

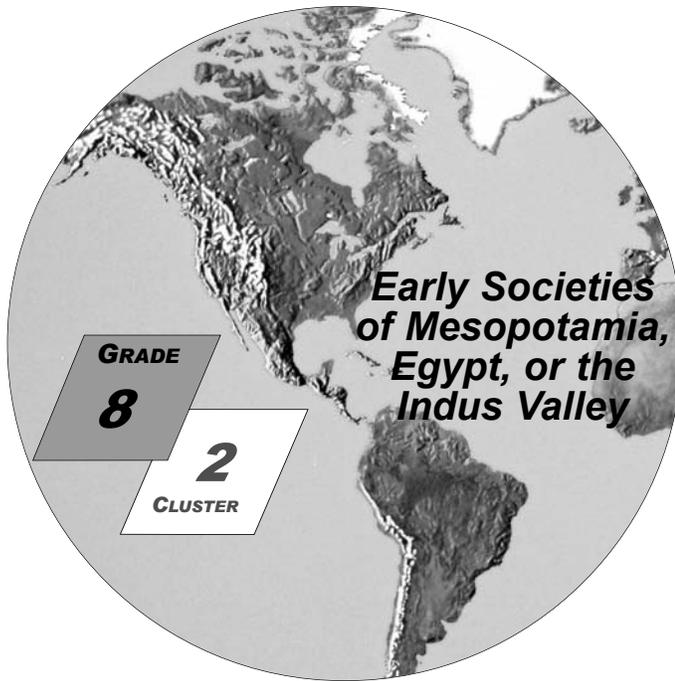
*World History: Societies of the Past*

**Early Societies of Mesopotamia, Egypt, or the Indus Valley**

**2**  
CLUSTER

GRADE  
**8**





# **Cluster 2**

## **Learning Experiences: Overview**

### **8.2.1 Overview of Early Civilizations**

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KG-038 Identify defining characteristics of societies in Mesopotamia, Egypt, the Indus Valley, and China from 3500 to 500 BCE.

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8H-009 Appreciate the historical significance of early societies.  
*Examples: adaptations for survival, enduring human aspirations, origins of social and political structures...*

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### **8.2.2 Interaction with the Natural Environment**

KL-023 Locate on a map the major landforms, bodies of water, and population clusters of a society of Mesopotamia, Egypt, or the Indus Valley.

KL-024 Give examples of the influence of the natural environment on ways of life in an early society of Mesopotamia, Egypt, or the Indus Valley.

KE-054 Describe technologies and tools in an early society of Mesopotamia, Egypt, or the Indus Valley.

*Examples: animal and crop domestication, irrigation, construction, weapons, transportation...*

VE-017 Appreciate the ideas and technologies of early societies.

### **8.2.3 Living in an Early Society**

KI-013 Describe life for various groups in an early society of Mesopotamia, Egypt, or the Indus Valley.

*Examples: priests, scribes, traders, peasants, slaves...*

KH-029 Identify people, events, and ideas in an early society of Mesopotamia, Egypt, or the Indus Valley.

KP-045 Describe governance in an early society of Mesopotamia, Egypt, or the Indus Valley.

*Examples: military organization, political structures...*

### **8.2.4 Communication and Art in an Early Society**

KI-014 Describe the art, architecture, and science of an early society of Mesopotamia, Egypt, or the Indus Valley.

KH-030 Describe the impact and significance of the development of writing in an early society of Mesopotamia, Egypt, or the Indus Valley.

VH-010 Value the study of early societies as a way of understanding contemporary life.

## Early Societies of Mesopotamia, Egypt, or the Indus Valley

## Cluster Assessment: Tools and Processes

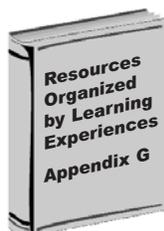
- **Engaging Students in the Cluster:** There are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **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 Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track 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 summative assessment activity.

## Cluster Description



Cluster 2 begins with a brief world overview, focusing on Mesopotamia, Egypt, the Indus Valley, and China from about 3500 to 500 BCE.

Students then explore life in *one early society, selected from a choice of Mesopotamia, Egypt, or the Indus Valley*. This comprehensive study includes a focus on the physical environment and the social, political, technological, and cultural aspects of the selected society.



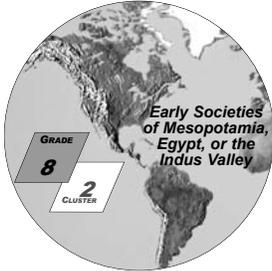
## Engaging Students in the Cluster

- Create a writing centre, displaying a variety of ancient writing styles (e.g., Egyptian, Chinese...) and materials for students to practise various styles.
- Display picture books illustrating architecture and artifacts from Mesopotamia, Egypt, or the Indus Valley.
- View videos related to the societies to be studied.
- Post a wall map of the geographical regions to be studied.
- Display models and pictures of the societies to be studied.
- Create a Seven Wonders of the World centre, with images of the ancient wonders:
  1. Great Pyramid of Giza
  2. Hanging Gardens of Babylon
  3. Statue of Zeus at Olympia
  4. Temple of Artemis at Ephesus
  5. Mausoleum at Halicarnassus
  6. Colossus of Rhodes
  7. Lighthouse of Alexandria
- Read ancient stories, myths, legends, and poems.  
TIP: The Epic of Gilgamesh is regarded as the oldest written story on Earth. Written in cuneiform script on 12 clay tablets in ancient Sumeria, it describes the adventures of the King of Uruk circa 2750 to 2500 BCE. There are many excellent books and websites that focus on the Epic of Gilgamesh.
- As an integrated art activity using roll craft paper, have students create and display individual, life-size sarcophagi.  
TIP: Provide images of ancient sarcophagi and encourage students to use bold, bright colours and, if available, gold foil to imitate the styles they observe. The images are very dramatic and, if displayed in a public area of the school or at a location in the community, attract attention and create a good deal of discussion.

## Learning Experiences Summary

**8.2.1 Overview of Early Civilizations****8.2.3 Living in an Early Society****8.2.2 Interaction with the Natural Environment****8.2.4 Communication and Art in an Early Society**

Early Societies of Mesopotamia, Egypt, or the Indus Valley



8.2.1 Overview of Early Civilizations

- KG-038 Identify defining characteristics of societies in Mesopotamia, Egypt, the Indus Valley, and China from 3500 to 500 BCE.
- VH-009 Appreciate the historical significance of early societies.  
*Examples: adaptations for survival, enduring human aspirations, origins of social and political structures...*

Enduring Understanding

The earliest civilizations arose in the river valleys of Mesopotamia, Egypt, India, and China, beginning about 3500 BCE. Each of these early civilizations left evidence of agriculture, written language, cities, specialization, complex cultures, and government.

Description of the Learning Experience

In a broad overview of the historical period from 3500 BCE to 500 BCE, students examine defining geographic and cultural characteristics of the early river valley civilizations and create a timeline of changes or developments in human societies of this period.

**Vocabulary:** adaptation, aspirations, city-state empire (See Appendix D for Vocabulary Strategies.)

**Note:** This learning experience provides students with chronological markers in the development and expansion of civilization during this historical period. In what serves as an **activating phase for all of Cluster 2**, this learning experience provides opportunities for students to generate questions to direct further research into a specific ancient civilization in Mesopotamia (Sumer or Babylonia), Egypt, or the Indus Valley.

The study of an ancient civilization in this cluster may be planned in a variety of ways:

- The entire class may study the same civilization.
- Groups of students may all study the same civilization.
- Each student may select her or his own civilization.
- Small groups may study one civilization as a cooperative learning project (e.g., Jigsaw, Coop-Coop, or Carousel).

See the Suggested Teaching Scenario on pages 55–60.

8.2.1 Overview of Early Civilizations

Assessment	Outcomes	Strategies
	KG-038 VH-009	<p><b>Activate</b></p> <p>Collaborative groups of students brainstorm characteristics of early “great civilizations” (3500 BCE to 500 BCE) that likely would not have been found in early hunter-gatherer societies. A group spokesperson presents the ideas to the class, followed by a guided plenary discussion during which the following elements are highlighted: agriculture, walled cities, larger populations, specialization, written languages, more complex systems of government, social roles, and religious practices. Students discuss the historical significance of these factors in relation to societies today.</p> <p>TIP: Ask students to use the landmark events posted on the wall timeline as a starting point for this discussion.</p> <p style="text-align: right;"><i>(continued)</i></p>

8.2.1 Overview of Early Civilizations

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KG-038 VH-009	<p>Using a map of the world in a historical or modern atlas and the provided list, collaborative groups of students locate significant landmarks and regions of the early river valley civilizations of Mesopotamia, Egypt, India, and China. After the group task is completed, students engage in a class discussion to locate, on a wall map of the world, each of the places and regions listed. Students exchange ideas as to why the earliest civilizations would have evolved in these particular areas of the world.</p> <p>NOTE: Use the map to review the location of the Middle East, explaining that this term is used in modern culture to describe the region that encompasses southwest Asia and northeast Africa, from Libya in the west to Afghanistan in the east. Parts of the Middle East may be referred to in some sources as the Near East or Southwest Asia. Western cultures trace their beginnings to the civilizations of the Middle East; this region is also the birthplace of three major world religions: Judaism, Christianity, and Islam.</p> <p>Mesopotamia is not a country, but a smaller region in the Middle East between the Tigris and Euphrates Rivers that includes the present-day country of Iraq. Mesopotamia means “between the waters” in Greek.</p> <p style="text-align: center;"> BLM: Important Places: Early Civilizations</p>
or		
	KG-038 VH-009	<p>Students engage in a Sort and Predict activity about the Stone Age and the Bronze Age. In a general discussion, students verify their predictions, generating theories about how the Bronze Age led to increased complexity in the material culture of early societies (e.g., greater specialization, more advanced toolmaking, more detailed artistic production, written language and record keeping, development of trading networks, greater control over the natural environment...).</p> <p style="text-align: center;"> BLM: Sort and Predict: Stone Age and Bronze Age</p> <p style="text-align: center;"> BLM: Sort and Predict: Stone Age and Bronze Age—Key</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

8.2.1 Overview of Early Civilizations

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KG-038 VH-009	<p>Using print or electronic resources, students gather images of art forms, written languages, symbols, or number systems from the ancient civilizations of Mesopotamia (Sumer or Babylonia), Egypt, the Indus Valley, or the river valleys in China, from 3500 BCE to 500 BCE. Students present their image collections to the class, discussing what the images tell them about the cultures of these early civilizations.</p> <p>TIP: Approached as a digital search, this activity offers the opportunity to review web search guidelines and procedures with students, as well as the use of key words in Internet searches and the evaluation of websites. Students should be directed to list the titles of the website pages they consult, and to retain the URL by using the copy-and-paste function. Encourage students to use bookmarks to organize valuable sites for further research, to create a resource list of useful websites, and to add a short annotation to each entry in the list to help them recall what they have found on these sites. It may be useful to carry out some sample exercises on specific search topics with the students to prepare them for further research.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Searching the Web (2 pages)</p> <p> BLM: Evaluating Internet Sites (3 pages)</p>
	<b>Acquire</b>	
	KG-038 VH-009	<p>Students create individual timelines of the historical period from 3500 BCE to 500 BCE, designing appropriate symbols to represent developments in human civilizations. Timelines may be retained in the students' History Journals as reference.</p> <p>TIP: Students may use the chronological markers in BLM 8.2.1f, adding other events or developments as desired.</p> <p> BLM: Developments in Early Civilizations—Event Cards (2 pages) <i>(continued)</i></p>
	<b>Teacher Reflections</b>	

8.2.1 Overview of Early Civilizations

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KG-038 VH-009	<p>Collaborative groups of students read and chronologically sort a series of event cards from the river valley civilizations representing the period from about 3500 BCE to about 500 BCE. Once the cards are sorted, each group selects (or is assigned) one significant development on which to carry out a mini-research, consulting at least one print source and one Internet source. The group prepares an illustrated, descriptive time marker on their assigned topic to add to the wall timeline. Each group presents an oral summary of their event, explaining its consequences and historical significance. In a general discussion, students consider what the early civilizations have in common and what they contributed to later historical periods.</p> <p>NOTE: Some developments on the event cards overlap or refer to extensive time spans. Three undated markers are included in the BLM and refer to general characteristics that emerged during this historical era. The undated cards may be placed at the beginning or end of the chronological sorting, or used as the basis for illustrating various aspects of this era. Help students understand that historical sources are not always in agreement about the dates of the events/developments during this long and ancient period. Point out that dates are often approximate, as they are based on archeological evidence, and that the purpose of this activity is to develop a sense of the sequence of events and a sense of the hallmark characteristics of the earliest civilizations.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p> BLM: Developments in Early Civilizations—Event Cards (2 pages)</p>
or		
 	KG-038 VH-009	<p>Students create an historical map of the world during the period of the ancient civilizations of the river valleys in Eurasia and North Africa. The map should illustrate the locations and time periods of the earliest river valley societies of Mesopotamia, Egypt, Indus, Huang He, and Yangtze, and include important places and developments. The legend should include an explanation of symbols used to represent the defining characteristics of each of these civilizations.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

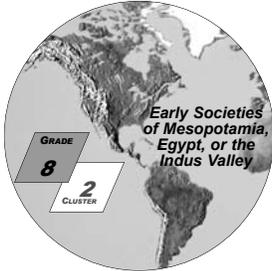
8.2.1 Overview of Early Civilizations

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KG-038 VH-009	Collaborative groups of students create an illustrated Mind Map depicting the main achievements of the river valley civilizations, and the characteristics the different civilizations had in common: <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Specialization</li> <li>• Class system</li> <li>• Complex religious practices</li> <li>• Irrigation</li> <li>• Mathematics</li> <li>• Cities</li> <li>• Trade with other societies</li> <li>• System of government</li> <li>• Architecture</li> <li>• Writing</li> </ul> Students share their Mind Maps with each other, and discuss the ongoing influences of these civilizations on subsequent historical periods.
or		
	KG-038 VH-009	Students read an informational text about specialization or the division of labour in early civilizations. They create a cause-and-effect chart to explain the factors that led to specialization (e.g., agriculture, more secure food supply, fewer people required as food producers and gatherers, more free time for other work...) and the consequences of specialization (e.g., use of pottery as food containers, crafts, decorative work, development of trading networks...). Students share their charts in collaborative groups, drawing conclusions about the importance and enduring effects of specialization on societies through the ages. <p>SUGGESTED TEXTS: <i>World History: Societies of the Past</i>, Portage and Main Press, 2005, page 42; <i>Human Heritage</i>, Glencoe McGraw Hill, 2001, page 45.</p>
<b>Apply</b>		
	KG-038 VH-009	Using the civilizations web they created in Cluster 1, collaborative groups of students generate questions on topics related to a particular ancient river valley civilization. Students may use these questions as the basis for creating a keyword search list, or to create a note-taking frame for organizing and recording research notes in subsequent learning experiences.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

8.2.1 Overview of Early Civilizations

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
 	KG-038 VH-009	Students create a poster illustrating the defining characteristics that resulted in Mesopotamia being called the “Cradle of Civilization.” Students may show in their poster how many distinctive elements of modern civilization have their roots in this early civilization.
— or —		
 	KG-038 VH-009	Students write a journal reflection explaining which of the ancient civilizations they would prefer to have lived in, and describing reasons why. The reflection should apply knowledge acquired in this historical overview. Students may share their reflections by reading them in small groups, discussing whether they believe there has been progress in human societies since these early civilizations, and in which areas they see evidence of progress. Students may also wish to discuss the advantages and disadvantages of the growth of more complex societies with large cities following the “agricultural revolution” of the Palaeolithic period (i.e., beginning of class systems and higher/lower social roles, accumulation of wealth and beginning of division between rich and poor, development of military and weaponry to protect land, development of more patriarchal societies...).
— or —		
 	KG-038 VH-009	Students use the timelines of this period they have created to develop a narrative or story that creatively depicts the main events and developments of this time. TIP: Students may refer to storytelling guidelines in BLM 8.1.2l: “Tell the Story in the History.” This activity may be reserved for the end of the cluster, when students have carried out a more complete inquiry into the events and developments of an early river valley civilization. However, students should also be able to create an imaginatively presented story of the period on the basis of the benchmark events and developments introduced in this overview.
<p><b>Teacher Reflections</b></p>		

## Early Societies of Mesopotamia, Egypt, or the Indus Valley



## 8.2.2 Interaction with the Natural Environment

- KL-023 Locate on a map the major landforms, bodies of water, and population clusters of a society of Mesopotamia, Egypt, or the Indus Valley.
- KL-024 Give examples of the influence of the natural environment on ways of life in an early society of Mesopotamia, Egypt, or the Indus Valley.
- KE-054 Describe technologies and tools in an early society of Mesopotamia, Egypt, or the Indus Valley.  
*Examples: animal and crop domestication, irrigation, construction, weapons, transportation...*
- VE-017 Appreciate the ideas and technologies of early societies.

## Enduring Understanding

The people of the early river valley civilizations developed significant technologies and tools to help them adapt to or modify their natural environment.

## Description of the Learning Experience

Students interpret and create maps of a selected early society of Mesopotamia, Egypt, or the Indus Valley. Using discussion, research, and the creation of models, they explore technologies developed by these societies in response to their natural environments.

**Vocabulary:** technology (See Appendix D for Vocabulary Strategies.)

**Note:** Based on the overview of early civilizations (see LE 8.2.1), students engage for the remainder of this cluster in research about one selected early society. This research may be organized in a variety of ways:

- The entire class may study the same civilization.
- Groups of students may all study the same civilization.
- Each student may select his or her own civilization.
- Small groups may study one civilization as a cooperative learning project (e.g., Jigsaw, Coop-Coop, or Carousel).

Learning activities to support student research are divided into three themes:

- interaction with the natural environment (LE 8.2.2)
- social structure and ways of life (LE 8.2.3)
- communications and art (LE 8.2.4)

Students may also use a web such as the one suggested in BLM 8.1.3a: “Sample Web: Civilizations” to create note-taking frames and organize their research throughout this cluster.

**See the Suggested Teaching Scenario on pages 55–60.**

8.2.2 Interaction with the Natural Environment

Assessment	Outcomes	Strategies
	KL-023 KL-024	<p><b>Activate</b></p> <p>Collaborative groups of students observe a historical map that includes the region of their selected society of Mesopotamia, Egypt, or the Indus Valley. Students identify and create a list of significant places, including cities, landforms, and bodies of water. The class then locates and labels these places on the wall map of the world.</p>
	or	
	KL-023 KL-024 KE-054 VE-017	<p>Collaborative groups of students summarize what they know about the climate, vegetation, landforms, and natural conditions in the region in which their selected society is located. In a general discussion, the class generates hypotheses about how the natural environment will influence ways of life (i.e., what the people will require for survival, what types of technologies and tools will be important, what types of natural materials they will use, what natural resources will be available to them for artwork, construction, and trade...).</p> <p>TIP: Encourage students to activate their knowledge of world geography from Grade 7, and to consult physical maps of southern Asia, the Middle East, and North Africa. Students may also review the reasons why these societies all arose in the same zone of latitude and in river valleys.</p>
	or	
	KL-024 KE-054 VE-017	<p>Using the information acquired in the overview, collaborative groups of students generate a list of what they know about significant technological achievements of this historical period. Based on the list, they generate questions about their selected society:</p> <ul style="list-style-type: none"> <li>• How did the Egyptians build the pyramids?</li> <li>• What types of irrigation systems did the Mesopotamians use?</li> <li>• What types of implements did the people of the Indus Valley use to harvest their crops?</li> <li>• How did they store food?</li> <li>• Which animals did they domesticate?</li> </ul>
	<i>(continued)</i>	
<p><b>Teacher Reflections</b></p>		

8.2.2 Interaction with the Natural Environment

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KL-024 KE-054 VE-017	<p>Collaborative groups of students create an electronic file in which they collect digital images of artifacts portraying how their selected society interacted with the natural environment:</p> <ul style="list-style-type: none"> <li>• Irrigation</li> <li>• Agriculture</li> <li>• Weapons</li> <li>• Mummification</li> <li>• Food preparation</li> <li>• Metalworking</li> <li>• Animal domestication</li> <li>• Construction</li> <li>• Transportation</li> <li>• Food storage</li> <li>• Textile production</li> </ul> <p>Images are presented to the class, and students discuss what these technologies tell them about ways of life in that society.</p> <p>TIP: Students should record all details about the sources of their artifact images. These artifact images will later be analyzed, and may be used as models for the creation of reproductions.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>
		KL-024 KE-054 VE-017
		<i>(continued)</i>
<b>Teacher Reflections</b>		

8.2.2 Interaction with the Natural Environment

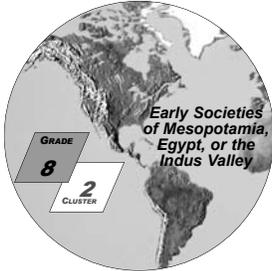
Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
 	KL-023 KL-024 KE-054 VE-017	Students create a detailed historical map of their selected early society, including landforms, bodies of water, cities, and significant natural and human landmarks. Students may add visuals, including symbols and icons, to represent the selected society and its constructions and modifications of the natural environment (e.g., major roads, bridges, tombs, structures, walled cities, granaries, water systems...)   Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >
— or —		
	KL-024 KE-054 VE-017	Using images collected in the Activating phase of this learning experience and guidelines provided in BLM 8.2.2b, students observe and analyze digitized images of artifacts, tools, and technologies from their early society. Students share their observations in a general discussion, highlighting the influence of the natural environment on the development of tools and technologies.   BLM: Examining an Artifact
— or —		
	KL-023 KL-024 KE-054 VE-017	Using print and electronic resources and a note-taking frame, students gather information about the technologies and tools of their selected ancient society. The frame is retained as a summary report of the research and the resources students consulted. Students discuss the influence of the natural environment on the development of technologies used to adapt to or modify the environment. TIP: This activity offers the opportunity to highlight and assess note-taking skills. Review note-taking skills briefly with students, emphasizing the necessity to avoid plagiarism. Refer to TN-3 in Appendix H for suggested guidelines. Although a sample note-taking frame is suggested as a model, encourage students to develop and refine their own note-taking frames for research purposes throughout the year.   BLM: Note-Taking Frame: Technologies of an Ancient Society   Appendix H: Teacher Notes: Map Projections
<p><b>Teacher Reflections</b></p>		

**8.2.2 Interaction with the Natural Environment**

Assessment	Outcomes	Strategies
 	KL-024 KE-054 VE-017	<p><b>Apply</b></p> <p>Collaborative groups of students create and present a short play or sketch to represent how and why a specific technology came to be in their selected society. Students respond to the presentations, discerning and noting the historical facts they contain. In a general discussion, students may discuss which technologies they consider to be the most essential to the survival and identity of their selected society, or which technology they consider to have had the most enduring effects.</p> <p>TIP: Develop with the class a set of criteria for the content of the skits prior to this activity (e.g., the skit must portray a minimum number of historical facts about the technology; it must describe at least two facts about the natural environment in which this development took place; it must indicate the location and the approximate time period...). Criteria regarding creativity and presentation style or delivery should also be defined.</p>
	KL-023 KL-024 KE-054 VE-017	<p>Collaborative groups of students create a diorama representing defining elements of the natural environment in their selected society and examples of human technologies developed in response to this environment. Dioramas may be displayed and shared in a Gallery Walk at the end of this learning experience or as a part of a culminating activity at the end of the cluster.</p> <p>TIP: In this and subsequent activities involving the creation of models or physical simulations, encourage students to use recycled materials rather than purchasing new materials (application of skill S-103).</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**8.2.2 Interaction with the Natural Environment**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	KL-024 KE-054 VE-017	<p>Using a photograph of an artifact, students create a reproduction of that artifact. Students design an accompanying museum information board showcasing and explaining their artifacts. Artifacts may be shared in a Gallery Walk at the end of this learning experience or as a part of a culminating activity at the end of the cluster.</p> <p>TIP: Develop with the class a set of descriptive criteria for the artifact reproductions and the display before students create them. The class may design a template for the information boards to be followed as a “self-guiding tour” through a museum exhibit. Include as a part of the museum simulation the requirement that artifacts be treated with respect and that they be protected by forbidding any handling by visitors (refer to skill S-106).</p>
or		
	KL-024 KE-054 VE-017	<p>Collaborative groups of students engage in a discussion regarding which technological idea or achievement of their selected society they consider to be the most historically significant. Each group prepares a summary statement of their discussion, describing the technology they have selected, explaining when, how, and why it was developed, and defining its importance and enduring impact.</p>
<b>Teacher Reflections</b>		



### 8.2.3 Living in an Early Society

- KI-013 Describe life for various groups in an early society of Mesopotamia, Egypt, or the Indus Valley.  
*Examples: priests, scribes, traders, peasants, slaves...*
- KH-029 Identify people, events, and ideas in an early society of Mesopotamia, Egypt, or the Indus Valley.
- KP-045 Describe governance in an early society of Mesopotamia, Egypt, or the Indus Valley.  
*Examples: military organization, political structures...*

#### Enduring Understanding

Daily life in the early river valley societies was shaped by complex social, political, and cultural institutions.

#### Description of the Learning Experience

Students examine the daily life of various groups in a selected society of Mesopotamia, Egypt, or the Indus Valley, considering the influence of social structure, government, and religion on life in this society. They construct a timeline of people, events, and ideas of enduring historical impact in their selected society.

**Vocabulary:** social classes, hierarchy, priests, scribes, peasants, polytheism (See Appendix D for Vocabulary Strategies.)

**Note:** This learning experience, along with LE 8.2.4 that follows, comprises the central research activity for this cluster. Allow students the time required to conduct research and to exchange and discuss their discoveries with each other. The research component of this learning experience may be undertaken separately, or integrated with LE 8.2.4, in which students explore the written language, the art, and the architecture of the selected society.

See the Suggested Teaching Scenario on pages 55–60.

### 8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
	KI-013 KH-029	<p><b>Activate</b></p> <p>As a class, students discuss why they think slavery arose as a social practice in almost all ancient civilizations. Following the discussion, students write a short reflection in their History Journals about the practice of slavery in relation to the development of larger agrarian, territory-based societies.</p>
		<i>(continued)</i>

8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KI-013 KH-029 KP-045	Collaborative groups of students generate hypotheses as to why societies develop a class system in which different social roles are defined for groups of people (i.e., priests, rulers, landowners, peasants, military, men, women...). Groups share their theories in a class discussion, focusing on the positive and negative consequences of the definition of social classes and roles within societies.  TIP: Invite students to consider the differences between urban-centred civilizations, where specialization occurs, and hunter-gatherer societies in which all members of the community need to be involved in the quest for survival and individual roles are less specialized. Students may wish to discuss whether they think modern societies are classless or class-defined.
— or —		
	KH-029 KP-045	Students brainstorm a list of ideas, people, and events that had a lasting influence on life in this historic period and in subsequent periods. The list is posted and students discuss the enduring historical impact of early societies.
— or —		
	KI-013 KH-029 KP-045	Students complete the first two columns of a KWL chart about the daily life of various groups of people in a selected early society of Mesopotamia, Egypt, or the Indus Valley. Students will revisit their KWL chart to reflect on their learning at the end of this learning experience.
		 BLM: KWL: Life in an Early Society
<i>(continued)</i>		
<b>Teacher Reflections</b>		

8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KI-013 KH-029 KP-045	Using a Word Splash as a prompt to their thinking, students generate questions about life in their selected early society. Students may use their questions to guide their research, creating a note-taking frame (paper or electronic format) to help them record and organize their notes.  TIP: A suggested word list to use as a prompt is included in BLM 8.2.3b. Alternatively, present the learning outcomes to the students and ask them to generate their own word lists based on the outcomes.   BLM: Word Splash
	<b>Acquire</b>	
	KI-013 KH-029 KP-045	Using print and electronic resources, students research people, events, and ideas in a selected early society of Mesopotamia, Egypt, or the Indus Valley. Students use the information they have gathered to create an illustrated timeline for the period from 3500 BCE to 500 BCE, focusing on their selected society.  TIP: Encourage students to think as historians, selecting events, people, and ideas of enduring significance. Note that ideas include beliefs and values of cultural or religious origins. Explain to students that the historical periods of ancient civilizations were often recorded as dynasties, or ruling families that held hereditary power over several generations and that were often associated with divine power.   Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >   BLM: People, Events, and Ideas in Early Societies
	<i>(continued)</i>	
<b>Teacher Reflections</b>		

8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KI-013 KH-029 KP-045	Collaborative groups of students create an illustrated station for the wall timeline, representing a selected person, event, or idea in an early society of Mesopotamia, Egypt, or the Indus Valley. Each group creates a short oral presentation summarizing their selected addition and explaining its significance.  TIP: Ideally, student groups should select their own element to add to the timeline, and should be prepared to give historically sound reasons for having chosen a particular event, person, or idea. Try to organize this activity to avoid repetition of the same elements and to assure a good representation of various cultural factors (i.e., political and military events, ideas and innovations, religion, important historical figures or developments). BLM 8.2.3c may be used as a starting point for this activity.
or		
  	KI-013 KH-029 KP-045	Using print and electronic resources, students research the life and impact of a leader, figure, group, or deity of their choice in a selected early society of Mesopotamia, Egypt, or the Indus Valley. Students summarize the information they have gathered by creating a poster for an “Early Society Hall of Fame” exhibit.  TIP: Review with students the guidelines to follow for correctly citing print and electronic sources (refer to TN-4: Citing Sources for suggestions.) Students may also select one of the figures or groups highlighted in BLM 8.2.3c. Students may choose to create a drawing, portrait, or figurine of their selected figure using the artistic style of that culture.
		 Appendix H: Teacher Notes: Citing Sources (2 pages)
<i>(continued)</i>		
<b>Teacher Reflections</b>		

8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KP-045	Using print and electronic resources, students research governance in a selected early society of Mesopotamia, Egypt, or the Indus Valley, including political and military organization. Students use the information they have gathered to create a chart that explains governance in the selected society and illustrates ways in which political and military structures affected daily life for various groups in that society.
or		
 	KI-013 KH-029 KP-045	<p>Collaborative groups of students research the importance and role of religion in a selected early society of Mesopotamia, Egypt, or the Indus Valley. Student groups create a Mind Map that illustrates ways in which religion influenced the daily life of various groups, including ideas, governance, and social roles in that society. Mind Maps are shared with the class, and students discuss how the role of religion has changed in modern democratic societies.</p> <p>TIP: This activity offers the opportunity to discuss the role of religion in ancient societies. Clarify with students the idea that the secular state (i.e., the separation of government and religion) is a modern construct and was not part of the beliefs of early societies. Encourage students to explore the ancient world view, in which religion played an important part in understanding nature as well as in defining the role and purpose of human existence. Help students understand that early religions were all polytheistic (many gods) and that the natural environment was explained in terms of divine actions. Belief in an afterlife was also a very important facet of religion in these societies. Students may discuss differences and similarities between ancient and modern world views as a part of this research activity.</p>
<b>Teacher Reflections</b>		

8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
	KI-013 KH-029 KP-045	<p><b>Apply</b></p> <p>Students develop a narrative that creatively depicts life in their selected early society of Mesopotamia, Egypt, or the Indus Valley. Students may share their stories in an oral storytelling session.</p> <p>TIP: Refer to the guidelines suggested in BLM 8.1.21: “Tell the Story in the History.”</p>
or		
	KI-013 KH-029 KP-045	<p>Pairs or triads of students use their research on an early society of Mesopotamia, Egypt, or the Indus Valley and, through discussion, come to a consensus about the most historically significant social, political, or cultural development in that society. Each group prepares a persuasive speech about the topic and presents it to the class, sharing in the delivery of the speech and in the answering of questions from the class.</p> <p>TIP: For their presentation, students may wish to dress in the fashions of their selected society or to take on the persona of an historical figure of that era. Establish criteria for the historical content to be included in the speech prior to its preparation.</p>
or		
	KI-013 KH-029 KP-045	<p>Collaborative groups of students create a Compare and Contrast chart, noting similarities and differences between governance in their selected early society. Students share their charts in collaborative groups, noting elements of governance that have endured over time:</p> <ul style="list-style-type: none"> <li>• Written codes of law</li> <li>• Hereditary right of royal families in some countries</li> <li>• Military organization as a part of the role of government</li> <li>• Elements that have changed in modern societies (e.g., separation of church and state, abolition of slavery)</li> </ul>

(continued)

Teacher Reflections

8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
 	KI-013 KP-045	<p>Collaborative groups of students design and present a multimedia presentation entitled “A Day in the Life of ...”, discussing an early society of Mesopotamia, Egypt, or the Indus Valley. Students may include in their presentation primary sources such as images of artifacts and archeological excavations. Following the presentations, students discuss how life would have been different for people living in the early society, depending upon their class or social group.</p> <p>TIP: In their presentations, groups should focus on the life of a particular social group rather than trying to cover all groups in that society (e.g., priests, Pharaohs, peasants, women, slaves, merchants...). Assign topics or use a selection system that minimizes repetition to ensure the groups study and present a variety of social groups. In the general discussion, students may wish to consider the notion that significant differences in ways of life existed between the classes in the selected society. These differences are an historically persistent characteristic of societies, and continue today in most modern societies.</p>
— or —		
 	KI-013 KH-029 KP-045	<p>Collaborative groups of students create a Mind Map, illustrating examples of how early societies borrowed from and influenced one another (e.g., governance, military, cities, ideas, historical developments, religion, social organization...). The Mind Maps are displayed and students circulate to view and respond to them.</p> <p>TIP: For this activity, create groups that include students who have studied each of the three early civilizations. Encourage students to reflect on the ongoing historical importance of cultural interaction by relating modern examples as well.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
		<b>Apply</b> <i>(continued)</i> or
	KI-013 KH-029 KP-045	Students revisit their KWL chart, filling in the third column and summarizing what they have learned. After sharing their conclusions with a partner, students may retain their KWL charts in their History Journals.
		
<b>Teacher Reflections</b>		

**Early Societies of Mesopotamia, Egypt, or the Indus Valley**



**8.2.4 Communication and Art in an Early Society**

- KI-014 Describe the art, architecture, and science of an early society of Mesopotamia, Egypt, or the Indus Valley.
- KH-030 Describe the impact and significance of the development of writing in an early society of Mesopotamia, Egypt, or the Indus Valley.
- VH-010 Value the study of early societies as a way of understanding contemporary life.

**Enduring Understanding**

Early river valley societies developed written language codes, explored scientific ideas, and expressed their cultures in distinctive forms of art and architecture.

**Description of the Learning Experience**

Students view images of art and architecture from the selected early society, research its writing system and scientific ideas, and discuss the enduring legacy of its culture and thought.

**Vocabulary:** pictogram, cuneiform, astronomy (See Appendix D for Vocabulary Strategies.)

**Note:** Although the written language, art, architecture, and scientific knowledge of an early society are the main focus in this learning experience, the Applying phase offers the opportunity to incorporate all of the students' learning in this cluster. This may be done by planning a culminating activity with the students that relates to all the topics in this cluster (e.g., transforming the classroom into a "Museum of Ancient Civilizations"). Interdisciplinary projects with visual arts may be included in these activities.

See the Suggested Teaching Scenario on pages 55–60.

**8.2.4 Communication and Art in an Early Society**

Assessment	Outcomes	Strategies
	KI-014 KH-030 VH-010	<p><b>Activate</b></p> <p>Students observe images showing samples of writing or number codes in early societies (i.e., cuneiform tablets from Mesopotamia, Egyptian hieroglyphics, pictogram/script seals from the Indus River Valley). Students discuss similarities they note and generate theories as to how ancient writing codes are deciphered by archeologists.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p><b>Teacher Reflections</b></p>	

**8.2.4 Communication and Art in an Early Society**

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KH-030 VH-010	Collaborative groups of students engage in a discussion about the importance of written language and number codes in contemporary societies. They generate theories as to why people in early societies developed writing systems (e.g., to record trade transactions, to tell stories, to retain and pass on records of the accomplishments of leaders...). Students will later verify their theories as they research examples of ancient writing.
— or —		
	KI-014 VH-010	Using print and electronic resources, students select a series of images showing examples of the art or architecture of an early society of Mesopotamia, Egypt, or the Indus Valley. They create a small print or electronic portfolio of the images, recording historical and descriptive details of each image (e.g., origins, time, place, purpose, source...). Students share their images with each other, discussing the various reasons why both ancient and modern societies develop art forms and distinctive architectural styles, including the following reasons: <ul style="list-style-type: none"> <li>• Cultural expression</li> <li>• Religious beliefs</li> <li>• Worship</li> <li>• Education</li> <li>• Sharing ideas or stories</li> <li>• Demonstration of the grandeur of their civilization</li> <li>• Available natural resources</li> <li>• Decorative purposes</li> <li>• Quality of life</li> </ul>
		 Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >
<i>(continued)</i>		
<b>Teacher Reflections</b>		

8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KI-014 VH-010	Students observe images of structures or buildings from early societies of Mesopotamia, Egypt, or the Indus Valley (e.g., walled or fortified cities, ziggurats, pyramids, citadels, tombs, granaries, baths...). After observing the images, they use their prior knowledge of these societies to generate explanations of the purposes of these human constructions. Students compare the purposes of these ancient constructions with those of the edifices to be found in modern societies (e.g., meeting places, places of worship, transportation and manufacturing centres, power installation, protection and defence systems, shelters, water reservoirs...). Students compare the purposes of human modification of the surface of the Earth in early and modern societies.
— or —		
	KI-014 VH-010	Using their knowledge of science, students discuss the purpose of scientific thought, with two students acting as scribes to record ideas. Students use the ideas they have generated to compare the modern scientific world view to what they know about the ancient world view (i.e., the importance of religious beliefs in understanding how the world works, such as the belief that the Nile River was divine because it provided sustenance to the people of Egypt). In their discussion, students should not overlook historical evidence that people in ancient times carried out scientific observation and likely carried out experiments (i.e., in the development of technologies such as irrigation, water drainage, natural resource extraction, construction, medicine...). Based on the ideas they have generated, students discuss the view that science has replaced religion in modern thinking as a way of understanding how the world works. Students draw their own conclusions about the roles of science and religion in ancient and modern world views.  TIP: This activity is fairly abstract and is intended to stimulate discussion about differences between ancient and modern world views. The students may also use prompts such as those provided in BLM 8.2.4a to inspire discussion.
 BLM: Thoughts about Science and Religion		
<p><b>Teacher Reflections</b></p>		

**8.2.4 Communication and Art in an Early Society**

Assessment	Outcomes	Strategies
	KI-030 VH-010	<p><b>Acquire</b></p> <p>Students read an informational text about the Rosetta Stone discovery in 1799, and its importance in helping archeologists and historians decipher Egyptian hieroglyphics.</p> <p>Following the reading, students discuss the role of archeology in unfolding new information that helps us understand the past.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <hr/> <p style="text-align: center;">or</p>
	KH-030 VH-010	<p>Collaborative groups of students read an excerpt from the Code of Hammurabi, the first written code of law, developed in Mesopotamia in 1770 BCE. Students select examples of phrases from the Code that show: (1) different social roles in Mesopotamian society; and (2) elements or principles that influence law in contemporary society. In a general discussion, students discuss the usefulness of primary written sources in conveying information about the past, and the historical impact of written language.</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p> <hr/> <p style="text-align: center;">or</p>
	KI-014 KH-030 VH-010	<p>Pairs or triads of students gather information about science in an early society of Mesopotamia, Egypt, or the Indus Valley. Students create a chart or Mind Map showing early societies' scientific observations and technologies, and highlighting their historical importance. Students share their charts and discuss how ideas and innovations of the past can help us understand developments in contemporary society.</p> <p>  BLM: Evidence of Ancient Science</p>

(continued)

**Teacher Reflections**

8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KI-014 KH-030 VH-010	<p>Collaborative groups of students read about an ancient code of writing used in a society of Mesopotamia, Egypt, or the Indus River Valley. They then use this code of writing to create a simple written statement about an application of science (e.g., astronomy, medicine, weather, number, engineering, embalming...) in that ancient society. They exchange their messages with another student, inviting their partner to decipher the message. As a class, students discuss the impact and significance of writing in early societies (i.e., how it has helped preserve the knowledge of the past for historical study). Students may also discuss how the ancient codes prepared the way for the eventual development of an alphabet system (i.e., the use of symbols to represent sounds, from which words are derived).</p> <p>NOTE: For this exercise, students will need to use the models of Mesopotamian cuneiform writing (i.e., wedge-shaped signs) or Egyptian hieroglyphics. Archeological evidence exists of a written language in the Indus River cities, in the form of clay seals engraved with a complex script that includes pictograms of animals and other cuneiform-like symbols. However, archeologists and historians have not yet been able to decipher the Indus script. Students may observe images of the seals and generate hypotheses as to their meaning (i.e., some images are assumed to represent astronomical observations of the constellations). Also encourage students to note that, as early river valley societies were all trading societies, some of the earliest writings were recordings of trade transactions.</p>
 Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >		
<i>(continued)</i>		
<b>Teacher Reflections</b>		

8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
— or —		
	KI-014 KH-030 VH-010	<p>Using the electronic portfolio of images they have collected of the art or architecture of an early society of Mesopotamia, Egypt, or the Indus Valley, students analyze the images to describe them fully, and summarize what the images tell about the early society. Students then prepare a short analysis in the style of an art gallery display, describing each piece and explaining its significance. The presentation summaries and images may be retained in an electronic portfolio to be used as a part of a multimedia presentation at the end of the cluster.</p> <p>NOTE: Refer to TN-5 for suggested guidelines on the use of art as a primary source in historical inquiry. Note that a part of this process involves teaching students how to look at art for art’s sake.</p> <p> BLM: Reading Art and Architecture</p> <p> Appendix H: Teacher Notes: Art As a Primary Source for History</p>
— or —		
	KI-014 KH-030 VH-010	<p>Students view a historical video about an ancient society, noting the use of visual primary sources to convey the culture and world view of that society. Following the viewing, students discuss what they have learned about the art, architecture, written code, and science of the early society. They reflect on the value of primary sources in promoting an understanding of societies of the past.</p> <p>SUGGESTED VIDEO: National Geographic’s <i>Mysteries of Egypt</i> (Imax, 1998), 1 hour 40 minutes</p> <p>TIP: See Appendix A, Skill 6g: Viewing Visual Media on page A29, for guidelines regarding this activity. Occasionally, films of historical fiction may be viewed in class. However, this would require more student preparation to help them distinguish fact from fiction and to discern the presence of anachronisms, stereotypes, or falsifications of the past.</p> <p> Appendix H: Teacher Notes: Viewing Historical Films/Videos</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KI-014 VH-010	<p>Using print and electronic resources, students gather information about the development of astronomy in early river valley civilizations. They summarize the information by adding brief illustrated descriptors to the timeline of ancient civilizations from 3500 BCE to 500 BCE. Possible topics for this mini-research include:</p> <ul style="list-style-type: none"> <li>• 3000 BCE: First written materials showing evidence of astronomical observations in Mesopotamia</li> <li>• 2500 BCE: Evidence of recorded astronomical observation in clay tablets of the Indus River</li> <li>• 2000 BCE: First evidence of solar-lunar calendars in Mesopotamia and Egypt</li> </ul> <p>Students share their findings and discuss the importance of the observation of the physical surroundings, including celestial bodies, in the development of scientific thought.</p> <p>NOTE: Students were introduced to the science of astronomy in Grade 6 science (learning outcome 6-4-17).</p> <p> Supporting websites can be found at &lt;<a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a>&gt;</p>
 	KI-014 VH-010	<p><b>Apply</b></p> <p>Using the models of art they have collected and observed, students create a reproduction of a work of art from an early society of Mesopotamia, Egypt, or the Indus Valley. Students create a nameplate introducing their piece and explaining its significance. Works of art are arranged as a Gallery exhibition, and guests are invited to circulate and view the pieces.</p> <p>TIP: Refer to BLM 8.2.4c for a suggested template. This activity may be expanded as a culminating activity for the entire cluster, including displays of artifact reproductions and other research projects throughout the cluster.</p> <p style="text-align: center;"> BLM: Reading Art and Architecture</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
	KI-014 VH-010	<p>Pairs of students present role-plays based on the BBC program <i>Antiques Roadshow</i>, with one student taking the role of the appraiser and the other of an owner of an artifact from one of the selected societies. Students bring in or use representations of artifacts they have made from the selected society (see previous strategy). Student pairs prepare and present an “Antiques Roadshow” dialogue they have written that describes the object, where it was found, how old it was, and how much it may be worth.</p> <p>TIP: If students are unfamiliar with the television program, record one of two segments to model their roles.</p>
— or —		
	KI-014 KH-030 VH-010	<p>Collaborative groups of students create a historical newspaper set in an early society of Mesopotamia, Egypt, or the Indus Valley. The newspaper could contain sections such as news, culture, religion, art, science and technology, government, and economy. Students should strive for an authentic representation of the period, avoiding stereotypes and anachronisms (with the given exception of a newspaper!). Groups may exchange their papers with another group, and evaluate each others’ representations of an ancient society.</p>
— or —		
	KH-030 VH-010	<p>Collaborative groups of students create an interactive display demonstrating how to interpret cuneiform writing or Egyptian hieroglyphics. The class may invite a group of younger students to visit the displays and to participate in a demonstration on the topic.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	KI-014 KH-030 VH-010	Students use their collection of images to design and present a multimedia presentation on the art, architecture, and written language of an early society of Mesopotamia, Egypt, or the Indus Valley. Following the presentations, students discuss the enduring importance of these elements and the influence of early societies on later societies, including our own contemporary societies.
		
or		
	KI-014 KH-030 VH-010	Students write an illustrated instruction booklet explaining how to make papyrus. Students discuss the importance of papyrus in the eventual development of parchment and paper, and the impact of these developments on contemporary societies.  TIP: Students may choose to actually demonstrate the making of papyrus.
		 Supporting websites can be found at < <a href="http://www4.edu.gov.mb.ca/sslinks/LEList">www4.edu.gov.mb.ca/sslinks/LEList</a> >
or		
	KI-014 KH-030 VH-010	Students write a reflection for their History Journals that describes how the study of early societies has helped them to better understand contemporary life. In their reflection, they consider differences and similarities they have noted between the ancient world views and our contemporary world views.  TIP: Students may refer to the web they created in Cluster 1 as an organizer for their thoughts (refer to BLM 8.1.3e: Sample Web: Civilizations).
		
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**8.2.4 Communication and Art in an Early Society**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
	KH-030 VH-010	Students use clay to create cuneiform tablets or Indus valley seals, using an ancient system of writing. They create an accompanying written legend to assist in the decoding of the tablets. Tablets and seals are displayed and students circulate in a Gallery Walk to view and decipher them.  TIP: Develop with students a set of descriptive criteria to ensure that the reproductions are as authentic as possible. Emphasize the idea that the purpose of recreating an artifact is to remain as faithful as possible to the original model (i.e., style, subject, materials...).
— or —		
	KI-014 KH-030 VH-010	Using Think-Pair-Share, students create a Continuity Chart illustrating elements of early societies that have persisted and have become contemporary societies (e.g., art, architecture, writing, law, social organization, science/technology...). Student pairs share their charts with another pair, and discuss what they believe are the most important contributions of early societies.  TIP: Students may refer to the web they created in Cluster 1 as an organizer for their thoughts (refer to BLM 8.1.3e: “Sample Web: Civilizations”).
<p><b>Teacher Reflections</b></p>		

**Early Societies of Mesopotamia, Egypt, or the Indus Valley****Cluster 2: Connecting and Reflecting****Student:**

Using your “Early Societies of Mesopotamia, Egypt, or the Indus Valley” portfolio, reflect on the contributions of early river societies and explain how your life today is still benefiting from them.



BLM: Early Societies of Mesopotamia, Egypt, or the Indus Valley: Connecting and Reflecting

**Teacher Reflections**