

LESSON #1 - INTRODUCTION TO ANCIENT EGYPT

Student Objectives and Activities

- Students are introduced to Ancient Egypt with a "trivia" activity.
- Students locate Egypt on a map or globe.

Suggested Teaching Strategies

Begin this unit by making a copy of the following two pages, "Did You Know ...?", and cutting the pages into strips, each strip containing a fact about Ancient Egypt. Fold the strips in half and put them in a bowl. Students then take turns picking and reading the statements. All of these interesting facts about Ancient Egypt will help pique student interest about the topic of study. You can start or finish by adding this interesting fact: Did you know that Ancient Egyptian boys and girls married when they were in their mid-teen years? The parents arranged who the son or daughter would marry, and as soon as the girl acknowledged the arrangement, they were as good as married. No marriage ceremonies were conducted - just a simple agreement.

Next, distribute the student handbooks and find the map entitled "Ancient Egypt". Write the following places on the board and have students jot them down onto the backs of their maps.

Mediterranean Sea, Red Land, Nile River, Africa, Black Land, Upper Egypt, Lower Egypt, Memphis, Thebes, Red Sea, Akhetaten, Alexandria, Greece, Rome, Giza, Cyprus, Crete, Abusir, Saqqarah

While reading the informational sheet, "People of the Nile", take time to locate and label the map every time a new location is identified (in italics). Then, have the students locate and label the other places listed on the handout to help them better understand future lessons. Afterwards, the students may use light pencil crayon to shade their maps, using a colour key to identify fertile land, desert, water, etc. (A completed map is included as a teacher resource and can be posted on the wall or shown as an overhead.)

You may choose to have the students locate Egypt on a class map or globe instead of, or in addition to, the map strategy above. Also, you may choose to have the students identify other countries and/or bodies of water on their maps, if you deem it helpful.

\*\*\* Note\*\*\*

If possible, dress like an Egyptian for this lesson and enter the room while playing the song "Walk Like an Egyptian" by the Bangles. You could even give your students a chance to act as that person, instead of the teacher. (Kids really get a kick out of this!) You could also show an Ancient Egypt video or sharing artifacts like those used by Ancient Egypt to heighten student interest.

Directions: Write ideas, flood characters, your...

LESSON #4 - WRITING

Student Objectives and Activities

- Students discover how the "Rosetta Stone" broke the code of hieroglyphic Egyptian scribes communicated in written form.
- Students demonstrate their understanding of hieroglyphics by solving puzzles.

Suggested Teaching Strategies

Begin this lesson by handing out the activity, "Break the Code." Give time to figure out how to write the word, "hieroglyphics." (Try not to get help, so they can discover how the code was actually broken. Remind them to know is in the directions.) Don't explain the process until you complete the activity.

Explain to the students that these symbols (called hieroglyphs) were used by Egyptians for written communication. Ask them to consider the following questions:

Q1 By the 500's AD, the Ancient Egyptian customs and traditions were lost. The Roman takeover many years before. They had been absorbed and lost, when the last temple was closed. For over 1,200 years hieroglyphs was lost as well. If you were an Egyptologist, how would you try to "break the code," if there was no one who knew how to write?

Q2 Explain to students that in 1799, one of Napoleon's soldiers discovered a town of Rosetta. Written on the stone was an elaborate message in three different languages: hieroglyphic, demotic, and Greek. Several years later, a French scholar named Jean-Francois Champollion, broke the code by comparing the hieroglyphs to the Greek text he did not know. (Now explain to the students that Champollion was similar to the one they just used to "Break the Code.")

Share with the class this interesting fact about Jean-Francois Champollion. Before he broke the code of hieroglyphics (at age 11), he had visited the pyramids with his parents. When he had seen the interesting writing called hieroglyphics, he would figure out what they meant. Ask the students to each write a journal entry about what they would like to accomplish in their lifetimes. Make a journal entry about your own dreams.

Next, read the informational sheet, "Ancient Egyptian Hieroglyphics" and discuss it as you go. When finished, ask the students if they start their careers early, in order to have a prestigious position as an adult.

Finally, complete the activity, "Hieroglyphic Puzzles", using the "Hieroglyphic Key" and the students refer to the overhead for assistance in solving the puzzles.

\*\*\*Note\*\*\*

Some sources state, that at a later date, the Egyptians did, in fact, invent the hieroglyphic alphabet. Since students are novices at Egyptian writing, the hieroglyphic alphabet is the one that will be used for this lesson's activities.

PEOPLE OF THE NILE

The Ancient Egyptians had a world of their own, isolated from their neighbours because of the Mediterranean Sea to the north and the desert (or "red land") to the south, east and west. Since the vast desert was so difficult to travel, the Egyptians had somewhat of an "island effect", in which there were very few outside influences upon them. This is the main reason why Ancient Egypt is the longest lasting civilization in the history of the world.



People were drawn to the valley of the Nile River as the climate in surrounding areas became drier. In fact, Ancient Egypt's population grew from an estimated 30,000 people to approximately 8,000,000 people, during its 3,000 year history. Life in the desert was made possible for all these people because of the Nile River, which provided the Egyptians with much more than just water. They were able to grow food in the rich, fertile soil (called silt) on the banks of the river, catch fish, and hunt birds and other animals found in or near the river. Paper, boats, sandals, baskets, and rope were made from the papyrus reeds that grew on the banks of the river. The boats were used to transport the Egyptians on the Nile for trading, travel, and other reasons.

TIMELINE OF ANCIENT EGYPT

3100 BC	Early Dynastic Period (Dynasties I-II) - Upper Egypt and Lower Egypt became united - Government designed with king and governors; capital at Hierakonpolis - Hieroglyphics invented, copper tools used, large-scale art
2686 BC	The Old Kingdom (Dynasties III-VI) "The Pyramid Age" - Pyramids and sphinx built - Sculptures and other fine art for tombs created - Prosperity through trading
2181 BC	First Intermediate Period (Dynasties VII-X) - Break up of kingdom ended The Old Kingdom period - Civil wars caused famine and disorder within Egypt
2040 BC	The Middle Kingdom (Dynasties XI-XIII) - Egypt reunited; capital moved from Memphis to Thebes - Colossal temples and statues built - Trade expanded by opening of the Red Sea route; in contact with the Mediterranean
1786 BC	Second Intermediate Period (Dynasties XIV-XVII) - Hyksos (Palestine) invasion; breakup of kingdom ended - Many fine works of Egyptian literature were written - Horse-drawn chariots introduced; bronze made by Egyptians
1567 BC	The New Kingdom (Dynasties XVIII-XX) - Hyksos overthrown; Egypt reunited; capital moved to Thebes - Peak of Egypt's power and wealth; captured Nubia - Pharaohs buried in royal tombs in the Valley of the Kings - Reign of famous pharaohs (Queen Hatshepsut, King Tutankhamun) - Great monuments and temples built - Parting of the Red Sea by Moses (as told in the Bible)
1085 BC	Third Intermediate Period (Dynasties XX-XXX) - Invasions caused the breakup of the kingdom ending the New Kingdom - Divided into two domains (North and South) - Experienced weakened and corrupted government - Ruled by foreign pharaohs
332 BC	Greek Period (Greek Rule) - Conquered by Alexander the Great of Greece; capital moved to Alexandria - Egyptian traditions and culture maintained - Included reign of famous ruler, Queen Cleopatra
30 BC	Roman Period (Roman Rule - End of Ancient Egyptian Civilization) - Egypt defeated by Roman army; becomes a province of the Roman Empire - Egyptian traditions and culture lost after being absorbed by Roman culture

Optional Lesson #4 - Time Capsule

We have learned a lot about the Ancient Egyptian way of life 5,000 years ago, because of the tombs they left behind in tombs and other places. Put together a time capsule that would explain our life to people living 5,000 years from now.



#5 - Egyptian Food

The same foods that Ancient Egyptians loved to eat. Since there were no utensils, all pieces to be eaten as finger foods. Egyptians loved to eat fruit - such as figs, dates, and pomegranates. The Egyptians also ate a lot of flatbread. (For recipes, visit <http://touregypt.net/recipes> on the Internet.)

#6 - Egyptian Mythology

Share Egyptian myths and share them with your class.

#7 - Vocabulary

Use these words frequently found when studying Ancient Egypt:

After death in a place called the Underworld  
 person who studies the past by finding ancient remains  
 large group of people who live in one place and in one way of life  
 flat, muddy, flat area where a river divides before entering into the sea  
 when one powerful family ruled for more than one generation  
 someone who is an expert on Ancient Egypt  
 someone who preserves dead bodies  
 land with rich soil where vegetation grows well  
 system of picture-writing used by the Egyptians  
 pharaohs who invaded and ruled Egypt during the 15th and 16th Dynasties  
 annual flooding of the Nile River which created fertile soil for farming  
 most important periods in history  
 an object or animal body that is preserved  
 Egypt governed by a nome  
 the south of Egypt  
 reed that grew in the Nile River swamps, or the paper made from it  
 of dynasties  
 of the Egyptians  
 building used for a pharaoh's tomb  
 large stone outer-coffin  
 who could write in hieroglyphics and kept written records  
 place of worship that has objects representing a god or goddess  
 a statue having a human head and an animal's body  
 a box where the dead are buried  
 pharaoh's chief advisor

at the bottom of this page.

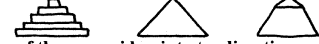
The Great Pyramid at Giza is 150m tall (33 stories high), which makes it quite a bit taller than even the Statue of Liberty (100m). It is so large that it can be seen from the moon. At 4,600 years old, it is also the oldest structure on the earth. It took 100,000 men 20 years to place all 2 1/2 million stones of the pyramid. The stones fit together so precisely that even now, not even a 1/2 inch of paper can fit between them. Is it any wonder why it is one of the world's seven wonders?

All the pyramids at Giza are guarded by a Sphinx, a large statue made of stone. It has a human head and the body of a lion.

There are more than 80 pyramids in Egypt.

Types of Pyramids:

- Step - It represented a staircase for the pharaoh's soul to climb up into heaven and join the gods.
- True - It had straight sides representing the sun's rays in which the king could walk up into heaven.
- Bent - This type of pyramid was an accident. It was supposed to be a true pyramid, but the sides were too steep. Instead of starting over, the Egyptians just "bent" the sides and finished it off.



Each of the four corners of the pyramid point at a direction: north, south, east, and west.

Many of the pyramids resembled a maze on the inside. To protect the tombs from robbers, extra passageways were added steering them away from the burial chamber. Unfortunately, the robbers were still successful in robbing all the pharaohs' tombs, except King Tutankhamun's whose treasures are now on display in museums.

Slaves did not build the pyramids. During the three month flood season every year, farmers could not farm the land, so they built the pyramids in exchange for food and clothing for their families.

Ancient Egyptians made very deliberate choices when building pyramids. The triangular shape was more stable and durable than any other shape. Pyramids were built out of stone so they would last forever.

CONSTRUCT A PYRAMID

Choose three types of pyramids. Select one type for you to construct. You will need to be...

PART IV - ANCIENT EGYPTIAN MURAL

Student Objectives and Activities

- Students research characters and symbols (pictograms) used in Ancient Egyptian murals.
- Students design and create Ancient Egyptian murals.
- Students prepare and give presentations.

Suggested Teaching Strategies

- Explain to the students that completing this project will require them to draw upon their knowledge acquired throughout the entire unit. Remind the students that one reason we know so much about the Ancient Egyptians way of life, is because of the detailed murals (or paintings on walls) during that time period.
- Review (if necessary) the information in Part I - Lesson 4 about hieroglyphics.
- Share samples of Ancient Egyptian murals from "Mural Samples", and discuss the story or information gained from them.
- Have the students divide into groups of three and choose a topic for their mural. (You may choose the groups and/or the topic for them, if need be.) Topics for the murals are listed on "Mural Topics." (If they have a good idea for a topic that is not on the list, let them discuss it with you and get your approval before proceeding.)
- Hand out "Individual Roles and Responsibilities." Each group will need to assign the following roles: researcher/group leader, artist, and presenter. (If there are more than three students in a group, double up on researchers or artists.) The researcher/group leader will need to report back to you about who is fulfilling which roles in their groups by filling out the bottom of the sheet. Have each group leader cut the bottom part off, and keep the top part as a reminder of each member's duties.
- Next, allow the groups adequate time (which may include a couple of visits to the library and computers, as well) to research their topics. Specifically, they need to be looking for already existing depictions of characters and hieroglyphic pictograms. (They already have the phonograms and numerals from the lesson on hieroglyphics.) The researcher is responsible for gathering materials from other sources, for the group to review (For example: public library, Internet, etc.).
- Once the students have collected several samples, give each group time to work on a "blueprint" of their mural. (The blueprint should incorporate at least three different samples. Hieroglyphic writing is optional.) Have them design a mural that tells a story and gives insight on their topic. The artist will need to create this blueprint on a plain white sheet of paper and include specifics (For example: colours). Have the students read, "Draw Like an Egyptian" before beginning work on their blueprints.



Ancient Egypt



**UNIT OVERVIEW**  
ANCIENT GREECE

Where were the first chickens fried? (Answer - In Greece, of course.) In this fascinating study, students will learn the answer to this important question and much, much more. Different aspects of Ancient Greek culture will be introduced, giving students a better understanding of how Ancient Greece helped to shape our modern world. "Part I - Core Teaching Lessons" is presented in a very structured format and communicates much of the information base contained in the unit. "Part II" is an informational package and series of worksheet activities that follows the core lessons. This part can be photocopied and given to students. "Part III - Optional Lessons" consists of related activities which add variety and flexibility to the unit. "Part IV - Famous Greeks" is a major project in which the students are able to extend their learning about Ancient Greece. In this section, the teacher acts as a facilitator, allowing students to feel a sense of ownership and responsibility. "Part V - The Olympics" is a culmination activity finishing the unit with a bang. Students are sure to have as much fun learning about this exciting civilization as you will have teaching it.

**PART I - CORE TEACHING LESSONS**

In this section, students are introduced to Ancient Greece - primarily during the Golden Age of Athens. Teacher instruction followed by student assignments provides a very structured setting.

- 1) **Introduction to Ancient Greece** "Legend of the Trojan Horse," map
- 2) **Ancient Greece - When?** Timeline Worksheet
- 3) **Government** Worksheet
- 4) **The Arts and Entertainment** "The Boy Who Cried Wolf," play of "Apollo's Tree"
- 5) **Academics and Learning** Essay
- 6) **Family Life** Venn Diagram
- 7) **Sparta** T-chart
- 8) **Mythology** "In the Beginning," sequencing activity

**PART II - STUDENT HANDBOOK - Informational Pages And Student Worksheets**  
Reproducible pages designed to follow the core lessons.

**PART III - OPTIONAL LESSONS**

- 1) Greek Alphabet
- 2) Greek Architecture
- 3) Greek Foods
- 4) Write a Fable
- 5) Make Masks
- 6) Games
- 7) Greek Clothes
- 8) Greek Vocabulary
- 9) Mythology
- 10) Travel Brochure
- 11) Internet Sites
- 12) Research Modern Greece
- 13) Ancient Greece Words

**PART IV - FAMOUS GREEKS (MAJOR PROJECT)**

This section is a major project and will take considerable time for the student. Students research Greeks who made significant contributions to our world and grading scales are included to delineate the process.

**PART V - THE OLYMPICS (CULMINATION ACTIVITY)**

Students help create and coordinate their very own Olympic Games, just like the ancient Greeks.

**CORE TEACHING LESSONS**

LESSON #1 - INTRODUCTION TO ANCIENT GREECE

**Student Objectives and Activities**

- Students read *The Trojan Horse* and discuss its importance to Ancient Greece.
- Students locate Ancient Greece and other places associated with the Trojan War.

**Suggested Teaching Strategies**

- Begin this unit by asking students if they know in which ancient country the Trojan War first took place? (In Greece, of course.)
- Start by reading or telling *The Trojan Horse*. See student handbook for more information.
- Locate Troy, a city on the coast of modern-day Turkey, on a map of the Mediterranean Sea.
- Explain to your students that this story reflects the basic character of Greek culture: creative, militaristic, intellectual.
- This story takes place about 1250BC, but wasn't written down until about 850BC by the Greek poet Homer. He wrote several "epic" poems about the Trojan War called *The Iliad* and *The Odyssey*. The poems became legend as they were passed from generation to generation, often by storytellers known as "bards" who used to inspire young people and has had a significant influence on our culture.
- Ask the students to consider how the story might have changed from generation to generation, especially since it wasn't written down until centuries after the event. Historians do believe that the story is based on an actual event, but it has changed significantly through the years with each retelling, so that it probably bears little resemblance to the actual incident.
- Discuss the moral of the story: "Beware of Greeks bearing gifts" means always what they seem and sometimes have ulterior motives - be suspicious.
- Now, locate Greece on a map or use the attached map to identify the location of Ancient Greece. Ancient Greece included the mainland (or peninsula) in the Aegean Sea, parts of Italy, the coasts of the Mediterranean Sea, and parts of Asia Minor (modern-day Turkey).
- If time permits, teachers may wish to hand out Optional Activity #1 "Wordsearch" or permit students to colour the cover of their Student Handbook.

Directions: After reading the story, answer the questions. If necessary, use the Student Handbook. Be sure to answer all questions.

1. When did the Trojan War take place?

**CORE TEACHING LESSONS**

GRADING SCALES FOR FAMOUS GREEKS PROJECT

The following grading scales are based upon the guidelines from the FAMOUS GREEKS PROJECT RUBRIC (10 - excellent, 8 - good, 6 - average, 4 - fair, 2 - poor):

**Summary (50 points)**

content	10	8	6	4	2
punctuation/grammar	10	8	6	4	2
spelling	10	8	6	4	2
organization	10	8	6	4	2
neatness	10	8	6	4	2

Summary Total: \_\_\_\_\_ / 50

**Visual Aid (50 points)**

mentioned in summary	10	8	6	4	2
correct size and sturdy base	10	8	6	4	2
creativity	10	8	6	4	2
overall appearance	10	8	6	4	2
labelled correctly	10	8	6	4	2

Visual Aid Total: \_\_\_\_\_ / 50

**Teacher's Comments:**

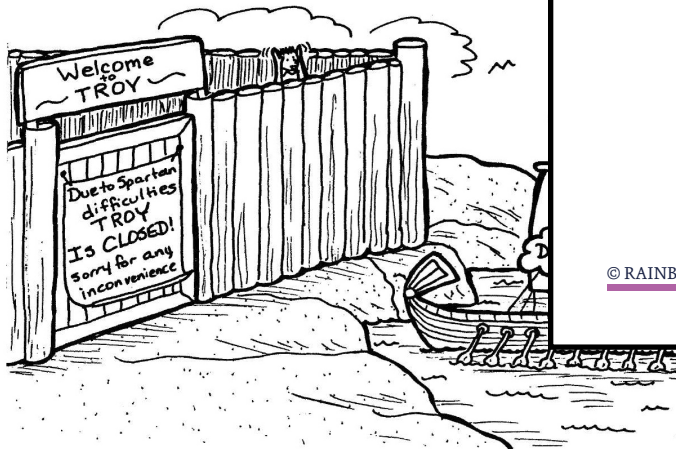
PROJECT TOTAL: \_\_\_\_\_ / 100  
(+5 extra credit points for returned rubric)

GRADE: \_\_\_\_\_

**STUDENT HANDBOOK**  
THE TROJAN HORSE

There once was a woman named Helen who was so beautiful that every man in Greece wanted to marry her. The King of Sparta won her hand and she was married. Helen's father feared that one of the other suitors would marry her, so he made them swear to support Helen's vows. Unfortunately, the King of Troy had fallen so in love with Helen that he sent her across the Aegean Sea to live with him in Troy. As expected, the King of Sparta found out his wife had been taken from him. He went to Troy and brought her back to Sparta where she belonged.

The king organized an army and a fleet of a thousand ships. The Trojans (people of Troy) were ready for the king's attack and they built a city wall.

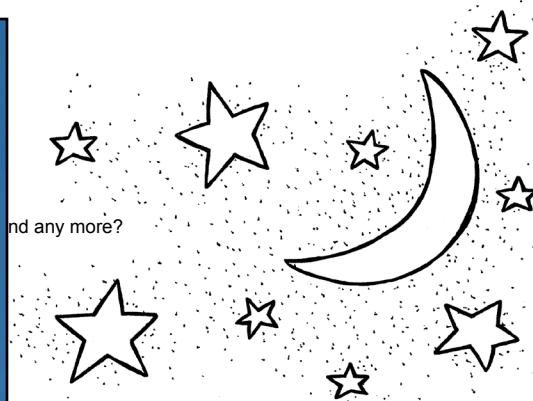


**PART III - OPTIONAL LESSONS**

LESSONS #8-10 OVERVIEW

**Optional Lesson #8 - Greek Vocabulary**

We use many words derived from Greek culture. Here are a few of them:  
Astronomy

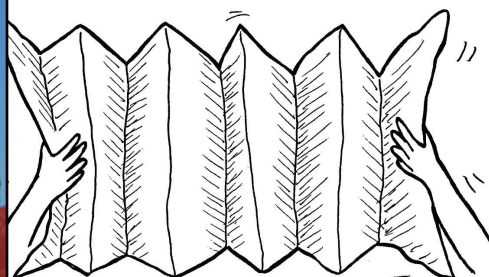


**Optional Lesson #9 - Mythology**

This lesson is available through Rainbow Horizons Publishing, which includes many other activities.

**Optional Lesson #10 - Travel Brochure**

This brochure indicating locations in Ancient Greece that your students would like to visit. Using an 8 1/2" x 11" piece of construction paper into thirds, students can draw or paste pictures into and write about.



**FAMOUS GREEKS PROJECT**

FAMOUS GREEKS PROJECT RUBRIC

Name: \_\_\_\_\_

Name of Famous Greek: \_\_\_\_\_  
Area of Expertise: \_\_\_\_\_  
Additional Fact: \_\_\_\_\_

**Objective:**

Given the name of a famous Greek, the student will research him, write a summary of his achievements, and create a visual aid representing one of his achievements.

**Directions:**

1. Fill in the information about your famous Greek at the top of the page. Check your spelling to make sure that it is correct.
2. Research your famous Greek. Focus specifically on what accomplishments he made in his area of expertise, especially ones that affect modern society.
3. Using the information you found while researching, write a summary of your famous Greek's accomplishments following these guidelines:
  - a) The summary should be three paragraphs long and organized (introduction, body, and conclusion).
  - b) Use correct grammar, spelling, and punctuation.



**Ancient Greece**



## FAMOUS PEOPLE FROM ANCIENT ROMAN ERA

**Julius Caesar** - Caesar was a ruler, politician, conqueror, and orator. He considered himself the king and "dictator for life" over the Romans. Many Romans adored and respected him, especially the poor because he had given them land. He introduced the modern-day calendar and named the month of July after himself. He was also very powerful and influential in reforming Ancient Roman laws. Ultimately, he was betrayed and killed by those closest to him.

**Mark Antony** - Mark Antony was a great supporter of Julius Caesar and wished to rule as a dictator also. He broke Roman law to marry Cleopatra, the Queen of Egypt. He struggled for power against Octavian (Caesar's adopted son) after the death of Caesar. Octavian won.



**Cleopatra** - Cleopatra was the Queen of Egypt. She was a very beautiful and intelligent woman. Julius and her were deeply in love before his death. After his death, she married Mark Antony. They committed suicide together after Octavian's victory.

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## TIME LINE OF ANCIENT ROMAN

### Monarchy

753 BC Founding of Rome by Romulus; Monarchy (rule by one person)

### Republic

509 BC Monarchy ends; Rome becomes a Republic  
 246-146 BC Three Punic Wars against Carthage result in Roman victory  
 196 BC Macedonia defeated  
 189 BC Victory over Seleucid Empire (modern-day Turkey)  
 146 BC Rome conquers Greece; North Africa and Greece become Roman provinces  
 58 BC Rome conquers Gallia (modern-day France)  
 45 BC Julius Caesar becomes Dictator over Rome  
 44 BC Julius Caesar is murdered  
 32 BC Mark Antony and Cleopatra marry  
 30 BC Egypt falls under Roman rule

### Empire

27 BC Augustus becomes first emperor; Rome officially becomes an Empire  
 43 AD Britannia (modern-day Britain) added to empire  
 64 AD Great fire of Rome  
 79 AD Mount Vesuvius erupts burying the city of Pompeii  
 80 AD Colosseum opens for Roman entertainment  
 106 AD Dacia (modern-day Romania) added to empire  
 117 AD Roman Empire at its height  
 238-284 AD Civil War in Roman Empire; Roman Empire begins to decline  
 303-313 AD Christians executed in amphitheaters  
 330 AD Roman capital moved from Rome in the west to Constantinople

### Eastern and Western Empires

395 AD Empire permanently divided into two parts - eastern and western  
 406 AD Barbarians invade Gallia (modern-day France)  
 410 AD Rome falls to Goths (Germans); Rome loses power over Britannia  
 476 AD Western Empire falls to Germans  
 1453 AD Eastern Empire (known as Byzantine Empire) falls

# Ancient Rome



## ANCIENT ROMAN LANGUAGE ACTIVITY

# ABBR. (abbrevis)

Topic: LANGUAGE  
 #3 - ACTIVITY LEADER  
 Student D

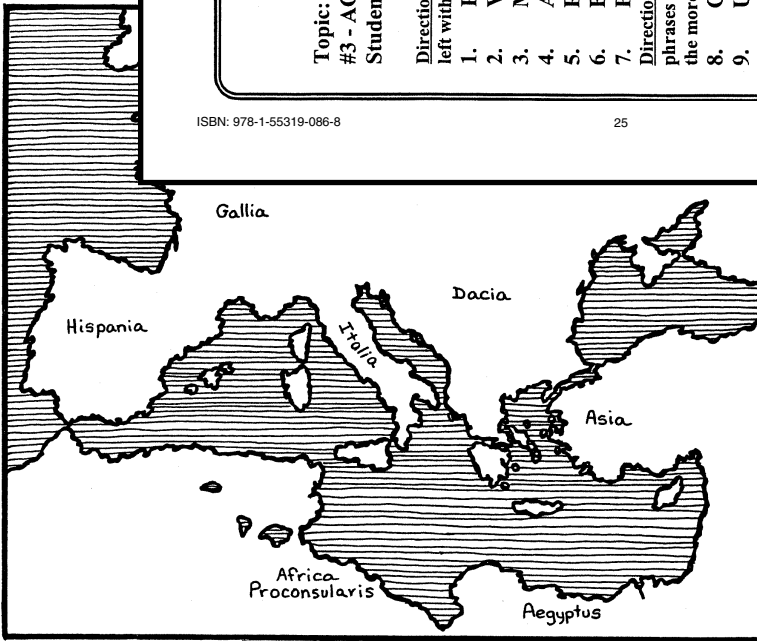
Directions: Use your common sense and personal experiences to help you match the well-known Latin abbreviations on the left with their meanings on the right.

- |                                |                           |
|--------------------------------|---------------------------|
| 1. P.S. (Post Scriptum)        | A. after midday and so on |
| 2. V.S. (Versus)               | B. may he rest in peace   |
| 3. M.D. (Medicinae Doctor)     | C. written after          |
| 4. A.M. (Ante Meridiem)        | D. before midday          |
| 5. R.I.P. (Requiescat In Pace) | E. Doctor of Medicine     |
| 6. Etc. (Et cetera)            | F. against                |
| 7. P.M. (Post Meridiem)        | G. against                |
- Directions: In the left-hand column there are locations with their Latin mottoes. Translate the motto into English using the phrases in the right-hand column. (Hint: Compare the Latin and English words carefully. They resemble each other. For the more difficult ones, use the process of elimination. Don't forget to use your common sense too!)
- |   |                                |
|---|--------------------------------|
| 8. Canada - A mari usque ad mare        | H. Always faithful             |
| 9. United States - Novus ordo seclorum  | I. Work conquers all           |
| 10. New York State - Excelsior          | J. Always prepared             |
| 11. Oklahoma State - Labor omnia vincit | K. In books (there is) freedom |
| 12. University - Veritas                | L. From sea to sea             |

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Directions: I



**Britannia** - gold, silver, metals, wool, leather, fur, grains  
**Hispania** - gold, silver, metals, wool, marble, grains, pottery, horses, wine, oil  
**Gallia** - wool, pottery, wine, ceramics, metals, glass, grains, marble, cattle  
**Germania** - leather, wood, ceramics, metal, grains, horses  
**Italia** - silver, gold, glass, wine, horses, honey, wool, oil, grains, marble  
**Dacia** - leather, grains, honey, amber, timber  
**Asia** - metals, cloth, marble, wine, horses, timber, wool, oil, cattle  
**Aegyptus** - glass, papyrus, wine, oil, wool, metals, grains, horses, marble  
**Africa Proconsularis** - ivory, marble, oil, grains, wine, timber, horses, wool

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## PART IV - ANCIENT ROMAN DAY

This activity is an extension of the major project, and allows students to further demonstrate the knowledge gained during this unit in a fun, culminating event. The following list of instructions includes information necessary to prepare for this event:

a date, time, and location for the event. The location will depend on the area needed to accommodate all activities and people. You may choose a classroom: If you are only involving the class members and are scheduling activities back-to-back, the classroom may provide adequate space. Outside quad area or multipurpose room: If you are involving several classes and parents, you will probably want the activities occurring simultaneously in a large area like a multipurpose room. If the weather permits, hold the event outside in the quad area.

Activities for the "fair". Here are some suggestions:

- Storyteller:** Have a professional storyteller, parent(s), or student(s) tell several Roman myths. Dressing the part would really add flare to the story.
- Ancient Roman Food:** Have a booth that serves Ancient Roman food. This is really easy since the Romans ate a lot of bread, cheese, honey, fruit and vegetables. You could serve more elaborate recipes also. (Ancient Roman recipes are easy to find, either at the library or on the Internet.)
- Ancient Roman Fashion Show:** Create a stage or runway for students to show off their Ancient Roman attire. Make sure to have a Master of Ceremonies to explain the outfits, hairstyles, jewelry, etc. as they are being modeled.
- Ancient Roman Music:** The Ancient Romans always had music at their parties. Check the library for instrumental music from this period. Play the background throughout the event, while students are entering and listening, or during a specified time, such as while they are eating. (The Romans were entertained by musicians during their dinner parties.)
- Trading Center:** Make Ancient Roman coins. Give students a certain amount of Roman money (which could be determined by "behaviour" while preparing for this event). Make sure to have a poster that serves as a key explaining prices and values. You could trade for Ancient Roman items, such as grain, pottery, and olive oil. However, trading for modern-day items such as pencils, candy, stickers, etc.) might be easier and a bigger incentive to behave well and earn money.
- Archaeological Dig:** Use a sandbox or other area with soft dirt to bury objects. (It is best to use plastic objects or those without sharp edges.) Have the objects resemble Ancient Roman objects - such as dishes, tools, jewelry, etc. (which you might want to place in a small bag before burying).
- Game Area:** Ancient Romans liked to play games similar to checkers, jacks, and parcheesi. Have an area where students can play the modern-day

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## INTERESTING FACTS GAME

Directions: Fill in the blanks with the word that makes the most sense. Take your best guess!

Example: The months of \_\_\_\_\_ and \_\_\_\_\_ were named after two famous Romans whose names were Julius Caesar and Caesar Augustus.

- In \_\_\_\_\_ A.D., the Roman Empire spanned half of the known world.
- Ancient Rome was ruled by \_\_\_\_\_ who acted as both the spiritual and the governmental leader over the Empire.
- The Ancient Romans were skilled \_\_\_\_\_ who shaped their bushes in the form of animals and gods.
- Ancient Romans ate fancy foods like flamingo and \_\_\_\_\_.
- The Roman hour changed, depending on the season, but the hour always equaled 1/12 of daylight. So, during the summer (when it stayed light longer), the hour was \_\_\_\_\_ minutes long. During the winter (when daylight was shorter), the hour was only \_\_\_\_\_ minutes long.
- The most valuable Ancient Roman coin was gold and was worth 100 \_\_\_\_\_.
- Criminals and slaves living in Ancient Rome were often placed in an arena to battle \_\_\_\_\_ for the public's entertainment.
- The Ancient Romans attended horse races and even placed \_\_\_\_\_ on horses.
- Some boys in Ancient Rome worked by cleaning \_\_\_\_\_ with their feet in large tubs.
- There was a special \_\_\_\_\_ that Ancient Romans served cold before their meal or warm during their meal.
- Some Romans chose to be cremated when they died and have their ashes placed in \_\_\_\_\_.
- Ancient Romans bathed in public baths and used \_\_\_\_\_ instead of soap to clean themselves.
- Roman architectural creations used today include \_\_\_\_\_, arches, domes, and aqueducts.
- The language of Ancient Rome was \_\_\_\_\_. It is the root language of Italian, English, French, Spanish, Portuguese, and Romanian.
- The \_\_\_\_\_ are named after Ancient Roman gods.
- The Ancient Romans took a siesta every afternoon, which meant that everyone stopped what they were doing to \_\_\_\_\_.

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### Suggested Teaching Strategies

- Divide your class into small groups of 3 - 5 students each. (Groups do not all have to be the same size.) Have them gather in their groups now.
- Explain to the students that they will be working together in their groups to complete the major project - designing and producing a mock television program about Ancient Roman topics.
- Take the page "Program Topics" and cut it along the dotted lines. You should have ten topics, one on each slip of paper. Fold each topic and place them in a bowl or hat. Let each group reach in and choose one. (After all the groups have chosen their topic, you may want to allow a set time of a few minutes for trading of topics - if groups choose to do so.)
- Now that the groups have their topics, pass out and read "Ancient Roman Television Program Rubric". Explain that a rubric is a paper that tells the students what is expected of them for this project, and includes the grading scale as well. With a rubric, there are no surprises. They are to keep the rubric and turn it in with their project for 5 extra credit points. After reading the rubric, answer any questions that the students might have about the project.
- Next, have each group fill out the "Group Contract", specifying who is in the group and what duties each student will be responsible for completing.
  - Duties include writing the script, drawing the pictures, and making the television. Explain that these duties may be divided any way the group chooses. It can be as simple as having one student to do each of the duties already listed, or something more complex. For example, student #1 writes the script and draws the pictures for frames 1 - 3, student #2 makes the entire television, student #3 decides to write the script for the rest of the frames (4 - 10), and student #4 agrees to draw the pictures for these frames (4 - 10). Have the groups discuss each other's strengths and decide the responsibilities evenly and fairly.
- Meet with each group to review the "Group Contract". Everyone will need to sign and date the contract to make it valid. Then, the group may proceed with the project.
- Make sure you have provided the materials necessary to complete the projects. Also, allow enough time for the students to do a thorough job. (If possible, schedule time in the library so students can gather additional information on the topics.)
  - Refer to "Instructions for Making a TV Set" for a list of required materials.
- When the project deadline arrives, have the students present their television programs to the class. Two students should be responsible for turning the dowels (one on each side), while the remaining students take turns reading the script. All of the group members should be involved.
  - They may choose to display the projects in the library, district office, or other location after the

## LEARNING CENTERS GRADING SHEET

Group Names: Student A \_\_\_\_\_  
 Student B \_\_\_\_\_  
 Student C \_\_\_\_\_  
 Student D \_\_\_\_\_

### Categories of Grading

There are two categories of grading:  
**TEAMWORK** - This grade is based on participation, cooperation, on-task behaviour, plus attentiveness and respect while each student is doing his or her job.  
**WRITTEN WORK** - This grade is based on the quality of work completed at each center.

\*Extra credit is available for Fast Finisher assignments.

### Learning Center Scores:

Name of Center	Teamwork	Written Work	Fast Finisher	Total Points
Pompeii	____/10	____/12	+ ____	____/22
Money	____/10	____/12	+ ____	____/22
Language	____/10	____/15	+ ____	____/25
Mythology	____/10	____/10	+ ____	____/20
Architecture	____/10	____/8	+ ____	____/18

Total Score: \_\_\_\_/107

TEACHER'S COMMENTS:

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**HOW MUCH DO YOU KNOW ABOUT THE ANCIENT AMERICAS?**

Name: \_\_\_\_\_

**Directions:** Answer the following multiple-choice questions about the Mayas, Aztecs, and Incas by circling the response you feel is the correct one. After you finish, add up your score and rate yourself on the scale at the bottom of the page.

- What does "Inca" mean in the Quechua language?
  - ink
  - lord
  - happy
  - farmer
- Where were Ancient American temples commonly built?
  - on mountain tops
  - on the coast
  - on pyramids
  - in valleys
- What was the most valuable natural resource of the Ancient Americas?
  - iron
  - gold
  - diamonds
  - llama wool
- What did the Ancient Americans wear in their noses and ears?
  - plugs
  - sticks
  - cotton
  - flowers
- How were Ancient American children raised?
  - with no rules or punishments
  - very harshly with strict discipline
  - by their grandparents
  - with a lot of extra love and affection
- How did the Ancient Americans calculate their calendar?
  - with ancient calculators
  - by the number of deaths in a year
  - by the amount of rain in a year
  - by the position of the sun

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**THEN AND NOW: COMPARE/CONTRAST WRITING**

Name: \_\_\_\_\_

**Directions:** Now that you have learned about the fascinating Mayan and Aztec civilizations, compare and contrast them to our modern society. Write three paragraphs. The first paragraph summarize a *difference* between the two cultures. The second paragraph summarize a *similarity* between them. In the third paragraph, explain which of the two you would like to live in - if you had the choice. Make sure you support your opinion with examples.

**Directions:** Circle the correct word.

- Acllacuna - advisors
- Adobe - a family clan that lived and worked together
- Amauta - marketplace
- Ayllu - relay runners who carried messages throughout the empire
- Catus - a beer made out of corn
- Chasquis - Spanish conqueror
- Chicha - the wife and older sister of the Sapa Inca; the Inca Queen
- Conquistador - fine hand-woven cloth
- Coya - the capital city of the Inca Empire, meaning "navel"
- Cumbi - religious festival honouring the gods
- Cuzco - holy person, place, or thing
- Fiesta - the Sun god
- Huaca - type of camel that hauled goods; provided wool for clothing and meat for eating
- Inti - meat and potato stew
- Llama
- Locro

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**ANCIENT AMERICAN CODEX OUTLINE**

**Objective:** Each student will create an Ancient American codex summarizing three different aspects of Ancient American life.

Directions: You will be asked to complete the following: Write one interesting topic about each of the Ancient American civilizations you have just learned about. (Use your student handout as a source.) You should find a total of three topics - one from the Maya, Aztec, and Inca civilizations. Take a plain white piece of paper, fold it into quarters. Open it up and label each square from 1 to 4. (Each quarter will be used to sketch a rough draft of your codex: 1 - cover, 2 - Maya, 3 - Aztec, and 4 - Inca.) Draw pictures or symbols that represent ideas or words related to each topic. Begin sketching them into those three quarters of your paper. When you have finished your sketching, write the title and your name on the cover quarter (1). Create a colourful border around the edges of the cover. You are ready to make your codex. First, gather your materials: paper, paint or markers, ruler, etc. Lay out your paper "accordion style" so that there are four pages. Use a ruler to measure carefully so that you fold it correctly. Use a pencil to lightly sketch your drawings on your codex. Use a black marker or paint to outline all the drawings by simply going over your pencil lines. On the inside of your drawings with markers or paint. On the back of each topic page, write one paragraph (in black pen) describing your drawings and what they represent from that Ancient American civilization. (Make sure you write it on a piece of notebook paper first as a rough draft.) **You are done!**

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**RAIN PLAYER WORKSHEET**

Name: \_\_\_\_\_

Define the following Mayan words from the story by using your context skills to figure them out:

- Ah Kin Mai - \_\_\_\_\_
- Kintunyaabil - \_\_\_\_\_
- Chac - \_\_\_\_\_
- Pok-a-tok - \_\_\_\_\_
- Uo - \_\_\_\_\_
- Hetzmeek - \_\_\_\_\_
- Quetzal - \_\_\_\_\_
- Cenote - \_\_\_\_\_
- Otzilen - \_\_\_\_\_

Answer the following questions about the book:

- Why was Chac angry with Pik? \_\_\_\_\_
- How did Pik want to earn his forgiveness from Chac? \_\_\_\_\_
- Describe what would happen if Pik won or lost the game. \_\_\_\_\_

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to as early as the year 2000 B.C. However, it wasn't until about 200 A.D. that the Mayan civilization began to significantly develop in an area known as the Yucatan Peninsula ("the land of turkey and deer"). This area is now known as parts of Mexico, Belize, Honduras, Guatemala, and El Salvador.

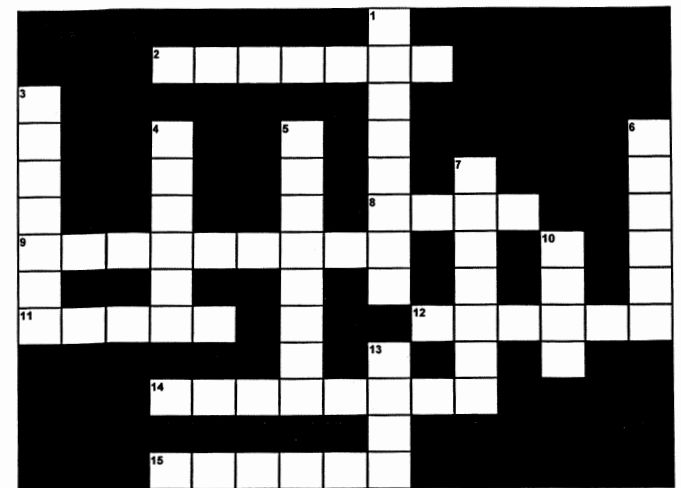
For several centuries, approximately 300 to 900 A.D., the culture thrived as grand cities were built deep in the hot and humid tropical rain forests of Central America. Around 1000 A.D., the Mayan cities were mysteriously abandoned - perhaps war, famine, drought, overpopulation, disease, or lack of resources were to blame. Only a few Mayas remained in the cities after that time. When Spanish conquistadors arrived in the 1500's, they easily captured the Mayan territory.

Many years later, around 1800, explorers rediscovered these Mayan cities that the rain forest had grown over and almost completely covered. They made many interesting discoveries about the long lost civilization. We now know that the Mayas were experts at mathematics, science, and astronomy. They developed calendars and built observatories to study the planets and stars. The study of Mayan books reveals the most complex writing system at that time. Palaces, temples, pyramids, and roads demonstrate the great architectural ability, as well as a very religious civilization that worshipped over 150 different gods. In addition, the Mayas were skilled farmers, artists, and craftsmen. They were truly an amazing culture.

Today, six million Mayan descendants continue to live in the Yucatan Peninsula. They still weave and make delicious tortillas like their ancestors did. Many choose to live very similar lifestyles to their ancestors by the clothes they wear, the food they eat, and the way they live in. The mystery of what happened to the Mayas in

**ANCIENT AMERICA CROSSWORD PUZZLE**

Name: \_\_\_\_\_



**ACROSS:**

- When Inca Emperors died they were made into \_\_\_\_\_.
- \_\_\_\_\_ was a popular crop that was used to make many different meals from.
- Ancient Americans used cacao beans to make \_\_\_\_\_.
- Incas believed that gold was the "\_\_\_\_\_ of the Sun".
- Incas kept a record of their inventories on coloured, knotted strings called \_\_\_\_\_.
- The \_\_\_\_\_ was what the Aztecs used to keep track of the days.
- Tenochtitlan was an \_\_\_\_\_ with three causeways to the mainland.

**DOWN:**

- Inca crops were grown on \_\_\_\_\_ or large steps cut out of the mountainside.
- Aztecs and Mayas created books called \_\_\_\_\_.
- The special beer for Inca religious festivals was called \_\_\_\_\_.
- Temples were built on top of Mayan \_\_\_\_\_.
- Incas used \_\_\_\_\_ to haul goods, provide wool for clothing, and eat.
- Aztecs and Incas paid taxes called \_\_\_\_\_ to the government and to their gods.
- The Inca Emperor was called the \_\_\_\_\_ Inca.
- Pizarro held Atahualpa for ransom for a room full of \_\_\_\_\_.

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**Ancient Maya, Aztecs & Incas**

