

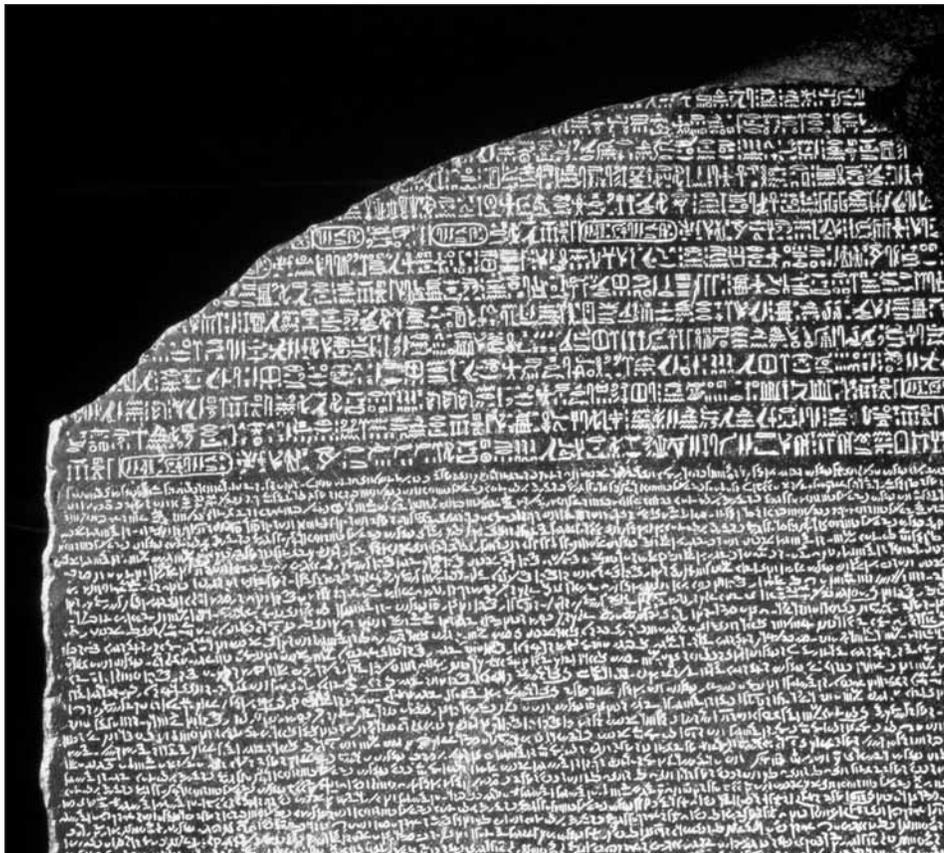
Communities of the World

Exploring an Ancient Society

GRADE
3

4

CLUSTER



Learning Experiences



3.4.1 Daily Life in an Ancient Society

KH-023 Describe characteristics of daily life in an ancient society.

Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation...

VH-007 Express interest in and curiosity about people, events, and ways of life in the past.

3.4.2 Cultural Expression in an Ancient Society

KH-024 Give examples of customs, stories, and traditions of an ancient society.

KH-025 Describe ways in which members of an ancient society expressed themselves.

Examples: art and architecture, music and dance, writing and stories, religious practices...

3.4.3 Contributions, Continuity, and Change

KH-021 Recognize the continuity of cultures, traditions, and practices over time.

KH-022 Recognize that communities change over time.

KH-026 Give examples of the enduring contributions of an ancient society.

Examples: ideas, inventions, art and architecture, stories...

VH-008 Value the enduring contributions of societies of the past.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.



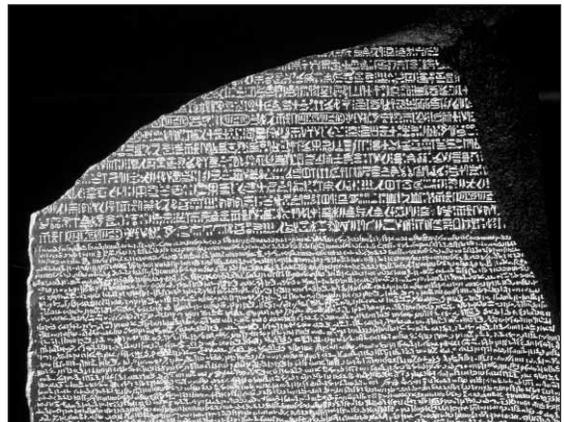
- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.



- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.
- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

Cluster Description

Students explore life in one ancient society selected from a choice of Egypt, China, Japan, the Vikings, Incas, Mayas, or Aztecs. They consider various aspects of that society, including its ways of life, cultural expressions, customs and traditions, and enduring contributions.



Engaging Students in the Cluster

- Create an artifact centre of items and/or pictures representing ancient societies.
- Create a literature centre of the customs, stories, and traditions of ancient societies.
- Students sketch a picture of themselves participating in the daily life of an ancient society.
- Students bring from home items that have a connection to the past.
- Create a bulletin board displaying pictures and art of ancient societies.
- Come dressed as a character of an ancient society (e.g., mummy, god/goddess, warrior...).
- View video clips illustrating life in an ancient society.
- Students use focused freewriting to record their impressions of life in an ancient society.

Learning Experiences

3.4.1 Daily Life in an Ancient Society

3.4.2 Cultural Expression in an Ancient Society

3.4.3 Contributions, Continuity, and Change



Learning Experience: 3.4.1 Daily Life in an Ancient Society

- KH-023 Describe characteristics of daily life in an ancient society.
Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation...
- VH-007 Express an interest in and curiosity about people, events, and ways of life in the past.

Description of the Learning Experience

This is the first of three learning experiences in Cluster 4, Ancient Societies. This learning experience focuses on daily life. As students explore daily life in an ancient society, they come to appreciate that people who lived long ago were very similar to us.

Note: Cluster 4 is designed for the study of one ancient society. The ancient society study may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same ancient society
- collaborative groups of students may independently study the same ancient society
- collaborative groups may study different ancient societies as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually select and study an ancient society

Vocabulary: ancient, artifact (See Appendix D for Vocabulary Strategies.)

3.4.1 Daily Life in an Ancient Society

Assessment	Outcomes	Strategies
	KH-023 VH-007	Activate Collaborative groups of students explore vocabulary related to an ancient society and discuss how the words relate to characteristics of daily life.
		BLM: Daily Life in an Ancient Society - Ancient Egypt Daily Life in an Ancient Society - Aztecs Daily Life in an Ancient Society - Incas Daily Life in an Ancient Society - Ancient China Daily Life in an Ancient Society - Ancient Japan

(continued)

3.4.1 Daily Life in an Ancient Society

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KH-023 VH-007	Students sketch a scene of an ancient society, illustrating characteristics of daily life (e.g., food, clothing, shelter, recreation...). Students share their sketches with peers and discuss how life in an ancient society differed from their own.
or		
	KH-023 VH-007	Collaborative groups of students discuss characteristics of life in an ancient society. Students speculate on what people may have eaten, where they lived, what they wore, and their different types of work and recreation. Students share their ideas with peers and generate additional questions related to characteristics of life in an ancient society.
or		
	KH-023 VH-007	Using a KWL, students list what they Know and Want to know about the ancient society they will study. Students discuss completed Know and Want to know ideas, and brainstorm additional questions related to characteristics of life in an ancient society. TIP: Upon completion of the learning experience, students record what they learned about the ancient society studied.
Acquire		
	KH-023 VH-007	Using print and electronic resources, students research characteristics of daily life (e.g., food clothing, shelter, celebrations, recreation...) in the selected ancient society. Using recorded information, students compose a description of daily life in the ancient society. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
<i>(continued)</i>		
Teacher Reflections		

3.4.1 Daily Life in an Ancient Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KH-023 VH-007	<p>Students watch videos depicting characteristics of daily life in an ancient society. Students discuss characteristics of daily life portrayed in the video and record information in their journals.</p> <p>TIP: Students may complete an anticipation guide before viewing.</p> <p> 3.4.1 b BLM: Daily Life in an Ancient Society - Anticipation Guide</p>
or		
	KH-023 VH-007	<p>Students view images of artifacts from an ancient society and describe how each may have been used in daily life. Students identify similar objects that are used today. Students share ideas with peers and discuss how artifacts help us understand the past.</p> <p> 3.4.1 c BLM: Daily Life in an Ancient Society - Artifacts</p>
Apply		
	KH-023 VH-007	<p>Students compare characteristics of contemporary life with daily life in the ancient society (e.g., food, clothing, shelter, work, social organization, families, education, religion, celebrations, and recreation). In their journals, students reflect on advantages and disadvantages of each way of life.</p>
or		
	KH-023 VH-007	<p>Students imagine they are living in an ancient society and write a reflection describing what their life is like (e.g., the food they eat, the games they play, the jobs they do...). Students share their reflections with peers.</p> <p> 3.4.1 d BLM: Daily Life in an Ancient Society - If I Lived... <i>(continued)</i></p>
Teacher Reflections		

3.4.1 Daily Life in an Ancient Society

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 	KH-023 VH-007	Collaborative groups of students construct a model illustrating characteristics of daily life in the ancient society studied. Students represent characteristics of the daily life with objects that would be used in food preparation, shelter, work, education, et cetera. Students share their models with peers and explain how they represent daily life in an ancient society.
or		
 	KH-023 VH-007	Collaborative groups of students create a multimedia presentation illustrating characteristics of daily life in an ancient society. Students include slides with images of artifacts and a description of how they are used in food preparation, clothing, shelter, work, social organization, families, education, religion, celebrations, and recreation. Compile group presentations in a class presentation.
or		
 	KH-023 VH-007	Collaborative groups of students create representations of artifacts (e.g., drawings, sculptures, models...), and display them in a museum representing characteristics of daily life in an ancient society, including food, clothing, shelter, work, social organization, families, education, religion, celebrations, and recreation. Students act as curators and explain the significance and use of each artifact to visitors to the museum.
<p>Teacher Reflections</p>		



Learning Experience: 3.4.2 Cultural Expression in an Ancient Society

- | | |
|--------|---|
| KH-024 | Give examples of customs, stories, and traditions of an ancient society. |
| KH-025 | Describe ways in which members of an ancient society expressed themselves.
<i>Examples: art and architecture, music and dance, writing and stories, religious practices...</i> |

Description of the Learning Experience

This is the second of three learning experiences in Cluster 4, Exploring an Ancient Society. Customs and traditions are enduring forms of cultural expression and people of every society have unique ways of expressing themselves. Students explore different forms of expression in an ancient society, and reflect what can be learned about ancient societies through their cultural expressions.

Note: Cluster 4 is designed for the study of one ancient society. The ancient society study may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same ancient society
- collaborative groups of students may independently study the same ancient society
- collaborative groups may study different ancient societies as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually select and study an ancient society

Vocabulary: (See Appendix D for Vocabulary Strategies.)

3.4.2 Cultural Expression in an Ancient Society

Assessment	Outcomes	Strategies
	KH-024 KH-025	<p>Activate</p> <p>Students brainstorm examples of cultural expressions (e.g., customs, traditions, art and architecture, music and dance, writing and stories, religious practices...), and sort the examples into categories (e.g., visual, written, oral, physical...). Students discuss how forms of expression today compare to those of an ancient society.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

3.4.2 Cultural Expression in an Ancient Society

Assessment	Outcomes	Strategies
Activate <i>(continued)</i> or		
	KH-024 KH-025	Students discuss the meaning and importance of customs, stories, and traditions, and share examples of each from their own background. TIP: Customs and traditions are long-established practices or habits. Stories are a record of historical events.
or		
	KH-024 KH-025	Students observe examples of expressions of ancient societies (e.g., pictures of artifacts, architecture, customs, and traditions, stories, art, music, dance...), and discuss what the examples may tell us about the people of ancient societies.
Acquire		
	KH-024 KH-025	Students read or listen to stories of an ancient society that focus on customs and traditions. Students record in their journals examples of customs and traditions, and ways in which members of an ancient society expressed themselves, and reflect on similarities and differences in their own lives.
or		
	KH-024 KH-025	Using print and electronic resources, students research various forms of expression of an ancient society (e.g., customs, stories, traditions, art and architecture, music and dance, writing and stories, religious practices...). Students record a description and illustration of each example and explain what each may tell us about the people of ancient societies. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
or		
	KH-024 KH-025	Students take a real or virtual field trip to a museum displaying art and artifacts from an ancient society. They prepare questions in advance and, upon return, reflect in their journals on the significance of the ancient society.
Teacher Reflections		

3.4.2 Cultural Expression in an Ancient Society

Assessment	Outcomes	Strategies
  Appendix A Skill 11a	KH-025	<p>Apply</p> <p>Students write “secret” messages, using the writing system of an ancient society (e.g., cuneiforms, hieroglyphs, runes, petroglyphs, pictograms...). Students share messages with peers to decipher.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
or		
  Appendix A Skill 9d	KH-024 KH-025	<p>Students use story paths to compose a story describing ways in which members of an ancient society expressed themselves. Students use images of artifacts, art and architecture, and customs and traditions to illustrate forms of expression in an ancient society and describe what these examples may tell us about the people of ancient societies.</p>
or		
  Appendix A Skill 10	KH-024 KH-025	<p>Collaborative groups of students create a mural or diorama illustrating examples of the customs, stories, traditions, art and architecture, music and dance, writing and stories, and religious practices of an ancient society. Students share their representations with peers and explain what the expressions may tell us about the people of ancient societies.</p>
or		
  Appendix A Skill 11g	KH-024 KH-025	<p>Collaborative groups of students create a multimedia presentation or web page illustrating forms of expression of an ancient society. Students include images of customs, stories, traditions, art and architecture, music and dance, writing and stories, and religious practices of an ancient society, and insert sound clips describing what the expressions may tell us about the people of ancient societies. Compile group presentations in a class presentation.</p>
<p>Teacher Reflections</p>		

Teacher Reflections

Exploring an Ancient Society



Learning Experience: 3.4.3 Contributions, Continuity, and Change

- KH-021 Recognize the continuity of cultures, traditions, and practices over time.
- KH-022 Recognize that communities change over time.
- KH-026 Give examples of the enduring contributions of an ancient society.
Examples: ideas, inventions, art and architecture, stories...
- VH-008 Value the enduring contributions of societies of the past.

Description of the Learning Experience

This is the third of three learning experiences in Cluster 4, Exploring an Ancient Society. This learning experience focuses on the concepts of continuity and change over time. Students research the contributions of an ancient society, and reflect on their enduring significance in today's society.

Note: Cluster 4 is designed for the study of one ancient society. The ancient society study may be planned and organized in a variety of ways, based on student interests and available resources.

- the entire class may study the same ancient society
- collaborative groups of students may independently study the same ancient society
- collaborative groups may study different ancient societies as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually select and study an ancient society

Vocabulary: (See Appendix D for Vocabulary Strategies.)

3.4.3 Contributions, Continuity, and Change

Assessment	Outcomes	Strategies
	KH-021	<p>Activate</p> <p>Students discuss various ways to learn about the people who lived in ancient societies (e.g., artifacts, architecture, stories, art, inventions...). Students brainstorm ideas and practices evident today that had their origins in an ancient society (e.g., writing, paper, calendars...) and discuss why they have endured or lasted until now.</p> <p style="text-align: center;">or</p> <p>Students brainstorm items in contemporary society that may have had their origins in the past (e.g., candles, cooking utensils, clothing...). Students identify the purposes the items served in the past and serve in the present, and discuss how they may have changed over time.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KH-022	
	KH-026	
	VH-008	
	KH-021	<p>Activate</p> <p>Students discuss various ways to learn about the people who lived in ancient societies (e.g., artifacts, architecture, stories, art, inventions...). Students brainstorm ideas and practices evident today that had their origins in an ancient society (e.g., writing, paper, calendars...) and discuss why they have endured or lasted until now.</p> <p style="text-align: center;">or</p> <p>Students brainstorm items in contemporary society that may have had their origins in the past (e.g., candles, cooking utensils, clothing...). Students identify the purposes the items served in the past and serve in the present, and discuss how they may have changed over time.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KH-022	
	KH-026	
	VH-008	

3.4.3 Contributions, Continuity, and Change

Assessment	Outcomes	Strategies
Activate <i>(continued)</i> or		
	KH-021 KH-022 KH-026 VH-008	As an Admit Slip, students submit an artifact or picture of an idea or practice that they believe had its origins in an ancient society. Students discuss why the artifact or idea was important in the past, why it is still in use today, and how it may have changed over time.
or		
	KH-021 KH-022	Students brainstorm examples of ongoing as well as new cultures, traditions, and practices in their community. Students discuss why some practices continue and others change. Students predict which current community traditions and practices may continue well into the future, as well as those that may disappear, and suggest reasons for the continuity or change.
or		
	KH-021 KH-022 KH-026 VH-008	Prepare a display of items, pictures, ideas, and practices representing an ancient society. Collaborative groups of students examine the “evidence” in the display and make conclusions about the ancient society. Students share their conclusions with peers and discuss why some traditions and practices have changed over time, while others have remained the same.
Acquire		
	KH-021 KH-022 KH-026 VH-008	Using print and electronic resources, students research cultures, traditions, and contributions of an ancient society. Students record a description and/or picture of the contribution or practice, and describe why it was important in the ancient society and how it has changed or remained the same. Students share information with peers.
 BLM: Contributions, Continuity, and Change - Contributions <i>(continued)</i>		
Teacher Reflections		

3.4.3 Contributions, Continuity, and Change

Assessment	Outcomes	Strategies
 Appendix A Skill 11a	3-KH-021	Acquire <i>(continued)</i> Students read stories that focus on the traditions, practices, and contributions of an ancient society. In collaborative groups, students create illustrated posters depicting the traditions, practices, and contributions of the ancient society.
	3-KH-022	
	3-KH-026	
	3-VH-008	
_____ or _____		
 Appendix A Skill 6f	3-KH-021	Collaborative groups of students view images of an ancient society and record examples of traditions, practices, and contributions of the society.
	3-KH-022	
	3-KH-026	
	3-VH-008	
_____ or _____		
 Appendix A Skill 6e	3-KH-021	Students take a real or virtual field trip to a cultural centre or museum displaying images, art, or artifacts of an ancient society. In their journals they reflect on their observations of the traditions, practices, and contributions of the society.
	3-KH-022	
	3-KH-026	
	3-VH-008	
_____ or _____		
 Appendix A Skill 11a	3-KH-021	Using print and electronic resources, students research the enduring contributions of an ancient society. Students select one contribution and write a page to be included in a class book entitled “Enduring Contributions of _____.”
	3-KH-022	
	3-KH-026	
	3-VH-008	
_____ or _____		
Teacher Reflections		

3.4.3 Contributions, Continuity, and Change

Assessment	Outcomes	Strategies	
	KH-021 KH-022 KH-026 VH-008	<p>Apply</p> <p>Using a Venn diagram, students compare cultures, traditions, and practices of an ancient society with those in their community. Students share completed Venn diagrams with peers, explaining why some practices have changed over time while others remain the same. Students highlight contributions of societies of the past that they most value today and describe why.</p> <hr/> <p style="text-align: center;">or</p> <hr/>	
			<p>KH-021 KH-022 KH-026 VH-008</p> <p>Collaborative groups of students create a model, diorama, or display illustrating enduring contributions of an ancient society. Students describe the significance of the contributions, both to the people of the past and to today’s society, and explain why some aspects of the society have endured while other aspects have changed. Students share their model/display with peers.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
			<p>KH-021 KH-022 KH-026 VH-008</p> <p>Using a RAFT, students describe an enduring contribution of an ancient society, explaining its significance in the past and its continuing importance.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
			<p>KH-021 KH-022 KH-026 VH-008</p> <p>Students establish a classroom museum highlighting the enduring contributions of an ancient society. Students create illustrations or models of the society’s contributions as well as an explanation of their significance. They describe why the contributions were important in the past and their continuing importance. Students add items from today’s society that they predict will have significance in the future.</p>

(continued)

Teacher Reflections

3.4.3 Contributions, Continuity, and Change

Assessment	Outcomes	Strategies
	KH-021 KH-022 KH-026 VH-008	<p>Apply <i>(continued)</i> _____ or _____</p> <p>Collaborative groups of students create a multimedia presentation illustrating a tour of an ancient society. Students create an illustration of an ancient society as the opening slide and create links to additional slides highlighting enduring contributions of the ancient society. On each additional slide, students include an image of an enduring contribution, a description of its significance, and an explanation of aspects of the ancient society that have changed over time and remained the same. Compile group presentations in a class presentation.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>

Cluster 4 — Connecting and Reflecting

Using their “Exploring an Ancient Society” portfolio, students reflect on daily life in an ancient society, describe similarities and differences to their lives, and explain why knowing about the past is important.



3.4 BLM: Cluster 4 - Connecting and Reflecting

Teacher Reflections