyday Roman life, then share their area of expertise as the others take notes. Add to Legacy Folder.
3.9: End of an Era	80 min	SEV.01, SE1.02, SEV.02, SE2.02, SEV.03, SE3.04, HIV.02, HI2.01, HI2.03, CGE7d	K/U T/I C	Fall of the Roman Empire Using primary sources, students distinguish fact, opinion, biased information and reliability of sources after reading Histories of Ammianus Marcellinus 378 CE.
3.10: Culminating Activity	160 min	CHV.01, CH1.02, SEV.03, SE3.04, HIV.04, HI4.03, CGE6c, 7a	K/U T/I A C	Debate leadership of Alexander the Great, Hannibal, and Julius Caesar. Who was the greatest leader? Consider lasting influences and add to "Legacy Folder". Make Global Connections on bulletin board.

Guide to Assessment and Evaluation Abbreviations

K/U Knowledge and Understanding
A Application
T/I Thinking and Inquiry
C Communication

Activity 3.1: The Path to Discovery

Time: 80 minutes

Description

Students begin the study of classical civilizations by applying their knowledge of geographic factors that influence societies and apply the criteria of civilization to the Aegean. Through map analysis, students identify the reasons for the individuality of particular societies. Students also learn about the early civilizations in the Aegean by using visual evidence of the Palace of Knossos as well as primary documents such as Homer's description of Mycenae. Using these tools, students form and support their theories about Aegean civilizations.

Strand(s) & Learning Expectations

Strand(s): Communities: Characteristics, Development, and Interaction; Citizenship and Heritage

Overall Expectations

COV.01 - demonstrate an understanding of the characteristics of a variety of communities from prehistory to the sixteenth century;

COV.02 - demonstrate an understanding of the development of different forms of communities from prehistory to the sixteenth century;

CHV.02 - evaluate the contributions of selected individuals and groups to the development of artistic, intellectual, and religious traditions.

Specific Expectations

CO1.02 - identify the factors that tend to differentiate societies;

CO2.02 - identify, through analysis, the reasons for the predominance of particular societies;

CH2.04 - evaluate the role and importance of a variety of legends, myths, and traditions in the context of the diverse communities that produced them.

Ontario Catholic School Graduate Expectations

CGE1e - speaks the language of life...“recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it” (Witnesses to Faith);

CGE2b - reads, understands, and uses written materials effectively.

Prior Knowledge & Skills

Students should be familiar with criteria for civilizations from Unit 2. Students have experience with mapping skills from Grade 9 Geography. They need instruction on how to form hypotheses using visual evidence. Make students aware of the assessment rubric for the report.

Planning Notes

- The teacher may need to reproduce maps, locate pictures of the Palace of Knossos in travel brochures or posters or book the computer lab and preview the websites listed in Resources.
- Locate myth of the Minotaur and legend of Trojan War.
- Share the evaluation criteria for group work and news report with the class in advance.

Teaching/Learning Strategies

1. Investigate factors affecting the development of communities and reflect a call to promote social justice.
2. The teacher reviews geographic factors that influenced the development of civilizations in other areas.
3. With a partner, students analyse these geographic characteristics in the Aegean as well as look for other factors not used in previous studies; (mountains separating city states, extensive coastline); hypothesize how they might play a part in the formation of unique and individual city states.

-
4. Students record their theories, then scan textbook to see if their theories hold. Discuss.
 5. The teacher should record the points on the board as a summary for this activity.
 6. Locate the island of Crete, and the cities of Knossos, Mycenae, and Troy on the map. Discuss the importance of legends such as the Iliad and the Odyssey (e.g., influence on Heinrich Schliemann).
 7. The teacher reviews the myth of the Minotaur and legend of the Trojan War.
 8. Students are placed in small groups to examine the visual evidence, either Internet or pictures.
 9. Students discuss and write down their theories along with visual proof to support theories, (e.g., enjoyed life, prosperous, Minoans had an impact on Achaeans, influenced by the sea, an important historical find).
 10. Each group takes turns sharing findings with the class. List important points on overhead acetate.
 11. For enrichment, students pretend that they are junior archaeologists/reporters that accompany Sir Arthur Evans as he excavates the Palace of Knossos or Heinrich Schliemann in his search for Troy. Write a report, which includes the steps involved in the digs, clues that led them to the site, possible difficulties they encountered, the first glimpse, and their reaction to their discovery. (Public CHC2D Appendix 1.2.1)

Assessment & Evaluation of Student Achievement

- 3.8. Formative assessment of group and individual work (Thinking/Inquiry, Learning Skills; teamwork and initiative).
10. Formative teacher assessment of group discussion.

Accommodations

- A numbered map may be helpful to students with visual-spatial difficulties.
- Provide peer/teacher assistance to research data collection.
- Provide paired reading for students with reading difficulty.
- Reduce assignment length (quality not quantity) for students with organization/concentration difficulties.

Resources

Print

Payne, Robert. *The Gold of Troy: The Story of Heinrich Schliemann*. New York: Funk & Wagnalls, 1959. LC: 58-011361.

Pennock, Michael. *Catholic Social Teaching: Learning, Living and Social Justice*. Notre Dame, Indiana: Ave Maria Press, 2000. ISBN 0-87793-698-4

Websites

Mycenae – <http://harpy.uccs.edu/greek/mycenae.html>

Palace of Knossos – http://www.bsa.gla.ac.uk/knossos/vrtour/13_1/index.html

Heinrich Schliemann – <http://www.myrine.at/Schliema/schlieme.html>

Cultural maps of Hellas – <http://www.culture.gr/2/21/maps/hellas.html>

Video

Lost City of Atlantis & The Search for Atlantis, Lost Civilizations Series. Time-Life, 1998.

Activity 3.2: On the Road to Democracy

Time: 160 minutes

Description

Students learn about the influential political forces which brought about change and how these changes led to democracy in Athens. Specifically, this unit assesses the contributions of selected individuals to the development of legal and political traditions as well as providing an opportunity to understand the diversity and uniqueness of political structures. This activity allows teachers to reinforce Catholic social teaching, which emphasizes care, and compassion towards marginalized people.

Strand(s) & Learning Expectations

Strand(s): Citizenship and Heritage; Legal; Social, Economic, and Political Structures

Overall Expectations

CHV.01 - evaluate the contributions of selected individuals and groups to the development of legal, political, and military traditions;

SEV.03 - demonstrate an understanding of the diversity and uniqueness of political structures throughout the world.

Specific Expectations

CH1.01 - evaluate the contributions of selected individuals and groups to the development of legal traditions in various societies;

CH1.02 - evaluate the contributions of selected individuals and groups to significant political events;

SE3.02 - demonstrate an understanding of the factors that influenced the development of various forms of leadership and government.

Ontario Catholic School Graduate Expectations

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

Prior Knowledge & Skills

In Grade 10 Canadian History, students were made familiar with types of governments, the use of the Internet as a research tool, the school/board policy for Internet use, consequences of misuse, the characteristics of successful role playing, and the essay-writing process.

Planning Notes

- Prepare definitions of monarchy, oligarchy, tyranny, and democracy on a transparency.
- Check the textbook for information or preview websites and print information.
- Provide paper for posters.
- Prepare the evaluation for the presentation.

Teaching/Learning Strategies

1. The teacher asks for examples of factors which may influence changes at school, then expands this concept to look at the forces of change within a municipality, province, or country.
2. Have a general discussion on the effects of change in a students' daily life.
3. The teacher displays the definitions of the different forms of government (monarchy, oligarchy, tyranny, and democracy). Discuss how each one would affect their lives. With which government would they feel more comfortable or content? Why?
4. The teacher and students discuss the following quotation, "There is no socially and politically neutral theology; in the struggle for life, theology must take sides." Should the Church speak out on social, economic, and political issues?

-
5. Students work in small groups to research one of the following reformers: Draco, Solon, Peisistratus, or Cleisthenes. In their research, students should discover what changes each introduced who was in favour, and who was opposed to the changes and why?
 6. Each group is to present its findings orally to the class via role-playing during an interview. The information is to be recorded on bristol board. These posters can then be displayed to make an informative bulletin board in the classroom.
 7. Students are responsible for taking notes from the presentations regarding the reforms introduced and how they affected Greek civilization.
 8. For homework, students write a paragraph in which they argue the idea that Athenian democracy was (not) truly democratic. How does it compare with today's idea of democracy? This paragraph is to be added to their Legacy Folders.
 9. The teacher administers a quiz for students to identify the contributions of each reformer.

Assessment & Evaluation of Student Achievement

5. Formative assessment (Learning Skills; teamwork and initiative).
6. Summative evaluation of each student 's contribution to the presentation.
8. Formative assessment of paragraph.
9. Summative evaluation (Knowledge) of the contributions of each reformer and impact on Athenian society. Quiz to test content obtained from research and presentations.

Accommodations

- *TEXT HELP* and *Dragon Naturally Speaking* voice-activated computer program allows students who are physically challenged to write notes, etc.
- For ESL students post key words on the board. Frequently review and repeat them.
- Build opportunities for frequent progress checks.
- Provide study guide prior to quiz.

Resources

Print

Warner, Rex. *Men of Athens*. London: Bodley Head Publ. 1972. ISBN: 0370013913

Sign of the Times; Resources for Social Faith. Ottawa: Algar Press, 1981. ISBN 0-88622-027-0

Websites

Athenian Revolution – <http://pup.princeton.edu/titles/5935.html>

Origins Greek Democracy – http://srd.yahoo.com/srst/15101282/Greek+DEmocracy/1/6/*http

Video

The Greeks: Crucible of Civilization. Discovery Channel, 2000.

Activity 3.3: Life in Athens and Sparta

Time: 180 minutes

Description

Students use the textbook chapters and/or websites to chart the similarities and differences between the two main powers on mainland Greece, Athens and Sparta, which would help explain the diverse reactions to external influences. At the end of this unit, students add the lasting legacies of these cities to their Legacy Folder. By using primary documents by Herodotus, Pericles, and Thucydides to supplement their textbooks, students should determine the causes and effects of the Persian and Peloponnesian Wars. Students understand that they are called to promote attitudes and values which foster human solidarity and the common good, as outlined in Gospel teachings.

Strand(s) & Learning Expectations

Strand(s): Communities: Characteristics, Development, and Interaction; Citizenship and Heritage; Change and Continuity; Social, Economic, and Political Structures

Overall Expectations

COV.01 - demonstrate an understanding of the characteristics of a variety of communities from prehistory to the sixteenth century;

COV.03 - analyse the interaction between selected societies from prehistory to the sixteenth century;

CHV.03 - demonstrate an understanding of the relationship between individuals, groups, and authority in different societies and periods to the sixteenth century;

CCV.03 - demonstrate an understanding of the use and importance of chronology and cause and effect in studying world history before the sixteenth century.

Specific Expectations

CO1.03 - identify the forces that led different peoples to choose their particular forms of social organization;

CO3.02 - demonstrate an understanding of the effects of isolation on a community;

CH3.03 - identify individuals and groups who challenged authority;

CC3.03 - identify cause-and-effect relationships within the chronology of significant historical events.

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE1i - integrates faith with life.

Prior Knowledge & Skills

In the Grade 10 History course, students gained an understanding of cause-and-effect relationships.

Review analytical and inference skills to recognize biases in primary sources.

Planning Notes

Check that the textbook chapters provide enough information on Sparta and Athens; otherwise, additional materials need to be provided (e.g., material on the education of Spartan boys and girls). Copy a map for students to trace the routes of the Persian troops. Locate and print copies of the primary documents or book the computer lab so that students can search the Internet. Prepare a note and test of causes and effects of each of the wars.

Teaching/Learning Strategies

1. The teacher and students locate Sparta and Athens on the map.
2. The teacher asks: How do provinces in Canada differ from one another? (e.g., Prairie and Maritime provinces).
3. What are the differences between Canada and the United States? (For example, gun laws).
4. The teacher and students use the textbook to read about the education of Athenian boys and girls together. Students begin their comparison of the two city states by reading to discover how the education in Sparta differed.
5. Students continue to read and chart the other differences under the following headings; social structure, education, role of women, military strengths, economy, government, population, lifestyle, values, and legacies.
6. As an enrichment activity, students write a paragraph comparing education in Canada with education in Athens and Sparta. What are the advantages and disadvantages of living in one city and not the other? In which one would the student rather live? Explain why. Or students can create a real estate ad for of the city in which they would choose to live.
7. The teacher writes the quotation, “In brotherly love, let your feeling of deep affection for one another come to expression” (Romans 12:10) on the board. Students write their reflections. A class discussion follows.
8. Students locate Persia then map the land routes from Persia to Greece.
9. Discuss the meaning of cause and effects, e.g., Persian threat = Delian League and wars.
10. In small groups, students read and discuss the primary documents (Herodotus, Pericles, Thucydides) as well as textbook chapters to find the connection between the Persian and the Peloponnesian War.
11. Students orally present their findings to the class. The teacher-prepared note on causes and effects of wars consolidates the information.
12. As an enrichment activity, individual students can research and present their findings on the military strategies, ships and weapons used during the wars.

Assessment & Evaluation of Student Achievement

6. Formative assessment of the comparison chart.
11. Summative evaluation of students’ ability to use primary documents.
12. Summative quiz (Knowledge) to evaluate the content of wars and their causes and effects.

Accommodations

- Photocopy instructions for students who have communication difficulties.
- Separate the spelling from the writing process when evaluating students with writing difficulties.
- The text is scanned into the program and read to the student for language difficulties.
- Provide testing method that enable students to communicate their knowledge.

Resources

Print

Canadian Catholic Conference of Bishops. *Ethical Reflections*. Ottawa, 1981.

Websites

Herodotus: The Persian Wars – <http://mcadams.posc.mu.edu/txt/herodotus/>

Peloponnesian Wars – <http://classics.mit.edu/Thucydides/pelopwar.html>

Athenian Armed Forces – <http://ivory.trentu.ca/www/cl/ahb/ahb7/ahb-7-2a.html>

Video

Athens – Triumph and Tragedy. A&E.

Sparta – Foot Soldier: The Greeks. A&E.

The Battles that Changed the World - The Greek Persian War. Discovery, 1997. ASIN 6304843477

The Peloponnesian War. Discovery, 1997. ASIN 6304843585

Activity 3.4: Historical Newspaper – The Athens Advisor

Time: 160 minutes

Description

Students analyse the development and diversity of social, political, cultural, and economic structures of the ancient Greeks. Students gain an insight into the everyday lives of the ancient Greeks as well as the important events in the development of democratic Athens. Students explore how The Gospel can conflict with the values of society and their call to witness Jesus' values.

Strand(s) & Learning Expectations

Strand(s): Citizenship and Heritage; Social, Economic, and Political Structures; Methods of Historical Inquiry

Overall Expectations

CHV.03 - demonstrate an understanding of the relationship between individuals, groups, and authority in different societies and periods to the sixteenth century;

HIV.03 - communicate opinions based on effective research clearly and concisely;

HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

CH3.04 - assess the contributions of Athens, Rome, and medieval Europe to the development of modern Western ideas of citizenship and the rights of individuals;

HI3.01 - communicate effectively, using a variety of styles and forms;

HI4.02 - use a variety of time-management strategies effectively;

HI4.04 - identify career possibilities related to the study of history.

Ontario Catholic School Graduate Expectations

CGE3d - makes decisions in light of gospel values, with an informed moral conscience.

Prior Knowledge & Skills

- Students are familiar with developing questions, the use of questions to gather information, as well as the use of appropriate vocabulary to describe their observations.
- Students are aware of the decision making process and how outside influences can affect the decisions they make.

Planning Notes

- Have sections of a newspaper for students to review.
- Book the computer lab or Library/Resource Centre for research.
- Adapt Appendix 1.7.1 CHC2D Catholic Profile for evaluating the news story.

Teaching/Learning Strategies

1. Students work in small groups first to review the sections of a newspaper and then to choose the one on which they want to work (e.g., editorial, arts and entertainment, sports, etc). They are to make journalistic notes on how the articles are written.
2. The teacher reviews the five Ws of information to be included: who, what, when, where, why, and how events occurred.
3. For example, write a letter to the editor about the some aspect of life in ancient Greece. They may critique a drama or sculpture, or interview an influential person such as Pericles.
4. The teacher acts as editor-in-chief, reviews and edits material, and sets expectations and deadlines.
5. Students can scan their textbooks or Internet to find topics and information. Stronger students may wish to write independently, whereas weaker students may wish to work in small groups to plan an article of a newspaper that would be published in democratic Athens. Students must write the articles independently.
6. Print out individual articles, then cut and paste into a newspaper format. Or use student expertise and available computer technology to create the newspaper. Make copies for the class.
7. Students should add the lasting influences of the Golden Age of Athens to his/her Legacy Folder.

Assessment & Evaluation of Student Achievement

5. Summative evaluation of newspaper article.
7. Formative assessment of Learning Skills.

Accommodations

- Pair-share assignment to use each student's strengths.
- Provide a model assignment as a guideline for students with language difficulties.
- Enhance student's dignity by providing opportunities for choice of assignment topics.

Resources

Websites

Ancient Sites (3D Athens) – <http://ancientsites.com/>

Ancient Greek Artifacts (virtual tour) – <http://srd.yahoo.com/srst/2676450/ancient+sites+virtual+tour>

Multiplayer, real time, role-playing game with Greco-Roman feel – <http://epic.legendary.org/~firan/>

Video

The First Olympics. A&E. #40267

Activity 3.5: The Spread of Hellenism – Travel Journal

Time: 160 minutes

Description

Students examine how the Hellenistic culture spread by following the exploits of Alexander the Great. They analyse how Greek culture influenced other cultures and the contributions made by Alexander the Great in terms of artistic, architectural, and intellectual traditions. Students understand that leadership as expressed in The Gospel is a call to service which they are called to exercise. It is a call that respects people and promotes dignity and the common good.

Strand(s) & Learning Expectations

Strand(s): Change and Continuity; Citizenship and Heritage; Methods of Historical Inquiry

Overall Expectations

CCV.01 - analyse the factors that contributed to the process of change from prehistory to the sixteenth century;

CHV.02 - evaluate the contributions of selected individuals and groups to the development of artistic, intellectual, and religious traditions;

CHV.03 - demonstrate an understanding of the relationship between individuals, groups, and authority in different societies and periods to the sixteenth century;

HIV.01 - demonstrate an ability to locate, select, and organize information from a variety of sources;

HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

CC1.01 - identify major changes that took place through the course of history to the sixteenth century, and demonstrate an understanding of their intensity and breadth;

CH2.01 - identify selected individuals and groups who made significant contributions to the development of artistic forms;

CH3.01 - demonstrate an understanding of the bases of authority in a variety of societies from prehistory to the sixteenth century;

HI1.02 - conduct organized research, using a variety of information sources;

HI4.01 - demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently.

Ontario Catholic School Graduate Expectations

CGE4e - sets appropriate goals and priorities in school, work, and personal life;

CGE5f - exercises Christian leadership in the achievement of individual and group goals.

Prior Knowledge & Skills

- Students have experience locating and organizing information using media works, written notes, drawings, charts, and maps; as well as communicating information in a variety of ways.
- Students have had experience with writing-in-role in the Grade 10 Canadian History.

Planning Notes

- Have maps prepared for students.
- Have exemplars of travel logs available in order for students to study and develop an understanding of what information is required.
- Check textbooks for information on Alexander or book the Library/Resource Centre for research.
- Review websites and print any material needed, such as primary documents by Plutarch.
- Share evaluation criteria for journal with students.

Teaching/Learning Strategies

1. The teacher directs students in using maps to trace the route of Alexander the Great.
2. Students use textbook, documents, and websites to make notes on the information to be included.
3. View a video, such as *In the Footsteps of Alexander*. Students continue to take notes.
4. After studying his battles (Issus) and conquests (Tyre), students prepare a travel journal of the places he visited, thoughts, feelings, and experiences during his travels (e.g., his visit to the oracle at Siwa, his campaign across Zagros Mountains, and his new found city in Alexandria).

-
5. Discuss the impact of Christianity on aboriginal culture.
 6. Students can decide on the format they will use for their log, either written or visual.
 7. Students display their logs in various areas of the classroom. Then their classmates tour the room to examine and appreciate each one.

Assessment & Evaluation of Student Achievement

7. Summative teacher evaluation of the Travel Journal (Knowledge, Communication, Application, Thinking/Inquiry).

Accommodations

- Limit readings to those essential to core course work for those with reading difficulties.
- Provide peer/resource assistance with document (e.g., highlight, chunk facts together, discuss, re-read) for students with memory difficulties.
- Provide praise and feedback for students who lack motivation.
- Provide teacher/peer assistance to research data collection.
- Allow time for peer editing for students with writing difficulties.

Resources

Print

Green, Robert. *Alexander the Great*. New York: Franklin Watts Publishing, 1996. ISBN 0531202305

Websites

Plutarch – <http://www.ac.wvu.edu/~stephan/REnault/fire.plutarch.html>

Alexander the Great on the Web – <http://www-personal.umich.edu/~spalding/Alexanderama.html>

Hellenistic Art – <http://1stmuse.com/Pergamon/art.html>

CD-ROMs

Welcome to the Catholic Church 2.0. Sault St Marie, ON: Canadian Software Distributors, 1999.

Video

The Great Commanders: Alexander the Great. A&E.

In the Footsteps of Alexander, narrated by Michael Wood. Discovery Channel. ASIN B00000FELL

The Greeks, Alexander and the Hellenistic Age “The Western Tradition” series from Annenber/CPB ‘89.

Activity 3.6: Rome’s Struggle for Power

Time: 80 minutes

Description

Students demonstrate an ability to locate, select, and organize research findings from a variety of sources about the three Punic Wars. They learn how these events shaped Rome and subsequently affected Western civilization. Finally, students present the information to the class using a multimedia approach. This activity presents an opportunity to be reflective, think critically, and solve problems in light of The Gospel call to peace and the Church’s teachings on violence.

Strand(s) & Learning Expectations

Strand(s): Methods of Historical Inquiry

Overall Expectations

HIV.01 - demonstrate an ability to locate, select, and organize information from a variety of sources;

HIV.03 - communicate opinions based on effective research clearly and concisely.

Specific Expectations

HI1.03 - organize research findings, using a variety of methods and forms;

HI3.01 - communicate effectively, using a variety of styles and forms.

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

Prior Knowledge & Skills

- Students have had experience conducting research, locating, organizing, and charting information from a variety of sources in previous activities, as well as communicating information using a variety of methods.
- They are familiar with some Gospel and Church teachings concerning violence.

Planning Notes

- Ensure that students have the necessary information needed in textbook or Library/Resource Centre.
- Print out additional materials from the Internet.
- Prepare a model organizer for the information. See Teaching/Learning Strategy 2.

Teaching/Learning Strategies

1. The teacher divides the class into groups of three. Each group researches one of the three Punic Wars.
2. Students research and record the information in a comparison organizer under the following columns: First, Second, and Third Punic War. Label the rows: Causes of struggle, Battles fought, Military aspects, Weapons used, People involved, Outcomes.
3. Students assume the role of the teacher and direct a lesson for the class. The lesson should include; class participation, use of overheads, maps, videos, role playing, content, delivery, and discussion.
4. Students prepare a quiz on the content of the presentation and include an answer key.
5. "Peace is not merely the absence of war. It is rightly and appropriately called an enterprise of justice (*The Church in the Modern World*, Vatican II, Sec. 78). Discuss whether it is ethical for Christians to go to war.

Assessment & Evaluation of Student Achievement

2. Formative assessment of Learning Skills; teamwork, works independently, organization.
3. Summative evaluation of presentation.
4. Formative assessment (Knowledge) of performance on student administered quiz.

Accommodations

- Provide teacher/peer/resource assistance in research data collection for reading difficulties.
- Simplify written material to accommodate reading difficulties (an audio-tape could also be used).
- Reduce assignment length for students with organization, concentration and/or attention difficulties.
- Verbalize and scribe questions and answers for the quiz if required for students with writing difficulties.

Resources

Print

Scarre, Chris. *Penguin Historical Atlas of Ancient Rome*. New York: Viking Press, 1995.

ISBN 0670864641

Liberti, A. and F. Bourbon. *Ancient Rome: History of a Civilization that Ruled the World*. New York:

Stewart, Tabori & Chang Publishers, 1996. ISBN 155670531X

Websites

Rome Resources (maps/military/etc.) – <http://www.dalton.org/groups/rome/>

Polybius – <http://www.fordham.edu/halsall/ancient/polybius6.html>

Hannibal: Rome vs. Carthage – <http://pages.infinit.net/mykeul/hannibal.htm>

Punic Wars – <http://ancienthistory.about.com/cs/polybius/index.htm>

Videos

Foot Soldier: The Romans (A&E #13910) and *The Most Remarkable Battles* (A&E #42784)

The Battles that Changed the World: The Punic Wars. Discovery Channel, 1997. ASIN 6304843593

Activity 3.7: Changes in Roman Government

Time: 100 minutes

Description

Students identify and describe relationships and connections in the data studied. This will help them to understand how Roman government was ever changing (from Republic to Empire) to meet the needs of its expansion. Subsequently students understand how interdependent systems can affect the development of a just society faithful to the teachings of Jesus.

Strand(s) & Learning Expectations

Strand(s): Change and Continuity; Social, Economic, and Political Structures; Methods of Historical Inquiry

Overall Expectations

CCV.02 - analyse the factors that contributed to the maintenance of stability and continuity in a variety of societies from prehistory to the sixteenth century;

SEV.03 - demonstrate an understanding of the diversity and uniqueness of political structures throughout the world;

HIV.02 - demonstrate an understanding of the steps in the process of historical interpretation and analysis.

Specific Expectations

CC2.02 - describe how legal traditions and political institutions contributed to a sense of continuity;

SE3.01 - analyse diverse forms of leadership or government (e.g., tribal leadership, theocracy, monarchy) in selected communities prior to the sixteenth century;

SE3.02 - demonstrate an understanding of the factors that influenced the development of various forms of leadership and government;

HI2.03 - identify and describe relationships and connections in the data studied.

Ontario Catholic School Graduate Expectations

CGE3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

Prior Knowledge & Skills

- Review oral presentation skills.
- Students have previously used primary sources, identifying physical and social needs of people in early civilizations and how needs were met.
- Review analysing, synthesizing, and evaluating historical information.
- Students are familiar with some characteristics of a just society via Gospel and Church teachings.
- Inform students of the evaluation criteria.

Planning Notes

- The teacher provides copies of the Twelve Tables and Code of Hammurabi.
- Prepare a biographical sketch of Constantine, his influence in the rise of Christianity, and a map of areas he influenced.
- Prepare a list of rulers that reigned during the Pax Romana 27 BCE-180 CE.
- Share the evaluation for the obituary with the students in advance.

Teaching/Learning Strategies

1. Students map the expansion of the Roman Empire. Discuss the problems associated with an empire of such a large size.
2. In small groups, students review Hammurabi's Law Code and compare it to the Twelve Tables.
3. Students present an oral report of their findings to the class.
4. The teacher and students discuss the prosperity during the Pax Romana, Rome's growing population, and commerce. Review some of the more important emperors, their contributions during this time and how they tolerated different religious practices (e.g., Augustus Caesar, Tiberius, Nero, Trojan, Hadrian, Justinian, Diocletian).
5. The class maps the spread of Christianity in the Roman world. Have students hypothesize why this religion spread.
6. The teacher reviews the life and teachings of Jesus. Teach how his Apostle Paul travelled to Palestine, Asia Minor, Greece, and Rome to spread Jesus' message.
7. The teacher informs students that Paul was persecuted by emperor Nero. Have students reflect on the way martyrs often aid a cause. What other martyrs can students remember and what the effect they did have?
8. The teacher and students discuss the appeal and rise of Christianity in spite of the threat of persecution.
9. The teacher presents a biography of the emperor Constantine. Include his initial religious beliefs, explain why they changed, and explain his role in the rise of Christianity. Add lasting influences of this emperor to their legacy Folder.
10. For homework, students research one Roman emperor during the Pax Romana. Students write an obituary for the emperor they researched. Include: headline, date of birth and death, personal life and interests, how he came to power, struggles to stay in power, accomplishments, critics' opinions, cause of death, the expected successor, quotations by/about the leader.
11. As an enrichment activity, students give a three- to five-minute mini-presentation about the emperor researched. Information to be included can be background, career, religious views, goals, accomplishments, success or failure. Is he worthy of historical recognition?

Assessment & Evaluation of Student Achievement

1. Formative assessment (Learning Skill; works independently) by observing mapping skills.
10. Summative evaluation (Knowledge, Thinking/Inquiry) of obituary to include creativity, accuracy of information, detail and mechanics. Formative assessment (Learning Skill; work habits/homework).

Accommodations

- Use cooperative learning for students with reading/language difficulties.
- Reduce assignment length.
- Provide immediate reinforcement to students who lack motivation.
- Break tasks into small units with explicit expectations for students with concentration difficulties.
- Have students with written language difficulties use a word processor and spell checker.

Resources

Print

- Canadian Catholic Conference of Bishops. *John Paul II - On Social Concerns*. Ottawa, 1981.
- Scarre, Chris. *Chronicle of the Roman Emperors: The Reign by Reign Record of the Rulers of Imperial Rome*. Thames and Hudson Publishers, 1995.
- Zoch, P. *Ancient Rome: An Introductory History*. Oklahoma University Press, 1998.

Websites

- Early Republic – <http://www.cgocable.net/~jstam/erepublic.html>
- Twelve Tables – <http://.humanities.cuny.cuny.edu/history/reader/romanlaw.html>
- Republican Roman Government – <http://www.utexas.edu/depts/classics/documents/RepGov.html>
- Roman Emperors – http://www.ece.arizona.edu/~justin/Emperors/baggin_emperors
- Illustrated History - (biographies, interactive maps, military) – <http://www.roman-empire.net/>

Video

- Rise to Power*. Discovery.com.
- Ancient Rome: Story of an Empire*. PBS Discovery Channel, 1998. ASIN 0767012631
- Augustus: First of the Emperors*. A&E. #14251
- Justinian: The Last of the Romans*. A&E. #14254

Activity 3.8: A Day in the Life of a Roman - Jigsaw

Time: 120 minutes

Description

Students understand the relationships within the extended family headed by the father (paterfamilias). In addition, students demonstrate an understanding that women played a large role not only in the family but also in public affairs. Students also research everyday life in Rome and learn the different aspects of Roman accomplishments. They develop an understanding of how historical events still influence the present, as evidenced by Rome's lasting influences. The concept that history is present in the modern world is reinforced. Students examine the Church teachings, which emphasize the family as the cornerstone of society, and probe Catholic faith traditions which enhance the quality of life.

Strand(s) & Learning Expectations

Strand(s): Communities: Characteristics, Development, and Interaction; Citizenship and Heritage; Social, Economic, and Political Structures; Methods of Historical Inquiry

Overall Expectations

- COV.01 - demonstrate an understanding of the characteristics of a variety of communities from prehistory to the sixteenth century;
- COV.03 - analyse the interaction between selected societies from prehistory to the sixteenth century;
- CHV.03 - demonstrate an understanding of the relationship between individuals, groups, and authority in different societies and periods to the sixteenth century;
- SEV.01 - analyse the development and diversity of social structures in various regions.

Specific Expectations

- CO1.02 - identify the factors that tend to differentiate societies;
- CO3.01 - demonstrate an understanding of the factors that influenced the nature of relations between groups;
- CH3.04 - assess the contributions of Athens, Rome, and medieval Europe to the development of modern Western ideas of citizenship and the rights of individuals;
- SE1.03 - demonstrate an understanding of women's social roles in early and more complex societies.

Ontario Catholic School Graduate Expectations

CGE2e - 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.

Prior Knowledge & Skills

- Students use knowledge acquired thus far in the course regarding people's values and beliefs and their effect on daily lives.
- Students have experience with the collaborative learning jigsaw model and organizing information.
- The teacher should review listening and note-taking skills.
- Students have some knowledge of the relationship between the family and society.

Planning Notes

- Book the computer lab and/or Library/Resource Centre.
- Review websites/resources.
- Familiarize students with how the jigsaw activity works.
- Prepare the A-L-D Organizer.
- Prepare a list of different areas of daily life that can be examined (role of women, legal rights, education, clothing, jewellery, food, beliefs, rise of Christianity, art, architecture, other Roman accomplishments).
- The teacher may need to locate other sources for student research.

Teaching/Learning Strategies

1. Students are divided into small groups. Each group researches one aspect of Roman daily life and accomplishments.
2. Once the research has been completed and students are experts in their areas, they join new groups. Each student in the new groups should be an expert in a different area of daily life.
3. Each student then takes a turn to share his/her area of expertise while the others take notes.
4. At the end, students draw connections wherever possible between the Roman "experience" and Western-European culture. Since this activity is near the end of the unit, they may be able to readily identify past influences in today's society.
5. The class views a video about Pompeii which preserved the daily life of the ancient Romans. Students take notes. Discuss.
6. The teacher presents the Catholic view of the sanctity of family life. "The family is and must be considered the first and essential cell of human society" (Pope John Paul XXIII). Discuss the way the media reinforces family life or mitigates against it. Write a paragraph on the value of family life and how it can be nurtured.
7. Cultural Quiz. Students write a quotation, invention, reform, name, etc., related to the course on a piece of paper; include the answer on the back of the paper. Divide the class into two halves. Read the questions out loud. Keep score to see which side has the most correct answers.
8. As an enrichment activity, the teacher displays visual historical evidence in popular culture, such as Herman cartoons, pictures of Greek architecture in the area, or students read the lyrics of songs with historical evidence (e.g., the song "Alexander the Great" by Iron Maiden). Students then find a source of his/her own (e.g., cartoons, poems, songs, TV shows) to demonstrate the influence of the past in today's society. Class discussion to follow.
9. Students include a written summary of the lasting influence of Roman life and accomplishments in their Legacy Folder.

Assessment & Evaluation of Student Achievement

2. Formative assessment of Communication, Learning Skills; teamwork and works independently.
4. Formative assessment (Knowledge and Application). Students complete each column of the A-L-D Organizer; What I Already Knew, What I Want to Learn, What I Discovered.
9. Formative assessment (Learning Skills; organization and works independently).

Accommodations

- Allow students with attention difficulties to tape lessons for more extensive listening later.
- Photocopy instructions for students with communication problems.
- Provide teacher/peer/resource assistance in collecting data for students with reading difficulties.
- Modify assignment for individual student's strengths and interests.

Resources

Print

Carpino, Jerome. *Daily Life in Ancient Rome*. New Haven: Yale Univ. Press, 1992. ISBN 0300000316
Canadian Conference of Bishops. *Pope John Paul II The Role of the Family in the Modern World*. Ottawa, 1981.

Websites

<http://www.ancientsites.com/as/rome/academy/tours/index.html>

Virtual tours – <http://www.ancientsites.com/>

<http://www.LearningFamily.net/reiser/9901-act/>

Pompeii Interactive – <http://www.pompeii.co.uk/>

<http://www.capitolium.org/>

Daily life (art/architecture, etc.) – <http://www.historylink101.com/>

Roman family – <http://www.bbc.co.uk/education/romans/home.html>

Video

Pompeii. A&E. #40192

Activity 3.9: The Fall of the Roman Empire

Time: 80 minutes

Description

In this activity, students discover the economic, social, and political events that changed the Roman world and caused its demise. Students learn that the lack of a system of successors for Rome caused it to suffer civil wars as generals battled for power. In addition, German tribes invaded Rome and caused the empire to crumble forever. Students learn that in the midst of the chaos and confusion they are called to be symbols of peace, hope, and joy. “Blessed are the peacemakers” (Matthew 5:9).

Strand(s) & Learning Expectations

Strand(s): Social, Economic, and Political Structures; Methods of Historical Inquiry

Overall Expectations

SEV.01 - analyse the development and diversity of social structures in various regions of the world;

SEV.02 - analyse diverse economic structures and the factors that affected their development;

HIV.02 - demonstrate an understanding of the steps in the process of historical interpretation and analysis.

Specific Expectations

SE1.02 - analyse the factors that influenced the development of a variety of forms of social structure;

SE2.02 - analyse the effects of innovation on the functioning of various economic structures;

HI2.01 - demonstrate an ability to distinguish bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions.

Ontario Catholic School Graduate Expectations

CGE7d - promotes the sacredness of life.

Prior Knowledge & Skills

- In Grade 10 History, students gained an understanding of cause-and-effect relationships.
- Review analytical and inference skills to recognize biases in primary sources.

Planning Notes

- Prepare an overhead transparency for causes and effects of the decline of Rome.
- Check textbook information on the topic. Locate video on the fall of Rome and book TV/VCR.

Teaching/Learning Strategies

1. In small groups, students read and discuss information from a primary source about the decline of Rome to determine one person's perspective (see Resources).
2. Students write point-form notes under the headings; facts, opinions, information given, description of Roman life, biases, reliability of source.
3. Students should then be able to draw conclusions about the state of Rome at that time.
4. Students share their conclusions with the class.
5. Students search their textbooks for further information on the political, economic, and social causes of the fall of the Roman Empire.
6. As students report the information they have extracted about civil wars, unstable economy, and barbarian invasions, the teacher writes it onto an overhead transparency. Students copy the information into their notebooks.
7. Students view a video about the demise of the Roman Empire. Students take notes on how the Empire tried to deal with the problems they faced and the results. A class discussion follows.
8. For homework, students write a persuasive paragraph responding to the statement, "Roman civilization did not die by natural causes." Which factor played the largest role in its demise?

Assessment & Evaluation of Student Achievement

2. Formative assessment of notes for completeness and accuracy.
8. Summative evaluation of persuasive paragraph.

Accommodations

- Break task into small units and expect quality not quantity from students with attention difficulties.
- Paired reading for students with reading difficulties.

Resources

Print

Canadian Conference of Bishops. *John Paul II - The Gospel of Life*. Ottawa, 1981.

Gibbon, Edward. *The History of the Decline and Fall of the Roman Empire*. Viking Penguin, 1996.

Websites

Ammanius Marcellinus: History – www.fordham.edu/halsall/ancient/ammanius-history14.html

Video

Fall of an Empire. Discovery Channel

Activity 3.10: Culminating Activity

Time: 160 minutes

Description

Students analyse the leadership qualities exhibited by Alexander the Great, Hannibal, and Julius Caesar. Based on their research, students debate which of the three men was the greatest leader. An option is to have the debate while re-enacting a Greco-Roman banquet complete with dishes, clothing, entertainment and etiquette from that era. During this time, students reflect on their call to influence society by acting as committed Christians in the Catholic tradition. A unit test on the Greco-Roman world follows this activity. As a conclusion to this unit, students add references to the Global Connections sections in their Legacy Folder and the Bulletin Board.

Strand(s) & Learning Expectations

Strand(s): Citizenship and Heritage; Social, Economic, and Political Structures; Methods of Historical Inquiry

Overall Expectations

CHV.01 - evaluate the contributions of selected individuals and groups to the development of legal, political, and military traditions;

SEV.03 - demonstrate an understanding of the diversity and uniqueness of political structures throughout the world;

HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

CH1.02 - evaluate the contributions of selected individuals and groups to significant political events;

SE3.04 - evaluate the influence of religion on political structures in selected societies.

Ontario Catholic School Graduate Expectations

CGE6c - values and honours the important role of the family in society;

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7j - contributes to the common good.

Prior Knowledge & Skills

- Review informal debating skills.
- Students are familiar with the use of argument and reason supported by evidence.
- Students draw upon previous knowledge of the personages to be discussed and research to defend their opinions in the debate.

Planning Notes

- Gather the necessary resources; books, videos, and documents, and provide Internet access.
- Review or teach the techniques of informal debating.
- Share Debate Assessment Rubric with students in advance.
- Design a paper-and-pencil unit test.
- If planning a banquet, survey class for possible food allergies.

Teaching/Learning Strategies

1. The class brainstorms the criteria for what makes a “great leader.”
2. The teacher divides the class into three groups. Each group researches one leader. Based on the criteria developed earlier, students must develop an argument that will prove their leader to be the greatest.
3. For the optional banquet to be enjoyed after the debate (45 minutes). Each group researches and prepares a dish or two, only enough for the class to sample. Students also research the etiquette followed at a banquet, (e.g., they did not eat with their left hands). On the day of the banquet, students come dressed in togas (sheets) and sandals, and bring in the Roman dishes (e.g., figs and almonds for dessert).
4. Once all the evidence and arguments have been presented, the discussion can continue during the sampling of various dishes (as the people of these ancient civilizations loved to argue).
5. For homework, students write an opinion paper voicing their views as to who was the greatest leader. The paper is added to their Legacy Folder.
6. The class examines the Scripture call to leadership. Discuss how it is different from society’s understanding of leadership. Ask students how they can give witness to the Scripture’s call to leadership.
7. Students add references to Global Connections section of Legacy Folder and Bulletin Board. Remind students that they are to be working on their Unit 6 Culminating activity.
8. Students write a paper-and-pencil unit test on the Mediterranean World.

Assessment & Evaluation of Student Achievement

3. Formative assessment (Learning Skills; teamwork and works independently).
5. Summative evaluation of debate (Knowledge, Thinking, Application and Communication).
7. Formative assessment of the progression of Legacy Folder.
8. Summative evaluation (Knowledge) of unit content via a teacher-designed pencil-and-paper unit test.

Accommodations

- Provide opportunities for higher thinking skills (Bloom’s Taxonomy).
- Encourage stronger students to offer study sessions with and help prepare study materials for ESL students.
- Provide a variety of assessment tools: true/false, matching, fill in the blank, short-answer questions.
- Essay questions should emphasize knowledge and application.
- Verbalize and scribe answers, if required.

Resources

Websites

Ancient Greek Society – <http://ancienthistory.about.com/cs/dailylife/index.htm>

Ancient Rome – <http://www.aquella.com/rome/>
<http://members.aol.com/Donnclass/Romelife.html>

Antique Roman Dishes – <http://www.cs.cmu.edu/~mjw/recipes/ethnic/ancient-rome>

Women, Law & Society in Ancient Rome –
<http://www.publications.unsw.edu.au/handbooks/arts/subject/>

Ancient Sites: Take Your Place in History – <http://www.ancientsites.com/xi/family/Index>

Alexander the Great – <http://ancienthistory.about.com/cs/alexander/index.htm>

Julius Caesar – <http://ancienthistory.about.com/cs/caesar/index.htm>

Hannibal – <http://www.ssnp.com/hannibal.htm>
<http://www-scf.usc.edu/~baguirov/hannibal.htm>

Video

Julius Caesar: Master of the Roman.