Around the Ancient World… in six months

My Ancient Civilization Social Studies 9 PeBL Project

**Task:** Your job is to conduct in-depth research on one Ancient Civilization and create a display of information, culture and artifacts to share with your classmates at the end of May in a Celebration of Past and Present World Societies/Civilizations. Each student in grade 9 will focus on a different Civilization.

**Countries to choose from:**

* Egypt
* China
* Ghana/Mali
* Greece
* Incas
* Persian
* Japan
* Mayan
* Vikings/Early Scandinavia
* If you have another Ancient Civilization in mind please ask Ms. Warnock but we will be covering other societies as a class as well.

**Report:** Your Ancient Civilization report will consist of sections for archaeology, physical geography, becoming a civilization, culture and connections to today. See the attached chart for the questions and information you need to answer. You will need to create a written report answering in detail all the information. You will also need to create a summary of your main points for your display.

**Artifact:** Your project will be a display so you also need to include at **least two** homemade or replicated artifact. This could be:

* Diorama/Model
* Drawing of an event or cultural festival
* Model of important public or religious building
* Recreate a piece of music or art or dance
* Recreate a recipe and bring it the day of the fair for others to taste
* Anything that you find interesting! Just run it past Ms. W

**Proper Citation:** Any sources you use will need to be properly cited. We will learn about this in class. At the beginning be sure to write down any websites or books you use to research your topic.

**Bonus:** The day of the presentation you may want to include some other cultural items at your civilization “booth”. For instance, you could have music from that civilization playing, a video of that civilization, , traditional clothes, flags, etc.

**Warning!!!** The country report is long and will take a lot of time, but don't worry. By the time you finish, you will have had the chance to show how you meet almost all of the outcomes needed for seventh grade social studies. You can see the outcome that each section refers to in the outcomes section. The report has been broken into little chunks. Each individual parts will be due at different times.

**Title Page:** Your name, my name, the subject, and date will be at the top of the first page.

**Introduction:** The first paragraph of your civilization report will be the introduction. The introduction should also give a short overview of your report. The goal of the introduction is to connect with your audience so that they want to keep reading your report. Why does this civilization matter? Who cares? What’s the point?

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| Section | Outcome(s) |
| 1. Archaeology – finish at end of Unit 1 | |
| 1. How do we know this Civilization existed?   Answer the following questions about an archaeology site about your civilization. You need to include the information from each previous level to obtain the highest mark. For example, for a 4 you must include the required information from level 2, 3, and 4.  **Level 5:** Explain how the artifacts that have been discovered at your site have impacted our understanding of the past. To earn a level 5 you must be specific. I would like you to identify a specific artifact or fossil then explain its significance, including the conclusions that archeologist made about the past civilization based on this artifact or fossil.  **Level 4:** Why was this sight significant to the society? What makes this sight a significant archeological find?  **Level 3:** Give examples of the types of tools and processes that archeologists are using at the site. List 5 fossils and/or artifacts that have been discovered at your site. Identify which are artifacts and which are fossils.  **Level 2:** Where is the site located? How long has this site been an active archeological dig? What civilization is the site associated with?  Outcome: **DR9.1** Examine the challenges involved in obtaining information about societies of the past | |
| 1. Physical Geography – Finish at end of Unit 2  * The natural features of the civilization * **You will need to include a political and physical map** | |
| 1. Location and region  * Where was the civilization located? * Why did people decide to settle here? * What was the size of the civilization? * Did the civilization ever own more or less land? * Did the civilization have any territories elsewhere in the world? | **DR9.3** Assess the relationship of the natural environment in the development of a society. |
| 1. Important physical features of the country  * What is the physical geography of your civilization? * Describe the physical features * How do these physical features bring unity and diversity to the civilization? Use examples. |
| 1. Climate  * What is the climate in your civilization? * How did this climate affect everyday life? * Did any major natural disasters occur here? |
| 1. Land use  * What is the land used primarily for? What is used for shelter and food? * How much of the land is used for farming? * What products do they grow? Or Mine? * What animals and plants exist? * How do people impact the land? * How did technology change the land? |
| 1. Becoming a Civilization – Finish at the end of Unit 3 | |
| 1. History  * How did this civilization form? Is it a civilization? * Why did the population grow? * Create a timeline of major/significant events and turning points | [**DR9.2**](https://curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=social&level=9&outcome=2.2)*Synthesize the significance of key historical events in societies studied* |
| 1. Social Structure  * Is there a social hierarchy? * Are people classified by wealth? * What are the roles of individuals within society? (Gender roles, roles due to social status, roles due to skill, family etc.) * What is daily life like? | [**PA9.3**](https://curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=social&level=9&outcome=3.3)*Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada* |
| 1. Government  * What type of government does your civilization have? (Democracy, republic, monarchy, etc.) * Who has the power and authority to make decisions? Which citizens are involved? * Did your civilization expand its territory? How did it treat the people who were original occupants of that territory? * Who are your allies? Who are your enemies? Why did you cooperate or not get along? * What were some significant challenges for your Government and civilization as a whole? | [**PA9.1**](https://curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=social&level=9&outcome=3.1)*Examine concepts of power and authority in the governance of the societies studied.*  [**PA9.2**](https://curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=social&level=9&outcome=3.2)*Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.* |
| 1. Economics (trade and transportation)  * What do you trade? * How do you transport goods? * What roles does the government play in the economy? Do they control it? Do they charge taxes? * Do all people in your society have access to resources and wealth? * Do you have a currency or form of money? * What happened during times of scarcity? | [**RW9.1**](https://curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=social&level=9&outcome=4.1)*Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.*  [**RW9.2**](https://curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=social&level=9&outcome=4.2)*Appraise the significance of trade and transportation in the development of the societies studied* |
| 1. Technological Advances  * Did your civilization invent something that changed the way things were done? * What lasting technological advances can be seen in the world today? * Did they invent something that is no longer useful? | [**RW9.3**](https://curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=social&level=9&outcome=4.3)*Determine the influence of technologies of past societies studied on contemporary society* |
| 1. Downfall  * Why caused your civilization fall? * Some causes could be: economic, climate change, war, etc. * What outcome in the chart is this reason connected to? |  |
| 1. Culture – Finish at the end of Unit 4 | |
| 1. Education  * Who is educated? * What do they learn? | [**IN9.2**](https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=social&level=9&outcome=1.2)*Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education.*  [**IN9.3**](https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=social&level=9&outcome=1.3) *Analyze the ways a worldview is expressed in the daily life of a society.*  [**IN9.4**](https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=social&level=9&outcome=1.4)*Determine the influence of worldview on the choices, decisions, and interactions in a society.* |
| 1. Arts, Music and Architecture  * Notable artists and architects? * What style of art or architecture is present? * What are some notable works? Why were they created * How is worldview expressed through art? |
| 1. Religion  * Origin Story * God(s) or Goddess(es) * What are some religious celebrations * What values does the religion teach |
| 1. Worldview  * What are some key values? * Why do they have these values and how do they express them? |
| 1. Recreation  * What did they do for fun? * Did they have special festivals or events? |
| 1. Language  * Did they have a written language? * How did they communicate? |
| 1. Connections to Today – Finish in May | |
| 1. Canada Today  * Are there aspects or elements of your civilization that are still present in society today? * Why do we still use these technologies, sports, art, values, etc. * Did anything from your civilization influence certain modern practices | [**DR9.4**](https://curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subj=social&level=9&outcome=2.4)  *Determine the influence of societies of the past on contemporary life in Canada.* |

**Conclusion:** The conclusion will be the final paragraph of your report. Explain why this civilization matters? Why is it an important part of world history? What are the most important aspects of the civilization?