

SECTION 1

These questions are worth 2 points each

1. The ancient Egyptians buried their dead with all of the objects they felt would be needed in their afterlives. What ten Objects would you want buried with you to insure a happy afterlife? Explain why you have chosen each item. The items do not necessarily need to be valuable in terms of money, but should be of value to YOU in your next life.
2. Varuna worksheet (see blue folder): You have the power to see and know all, including everyone's secrets.
3. Create a riddle and write the answer in the coded way the ancient Greeks did by making a scytale. See the blue folder for more information.
4. Who invented the calendar, as we know it today? How did the months of the year get their names?
5. On a world map accurately mark the locations of 5 ancient civilisations. Include the date these civilisations existed.

SECTION 2

These questions are worth 3 points each

1. The people of ancient times believed, as do some cultures today, that their lives were ruled by immortal Gods and Goddesses who had powers beyond the people's control. Choose two Gods and/or Goddesses of Ancient Civilisations. List the qualities or attributes that these Gods or Goddesses would need in order to fulfil their role as the ruler of that particular area. (for example, Aphrodite, the Goddess of Love and Beauty.)
2. Complete the "Back in time" worksheet (blue folder)
3. Research the life of the ancient Greek philosopher Socrates. Find out why he was put to death.
4. Write your own poem about ancient civilisations or complete the "Prose to Poetry" worksheet.
5. Choose a legend and design an invention that would have been useful to its hero. (for example it could be a tool to ensure that Robin Hood could split an arrow every time). Draw a diagram of your invention and label and describe the function of its parts.
6. List ten important things you might do if you became king or queen of ancient civilisation for a week. As the ruler keep a diary for that week. Include as many details as you can about your experiences (what you do, who you meet, what you wear/eat, your jobs, etc.)
7. Make a list of ancient Greek and Roman Gods. Compare the names and what they stand for. Which ones are used or referred to today? (Nike is one commonly used)
8. Make a modern day version of the Sphinx using the BAR technique:
B - make the object bigger and more practical
A - add something new (current or new technology)
R - replace something old to improve the design of the object.
9. Consider the different ways both humans and nature have preserved life through time. Write some of these down. Now predict how life may be preserved in the future.
10. Imagine you were an Egyptian Pharaoh. Using 25-30 words, describe what you would have inscribed on your tomb. Decorate your tomb with accurate reproductions of Egyptian Hieroglyphics.
11. Write a lost and found advertisement for a mummy. Use exactly 45 words.

SECTION 3

These questions are worth 4 points each

1. Invent a new sport for the Olympic Games. (see worksheet in the blue folder)
2. Compare and contrast two ancient civilisations of your choice.
3. Complete the 'Acronyms' worksheet from the blue folder.
4. Complete the 'Mythology Tic Tac Toe' worksheet.
5. Plan an itinerary for a holiday to visit at least six ancient tourist attractions around the world. Include flight times, airports, hotels, etc in your plans.
6. The ancient Roman city of Pompeii was buried by volcanic ash. Present an argument to suggest that it was not caused by a volcano, but instead the work of alien visitors to our planet. Write at least 45 words, which should include persuasive language and scientific evidence to convince the reader.

SECTION 4

These questions are worth 5 points each

1. Create a sit com for ancient times. Write and perform the script. See the worksheet in blue folder for details.
2. Make a flip book of the 'Seven Wonders of the Ancient World'
3. Create a crossword puzzle about Ancient Civilisations
4. Choose a hero or heroine from a myth or legend and make a snakes-and-ladders type board game based on their life. Show the important challenges they encountered, their triumphs, injuries and enemies through illustrations and short descriptions on the board game.
5. In ancient times, predictions were made about our future, for example Tutankhamen and the bible. Investigate and tell about a set of future predictions. Which have already happened? Which are still to happen?
6. Create an eighth wonder of the world that has just been discovered. (You will need to know what the existing Seven Wonders of the World are and why.)
7. Create a mobile that displays artifacts from Ancient Civilisations.

8.

HUMAN SOCIETY AND ITS ENVIRONMENT Class: 4H TEACHER: Karen Haining		
TERM: 4	STAGE: 2	Integration: English, Mathematics, Science and Technology, Creative and Practical Arts, PDHPE
CONTENT FOCUS <input type="checkbox"/> Change and Continuity <input type="checkbox"/> Cultures <input type="checkbox"/> Environments <input type="checkbox"/> Social Systems and Structures <input type="checkbox"/>		OUTCOMES <ul style="list-style-type: none"> • explains how ancient customs, practices, symbols, languages, and traditions in communities contribute to community identity in the present • describes different viewpoints, ways of living, languages, and belief systems in a variety of ancient civilisations • explains the significance of features and sites in the global community to ancient civilisations • describes people's interactions with environments and identifies responsible ways of interacting with environments • describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.
EVALUATION		
TEACHING and LEARNING ACTIVITIES		RESOURCES
<ul style="list-style-type: none"> • Throughout the term, research skills and knowledge of ancient civilisations will be developed through mind mapping. The girls have been introduced to mind mapping in previous terms, and now they will use this to construct individual mind maps with the assistance of the class teachers and Librarian (see library program). • Prior to research, the girls will start by brain storming all they know about Ancient Civilisations, and then make a list of questions they would like to be able to research and answer. Each week, 4 girls will be the teachers and report their research findings in a small group situation. The learners select the topic of their choice to learn about. The groups then report back to the whole class. • Furthermore, the students will work through a set of activities at their own pace. These activities have been designed with the learning models of Gardner, Blooms and Williams in mind, although no model is used explicitly. The questions have been organised into a points system, where the higher order thinking activities are worth more points. Once the activity is completed, the student is awarded the points (not marks). This is to encourage the students to gain as many points as they can, either through the completion of additional lower order thinking activities or through the completion of higher order thinking activities. Please see over for details of the planned activities. • As a research supplement, the video series on Ancient Civilisations will be watched. These cover the Incas, Mesopotamia, Ancient Egypt and Ancient China. • ILC time will be spent exploring and utilising the CD-ROM <i>History of our World</i> as it is a brilliant resource which the girls would love!! This time will also be for the girls to use the Internet to research and explore the lives of the people 		<ul style="list-style-type: none"> • a large variety of factual texts • CD-ROMs • Internet • art paper • As above • work booklet • HSIE exercise books • video • TV • video series • CD-ROM computer/ILC

from Ancient Civilisations.

- Learning experiences in other KLAs have been planned to integrated with this unit. Please see English, Maths and Visual Arts.