

Four Ancient River Civilizations

Grade Level or Special Area: Art and Art History – 1st grade (Humanities)

Written by: Karen Recktenwald, Normandy Elementary, Littleton, CO

Length of Unit: Eight lessons (11 or more class periods, determined by craft time, 45 minutes for each class period)

I. ABSTRACT

First graders will “fly” through time in a time machine, migrating to other continents. Students will understand how his environment shapes man, how man has transformed his world, and how art was an important part of the human process. As we pass through the portal of time from prehistory to the time of written history, we will become civilized man. The class has been divided in to clans. Each group has discovered their migration route from artifacts found in a “dig.” The class will discover the beginning of mathematics, writing and artifacts from the four ancient river civilizations. Students will learn how farming changed mankind’s way of life.

II. OVERVIEW

A. Concept Objectives * = Colorado Department of Education Standards

1. Students understand that visual arts are a form of communication. *(1)
2. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
3. Students understand the characteristics, merits, and meaning of works of art. *(5)

B. Content from the *Core Knowledge Sequence*

1. **Visual Arts** (page 31)
 - a. Art from Long Ago (Help children see how art has been historically an important human activity since early times.)
 - i. Art of Ancient Egypt
 - a) Great Sphinx
 - b) Mummy cases: Tutankhamen’s coffin
 - c) Bust of Queen Nefertiti
2. **World History and Geography** (page 27)
 - a. Geography
 - i. Spatial Sense (working with maps, globes and other geographic tools)
 - a) Understand that maps have keys or legends with symbols and their uses
 - b) Find directions on a map; east, west, north, south
 - b. Early Civilizations
 - i. Mesopotamia: The “Cradle of Civilization”
 - a) Importance of Tigris and Euphrates rivers
 - b) Development of writing; why writing is important to the development of civilization
 - c) Code of Hammurabi (early code of laws), why rules and laws are important to the development of civilization
 - ii. Ancient Egypt
 - a) Importance of Nile River: floods and farming
 - b) Pharaohs
 - 1) Tutankhamen
 - 2) Hatshepsut, woman pharaoh
 - c) Pyramids and mummies; animal gods, Sphinx

- d) Writing: hieroglyphics
 - 3. **American History and Geography** (page 29)
 - a. Early People and Civilizations
 - i. The Earliest People: Hunters and Nomads
 - a) Crossing the land bridge from Asia to North America
 - 1) From hunting to farming
 - 2) Gradual development of early towns and cities
- C. Skill Objectives (Jefferson County, Colorado Visual Art Content Standards)
 - 1. **Communication:** Students recognize and use the visual arts as a language for communication.
 - 2. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - 3. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - 4. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - 5. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning of works of art.
 - 6. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *What Your First Grader Needs to Know*, E.D. Hirsch, Jr.
 - 2. *Time-Life Student Library Ancient Civilizations; 3000 BC to AD 500*
 - 3. *The Young Oxford Book of Archaeology*, Norah Maloney
- B. For Students from the *Core Knowledge Sequence*
 - 1. Visual Arts: Elements of Art (1st grade – page 31, 32)
 - a. Color
 - i. Know that red, yellow, and blue are commonly referred to as the “primary colors”, and that
 - a) blue + yellow = green
 - b) blue + red = purple
 - c) red + yellow = orange
 - d) mixing equal parts of red, yellow and blue produces black
 - ii. Observe the use of color
 - b. Line
 - i. Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin
 - ii. Observe how different lines are used
 - c. Shape
 - i. Recognize basic geometric shapes – square, rectangle, triangle, circle, oval – in nature, man-made objects, and artworks
 - d. Texture
 - i. Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc.)
 - 2. Looking at and talking about works of art (Kindergarten, Visual Arts – page 14)
 - 3. History and Geography: Geography (1st grade – page 27)
 - a. Spatial Sense (working with maps, globes, and other geographic tools)
 - b. Geographical terms and features

IV. RESOURCES

- A. Images: Pictures in books, Internet Sources (Power Point Presentation) or Video:
1. *Time-Life Student Library Ancient Civilization 3000 BC – AD 500* (Lessons Two, Three, Four, Five and Eight)
 2. *The Young Oxford Book of Archaeology*, by Norah Maloney (Lessons Two, Three, Four, Five and Eight)
 3. *Ancient Egypt Revealed*, by Peter Chrisp (Lesson Three)
 4. *Crafts of the Ancient World: The Crafts and Culture of the Ancient Egyptians*, by Joann Jovinelly and Joson Netelkos (Lesson Three)
 5. *Dress through the Ages; Egyptian Princess*, by Irene Franck and David Brownstone. V12 (Lesson Three)
 6. *Hieroglyphs*, by Joyce Milton (Lesson Three)
 3. *The Emperor's Silent Army: Terracotta Warriors of Ancient China*, by Jane O'Connor (Lesson Four)
 4. *The Terra Cotta Army*, by Caroline Lazo (Lesson Four)
 5. Translate your name into hieroglyphics.
<http://magma.nationalgeographic.com/ngm/egypt/translator.html> (Lesson Three)
 6. Ancient Indus Valley script: website <http://www.harappa.com/script/> (Lesson Five)
 7. Ancient Indus Valley script: website <http://www.harappa.com/har/har0.html> (Lesson Five)
 8. Ancient Indus Valley writing: website <http://www.mesopotamia.co.uk/writing/story/> (Lesson Five)
 9. Ancient Indus Valley seals: website <http://www.harappa.com/seal/seal0.html> (Lesson Five)
 10. Ancient Indus Valley: website <http://www.harapa.com/teach/> (Lesson Five)
 11. Ancient Indus Valley: website <http://harappa.com/script/distion.html> (Lesson Five)
- B. Videos
1. Ancient Civilizations for Children, © 1998 Schlessinger Media, a division of Library Video Company, 1-800-343-3620 or www.libraryvideo.com
 - a. Ancient China (Lesson Four)
 - b. Ancient Egypt (Lesson Three)
 - c. Ancient Mesopotamia (Lesson Two)

V. LESSONS (each lesson = approximately 45 minutes)

Lesson One: Migration and the Development of Farming **DAY ONE: Introduction and Mapping Skills**

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand that visual arts are a form of communication. *(1)
 - b. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - c. Students understand the characteristics, merits, and meaning of works of art. *(5)
 2. Lesson Content
 - a. **American History and Geography: Early People and Civilizations**
 - i. The Earliest People: Hunters and Nomads
 - a) Crossing the land bridge from Asia to North America
 - 1) From hunting to farming

- 2) Gradual development of early towns and cities
- b. **World History and Geography:** Geography
 - i. Spatial Sense (working with maps, globes and other geographic tools)
 - a) Understand that maps have: keys, legends, symbols
 - b) Find the four directions: north, south, east, and west
 - c) Understanding the differences between land and water masses; and what their color variances represent
 - c. Not from the *Core Knowledge Sequence*
 - i. Understanding geographic regions provide protection and isolation.
 - ii. Understanding the needs of man; his driving forces. (What he requires in order to live in his environment?) Civilization:
 - a) Surplus Food
 - b) Division of labor
 - c) Organized government
 - d) Organized religion
 - e) Class system
 - f) Written language
 - g) System of laws
 - h) Education for the young
 - i) Public works
 - j) Technology
3. Skill Objective(s)
 - a. **Communication:** Students recognize and use the visual arts as a language for communication.
 - b. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - c. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - d. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - e. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

B. *Materials*

1. Pencil and eraser for each individual in class (bins are located on every table with pencils, erasers and pencil sharpeners)
2. Journal/sketchbook for each student (use for the year)
3. World map
4. Timeline
5. Black or white board and chalk or erasable markers
6. Mud and four mixing bowls and old wooden spoons
7. Straw, grass or fiber to add to some of the mud
8. Some type of mold or template to form miniature bricks
9. *Optional:* Resource notebook, two for every table, (students share) information to copy from headings, dates, or copies of images or designs to sketch
10. Timer

C. *Key Vocabulary*

1. Neolithic – or New Stone Age around 10,000 B.C.; the cultural period that marks the invention of farming and making technologically advanced stone implements for farming

2. Migrate – to move from one place to another
3. Domesticate – to adapt or train to live in a human environment and to be of use to human beings
4. Oasis – a fertile green area in the middle of a desert
5. Artifact – an article made by a human; a tool, weapon or ornament
6. Flood – an overflowing of water on to normally dry land
7. Fertile – plants can grow very easily in the soil

D. *Procedures/Activities*

1. Pass out supplies: pencil bins and notebooks. Students should take visual “notes”. Recording teacher designated information. They should also make a quick sketch to reference artifacts or architecture of interest to them.
2. Review: (5 minutes)
3. For the first three million years our ancestors food sources went from:
 - a. Finding other predators’ kill to the development of hunting skills.
 - b. Gathering plants, roots, berries and nuts for food.
 - c. Man led a nomadic existence following the herds and searching for plants.
 - d. A constant food supply was not available in one area all year, especially in the winter.
 - e. Man moved from place to place in small bands, easier to support with the inconsistent food supply.
4. Introduction of farming and ranching: (10 minutes)
5. Domesticating plants and animals, a monumental change, came around 10,000 years ago.
 - a. The dog, found on all continents, was the first domesticated animal. The dog would eventually protect man’s herds.
 - b. Bands of hunters constructed stockades to catch wild goats, sheep or cattle alive. They became the world’s first ranchers.
 - c. People migrated to the river valleys to gather the grain that grew thick and wild. They eventually learned to collect the seeds and cultivate them where they wanted the crops to grow.
 - d. These events led to a more predictable and dependable food and hide supply, sometimes even a surplus.
6. A surplus of food meant that larger groups of people could afford to live together and form villages. (See Appendix A: First Farm; First City)
 - a. People built more permanent homes with the materials readily available, mud bricks, made from the plentiful supply of mud from the flooding rivers.
 - b. Communities with more people caused more complex social structures to develop, with customs and rituals.
 - c. People learned to create a system of irrigation, with canals and channels to provide water to dry land for planting crops.
 - d. A plentiful, perhaps even surplus food supply meant that a few farmers could supply enough food for many.
 - e. Specialization of tasks developed when man had more time for other things.
 - i. Artisans created storage containers for excess crops.
 - ii. Artisans could create specialized technology, new types of stone tools especially designed for farming, thus the beginning of the Neolithic Age around 10,000 years ago.

7. Discussion: (5 minutes) What other things might be needed by a civilization that turned from hunting and gathering to ranching and farming?
 - a. What type of organization, rules or laws, and government would be required?
 - b. What types of professions would be needed?
 - c. What new goods or artifacts would be required?
8. Activity: (15 minutes) Create mud bricks: some clans create plain bricks, some clans add straw, grass or fiber in their mud bricks (for extra strength). Try various mixtures and ingredients for the bricks.
 - a. Supply each clan (two tables) with a large bowl of mud and a mold for miniature bricks.
 - b. Some clans will add a mixture of mud with fiber to test for added strength.
 - c. Work together to create a number of bricks. Sun dry the bricks.
 - d. Optional: try adding extra heat, or fire to bake the bricks. Test the difference.
9. Optional: Try to find a mortar to hold the mud bricks together. If time allows, classes could attempt to make a miniature building structure out of these dried mud bricks and mortar.
10. Test the bricks after dry to see if the ones with straw or fiber are more durable or stronger.
11. Clean-up: (5 minutes)

DAY TWO: Introduction and Mapping Skills – The Four Ancient River Civilizations

B. *Materials*

1. Pencil and eraser for each individual in class (bins are located on every table with pencils, erasers and pencil sharpeners)
2. Journal/sketchbook for each student (use for the year)
3. World Map
4. Black or white board and chalk or erasable markers
5. Timeline
1. Timer

C. *Key Vocabulary*

1. Civilized – a highly developed culture or society; polite
2. Script – a style of writing
3. Commerce – the buying and selling of goods
4. Laws – rules set up by authority, society or custom
5. Trade – to exchange one thing for another; the business of buying or selling (commerce); or a job requiring skilled labor

D. *Procedures/Activities*

- b. Introduction of each of the four Ancient River Valley Civilizations.
- c. Traveling through time, plot each civilization’s estimated time of origination location on a timeline.
- d. Plot it. Have specific dates and corresponding occurrences typed or printed and ready to place on the time line.
- e. Give the civilization and dates; write each in your journal.
- f. Plot each civilization’s positions on the world map. Have a different student plot the location of each civilization on the world map. Choose an individual from each migrating clan.
- g. Find the river and the river’s spot of origination for each civilization.
- h. Each civilization:
 - a. Ancient Mesopotamia (10 minutes)

- i. Sumer existed about 5000 B.C.
- ii. (Now Iraq) the ancient civilization lasted 3,000 years.
- iii. In Greek Mesopotamia means between the rivers.
 - a) The Two Rivers are the Tigris River and the Euphrates River.
 - b) There was written language before 4000 B.C., but it is unknown.
 - c) The city of Ur began around 3,500 B.C.
 - d) A system of Sumerian writing developed around 3100 B.C.
 - e) Sumerians were believed to come from Turkey's mountains.
 - f) Cuneiform writing began around 3000 B.C.
- b. Ancient Egypt (10 minutes)
 - i. Civilization began over 5,000 years ago.
 - ii. It consisted of Upper and Lower Egypt.
 - iii. The Nile River is in northeastern Africa.
 - a) It is the longest river in the world, 4,160 miles.
 - b) Ancient people called their country *Kemet*, meaning *black*, after the fertile land.
 - iv. The kingdom extended 680 miles from the delta on the Mediterranean Sea to the first cataract.
 - v. Egypt was only 12 miles wide.
 - vi. Floods in the Nile began in June and ended in October.
 - vii. Egypt's geography kept it safe from invasion.
 - a) The marshy delta on the coastline was too shallow for boats.
 - b) The deserts surrounding Egypt protected and isolated it.
 - c) The cataracts of the Nile to the south were risky rapids to travel.
 - viii. 3100 B.C. King Menes united Egypt.
 - ix. Hieroglyphic writing began about 3000 B.C.
 - x. The powerful Egyptian empire lasted until 30 B.C. when it fell to Rome.
- c. Ancient China (10 minutes)
 - i. Civilization arose about 4,000 years ago.
 - ii. Written history began around 3,500 years ago.
 - iii. This is the world's oldest living civilization.
 - iv. Asia's great deserts, mountains and the ocean isolated ancient China.
 - v. Two of the world's longest rivers are in China.
 - a) One is the Hwang (Yellow) River valley.
 - 1) It begins high in the mountains of the Tibetan Plateau.
 - 2) It gets its name from the yellow-brown color.
 - 3) It is also called "China's Sorrow" from the floods in the North China Plain.
 - 4) The Shang dynasty began here.
 - 5) An earlier Hsia dynasty may only be legend.
 - b) The other is the Yangtze River.
 - c) This is the third longest river in the world.

- d) Only the Nile and the Amazon rivers are longer.
- d. Ancient Indus River Valley (10 minutes)
 - i. This civilization dates back at least 4,500 years.
 - ii. The Indus River is the greatest river of West Pakistan, called the “King River” in ancient poetry.
 - iii. It arises in Tibet, north of the Himalayas, 18,000 feet.
 - iv. The river travels west and southwest 1,700 miles.
 - v. It handles the largest irrigation systems in the world.
 - vi. There were two ancient cities discovered from 2,500 B.C.
 - a) Mohenjo-Daro was one.
 - b) Harappa was the other.
 - a) There ruins show many conveniences unknown in some cities even today.
 - 1) Brick homes that were several stories high, with brick lined sewers.
 - 2) The cities had public baths.
 - 3) Well-planned streets formed city blocks.
 - 4) They had systems of counting, measuring, weighing and writing.
 - 5) The also had an irrigation system of ditches and canals for their farming.
 - ii. Clean-up and Line up (5 minutes)
- E. *Assessment/Evaluation*
 - 1. Participation Point Cards
 - 2. Notebook Evaluation – sketches and notes copied from the board

Lesson Two: ANCIENT MESOPOTAMIA

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand that visual arts are a form of communication. *(1)
 - b. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - c. Students understand the characteristics, merits, and meaning of works of art. *(5)
 - 2. Lesson Content
 - a. **Visual Arts:** Art from Long Ago (Help children see and understand that art has historically been an important human activity.)
 - b. **World History and Geography:** Early Civilizations
 - i. Mesopotamia: The “Cradle of Civilization”
 - a) Importance of Tigris and Euphrates rivers
 - b) Development of writing, why writing is important to the development of civilization
 - c) Code of Hammurabi (early code of laws), why rules and laws are important to the development of civilization
 - c. Not from the *Core Knowledge Sequence*
 - iii. Ziggurat temples were built.
 - iv. Gate of Ishtar stood at the city entrance as a symbol.
 - v. *Epic of Gilgamesh* was a tale of the very first superhero.
 - vi. The people believed in many gods that controlled their lives.

3. Skill Objective(s)
 - a. **Communication:** Students recognize and use the visual arts as a language for communication.
 - b. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - c. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - d. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - e. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning of works of art.
 - f. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

B. *Materials*

1. Pencil and eraser for each individual in class (bins are located on every table with pencils, erasers and pencil sharpeners)
2. Journal/sketchbook for each student (use for the year)
3. World Map
4. Timeline
5. Black or white board and chalk or erasable markers
6. TV – hook-up to internet or VCR (optional)
7. Video: *Ancient Civilizations for Children: Ancient Mesopotamia* (23 minutes)
8. Power point presentation of Ancient River Civilizations: Ancient Mesopotamia – artifacts and pictures via internet (optional - see Appendix G. for websites)
9. Flex camera – use pictures in books of reference (optional)
10. *Time-Life Student Library Ancient Civilization 3000 BC – AD 500*
11. *The Young Oxford Book of Archaeology*, by Norah Maloney
12. Clan has their Mesopotamian “clues” from the “dig”
13. Flash cards of specific architectural structures and artifacts
14. *Optional:* Resource notebook, two for every table, (students share) information to copy from headings, dates, or copies of images or designs to sketch
15. Timer

C. *Key Vocabulary* (first grade students do not have to write these down in their journal; older students should document these vocabulary words)

1. Irrigation – to supply land that is dry with water by means of ditches, streams or canals
2. Ziggurat – a temple tower in ancient Babylon and Sumer built as a terraced pyramid
3. Cuneiform – a form of writing with “wedge shaped marks”
4. Stylus – a tool used for writing
5. Scribe – a person who writes documents, letters and records for a living
6. Lyre – an ancient stringed instrument that is strummed or plucked like a harp
7. Civilization – an advanced stage of development in culture, arts, sciences and with political and social complexities

D. *Procedures/Activities*

1. Pass out journals and pencil bins. Students should take visual “notes” recording teacher designated information. They should also make a quick sketch to reference artifacts or architecture of interest to them.
2. Clan Migration and Artifacts: (10 minutes)

- a. This step should be done after the video (or presentation of artifacts by the flex camera or power point presentation) if the group that found the artifacts for this civilization has not determined their origination.
 - b. Determine if the group can realize the identity of the civilization from the presentation of the culture.
 - c. Ancient Mesopotamia
3. The clan presents their artifacts and a hypothesis of what and why they think their civilization's origination might be Ancient Mesopotamia.
 - a. The clan shares their artifacts and discloses their position on the map and timeline.
 - b. Teacher shares brief synopsis of individual culture, artifacts, architecture and written language (see background information Appendix B: Mesopotamia and resources). (If video is shown, present after video.)
4. Present Ancient Mesopotamia in at least one of the following methods:
 - a. View the video, *Ancient Civilizations for Children: Ancient Mesopotamia*. (23 minutes).
 - b. Show a power point presentation of ancient Mesopotamian artifacts, including those listed in the lesson content; use images imported from the Internet sources listed. (Optional – see Appendix G.)
 - c. Using the Flex Camera, display pictures from books, posters and magazines of Ancient Mesopotamian artifacts, architecture and writing. (Optional)
5. Review: (7 minutes):
 - a. Why were rivers so important to early civilizations?
 - i. Floods made the soil fertile for farming, replenishing the soil.
 - ii. Rivers provided abundant water for crops.
 - iii. Rivers provided an abundant supply of mud for bricks to build mankind's homes.
 - iv. Rivers provided routes for travel.
 - b. What country is currently located where Ancient Mesopotamia was?
 - i. Present-day Iraq is where Mesopotamia was located.
 - c. Where is Mesopotamia on the map?
 - d. What does Mesopotamia mean?
 - i. "Between the rivers"
 - e. What language is the word Mesopotamia?
 - i. Greek
 - f. The ancient civilization of Mesopotamia had:
 - i. Agriculture
 - ii. Domesticated (tamed) animals
 - iii. Art
 - iv. Written language: cuneiform
 - v. Music
 - vi. Kings that ruled over city-states
 - vii. Religion
 - viii. Code of laws
 - ix. Architecture
 - g. Why are these things important to a civilization?
 - i. Surplus in the food supply allowed for other specialized professions.
 - ii. They had time to develop a complex culture.

- iii. A greater number of people living together required rules to live by.
 - h. Rapids changes in the man's culture take place.
- E. *Assessment/Evaluation*
- 1. Participation cards handed out as students participate in classroom discussions.
 - 2. Notebook/Journal entries and drawings.
 - 3. Craftsmanship in entries.
 - 4. Recognition of specific artifacts and architecture as Mesopotamian and identifying those artifacts by name. (Flash cards)

Lesson Three: ANCIENT EGYPT

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students understand that visual arts are a form of communication. *(1)
 - b. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - c. Students understand the characteristics, merits, and meaning of works of art. *(5)
- 2. Lesson Content
 - a. **World History and Geography:** Ancient Egypt
 - i. Importance of Nile River, floods and farming
 - ii. Pharaohs
 - a) Tutankhamen
 - b) Hatshepsut, woman pharaoh
 - iii. Pyramids and mummies, animal gods, Sphinx
 - iv. Writing: hieroglyphics
- 3. Skill Objective(s)
 - a. **Communication:** Students recognize and use the visual arts as a language for communication.
 - b. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - c. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - d. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - e. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning of works of art.
 - f. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

B. *Materials*

- 1. Pencil and eraser for each individual in class (bins are located on every table with pencils, erasers and pencil sharpeners)
- 2. Journal/sketchbook for each student (use for the year)
- 3. World Map
- 4. Timeline
- 5. Black or white board and chalk or erasable markers
- 6. Resource Books:
 - a. *Time-Life Student Library Ancient Civilization 300 BC – AD 500*
 - b. *The Young Oxford Book of Archaeology*, by Norah Maloney
 - c. *Ancient Egypt Revealed*, Peter Chrisp

- d. *Crafts of the Ancient World: The Crafts and Culture of the Ancient Egyptians*, Joann Jovinelly and Joson Netelkos
 - e. *Dress through the Ages; Egyptian Princess*, Irene Franck and David Brownstone. V12
 - f. *Hieroglyphs*, Joyce Milton
 7. TV – hook-up to internet or VCR (optional)
 8. Video: *Ancient Civilizations for Children: Ancient Egypt* (23 minutes)
 9. Power point presentation of River Civilizations: Ancient Egypt – via internet (optional - see Appendix G. for websites)
 10. Flex camera – use pictures in books (optional)
 11. Clan has their Egyptian “clues” from the “dig”
 12. Flash cards of specific architectural structures and artifacts
 13. *Optional*: Resource notebook, two for every table, (students share) information to copy from headings, dates, or copies of images or designs to sketch
 14. Timer
 15. Translate your name into hieroglyphics.
<http://magma.nationalgeographic.com/ngm/egypt/translator.html> (optional: for students that finish early)
- C. *Key Vocabulary* (first grade students do not have to write these down in their journal; older students should document these vocabulary words)
1. Amulet – a small charm or sacred object used for protection, worn or hidden in the wrappings of a mummy
 2. Canopic jars – hold the internal organs of the dead in four different jars with the heads of different gods.
 3. Hieroglyph – Greek, “sacred carving”
 4. Papyrus – water plant mashed and used to make paper
 5. Pharaoh – Egyptian ruler, worshiped as a god
 6. Rosetta Stone – a stone 3’ high, from 196 B.C. with three different languages – hieroglyph, demotic, Greek; a message of thanks to Pharaoh Ptolemy V, all with the same text
 7. Demotic – Egyptian cursive writing prior to hieroglyphics
 8. Scarab – dung beetle from Egypt symbolizing rebirth
 9. Sphinx – a world wonder at sculpted at Giza, depicting the body of a lion and head of a man
 10. Ankh – life symbol, a cross with a loop, a powerful protective amulet
- D. *Procedures/Activities*
1. Clan Migration and Artifacts: (10 minutes each)
 - a. Ancient Egypt
 2. The clan presents their artifacts and a hypothesis of what and why they think their civilization’s origination might be Ancient Egypt.
 - a. The clan shares their artifacts and discloses their destination – shares their position on the map and timeline.
 - b. This may be done before or after the presentation or video. Students should easily recognize the artifacts as Egyptian. (Mesopotamian artifacts are not as well known.)
 - c. Teacher: shares brief synopsis of individual culture, other artifacts and written language (see background information Appendix C: Ancient Egypt and resources)
 - d. Trade and commerce
 - e. Why this is significant?
 3. How do we know there was trade among these civilizations?

4. Present Ancient Egypt in at least one of the following methods:
 - a. View the video, *Ancient Civilizations for Children: Ancient Egypt*. (23 minutes).
 - b. Show a power point presentation of ancient Egyptian artifacts, including those listed in the lesson content; use images imported from the Internet sources listed. (Optional – see Appendix G. for websites)
 - c. Using the Flex Camera, display pictures from books, posters and magazines of Ancient Egyptian artifacts, architecture and writing. (Optional)
5. Students should take visual “notes” recording teacher designated information. They should also make a quick sketch to reference artifacts or architecture of interest to them.
6. Review: (7 minutes):
 - a. Why was the Nile so important to Ancient Egypt?
 - i. Floods made the soil fertile for farming.
 - ii. The river was a source for food, from fishing and hunting.
 - iii. The river was a source for the papyrus plant which grew on its banks, to make scrolls.
 - iv. Floods from the river provided an abundant supply of mud to make bricks to build with.
 - v. The Nile provided transportation routes for travel throughout the nation.
 - vi. The shallow delta at the mouth of the Nile, and the cataracts further up the Nile provided protection from invasion and isolation for the culture.
 - b. What is the Nile like today?
 - i. Two dams have been built on the Nile to control the flooding.
 - ii. The dam has also changed the chemistry of the land, no longer cleansed by the annual floods.
 - c. Where is Egypt on the map?
 - i. Egypt is located in northeastern Africa.
 - d. What did the Egyptians call Egypt?
 - i. Egyptians called Egypt “Black land”. The desert was called “Red Land”.
 - e. What is the importance of the Rosetta stone?
 - i. It is the key to the translation of ancient hieroglyphics.
 - ii. A French officer in Napoleon’s army found the stone in 1799, buried in mud near the Rosetta mouth of the Nile.
 - iii. It was written in three different scripts; hieroglyphics, demotic and Greek.
 - f. The ancient civilization of Egypt had:
 - i. Agriculture
 - ii. Domesticated (tamed) animals
 - iii. Art
 - iv. Written language: hieroglyphics
 - v. Music
 - vi. Pharaohs that ruled over the land.
 - vii. Religion worshiping many gods.
 - viii. Elaborate architecture and great tombs.
 - g. Why are these things important to a civilization?

- i. An abundance of food led to a civilization that lasted over 3,000 years.
- ii. A great deal is known about ancient Egyptians because they recorded the details in pictographs; their lives, government and religion.
- iii. The Egyptian tombs and belief in an afterlife provide a wealth of artifacts and knowledge about their lives, food, sports, clothing, games and beliefs.

E. *Assessment/Evaluation*

- 1. Participation cards handed out as students participate in classroom discussions.
- 2. Notebook/Journal entries and drawings.
- 3. Craftsmanship in entries.
- 4. Recognition of specific artifacts and architecture as Egyptian and identifying them by name. (flash cards)

Lesson Four: ANCIENT CHINA (Students will study Ancient China in much more depth in second grade. Activities and information here will vary from what will be covered next year.)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students understand that visual arts are a form of communication. *(1)
 - b. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - c. Students understand the characteristics, merits, and meaning of works of art. *(5)
- 2. Lesson Content
 - a. **Visual Arts:** Art from Long Ago (Help children see and understand that art has historically been an important human activity.)
- 3. Skill Objective(s)
 - a. **Communication:** Students recognize and use the visual arts as a language for communication.
 - b. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - c. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - d. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - e. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning of works of art.
 - f. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

B. *Materials*

- 1. Pencil and eraser for each individual in class (bins are located on every table with pencils, erasers and pencil sharpeners)
- 2. Journal/sketchbook for each student (use for the year)
- 3. World Map
- 4. Timeline
- 5. Black or white board and chalk or erasable markers
- 6. TV – hook-up to internet or VCR
- 7. Resource Books:
 - a. *Time-Life Student Library Ancient Civilization 300 BC – AD 500*
 - b. *The Young Oxford Book of Archaeology*, by Norah Maloney

- c. *The Emperor's Silent Army: Terracotta Warriors of Ancient China*, Jane O'Connor
 - d. *The Terra Cotta Army*, Caroline Lazo
 - 8. Power point presentation of River Civilizations: Ancient China – via internet (optional - see Appendix G. for websites)
 - 9. Flex camera – use pictures in books (optional)
 - 10. Video: *Ancient Civilizations for Children: Ancient China* (23 minutes)
 - 11. Clan has their Chinese “clues” from the “dig”
 - 12. Flash cards of specific architectural structures and artifacts
 - 13. *Optional*: Resource notebook, 2 for every table, (students share) information to copy from headings, dates, or copies of images or designs to sketch
 - 14. Timer
- C. *Key Vocabulary*: (first grade students do not have to write these down in their journal; older students should document these vocabulary words)
- 1. Dynasty – a series of kings or rulers who belong to the same family and remain in power for generations
 - 2. Empire – a nation or group of countries ruled by a supreme being called an emperor
 - 3. Calligraphy – “beautiful writing”, the art of fine handwriting
 - 4. Terra-cotta – a hard, baked waterproof ceramic clay used in pottery
 - 5. Bronze – a metal mixture of copper and tin
 - 6. Silk – a fine lustrous fiber made by insect larvae of silkworms
- D. *Procedures/Activities*
- 1. Clan Migration and Artifacts: (10 minutes each)
 - a. Ancient China
 - 2. The clan presents their artifacts and a hypothesis of what and why they think their civilization’s origination might be Ancient China.
 - a. The clan shares their artifacts and discloses their destination – shares their position on the map and timeline.
 - b. This may be done before or after the video and/or presentation of the civilization. Students should easily realize that the artifacts are Chinese.
 - c. Teacher: shares brief synopsis of individual culture, other artifacts and written language (see background information Appendix D: Ancient China and resources)
 - 3. Present Ancient China in at least one of the following methods:
 - a. View the video, *Ancient Civilizations for Children: Ancient China*. (23 minutes).
 - b. Show a power point presentation of ancient Chinese artifacts; use images imported from the Internet sources listed. (Optional – see Appendix G. for website listings)
 - c. Using the Flex Camera, display pictures from books, posters and magazines of Ancient Chinese artifacts, architecture and writing. (Optional)
 - 4. Students should take visual “notes”. Recording teacher designated information. They should also make a quick sketch to reference artifacts or architecture of interest to them.
 - 5. Review: (7 minutes):
 - a. Why was the Hwang (Yellow) River so important to Ancient China?
 - i. The broad flat valley formed the North China Plain with fertile soil for farming.
 - ii. It is one of the world’s longest rivers.

- iii. It has its beginnings high in the mountains of the Tibetan Plateau.
 - iv. The Yellow River gets its name from the yellow-brown water.
 - v. It is nicknamed “China’s Sorrow” because of its devastating floods.
- b. The third longest river in the world is the Yangtze River.
- i. It also begins high in the mountains of the Tibetan Plateau.
 - ii. The Yangtze Plain extends hundreds of miles on both sides of the river to the south.
 - iii. Farmlands are terraced on steep mountainsides.
- c. The gently rolling grasslands of the Manchurian Plain in northeastern China are the most fertile farmlands of China.
- d. Where is China on the map?
- i. China covers one-fifth of Asia.
 - ii. It is the third largest country in the world, with the largest population in the world today.
 - iii. China is the world’s oldest living civilization.
- e. Where did China get its name?
- i. The Chinese called their country “The Middle Country”, because they thought their country was in the center of the world.
 - ii. The name China came from others who named it from an early Chinese dynasty, Ch’in.
 - iii. China was isolated and protected by its high mountains, vast deserts and the ocean.
- f. Simple drawings representing words were the earliest form of written history of China found on bones in the Hwang River Valley.
- i. These drawings formed the basis of the written Chinese language.
 - ii. This culture was the Shang dynasty.
 - v. Chinese art began before written history.
 - vi. Bronze castings were created.
 - vii. Artists created decorated pottery.
 - viii. Artisans carved wood and ivory.
 - iii. An earlier kingdom is the legendary dynasty, Hsia, written of by early Chinese writers.
- g. The ancient civilization of China had:
- i. Agriculture
 - ii. Domesticated (tamed) animals
 - iii. Art
 - iv. Written language: calligraphy
 - v. Music
 - vi. Emperors that ruled over the land.
 - vii. Religion worshiping many gods.
 - viii. Elaborate architecture and great tombs.
- h. Why are these things important to a civilization?
- i. An abundance of food led to a civilization with more time to specialize and create great inventions.
 - ii. The Chinese invented paper, gunpowder, porcelain, silk, and printing.

- iii. A great deal is known about the ancient Chinese because they recorded the details in calligraphy, a script that is still used today.
- iv. The Chinese tombs and belief in an afterlife provide a wealth of artifacts and knowledge about their lives, food, sports, clothing, games and beliefs.

E. *Assessment/Evaluation*

- 1. Participation cards handed out as students participate in classroom discussions.
- 2. Notebook/Journal entries and drawings.
- 3. Craftsmanship in entries.
- 4. Recognition of specific artifacts and architecture as Chinese and identifying them by name. (Flash cards)

Lesson Five: ANCIENT INDUS VALLEY (There is no video in the Ancient Civilizations for Children series on the Ancient Indus Valley.)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students understand that visual arts are a form of communication. *(1)
 - b. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - c. Students understand the characteristics, merits, and meaning of works of art. *(5)
- 2. Lesson Content
 - a. **Visual Arts:** Art from Long Ago (Help children see and understand that art has historically been an important human activity.)
- 3. Skill Objective(s)
 - a. **Communication:** Students recognize and use the visual arts as a language for communication.
 - b. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - c. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - d. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - e. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning of works of art.
 - f. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

B. *Materials*

- 1. Pencil and eraser for each individual in class (bins are located on every table with pencils, erasers and pencil sharpeners)
- 2. Journal/sketchbook for each student (use for the year)
- 3. World Map
- 4. Timeline
- 5. Black or white board and chalk or erasable markers
- 6. TV – hook-up to internet or VCR (optional)
- 7. Power point presentation of River Civilizations: Ancient Indus Valley – via internet (optional - see Appendix G.)
- 8. Websites:
 - a. <http://www.harappa.com/script/>
 - b. <http://www.harappa.com/har/har0.html>

- c. <http://www.mesopotamia.co.uk/writing/story/>
 - d. <http://www.harappa.com/seal/seal0.html>
 - e. <http://www.harappa.com/teach/>
 - f. <http://harappa.com/script/distion.html>
9. Flex camera – use pictures in books (optional)
 10. *Time-Life Student Library Ancient Civilization 300 BC – AD 500*
 11. *The Young Oxford Book of Archaeology*, by Norah Maloney
 12. Clan has their Indus Valley “clues” from the “dig”
 13. Flash cards of specific architectural structures and artifacts
 14. *Optional*: Resource notebook, 2 for every table, (students share) information to copy from headings, dates, or copies of images or designs to sketch
 15. Timer
- C. *Key Vocabulary* (first grade students do not have to write these down in their journal; older students should document these vocabulary words)
1. Citadel – a fortress holding a commanding position in or close by a city
 2. Seals – a design used to stamp an impression in to a soft substance, as wax or lead; the emblem especially for the user; to authenticate a document or attest to its quality, weight, accuracy
 3. Inscription – to write, print or engrave letters or words on to a surface
 4. Decipher – to read or interpret, decode
 5. Trade – the exchange of one thing for another
 6. Barter – to trade goods or services without exchanging money
 7. Caste system – social classes of people separated by birth, profession or wealth
- D. *Procedures/Activities*
1. Clan Migration and Artifacts: (10 minutes each)
 - a. Ancient Indus Valley
 2. The clan presents their artifacts and a hypothesis of what and why they think their civilization’s origination might be Ancient Indus Valley.
 - a. The clan shares their artifacts and discloses their destination – shares their position on the map and timeline.
 - b. This may be done before or after the presentation of the Indus civilization. This culture is not as well known; therefore students may not realize their artifacts are from the Indus Valley. If students do not recognize the artifacts origination, wait until after the presentation and see if they can deduce that they are from the Indus Valley.
 - c. Teacher: shares brief synopsis of individual culture, other artifacts and written language (see background information Appendix E: Ancient Indus Valley and resources)
 3. Present Ancient Indus Valley in at least one of the following methods:
 - a. Show a power point presentation of ancient Indus Valley artifacts, use images imported from the Internet sources listed. (Optional)
 - b. Using the Flex Camera, display pictures from books, posters and magazines of Ancient Indus Valley artifacts, architecture and writing. (optional)
 - c. There is NO VIDEO or other commercially available presentation of the Ancient Indus Valley Civilization. (The teacher may copy images of the Indus script, seals or artifacts from resource books if the other optional items are not available.)
 4. Students should take visual “notes”. Recording teacher designated information. They should also make a quick sketch to reference artifacts or architecture of interest to them.

5. Review: (7 minutes):
- a. Why was the Indus River called the “King River” in ancient poetry?
 - i. The Indus River was the greatest river of West Pakistan.
 - ii. It was the source of one of the greatest irrigation systems in the world.
 - iii. North of the Himalayas the Indus River begins in Tibet.
 - b. Where is the Indus River Valley on the map?
 - i. The Ancient Indus Valley is a lost civilization in what is now West Pakistan.
 - ii. The civilization dates back as far as 4,500 years.
 - v. Ruins of the once flourishing ancient cities of Harappa and Mohenjodaro date back to 2,500 B.C.
 - vi. Conveniences not even known today existed in the ruins of these ancient cities.
 - iii. Drainage systems in houses that ran to brick-lined sewers.
 - iv. Homes made of mud bricks were several stories high.
 - v. Streets were well planned to form city blocks.
 - vi. There were even large public baths.
 - c. The ancient civilization of the Indus Valley had:
 - i. Agriculture
 - ii. Domesticated (tamed) animals
 - iii. Art
 - iv. An unknown written language.
 - v. Music
 - vi. It is believed a council of elders ruled over the land.
 - vii. Religion worshipping many gods.
 - viii. Systems for counting, measuring, weighing and trading
 - ix. An irrigation system of ditches and canals through out the land around the cities.
 - d. Why are these things important to a civilization?
 - i. All of these things were needed for such a large number of people to live and work together in peace and harmony.
 - ii. Migrating bands from the Great Plains of central Asia came through the mountain passes of the Himalayas.
 - iii. The ancient merchant civilization of the dark-skinned Dravidians vanished.
 - ix. They traded cotton goods, pepper, gold and pearls.
 - iv. The fair-skinned Aryans were wandering shepherds, tending flocks of sheep and cattle.
 - v. The Aryans put up social barriers, the caste system, limiting contact between the two groups of people.

E. *Assessment/Evaluation*

1. Participation cards handed out as students participate in classroom discussions.
2. Notebook/Journal entries and drawings.
3. Craftsmanship in entries.
4. Recognition of specific artifacts and architecture as Indus Valley and identifying them by name. (flash cards)

Lesson Six: JEOPARDY and COMPARE/CONTRAST (Play a quick review “game”. Clans play against each other and to refresh students’ memories of each of the civilizations.)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that visual arts are a form of communication. *(1)
 - b. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - c. Students understand the characteristics, merits, and meaning of works of art. *(5)
2. Lesson Content
 - a. **Visual Arts:** Art from Long Ago (Help children see and understand that art has historically been an important human activity.)
3. Skill Objective(s)
 - a. **Communication:** Students recognize and use the visual arts as a language for communication
 - b. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - c. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - d. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - e. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning of works of art.
 - f. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

B. *Materials* (For the next three days.)

1. Sketchbook/Journals for each student (for the year)
2. Pencil and eraser for each individual in class (bins are located on every table with pencils, erasers and pencil sharpeners)
3. Paper and/or scratch paper available for each student
4. Black or white board and chalk or erasable markers
5. *Optional:* Resource notebook, two for every table, (students share) information to copy from headings, dates, or copies of images or designs to sketch.
6. Jeopardy template off the Internet (Jeopardyhardin) and rules
7. Projector and Jeopardy game strips
8. Individual small blackboards and chalk
9. Timer for activities

C. *Key Vocabulary*

1. None

D. *Procedures/Activities*

1. Set up the Jeopardy Game: (20 minutes each)
 - a. You can use a projector and game strips.
 - b. Have questions planned in 5 categories across and 5 down; each question progressively more difficult.
 - c. Have each question covered up with a sheet listing the point value.
 - d. Final Jeopardy at the end have clans wager a point value on a paper, and have them write the answer on the back of the sheet.
 - e. Have some sort of prizes or rewards for the winning clan.
 - f. Award participation cards to students who earned them.
 - g. Document clan scores and participation points for individuals.
2. Create a Venn diagram of the four Ancient River Civilizations. (20 minutes)

- a. Award participation point cards to participants.
 - b. Students should copy the diagram in their notebooks.
 - 3. Clean-up and collect materials. (5 minutes)
- E. *Assessment/Evaluation*
 - 1. Participation cards handed out as students participate in classroom discussions.
 - 2. Notebook/Journal entries and drawings.
 - 3. Craftsmanship in entries.

Lesson Seven: Creation of Artifacts (three days-depending on the craft projects selected and available time; students should have made sketches for the Four Ancient River Civilizations during each of the introductions or videos of each civilization’s script and artifacts; depending on the time and materials available, and students skills, the crafts could take a number of days)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students understand that visual arts are a form of communication. *(1)
 - b. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - c. Students understand the characteristics, merits, and meaning of works of art. *(5)
- 2. Lesson Content
 - a. **Visual Arts:** Art from Long Ago (Help children see and understand that art has historically been an important human activity.)
- 3. Skill Objective(s)
 - a. **Communication:** Students recognize and use the visual arts as a language for communication
 - b. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - c. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - d. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - e. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning or works of art.
 - f. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

B. *Materials* (For the next three days.)

- 1. Sketchbook/Journals for each student (for the year)
- 2. Pencil and eraser for each individual in class (bins are located on every table with pencils, erasers and pencil sharpeners)
- 3. Paper and/or scratch paper available for each student
- 4. Black or white board and chalk or erasable markers
- 5. *Optional:* Resource notebook, two for every table, (students share) information to copy from headings, dates, or copies of images or designs to sketch.
- 6. Lots of children’s library books from the school and city library relating to each civilization; they should have lots of (appropriate) pictures for 1st grade students of the architecture, crafts and script of each particular civilization
- 7. Any resources with a lot of pictures, including encyclopedias for reference
- 8. Specific materials for special projects will depend on the student, clan and teacher’s choices (it will also depend on the maturity level of the students and the classes)
- 9. Timer for activities

- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. Classroom monitors pass out journals (in the table folders) and pencil bins.
 2. Students will review their journals for pictures they sketched during the introduction of their civilization.
 3. Students will research library books, magazines, encyclopedias and any other sources for pictures of artifacts, architecture, inventions and ancient scripts.
 4. Students will create sketches of artifacts that interest them from their clan's civilization.
 5. Students will all practice writing in their civilization's ancient script.
 6. After 30 minutes of individual work, clan councils will meet for 10 minutes to discuss the possibilities available to them for projects.
 7. As students work individually and have their clan council meetings, the teacher will take 10 minutes with each council to review students' sketches.
 - a. Check each civilization's ideas and interests.
 - b. Attempt to gear projects toward the areas of interest in the sketches.
 - c. Determine which projects students will do according to their skill level.
 - d. Availability of materials will also determine the projects.
 - e. See appendix F for a list of project possibilities.
 - f. Guide and give suggestions to students on the possibilities for projects.
 - g. Plan for a variety of crafts from each civilization.
 - h. Everyone should attempt the script from their own civilization.
 8. Clean-up and collect materials. (5 minutes)
- E. *Assessment/Evaluation*
1. Participation cards handed out as students participate in classroom discussions.
 2. Notebook/Journal entries and drawings.
 3. Craftsmanship in entries.

Lesson Eight: TRADE

DAY ONE: *Trade: Review maps for the routes each civilization needed to travel in order to trade and exchange goods with each other. Celebrate the new discoveries. Clans will set up a market of their goods. This may be as elaborate or simple as each clan would like. Students may also choose to have music and wear the clothing, jewelry and amulets of their civilization. Each civilization will share what they have learned, trade and celebrate their differences. Each clan will travel via their specific route to trade with each other civilization. Signs or landmarks could be set up along each route to designate points that might have been along the routes in ancient times.*

- A. Trade Routes: (6 minutes each)
1. Mesopotamia - Egypt
 2. China - India
 3. China - Mesopotamia
 4. Egypt - India
 5. Egypt - China
 6. Mesopotamia - India
- B. Clean-up (5 minutes)

DAY TWO: *Review of Trade and Commerce: Review maps for the routes each civilization needed to travel in order to trade and exchange goods with each other. (20 minutes)*

- A. What was the importance of commerce to these ancient civilizations?
1. People traded to receive goods and materials not available in their own civilizations.

2. Man exchanged ideas, inventions and knowledge (information) about the world.
 3. Whenever people get together, they expand their horizons and open their minds to new concepts and understandings, especially when their civilizations are so unique.
 4. People learn to cooperate, compromise and share.
 5. Commerce and trade led to the development of mathematics and the written language to track and document trade.
 6. Trade routes are mapped for the Indus Valley (page 69, *The Young Oxford Book of Archaeology*).
 7. The Silk Road trade route map for China (page 60, *Time Life Student Library Ancient Civilizations*)
- B. How do we know these ancient civilizations traded with each other?
1. Ancient beads and other artifacts found in archaeological digs.
 2. The style and materials of the artifacts foreign to the region they were found in.
 3. Information written down in ancient documents and script relating to trade and bartering for commodities.
 4. Pictures or sculptures relating to trade events.
 5. Myths and oral history (tales) of trade with unique and mysterious cities far away.
- C. Create a Venn diagram comparing and contrasting all of the civilizations. (20 minutes)
- D. Why is it important to learn about these civilizations?
- E. Why is the development and history of mathematics of importance?
- F. Why is it such a monumental development to have a written language?
1. How did historians decipher the ancient texts?
 2. The key to translating Hieroglyphics came with the discovery of the Rosetta stone, written in three scripts: hieroglyphs, demotic and Greek. (pg. 72 *The Young Oxford Book of Archaeology*, Norah Moloney)
 3. The decoding of the cuneiform, ancient Sumerian inscriptions came from the relief carvings on a cliff in Behistun, Iran in 520 B.C. The picture shows Persian king Darius I judging 10 tribal chiefs. It is a list of his achievements in three different languages; the native language of the king, Old Persian, a later form of the Sumerian language, Akkadian, and the language of western Persia, Elamite. (page 18, *Time Life Student Library, Ancient Civilizations*)
 4. The Chinese ancient script is similar to the present one, unlike cuneiform and hieroglyphics, which disappeared over time and were replaced by the alphabetic scripts.
- G. Ancient Mesopotamia's claim to the origination of the first written language is being undermined by recent discoveries. Although history has not changed, our understanding of written history is constantly changing by new discoveries and new technology.
1. Writing was discovered on pottery and clay tablets in the tomb of King Scorpion the First in Abydos, near Luxor, Egypt.
 - a. 1998, these were discovered by a German archaeologist.
 - b. The writing dates back to 3400 B.C.
 - c. This dates to a few hundred years before the earliest known Mesopotamian writing.
 2. Writing was also discovered at the site of Harappa, a major city in the ancient Indus Valley civilization dating to around 3500 B.C.
 - a. The writing was discovered in 1999 by an American archaeologist.
 - b. The civilization dominated western India, Pakistan and Afghanistan.
 - c. The Indus script has still not been deciphered. (The others have been translated.)

- d. Mesopotamian and Egyptian writing was related to their trade and commerce.
- H. There are remarkable clues that the ancient Indus Valley civilization was larger in size than Pharaonic Egypt; that it was the largest prehistoric urban civilization.
- I. There are clues that the Indus Valley people ruled like a democracy and were the world's top explorers.
- J. What caused the fall of some of these ancient civilizations?
 - 1. Some were conquered by other civilizations.
 - 2. Others disappeared over time when their environment changed.
 - a. Rainfall patterns
 - b. Instability of the region – massive earthquakes could have changed the course of the rivers
 - c. A decline in trade with other civilizations.
- K. Today we are losing artifacts from museums due to looting and theft from regions under political turmoil.
- L. Archaeological sites are being destroyed before they can be excavated due to new dams being built and the flooding of historical sites.
- M. Historic sites that have lasted for thousands of years are being destroyed from overpopulation, growth and construction.

VI. CULMINATING ACTIVITY

- A. Share the artifacts that were created from each civilization. Discuss their similarities and differences, and the significance of each to their cultures.
- B. Art Show – in April or May (see Appendix F)
 - 1. Set up a market situation for each civilization. Have maps showing the trade routes from ancient times, and students dressed for their civilization trading with visitors to the ancient times. Students share, as docents, information about their culture and inventions.

VI. HANDOUTS/WORKSHEETS

- A. Appendix A: The Neolithic period (New Stone Age), The First Farmers – Ancient Jericho
- B. Appendix B: The First Ancient River Valley Civilizations: Ancient Mesopotamia
- C. Appendix C: The Ancient River Valley Civilizations: Ancient Egypt
- D. Appendix D: The Ancient River Valley Civilizations: Ancient China
- E. Appendix E: The Ancient River Valley Civilizations: Ancient Indus River Valley
- F. Appendix F: Unit Extensions
- G. Appendix G: Websites and Videos

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Appendix A
The First River Valley Civilizations: The Neolithic Period (New Stone Age)
The First Farmers – Ancient Jericho

Paleolithic Period (Old Stone Age)

It is believed that our ancestors roamed the earth for millions of years, scavenging for food from the bodies of dead animals. Slowly they learned to hunt small and large animals and developed tools and weapons for that purpose. They used wooden digging sticks to forage for roots from the earth, and picked fruits, berries and nuts. Our ancestors had to migrate to follow the herds of animals; and traveled to the river valleys for plants growing in the fertile land. Food supplies were inconsistent and difficult to find in the winter months. It was difficult to support more than a small group of people.

Neolithic Period (New Stone Age)

Nearly 10,000 years ago humans made a monumental difference in their lives, they gathered the seeds from plants growing wild in the fertile river valleys and decided to plant them where they chose. This was the first domestication of plants. This ushered in the Neolithic Period where stone tools were made specifically for farming.

People began to depend on different foods as their staple around the world because these plants grew wild in those places. Domesticated animals were the same; the varieties tamed depended on where they lived in the wild, naturally. Hunting bands decided to build stockades to catch the wild sheep and goats, then pens to keep them alive for the meat and hides. Eventually they were able to domesticate them. The dog was the first animal to be tamed by man, and is found all over the world.

The decision to domesticate plants and animals created a more dependable and predictable supply of food, at times, even a surplus of food. People needed to remain in one location to tend to their crops and livestock. Man could build more durable and permanent homes (architecture). Larger groups of people could live together, establishing villages and then cities. More people living together required more complicated social systems, customs and rituals. A surplus of grain and other food supplies created a need for durable containers to store the food safely from rats, insects and weather (pottery). The Near East, a region known as the Fertile Crescent, extending from Israel, Turkey and Iran is believed to be the area where the first domestication began.

The Young Oxford Book of Archaeology, by Norah Moloney (page 50-51) shows an example of the difference between wild and domestic plants and animals. The areas of domestic plants and animals around the world are displayed on a map (page 47). *Time Life Student Library Ancient Civilizations* shows a map (page 8-9) of ancient migration routes and dates.

Stone supplies were rare in the Near East so villages were constructed of sun-dried mud bricks. Homes constructed of mud bricks were not as durable and often needed to be repaired or rebuilt. They were constructed on top of the old buildings, reusing the supplies they could. This practice has led to a layer upon layer of ruins, creating artificial mounds or hills over thousands of years. These artificial hills are known to archaeologists as tells in the Middle East, tepes in Iran, and hoyoks in Turkey. These areas are difficult to excavate because modern villages may still be on top of some, others may be quite extensive and some have layers mixed together from flooding, mudslides, or holes from deep rubbish pits.

The First City – Catal Huyuk, modern Turkey

Time-Life Student Library Ancient Civilizations (page 10-11) shows what is believed to be the first city found. The city is believed to have had 6,000 inhabitants over 9,000 years ago. It shows the architecture, pottery, weaving, crafts and clues to religious beliefs.

Appendix B, page 1

There were four ancient river valley civilizations: Mesopotamia, Egypt, India and China. It is believed that each was ruled by a monarchy, and believed in and practiced a religion based on nature. They each developed great skill and achievements in art, architecture and culture.

I. The First River Valley Civilizations: Ancient Mesopotamia

- A. Mesopotamia - meaning “the place between two rivers”.
1. Mesopotamia is known as “the cradle of civilization”.
 - a. It is the place where history was born.
 - b. It is where the first written language began, a written story.
 - The script was called cuneiform (KYOO-nee-uh-form) for “wedge-shaped” writing.
 - Written stories give us the inside information about a culture. They tell us more about a civilization’s, its people’s beliefs, thoughts and life style.
- B. What was the importance of rivers to early civilizations?
1. Mesopotamia is a wedge-shaped country between two rivers.
 - a. The Euphrates (yoo-FRAY-teez) is one river.
 - b. The Tigris (TIE-gris) is the other river.
 - c. The area was known as the “fertile crescent”.
 2. The regular flooding of the rivers created rich, fertile soil, good for growing plants.
 3. The development of farming meant that people could settle down; they no longer needed to be nomads.
 - a. People could create their own food source.
 - b. They had more time to think, and invent; civilization changed quickly.
 - Man needed new kinds of tools for farming.
 - People needed storage containers, the development of pottery, for surplus food.
 - Man began to trade other communities and nations for items they did not have; the beginning of commerce.
 - More people living together required a different type of architecture for shelter.
 - Man increased his number of possessions when he didn’t need to roam the country looking for food; tools, jewelry, clothing, pottery.
- C. Sumerians and Semites migrated from the mountains of what is now Turkey and Iran.
1. Mesopotamia was settled before 4500 B.C.
 2. The area was called “Sumer” from the migrating Sumerians.
 3. The Sumerians had no nation, just small city-states that grew up around the shrines for their local god.
 4. They abandoned a wandering lifestyle, living in tents, and settled permanently.
 5. The earliest inhabitant’s language is unknown; there were no written records.
 6. Many tribes fought to control the rich farmland.
- D. A brilliant civilization formed before 3000 B.C., ruled by a King.
1. Agricultural communities were formed along with markets; eventually towns formed around them.
 2. People learned to till the soil and to build permanent houses.
 3. The summers were warm and the winters were mild.
 4. They had to work together and cooperate to build levies to control the floodwaters and protect their crops.

Appendix B, page 2

5. The Sumerians drained marshes and developed irrigation canals to water their crops.
6. The need for irrigation came about from the temperatures being very hot and the weather providing little rainfall.
7. It is believed that the Sumerian culture invented:
 - a. 360 degree circle
 - b. 60 minute hour
 - c. Potter's wheel
 - d. Wheeled transportation (the potter's wheel turned on its side)
 - e. Cooperation needed to build, repair and allocate water systems
 - f. Bronze plow pulled by oxen
 - g. Water wheel (like the Egyptians)
 - h. The arch (later used and accredited to the Romans)
 - i. Many military innovations: soldiers on horseback, war chariot, composite bow, body armor and new designs for weapons.
 - j. Hittites were the first to use iron weapons.
 - k. The Assyrians developed siege tactics and equipment, engines and towers (later adopted by the Romans)
 - l. A system of rules to keep order and the authority to protect people; law
 - m. The need to keep records of laws, trade, and financial accounts
 - n. Excellent astronomy: star catalogues and accurate observations of planetary motion, predictions of astronomical events, lunar and solar eclipses.
 - o. Great achievements in mathematics, developed algebra, the foundation for the Greek expansion of geometry.
 - p. The beginning of history, a written story.
 - q. A system of writing developed called cuneiform; wedge-shaped forms which later developed into arithmetic and language.
 - In 3,100 B.C. the earliest preserved pictographs were found to represent a thing or a concept.
 - Phonograms represented syllables of the Sumerian language.
 - They wrote on clay tablets, which were later fired or baked to become more durable.
 - They used a stylus, a piece of reed with a three cornered end, which formed a triangular form, or wedge, or a straight line.
 - Curved lines were a combination of straight strokes.
 - Over time these symbols lost their form and were simplified, or stylized. They were much faster to create. Around c. 700 B.C. cuneiforms became abstract forms.
 - Examples of early writing found were:
 - Ledgers
 - Legal codes
 - Religion
 - Teacher's texts on one side of a tablet with the student's text on the other side.
 - Lullabies
 - School exams
 - Not everyone attended school, only a select few.

Appendix B, page 3

- r. The oldest story found written down gives us an idea of this early civilization's values, their character and their ideals.
 - A heroic epic poem describing the legendary adventures of an ancient super hero, Gilgamesh, yearning for eternal life.
 - Spiritual beliefs were of gods controlling nature, the forces that controlled them.
 - "The Epic of Gilgamesh", page 20, *Time Life Student Library Ancient Civilizations*.
 - s. The larger more developed buildings, or architecture, provides evidence of the civilization's values; their temples.
 - Temples were built on sacred sites, with a shrine on top. They were rebuilt on top of the rubble of past structures; the added elevation protected them from flooding, too.
 - The ziggurat (temple) was a stepped artificial "mountain" made of brick.
 - They believed that mountaintops were the dwelling places of their gods.
 - It was their desire to create a monument that would span the space between man, the worshipper bound by earth, and the heavenly gods.
8. Tombs were also a civilizations expression of a belief in the after life or spirit world. How and what was buried with a person told of social status and wealth.
- a. Artifacts found hidden in burial sites give archaeologists a vast number of clues to early societies.
 - Ancient Sumerian art was uncovered in a royal cemetery at Ur.
 - Around 2,500 B.C. a king and queen's tomb revealed 59 servants buried with them, ornately dressed.
 - They wore gold and silver, headdresses with jewels.
 - They carried musical instruments, including a bull-headed lyre sound box; a part of the harp family.
 - Bulls were symbolic in this area; herdsmen were conscious of their power against their predators.
 - It was common practice to combine both human and animal features in artwork.
9. Sculptures embodied or represented their deities or gods.
- a. Statue di Donna, c. 2700 – 2600 B.C.
 - Mother goddess with large eyes. Why would the eyes be so large? How does the artist also put attention to the eyes? (Clasped hands point upward.) (Colored band also draws attention to the face.)
 - b. Notice that Sumerian sculpture is more realistic or lifelike. (compared to the Egyptian figures)
 - c. Statues of the worshippers would send prayers and messages to their gods for them.
10. Man was forced to band together with other people, not of his clan, to produce more food for the growing population.
- a. He learned to herd and tame animals and plant crops.
 - b. Man succeeded in existing in harmony with his surroundings in a peaceful balance between man and nature.
 - c. Man must also form a community for protection from small tribes that fight over farm and grazing land, and an ever-growing population.

Appendix C, page 1

I. The First River Valley Civilizations: Ancient Egypt

- A. Egypt, an amazing civilization in the middle of a desert, at the crossroads of three continents; Africa, Europe and Asia.
- B. The Nile River snakes its way down from the central mountains of Africa, north to the Mediterranean Sea.
- C. Egyptians called their fertile land “Black Land” by the Nile River, and “Red Land” for the desolate desert land.
- D. Rich, moist, black soil fertilizes the earth for 10 miles on either side of the river valley every time the Nile floods.
 1. Around 8,000 years ago man learned to plant seeds rather than to wait for seeds to be blown in to the soil; they planted barley and wheat for flour.
 2. 3,400 B.C. Egyptians built walled towns.
 - a. Northern Egypt (Lower Egypt) united with Southern Egypt (Upper Egypt) to form one country under one ruler – symbol.
 - b. Wealth and surplus from farming led to trade, commerce, and building towns.
 3. There were three periods of Egyptian Civilization.
 - a. Old Kingdom: 2686 B.C. to 2181 B.C., the capitol city was Memphis.
 - Pharaohs built great pyramids and massive tombs.
 - b. Middle Kingdom: 2050 – 1786 B.C., the capitol city was Thebes.
 - Gained Nubia and extended the area of land being farmed.
 - Hyksos, Asian settlers ruled for nearly 100 years. There was disorder, and the princes of Thebes overturned them.
 - c. New Kingdom: 1567 – 525 B.C. Thebans ruled and attained the highest point of Egyptian civilization.
 - Traders and soldiers traveled Africa, Asia and the Mediterranean.
 - d. 525 B.C. part of Persian Empire
 - e. 332 B.C. Greeks
 - f. 30 B.C. Roman
 4. There were great dynasties and tombs.
 - a. The first ruler, King Narmer, united the country in 3100 B.C.
 - Pharaohs usually attained the throne through royal birth.
 - b. Show illustrations of famous Pharaohs throughout Egyptian history.
 - Pharaohs
 - *The Encyclopedia of the Ancient World*, by Charlotte Hurdman, Philip Steele, and Richard Tames pgs. 78 – 79. Excellent examples of various portraits of pharaohs.
 - Dates of reference, accomplishments and images are included.
 - Timelines and illustrations are also shown.
 5. Pharaohs:
 - a. Tutankhamen
 - The “boy king” came to throne when he was only 9 years old.
 - He reigned from 1334 – 1325 B.C.
 - He died at 18 years of age.
 - King Tut is remembered because his tomb in the Valley of the Kings was the only one left untouched by tomb robbers.
 - A picture of his death mask, the Valley of the Kings, and a map of the tomb can be seen on 96.

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- A picture of the inner coffin of King Tut's sarcophagus can be seen on page 64 of *Understanding Art*, by Mittler, Ragans.
- Mummy cases such as those for Tutankhamen's coffin were made to:
 - Preserve the body and embalm it for the after life.
 - The process took 70 days.
 - The brains were taken out through the nose, other organs were removed and placed in canopic jars.
 - The heart remained in the body to be weighed in the next life.
 - Embalming included drying out the body with a salty crystal of natron.
 - The body was stuffed and covered with oils and ointments and wrapped in bandages.
 - A variety of coffins in the shape of the body housed the mummy.
 - This process is shown in *The Encyclopedia of the Ancient World, How people lived in the Stone Age, Ancient Egypt, Ancient Greece and The Roman Empire*, by Charlotte Hurdman, Philip Steele and Richard Tames.
- b. Hatshepsut: a woman pharaoh
 - She was the half-sister and wife of Thutmose II.
 - When her husband died, she was appointed to rule until young stepson, Thutmose III, was of age.
 - She was ambitious and crowned herself pharaoh.
 - Hatshepsut reigned from 1498 – 1483 B.C.
 - She wore the artificial beard, a symbol of pharaoh.
- c. Queen Nefertiti
 - The wife of the sun-worshiping pharaoh Akhenaten.
 - She was known to be a timeless, ideal beauty; her limestone bust shows that she wore make-up and jewelry.
 - Men and women wore make-up. Green eye shadow, from a mineral, malachite, and black eyeliner from galena, a type of lead. Lipstick and blush were from red ocher.
 - Tattoos were popular.
 - Hairstyles were very important.
 - Men and women to prevent lice wore wigs.
 - Men were clean-shaven.
 - Priests shaved their heads.
 - The pharaoh kept his short hair covered in public.
 - Hair dye was used for gray hair.
 - Remedies for baldness included donkey's hoof, dog's paw, and the stones from dates and oil.
- d. Pyramids and mummies:
 - Pyramids were massive four-sided triangular shaped tombs that met in the top, and were capped in gold.
 - The first one was built at Saqqara in 2650 B.C. as a mastaba, an older type of burial structure.
 - The Pyramids of Giza were built 100 years later, a stairway to heaven for the pharaoh to achieve eternal life.
 - They were built for Pharaoh Khufu, his son Khafara and pharaoh Menkaura.
 - The Great Pyramid is the largest, to the right, Khufu's.

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- The 3 smaller pyramids in front were built for Mankaura's wives.
- They were covered in dazzling white limestone when they were first built.
 - Manual labor was provided not by slaves, but by farmers to pay the taxes; when their fields were flooded by the Nile.
- e. Animal gods: (page 28, *Time Life Student Library Ancient Civilizations*)
 - Anubis – with a jackal head (a desert scavenger), the god of embalming.
 - Horus – with a falcon's head, son of Isis and Osiris, very powerful; earthly living counterpart was the pharaoh.
 - Osiris – god of renewal and eternal life; decided if a person was worthy of eternal life, supreme judge of the dead.
 - Isis – wife of Osiris, in a role as perfect wife and mother, protected the dead. Portrayed with wings on coffins.
 - Hathor – with a cow's head or headdress of cow-horns; the goddess of fertility, beauty and youth and prosperity.
 - Ra – the sun god. In day – hawk head sun disk; In night – ram head and the body and wings of a vulture, traveled the underworld.
 - Sobek – crocodile god, portrayed with ram's horns and cobras and a sun disk, was more powerful than others, and took on their strengths.
 - Opet – the goddess of birth, was a hippo with a crocodile tail.
 - Khnum – the maker, was a ram-headed god; a potter who made the first people out of clay, shaped babies before birth.
 - Bastet – a cat-headed goddess that ensured joy and motherly protection; also kept rats out of the grain bins.
 - The four sons of Horus: 4 Canopic Jars – care for body organs
 - Imsety – human
 - Hapy – baboon
 - Duamutef – dog
 - Qebehsenuf - falcon
- f. The Great Sphinx:
 - Guards the pyramids of Giza.
 - A massive stone structure, which may be the pharaoh Khafra; half lion, half man.
 - It faces east, toward the rising sun.
 - Legendarily covered by sand for 4,500 years, Prince Thutmose IV 1419, fell asleep between his paws. He dreamed the Sun god appeared and told him to uncover the Sphinx from the sand and he would be pharaoh.
- g. Writing: hieroglyphics
 - Papyrus is a reed that grows on the banks of the Nile and makes Egyptian paper scrolls.
 - It is peeled and soaked in water and layered in a crisscross pattern of strips and hammered together.
 - It is smoothed out with a wooden tool or a scribe's burnisher, to smooth down the surface.
 - Other writing surfaces were pottery pieces, leather and plastered boards.
 - Only 4 out of 1,000 people could read or write.
 - Exercise books for training scribes have been discovered.
 - Training was often strict with harsh punishments.
 - Writing cases, portable palettes and pens have been uncovered.

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- The symbol for a scribe consists of a water pot, brush holder and palette with ink cakes.
- Some scribes were famous and often powerful, even having statues of them created.
- A French soldier in Napoleon's army discovered the Rosetta Stone, a key to ancient hieroglyphics, in 1799.
 - The same words were written in three scripts, two languages. The Greek was the key to deciphering the text and understanding this ancient script.
 - *The Encyclopedia of the Ancient World*, pages 114 – 117

Appendix D

III. The First River Valley Civilizations: Ancient China

- A. The ancient Chinese civilization began in the Yellow River valley around 4,000 years ago.
 - Peking man was a prehistoric man living in China perhaps a million years ago, discovered near Peking in 1927-1929.
- B. The great Asian deserts and mountains isolated this civilization from other ancient cultures.
 - They knew little about the outside world.
- C. The earliest records of Chinese history are primitive writings scratched in to bones.
 - Simple drawings represented words, which eventually became the base for the Chinese written language.
- D. The Shang dynasty, the ruling family, came some time after 1500 B.C. An earlier kingdom, Hsia dynasty, was written about by Chinese writers, but may have been legendary.
- E. The art of China began prehistorically. By the Shang dynasty, 1500 to 1027 B.C. artist were making bronze castings, pottery that was decorated, and were carving wood and ivory.
 - The oldest art form, sculpture, began before the Shang dynasty producing beautiful statues for temples.
 - The Chinese civilization developed great skill and knowledge in porcelain pottery; they invented paper, woodblock printing, the compass and gunpowder.
 - Bronze was being cast in to vessels as early as 1766 B.C. during the first dynasty, the Shang dynasty.
 - Abstract motifs cover a ritual wine vessel. They are believed to be symbols for rain, clouds or water, revealing their regard for nature.
 - The exceptional technical mastery reveals centuries of hard work to develop such skill.
- F. Emperors ruled China in dynasties; single family of rulers. The dynasties were named after the ruling family.

China is studied more thoroughly in second grade. This should be a brief study of similarities and differences with the other ancient river civilizations. A different culture because of its isolation, but developing like the others in farming, weapons, writing, mathematics and so on.

Appendix E

IV. The First River Valley Civilizations: Ancient Indus River Valley

- A. The ancient Indus River Valley civilization existed 4,500 years ago, the same time as Egypt's Old Kingdom
- B. Near today's Northwest India, located in what is now Pakistan and Bangladesh, an ancient lost ancient civilization began their cultural traditions.
 - 1. Railroad workers discovered the ancient city of Harappa in 1865.
 - 2. Mohenjo-Daro, "Hill of the Dead", was discovered in 1922.
 - 3. This civilization was a well-organized kingdom with more than 70 cities, towns and villages developed along the 400-mile route of the Indus River.
 - a. Small soapstone relief carvings or seals, were discovered with unusual lines and shapes incised above them. These symbols are believed to be the ancient Harappan system of writing.
 - b. This civilization is believed to have had a central government.
 - c. Brick homes, several stories high had drainage systems that ran from their homes to sewers lined with bricks.
 - d. Their cities are believed to have been carefully planned cities, formed into city blocks.
 - e. Large public baths were built in these cities.
 - f. This civilization was believed to have a system for counting, measuring and weighing.
 - g. It is believed they had a system for writing based on pictograms or picture symbols.
 - h. As a rich farming community they also are believed to have had a system of ditches and canals to irrigate their farmland.
 - i. They produced small pottery, bronze, copper and stone figures and cotton cloth as well; these items are believed to have made them an important center for trade.
 - 4. Artifacts discovered in tombs are clues that this civilization had a fully developed artistic style and provides insight into their religious beliefs.
 - 5. It is believed, like other ancient river valley civilizations, they too worshiped spirits they believed to be in water, trees, animals and humans. Spirits they depended on for farming.
 - 6. The invasion of the Aryans is believed to have caused the decline of this civilization around 2,000 B.C. and by 1500 B.C. it had disappeared.
 - a. The Aryans were fair-skinned warrior-shepherds from the great plains of central Asia; they lived without organization, in loosely formed tribes with no form of central government. A chief or raja and a council of warriors ruled the Aryans.
 - b. The word Aryans is from the Sanskrit word meaning nobleman or lords of the land.
 - c. The Aryans displaced the dark skinned Dravidians; merchant people, trading cotton, gold, pearls and pepper in their flourishing cities.
 - o They moved ahead of the invasion to southern India.
 - o The primitive tribes already there moved in to the hills and jungles.
 - 7. The Aryans perfected the Sanskrit language and writing form.
 - 8. The Aryans brought social barriers for the Dravidians who they felt were beneath them.
 - a. They had little social contact with the Dravidians.
 - b. The Dravidians were forced to stay in the same profession for generations; the first caste system.
 - 9. Travel was difficult so this civilization remained even more isolated from contact with the outside world.

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Unit Extensions:

Part I: Time Machine:

A time machine may be created out of appliance boxes. Parent volunteers may be enlisted during Back to School Night to create the time machine. They could make sliders, wheels to spin, lights to flash, in order to make a fun “illusion” to time travel. Leave it up to the creativity and time available to parents and volunteers, make it colorful and interactive. This could be a fun addition to the unit. Even a simple time machine would give students the idea of traveling back in time.

Part II: Display Cases:

Display cases could be made to look like a museum or an ancient market.

Part III: Art Show:

Our school usually has an all school art show at the end of the year. We get a lot of parental support in setting this up. First grade could be located on the stage with various artifacts and maps to create a global effect of migration throughout the river civilizations. Maps and timelines can further illustrate the travel. The Time Machine can be a part of the time travel visual effect. Artwork and other artifacts could be displayed throughout the area, displayed as if on a world map. Students are trained to be docents, and dressed to fit the part, for parents, family members and visitors to the exhibit. Artists and scribes could be working while the art show is going on. Markets for each civilization can be set up in various areas of the gym or around the school. Parents could be trained to help monitor the students, especially if they are spread out around the school. If the art show is held during warm weather, markets, signs and historical artifacts could even be set up outside.

Areas could also be set-up for “hands-on” activities that would be “make and take” for visitors to experience making the ancient crafts of these civilizations. Students can be the instructors.

Part IV: Extensions:

These units can tie in to other studies in other classes:

- Climate and seasonal changes
- Inventors/Inventions
- Astronomy – images tracking lunar cycles or phases, or depicting constellations
- Brush making
- Elements of art – color, shape, form, texture, line
- Science
- Medicine
- Architecture

Part V: Purchase Sites:

- A. *Crizmac*
Art and Cultural Education Materials
P.O. Box 65928, Tucson, AZ 85728-5928
1-800-913-8555, Fax 1-520-323-6194
www.crizmac.com
- B. Create-A-Timeline
Crystal Productions
P.O. Box 2159
Glenview, IL 60025

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- C. Flex Camera
Ken-a-vision;
Knowledge through vision
1-800-334-8407
www.ken-a-vision.com
Hooks up to:
- LCD projector
 - Television
 - Computer
 - VCR
- C. Stamp Sets
- *Fun with Hieroglyphics*, Catharine Roehrig; 24 stamps - \$22.95
 - *Chinese Characters*, 24 pg. Booklet and ink pad, 20 stamps - \$19.95
- D. www.crystalproductions.com
1-800-255-8629
- *Egyptian Symbols*, Larson; 29 stamps and booklet
 - *King Tut: Tomb of Treasure*: video \$19.95
 - VCR
- E. Alarion Art Programs: *C and Architecture*, K-4 VHS \$99.00; 5-12 VHS \$129.00;
- *Footloose in History*, grades 5-12: Still frame – 4 titles on 2 videos with teacher’s guide \$99.95 VCR
- H. www.clearvue.com Clearvue/eav:
1-800-253-2788, Fax 1-800-444-9855
- *Multicultural Art*, 5 videos, J, S with teacher’s guides \$80 each; \$380 set
 - *Africa*
 - *Asia*
 - *Mexico*
 - *North America*
 - *Near East/Egypt*
 - Also there are many Multicultural Activity Books

Part VI: Ancient River Valley Projects: (See specific projects listed in Bibliography)

I have students sketch ideas and images from the videos and pictures I present on a specific culture. Students create sketches of the things that interested them. I decide on the projects students and classes will work on dependent on interest, level of maturity, available materials and time.

- A. Ancient Mesopotamia
- Copy the cuneiform writing style on paper. Transfer to a clay slab with a stylus like the Sumerians would have used.
 - Create pictographs or symbols.
 - Show the transformation of the language.
 - Draw a picture of ziggurat. Create the structure.
 - Create a cylinder seal for yourself. Draw the seal. Use the symbol to sign a tablet or piece of artwork.
 - Design a lyre using a bull’s head.
 - Create another invention or artifact from Mesopotamia.
 - Illustrate the *Epic of Gilgamesh*.
 - Build a replica of the Gate of Ishtar.
 - Develop your own system of writing using pictographs of your own, or symbols you design.
 - Create a bulla and tokens to record a trade or quantity of goods exchanged.

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B. Ancient Egypt

- Create a canopic jar – there are four kinds. Design your own jar, what would it look like, and what would it hold? Why?
- Sketch a picture of an Egyptian god and know which god, what it symbolized, and what it was responsible for.
- You are a pharaoh, sketch a picture of the tomb you would like built for you. What would you have put inside?
- Create a scarab, fetish, ankh, amulet or cartouche; know what it symbolizes. Why did you choose this piece?
- Create a monument to yourself honoring your achievements.
- Create a replica of the Pyramids of Giza and the Sphinx.
- Make an Ankh; know what it represents.
- Build an Egyptian tomb; in all of its glory.
- Create a sarcophagus.
- Make papyrus scroll. Write in Hieroglyphics and use Egyptian style artwork.
- Practice writing in Hieroglyphics.

C. Ancient China

- a. Practice writing in Chinese calligraphy using a bamboo brush and ink.
- b. Make a Chinese Zodiac calendar.
- c. Create a Chinese Moon Festival Lantern
- d. Create paper using the Chinese method. Make use of the paper in a project. (Chinese painting, writing, scroll)
- e. Create a Chinese Dragon. This may be a painting, kite or paper mache sculpture.
- f. Create clay images of Chinese sculptures.

D. Ancient Indus River Valley

- a. Create ancient Indus Valley toys using the pictures shown to you.
- b. Make a model of a Harappan house.
- c. Copy the Indus script. Understanding a little about the culture, what do you think the symbols might represent?
- d. Using the mysterious Indus script, create a seal using an inscription and an Indus animal image.

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Websites and Videos:

Part I: Websites

1. Lesson One: Ancient Mesopotamia
 - d. Internet Resources listed: Teachers Guide for the Ancient Civilizations for Children: *Ancient Mesopotamia*
 - e. <http://www.fscwv.edu/users/dyoung/mesopotamia/sld013.html>
 - f. <http://www.mesopotamia.co.uk/writing/>
2. Lesson Two: Ancient Egypt
 - a. More information on Internet websites: *Dress Through the Ages, Egyptian Princess*, Irene Franck and David Brownstone, page 31
 - b. More information on Internet websites: *Crafts of the Ancient World: The Crafts and Culture of the Ancient Egyptians*, Joann Jovinelly and Joson Netelkos, page 46
 - c. Internet Resources listed: Teachers Guide for the Ancient Civilizations for Children: *Ancient Egypt*
 - d. <http://www.nationalgeographic.com/pyramids/> (Cairo's most sacred sites are also the poorest and busiest neighborhood of Egypt. Ancient artifacts are in danger of being lost forever because of man-made dam and by rising water tables and salt.)
 - e. <http://magma.nationalgeographic.com/ngm/egypt/translator.html>
Translate your name into hieroglyphics.
 - f. <http://www.wsu.edu/~dee/egypt/medu.html>
 - g. <http://www.wsu.edu/~dee/egypt/timeline.htmlw>
 - h. <http://www.snaithprimary.eril.net/tpage.html>
 - i. <http://home.freeuk.net/elloughon13/egypt.html>
 - j. <http://archive.ncsa.uiuc.edu/Cyberia/VideoTestbed/Projects/Mummy/hieroglyphics.html>
 - k. <http://www.ancientegypt.co.uk>
 - l. <http://logos.uoregon.edu/explore/orthography/egypt.html#decipherment>
 - m. http://www.greatscott.com/hier/hiero_alpha.html
 - n. <http://www.greatscott.com/hiero/numbers.html>
 - o. <http://www.greatscott.com/hiero/eye.html>
 - p. <http://www.greatscott.com/hiero/links.html>
3. Lesson Three: Ancient China
 16. Internet Resources listed: Teachers Guide for the Ancient Civilizations for Children: *Ancient China*
 17. <http://emuseum.mnsu.edu/prehistory/china/timeline.html>
 18. <http://www.chinavista.com/experience/hanzi/hanzi.html>
 19. <http://www.crystalinks.com/chinascript.html>
 20. <http://www.omniglot.com/writing/chinese.html>
 21. <http://www.logoi.com/notes/symbols.html>
 22. <http://www.chinapage.com/calligraphy.html>
 23. <http://www.chinavoc.com/arts/calligraphy.html>
 24. <http://www.chinavoc.com/arts/calligraphy/origin.asp>
 25. http://www.chinavoc.com/arts/calligraphy/four_treasure.asp
 26. <http://www.chinavoc.com/arts/calligraphy/changestyle.asp>
 27. <http://www.chinavoc.com/arts/calligraphy/eightstroke.asp>
 28. <http://www.chinavoc.com/arts/calligraphy/essentials.asp>

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4. Lesson Four: Ancient Indus Valley
29. <http://www.harappa.com/script/>
30. <http://www.harappa.com/har/har0.html>
31. <http://www.mesopotamia.co.uk/writing/story/>
32. <http://www.harappa.com/seal/seal0.html>
33. <http://www.harappa.com/teach/>
34. <http://harappa.com/script/distion.html>

Part II: Videos

C. Videos

2. Ancient Civilizations for Children, © 1998 Schlessinger Media, a division of Library Video Company, 1-800-343-3620 or www.libraryvideo.com
 - a. Ancient Aegean
 - b. Ancient Africa
 - c. Ancient China *
 - d. Ancient Egypt *
 - e. Ancient Greece
 - f. Ancient Inca
 - g. Ancient Maya
 - h. Ancient Mesopotamia *
 - i. Ancient Rome