

Early Societies, 3000 BCE – 1500 CE

Heritage and Identity Series

— Grade 4 —

Written by Emily Bosman

BRIEF OVERVIEW: This package has been designed to cover the overall expectations for the Heritage and Identity: Early Societies, 3000 BCE – 1500 CE section of the grade four, 2013 Ontario Curriculum Social Studies course. It provides opportunities for students to participate in the social studies inquiry process using visuals, maps, questioning and more. There are nine lessons which foster critical thinking skills that will engage each student’s curiosity. This resource includes learning goals, success criteria, vocabulary, required materials, and detailed instructions to carry out successful differentiated lessons. It also includes enrichment ideas and colourful, well organized worksheets and activities.

People and Environments: The second section, Political and Physical Regions of Canada is also available for purchase. (SSJ1109)



EMILY BOSMAN is passionate about progressive pedagogy in her daily work as an educator. She is motivated to provide authentic learning experiences for students in the classroom and through writing units of study.

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Printed in Canada.

Published in Canada by:
On The Mark Press
Belleville, Ontario,
www.onthemarkpress.com

Funded by the
Government
of Canada

Canada

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Overall Expectations

A1 Compare key aspects of life in a few early societies (3000 BCE – 1500 CE), each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society.

A2 Use the social studies inquiry process to investigate ways of life and relationships with the environment in two or more early societies (3000 BCE – 1500 CE), with an emphasis on aspects of the interrelationship between the environment and life in those societies.

A3 Demonstrate an understanding of key aspects of a few early societies (3000 BCE – 1500 CE) each from a different region and era and representing a different culture, with reference to their political and social organization, daily life and relationships with their environment and with each other.

Big Ideas

By studying the past, we can better understand the present.

The environment had a major impact on daily life in early societies.

Not all early societies were the same.

Framing Questions

What methods can we use to compare societies from different eras and regions?

What are the most significant differences between Canadian society and societies of the past?

What are the most significant differences among early societies?

In what ways did the environment influence early societies? Does the environment have the same impact on Canadian society today? What has changed? Why has it changed?

Taken from Ontario Curriculum, Social Studies, Grades 1-6, 2013.

Teacher Assessment Rubric

Student's Name: _____

Date: _____

Success Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding Content				
Demonstrates an understanding of the concepts, ideas, terminology definitions used	Demonstrates limited knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates thorough knowledge and understanding of content
Thinking Skills				
Gather and organize information on major challenges facing different groups and communities	Uses critical thinking skills with limited effectiveness	Uses critical thinking skills with some effectiveness	Uses critical thinking skills with considerable effectiveness	Uses critical thinking skills with a high degree of effectiveness
Analyze and construct print and digital media maps	Constructs and analyzes maps with limited effectiveness	Constructs and analyzes maps with some effectiveness	Constructs and analyzes maps with considerable effectiveness	Constructs and analyzes maps with a high degree of effectiveness
Communication				
Organize and communicate ideas and information in oral, visual, and/or written forms	Organizes and communicates ideas and information with limited effectiveness	Organizes and communicates ideas and information with some effectiveness	Organizes and communicates ideas and information with considerable effectiveness	Organizes and communicates ideas and information with a high degree of effectiveness
Application of Knowledge and Skills				
Apply knowledge and skills to makes connections between the past and present day situations	Makes connections with limited effectiveness	Makes connections with some effectiveness	Makes connections with considerable effectiveness	Makes connections with a high degree of effectiveness

Lesson 2: A Day in the Life of an Early Society

Expectations Covered	A 1.2, A 3.2, A 3.3
Framing Questions	What information can we gather about early societies from artifacts? Why is it important to learn about the daily life of early societies?
Big Ideas	By studying the past we can better understand the present.
Learning Goals	<ul style="list-style-type: none"> • Students will be able to understand similarities and differences of two early societies. • They will be able to pick out differences of daily life in ancient times to Canada today.
Suggested Success Criteria	<ul style="list-style-type: none"> • Pick out important information and use it in other settings (creating a cartoon, picking the best picture) • I can compare similarities and differences of daily life and social classes of early societies
Vocabulary	Nobleman, Social Class, Kilt, Amulet
Materials Required/ Useful Websites	<p>Small sticky notes, photocopies of worksheets, access to electronic devices</p> <ul style="list-style-type: none"> • http://goo.gl/5s5HQf • http://goo.gl/5TNolj • http://goo.gl/Cbiphe

TEACHING INSTRUCTIONS

Minds On

1. Ask students to think about the most important things/objects to them in their daily life. Expand on what 'daily life' means to set them up to help with ideas. Provide students with five small sticky-notes to write down their answers.
2. Explain to students what a ranking ladder is. "A ranking ladder is used to rate something from the most to fifth most important. You must back up your opinion with a reason." You may want to provide an example that you have completed.
3. Have students place their sticky notes on the ranking ladder. Number one is most important and number five is the fifth most important. *The reason for the sticky notes is for students

to manoeuvre their choices before committing. If you don't have sticky notes, have students write their ideas on a separate page first.

4. In each of the arrowed boxes, (there are two) students will justify their reason for their first and fifth place things/objects. This is where we want students to defend their reason. Encourage them to provide a deeper answer than "because I like playing on my iPad." See the answer key for answer suggestions.

Action

1. "We are going to investigate the daily life of ancient Egyptians and ancient Greeks. Along with learning about some of the most important objects to them, we will also learn about their jobs, housing, and clothes."

2. Have students take out their maps, locate and write down where Egypt and Greece are.
Time-line: Egypt (3000 BCE – 350 BCE)
Ancient Greece (1100 BCE – 100 BCE)
3. Go to [<https://bit.ly/1yAgW32>]. Read the two stories as a class. Click on some of the pictures and discuss what we can learn from the Egyptian artifacts. I.e., the Noblemen cared about their appearance because of all of the beauty tools they had.
4. Discuss what social classes are and if we have social classes in Canada today.
5. Provide Worksheet 2 to students. They will create a cartoon using the information from the reading selection. Students will pick the husband or wife of each of the Nobleman's family and farmer's family. Encourage students to incorporate picture of the tools used. If time permits, put them up in the classroom and have students walk around the 'gallery'.
6. Go to [<https://bbc.in/1MaL0IF>]. Read the selection as a class or in small groups with devices.
7. Distribute Worksheet 3 in colour, if possible. Have students choose the most appropriate pictures and answer the questions. Think, Pair, Share if time allows.

Consolidation

Using the information learned from the lesson, students will complete the triangle graphic organizer to establish similarities and differences between ancient Greeks, ancient Egyptians and themselves.

Differentiation

Students use [<http://goo.gl/4usdSw>] to complete the cartoon on the computer.

Enrichment

Look at the daily life of other ancient societies.

Complete another ranking ladder based on the most important daily objects for either: a Nobleman's family or a farmer's family in ancient Egypt or Greece.

Students find more images for Activity 4 and come up with a question on their own.

Field trip to the Royal Ontario Museum (ROM)

ANSWER KEY

Minds on: Sample answer for first place of the ranking ladder: *My iPad is most important because it is how I communicate with my friends and spend most of my free time.*

Fifth place on my ranking ladder: *My bike is fifth most important because it gets me places and it is fun to ride but I could always walk and I can't use it in the winter.*

Worksheet 2, 3, 4: Answers will vary.

REFLECTION NOTES:

My Daily Life Ranking Ladder

Instructions

Using the chart below, rank the 5 most important objects in your daily life from the most important to the 5th most important. Complete your ranking ladder by explaining why you chose that order in the boxes provided.

Why is this your 1st choice?

Why isn't it your 2nd choice?

Most Important

5th Most Important

Why is this your 5th choice?

Why isn't it your 1st choice?


Contrasting Cartoons


Instructions


Using the Egyptian Life Stories, choose the husband **OR** the wife of **both** a nobleman's family and a farmer's family. Create a cartoon of each daily routine. Be sure to include at least one object they would have used in each box.

Cartoon Title: _____ I picked the: _____

Nobleperson	Farmer


Morning


Afternoon


Evening

Greek Picture Questioning

Using the information from the BBC Bitesize website (<http://www.bbc.co.uk/guides/zc8yb9q>), answer the following questions.

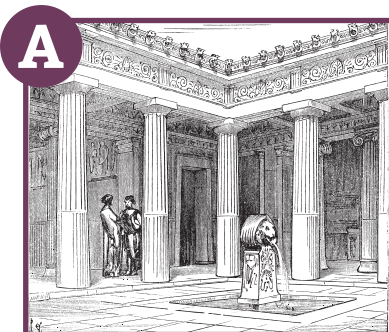
Ancient Greek Landscape

1. a) Which picture below **BEST** represents the landscape of ancient Greece, according to the reading?
- b) Provide evidence to support your decision in 1a.



Housing

2. a) A magazine editor is looking for a picture to put in an article about ancient Greek housing. What picture below would you suggest they use, based on the reading? _____
- b) Why is that the best picture?



Comparing Lives

It is your turn to share what you have learned about the daily life of an Egyptian family and a Greek family. Compare their lives to yours using the triangle diagram below.

