# Ancient Civilizations: Opening Unit

*Mr. Donn and Maxie's Always Something You Can Use Series*

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# Preface

I am a teacher. With "No Child Left Behind" (NCLB) being the law of the land, and with every teacher required to help raise test scores on standardized tests, we are all looking for ways to improve our teaching. Today there are national Common Core State Standards for teaching as well as various state standards that students are expected to meet. Maybe your state or school district has exit exams students are required to pass. Your circumstances will be different from mine but we all have the same goal in mind. Help our students reach their goals.

The Mr. Donn and Maxie's Always Something You Can Use series was written in part because when I went looking for help as a new teacher there was nothing there. The lessons you are about to use are ones that I have used in the classroom myself, with input from my colleagues, friends, students, and especially my wife.

I currently teach in an urban school with all its challenges and difficulties. I teach both language arts and social studies. I have been in various levels of secondary school grades 6–12.

Focus: This book, and the rest of the books in the series are for teaching Ancient History. Each book is a separate unit that deals with each of the different ancient civilizations Each book has within it a complete unit on ancient history. Within each unit there are various types of lessons. Each unit will contain vocabulary lessons, writing lessons, and activity lessons. The variety will hopefully keep all your students involved, entertained, and learning.

In *Classroom Instruction that Works*, Marzano et al list ten research based strategies. The ancient history series uses these ten strategies, as well as other concepts, ideas, and strategies, to build lesson plans and instruction around. For those who are unfamiliar with Marzano et al, here is a quick recap of those strategies.

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing feedback
- Generating and Testing Hypotheses
- Cues, Questions and Advanced Organizers

These strategies and concepts are imbedded into the lessons. You won't find a place where it says "We will now use the strategy of Cooperative Learning." Instead you will find cooperative learning within the lesson. An example of this is in the Ancient China unit; students are divided into groups, and each group chooses or is assigned one of the dynasties. That group is given an opportunity to research, create a presentation, and then present their product to the class. This project is monitored by the teacher as to progress and deadlines. Their product is then placed in the classroom for all to see, share, and use. This same project includes Marzano's strategies of "Reinforcing effort and providing recognition," "Nonlinguistic Representation," and "Setting Objectives and Providing Feedback."

The Mr. Donn and Maxie Always Something You Can Use series also uses ideas and concepts to help make teaching and learning enjoyable—ideas such as "Word Walls" to help build vocabulary, various writing ideas to stimulate interest in writing, and games, pictures and graphic organizers to increase efficiency and retention.

We worked very hard to bring you the best ideas we could to make history a subject that students would want to learn.

# Mr. Donn and Maxie's
# Always Something You Can Use Series

Ancient Civilizations Opening Unit
Five Themes of Geography, Archeology, Early Humans

## Introduction

This book includes an Opening Unit for Ancient Civilizations with lessons for Five Themes of Geography, Archeology, and Early Humans, a lesson plan for a substitute teacher, a Lesson for the Year in Review (Last Days of School), and an A-Z Writing Activities Quick Look Guide to use all year long.

**Level/Length:** Lessons are written with sixth graders in mind, but can easily be adapted for grades 5–9. Lessons are based on a 55-minute class period and can be adjusted to fit any time frame. Some lessons are longer than one class period. As written, the time frame needed to complete an opening unit for ancient civilizations that includes First Days of School, Five Themes of Geography, Archeology, and Early Humans is 3–4 weeks.

**Description:** The opening unit is composed of mini-units, one each for Five Themes of Geography, Archeology, and Early Humans. These units can be taught consecutively, selectively, or individually at any time throughout the year. Activities include Searching for Elvis, the Job of an Archaeologist, Dig in a Bag, Artifacts/Fossils/BCE, Artifact Trading and Moral Dilemmas, Grids and Maps, Sandbox Dig, Time Capsule, Upright Man, Handy Man, Neandertals, Cro-Magnon Man, Cave Art in the Classroom, and a Treasure Map (Island Map). Activities are varied and include classifying, abstracting, map work, reading, writing, speaking, researching, interpreting, presenting, and other higher level thinking activities.

**Rationale:** In view of the latest government guidelines on education with No Child Left Behind, these lessons were developed to meet standards applicable in most states. Lessons are designed to address various learning styles and can be adapted for *all* students' abilities.

Here's wishing you the best year ever!
Lin & Don Donn

# First Days of School

**Time Frame:** 2–3 days (55 minute periods)

**Preparation:**

- Syllabus (for students)
- Letter home (for parents)
- Decorate your room with wall displays: Travel posters of Mesopotamia, India, Egypt, Greece, Rome, China, map of the ancient world
- Decorate the entrance to your classroom with a sign over the door that reads, "Welcome to Ancient Times!"

Daily Question: No daily question for day one

- Day Two: What is a daily question?
- Day Three: Name three school rules.

Open Class: **Say:** "Welcome to Ancient Times!"

Introduce Ancient Civilizations

- Write on the overhead projector or board the phrase: ANCIENT CIVILIZATIONS.
- **Ask:** "Is anyone familiar with the spelling rule ""i" before "e" except after "c""?" (Wait for a show of hands.)
- Underline the word ANCIENT
- **Say:** "The study of ancient civilizations may not always follow the rules with which you are familiar. This will be a fun year. We have a great many fun and unusual things planned. To be able to do them, we cannot waste time."

Set Up for the Year:

- *Set Expectations*
- *Daily Question:* Explain what students are to do each day when they first arrive in the classroom.
- *Group Activities:* Talk about group activities. Groups will be changed all the time. Tell them that they will not always be able to work with their best friend. You will be assigning people to groups. (Mix them up—change the student mix and the number of people in a group. Use group sizes of three, five, and two.)
- *Journals:* Direct students to set up their loose-leaf notebooks into six sections. Explain what purpose the journal serves and what is expected of them.
- *Syllabus:* Hand out syllabus. Go over it. Direct them to place their syllabus in the back of their journal.
- *Give them a letter to take home.* (An example of a letter home is included at the end of this section.)
- *Seating Chart:* We allow students to "purchase" their choice of seating with ten As. Until they achieve ten As, they will sit where you assign them a seat. Once they have

ten As, they can select their choice of desk, excluding the teacher's and excluding any seats that have already been purchased by other students.

- Unless they own it, the person sitting in the seat selected by a ten-A student must move. Students may not sell their seat at any time, but they may freely swap seats with someone else if both individuals "own" their seat. Swap requests must be presented in writing to the teacher for approval prior to swap. Both students must sign the swap request.
- *Complete any other housekeeping activities, such as distribution of textbooks if you have them, review of school rules, etc.*

# Opening Days of School:
# Example of a letter home

Date
School name
Address
Phone
Teacher's name

Dear Parents,

This year in sixth grade social studies, we will be studying six ancient civilizations: Mesopotamia, India, Egypt, Greece, Rome, and China.

Students will need to divide a loose-leaf notebook into six sections with dividers between the sections. They will also need a set of colored pencils or crayons.

Each of the units will have unique activities. There will be occasions throughout the year when friends and family will be invited into the classroom to share our education experience. We will be sending invitations home for these activities as far in advance as possible, as we do hope you will attend.

If you would like to visit the class at any other time, please make arrangements through the office. If you need to reach me for any reason, please call the school and leave a message for [Teacher's name]. Please leave a day and evening number where you can be reached. I will return your call as soon as possible.

We look forward to a wonderful year! Thank you.

Sincerely,
Teacher's Name

# Five Themes of Geography

## Introduction

It's a good idea to review the five themes of geography before you begin your study of ancient cultures. We dedicate about five days for this review. Then, whenever we have an open 5–10 minute period throughout the year, we often fill that space with a geography activity based on one of the five themes.

This section includes one lesson plan for each of the five themes, along with a lesson plan for a substitute teacher. Activities are varied and include map work, writing, reading, interpreting, presenting, and other higher level thinking activities.

If you have the time to expand your unit on the five themes to a 2–3 week block of time or longer, you can find many great lesson plans on the web. Please see our online geography section for a list of good ones: http://www.mrdonn.org/index2.html

## Decorating Your Classroom

Decorate your classroom with maps, lots and lots of maps. It really doesn't matter which maps, any map is fine. We keep a stack of maps in the student resource center (a table in the back of the room), as well as post them on the walls.

Word Wall: Every unit, no matter how small, needs a word wall. Have students post words that they learn during this unit. We suggest you use an outline map of the world as the word wall area for the five themes of geography.

Five Themes of Geography Lesson Plan

# Location

Time frame: 1 class period (55 minutes)
What are the five themes of geography?
What is the geographic theme "location"?

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Activity: Following a Map—Arrange with another teacher to have a prize for the class ready when one of your students shows up with a map to get signed, sign the map, and send the student back to class along with the prize.
- Overhead transparency: *Definitions: Five Themes of Geography*
- Reproducibles:
  *Definitions: Five Themes of Geography*

## Daily Question: What are the five themes of geography?

Open Class: **Say:** "Most of you know what geography is. Because geography covers a lot of things, the study of geography is divided up into big sections. These sections are called the five themes of geography. Let us see how many of you know the five themes."

- Discuss students' answers to the daily question with them. (5–10 minutes)
- Place a transparency that lists the definitions of the five themes of geography on the overhead projector.
- Inform students that today they will learn about the first theme of geography, "location."

## Activity: Introduce "Location"

- Using the overhead projector, cover all themes except for the theme of location.
- Direct students to copy down the definitions while you read. Write any words that they may not know on the word wall.
- Discuss examples of absolute and relative location. (Get some examples from the students.) Examples:
  - absolute location—an X marked on a map, longitude and latitude, a "you are here" on a mall map
  - relative location—telling a friend the shoe store is near the music store in the mall; near, next to, by, are some of the ways to give relative location

## Activity: Following a Map

**Preparation:** Before class begins, arrange for another teacher to be the end point. Ask that teacher to please sign the map if a student arrives with it, and send the student back to class with a prize.

- Ask students if they know where the music room is located in the school or any other room of your choice.
- Divide your class into two groups, the ones who know where it is and those who don't.
- Using the overhead projector, have the students who know where it is give you instructions on how to get there from here. Based on those instructions, you or a student will draw a map on the overhead projector. You will probably have to help them a little with their directions. If they make a glaring mistake on the route, do not correct them.
- Once the map is created, select one student and send him or her out to actually follow the map.

**Say:** "It's important to follow the map accurately. If you hit a dead end, like a wall, come immediately back to the classroom. But, if the map is correct, a teacher is waiting at the other end to sign your map. Once you have a signature, come immediately back to class. Do you understand these instructions?" (If the answer is yes, send your student on his or her way.)

## Individual Activity:

While one student is out following the map, direct the rest of your class to return to their seats, get out a piece of paper, and map their room at home, or the classroom, their choice. Tell them to include the locations of windows, furniture, other items in the room, and to mark emergency escape routes and doorways. When the student returns, discuss if their goal was achieved. Did they arrive at their destination? If they could not follow the map and a short time has elapsed, try it again. If they have been gone a while, simply announce that the teacher at the other end will not be able to sign off on the map. Hopefully, the student you send out will arrive at the other end, get a signature on the map, and return with a prize.

**Say:** "You can see why it's important to be as accurate as possible about location when creating a map."

If time permits, allow students to color their maps with crayons.

**Close Class:** "That's all the time we have today. See you next time, right here in this classroom, which can be found next to (whatever your classroom is next to)."

# Definitions: Five Themes of Geography

## Location

Where are things and people located? A location can be absolute (specific) as in coordinates of a map using longitude and latitude, or a location can be relative, as in next door, nearby, or in the same general location as another location.

## Place

A place is an area that is defined by everything in it. All places have features that give them personality and distinguish them from other places. If you refer to your school as a place, then that place would include walls, windows, a gym, cafeteria, classrooms, people, clothing, books, maps, mops, brooms, hallways, mice (if you have them) and everything else in the school, including the languages spoken.

## Region

A region is an area that is defined by certain similar characteristics. Those unifying or similar characteristics can be physical, natural, human, or cultural.

## Movement

Movement refers to the way people, products, information, and ideas are moved. This can be local, such as how you got to school today, or it can be global, such as how humans came to North America.

## Human-Environment Interaction

Human-environment interaction looks at the relationships between people and their environment—how people adapt to the environment and how they change it.

# Place

Time frame: 1 class period (55 minutes)
What is the geographic theme "place"?
Teacher Note: We advise teaching the lessons on "place" and "region" one after the other, as they are related.

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Travel brochures, tri-fold if possible
- Overhead transparency: *Definitions: Five Themes of Geography* (see Section One)

## Daily Question: What does a geographer mean by "relative location"?

Open Class: (Review) Open class by asking questions like, "Who is near the light switch? Who lives near a grocery store? Who lives across the street from a friend or relative?"

- **Say:** "These are examples of the geographic theme of relative location. Who can give me an example of absolute location?" (Get some answers, ensuring that students know the difference between absolute and relative location.)

## Activity: Introduce "Place"

- Place on the overhead projector the prepared geographic definition of the theme "place." Direct students to copy the definition and write on the word wall any words that they might not know.
- Inform students that today they will be learning about the second theme of geography, "place."

The theme of place is quite difficult for students to understand. If you can get them to understand that everything that is located in a particular place, including the people, buildings, animals, natural features, etc., make up "place," then they'll have it.

**Activity: Tri-fold travel brochure:** How I Spent My Summer Vacation

- Show students examples of tri-fold travel brochures that demonstrate "place."
- Hand out printer paper or construction paper.
- Have students illustrate a travel brochure that describes the place where they spent their summer vacation. This should include examples of the people, place, geographical features, animals, and activities involved. The place must be real, although they may be creative and not actually have visited it.
- Brochure should include a title and a description of the physical and cultural items of their "place."
- Make a wall display of student-created travel brochures.

**Close Class:** "That's all the time we have today. See you next time, right here in a place called school."

Five Themes of Geography Lesson Plan

# Region

Time frame: 1 class period (55 minutes)
What is the geographic theme "region"?

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Overhead from yesterday: definitions of 5 themes of geography
- Overhead transparency from yesterday: *Definitions: Five Themes of Geography* (see Section One)

## Daily Question: What does a geographer mean by "place"?

Open Class: (Review) Open class with a discussion about "place" using the student answers to the daily question. Ensure students understand what a place is before you move on.

## Activity: Introduce "Region"

- Place on the overhead projector the prepared definitions of the theme region.
- Have students copy the definition and write on the word wall any words they might not know.
- **Say:** "The theme of region is very similar, yet quite different, from the theme of place. A region can include a place or be part of a place. A region can be as small as a school, or as large as an ocean or continent. A region is a set of things; just like in math, the set is grouped because of one or more things in common. For example, desert regions all share a lack of rainfall, while school regions all contain students."

## Activity: Building a Map of the Ancient World

- **Say:** "Today we will construct a map of the area we will be studying this year. Using your knowledge of location, place, and region, you will draw to scale, to the best of your ability, a map of the ancient world."
- Divide the class into groups. Assign each of the groups one of the following areas: Europe, North Africa, Middle East, and Asia. Inform them that they are drawing a region that includes locations and places.
- Tell students what scale they will be using (dependent upon the size of the map you are going to construct).
- Ensure that all students are aware of the areas covered by their group.

- Have students try to incorporate each of the three themes studied so far into their area of the map. This can be done with the creation of a legend or with illustrations.
- When students have finished, have them place their map on the wall.
- Allow enough room either above or below the map to insert a timeline. (See Early Humans.)

**Close Class:** "That's all the time we have today. See you next time, right here in a place called school, in the Northern Hemisphere."

Five Themes of Geography Lesson Plan

# Movement

Time frame: 1 class period (55 minutes)
What is the geographic theme "movement"?

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Overhead transparency: *Definitions: Five Themes of Geography* (see Section One)
- Pins, three colors of string or three colors of overhead markers, and a large map of the world to use with all activities listed in this section

## Daily Question: What does a geographer mean by "region"?

Open Class: (Review) Open class with a discussion about "region" using the student answers to the daily question. Ensure students understand what region means before you move on.

## Activity: Introduce "Movement"

- Place on the overhead projector the prepared definition of the theme "movement."
- Have students copy the definition and write on the word wall any words that they might not know.
- Inform students that today they will be learning about the fourth theme of geography, "movement."

## Activity: Movement of Ideas

- **Ask:** "How many of you like to eat pasta?" (Get a show of hands.)
- **Ask:** "Did you know that the Chinese invented pasta?"
- Have each student list his or her five favorite foods. (Give them a minute to write their list. Ask for volunteers to share one favorite food from their list.)
- From the student lists, compile a list of the 10–12 favorite foods of the entire class.
- Have the students try to figure out where each food was first made.
- On a large world map, using pins and strings (or an overhead transparency using an overhead marker) connect the points of origin of those foods with your location.
- Explain to students that this is one part of the geographical theme of movement, the movement of ideas. How to do something, or how to make something, is an idea.

### Activity: Movement of People

- Ask students how they got to school today. Make a list on the overhead projector or board.
- Ask students if anyone has lived anywhere else. Find as many locations as you can.
- Using the same map as above, but a different colored string or marker, draw lines from the point of origin (where they used to live) to your current location.
- Explain to students that the second part of movement deals with people. It can be local movement such as how they got to school today, or it can be worldwide such as how their ancestors and/or their families arrived in the area.

### Activity: Movement of Goods

- Ask students to look at the label on a piece of clothing or shoes that they are wearing to find where the article was made.
- Again, using a third color of string or marker, draw lines from the places where the students' clothing was made to your location.
- Inform students that how goods and products get from one place to another is another part of the theme of movement.

Use the map they have created to show students how the world is interrelated. Events around the world do affect how they live their daily life. Say: If there is a natural disaster or a war, that might affect the price of a pair of shoes or a new outfit that you want to buy.

**Close Class:** "That's all the time we have today. See you next time, right here in a place called school, in the Northern Hemisphere, that you traveled to by bus or by car or by walking to reach."

Five Themes of Geography Lesson Plan

# Human-Environmental Interaction

Time frame: 1 class period (55 minutes)
What is the geographic theme "human-environmental interaction"?
Review of all five themes: Island Map

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Overhead transparency: *Definitions: Five Themes of Geography* (see Section One)
- Pictures of an igloo, an adobe house, an open tropical hut, and a steep roofed Norwegian house
- Reproducible:
  *Tropical Island Map*

## Daily Question: What does a geographer mean by "movement"?

Open Class: (Review) Open class with a discussion about "movement" using the student answers to the daily question. Ensure students understand what movement is before you move on.

## Activity: Introduce "Human-Environmental Interaction"

- Place on the overhead projector the prepared definition of the theme human-environmental interaction.
- Have students copy the definition and write on the word wall any words that they might not know.
- Inform students that today they will be learning the fifth theme of geography, "human-environmental interaction."
- Activity: Humans make things that change the environment
- Have the students move to the windows and look outside. (If you need to take students out of the classroom to get a view, do so, but obtain permission from the office prior to class.)
- Have the students make a list of things that they see that are not natural (anything man-made).
- Have students return to their seats and discuss their lists.
- Inform students that this is one type of human-environmental interaction: humans make things that change the environment.

## Activity: Humans adapt to their environment

- Show students pictures of an igloo, an adobe house, an open tropical hut, and a steep roofed Norwegian house.
- Ask students to identify where these dwellings might be built.

- Ask students to identify features that are advantages in the environment where these houses are located.
- Inform students that this is the second part of human-environmental interaction: humans adapt to their environment.
- Ask students to identify other ways humans adapt to their environment. (If they need a hint, give them one. **Say:** Think clothing and food.)

## Wrap Up/Review: Five Themes of Geography

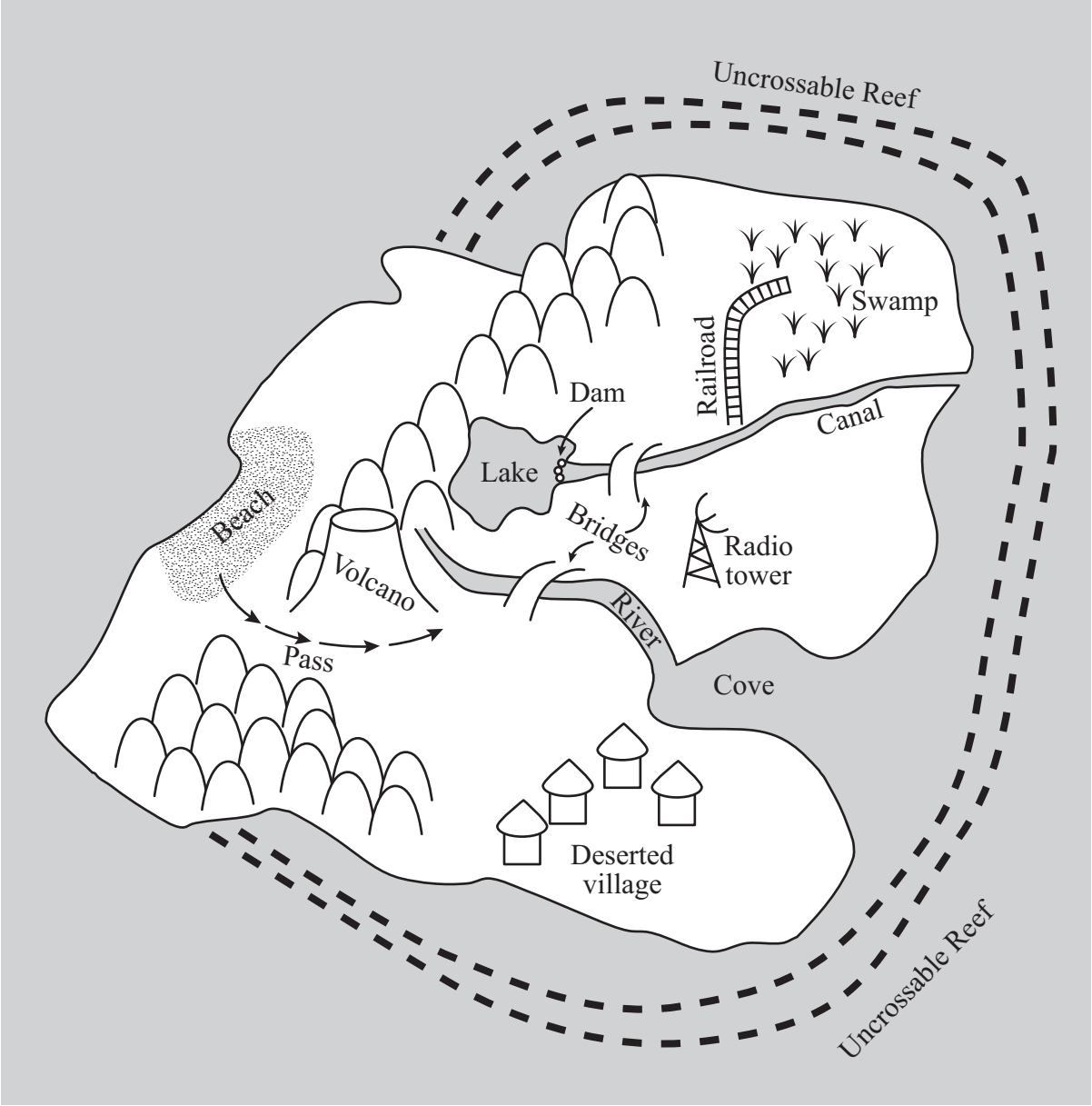
Place on overhead projector or board the definitions of the five themes of geography. Review with students all five definitions.

## Concluding Activity: Tropical Island Map)

- Hand out *Tropical Island Map*. Tell students that this is a treasure map and that X marks the spot where the treasure was buried.
- Have students, using their five themes definitions, identify as many of the five themes as they can find on the Island Map.
- Go over students' answers with them, making sure that they correctly identify the themes. Keep an open mind. If a student can defend an answer, it shows understanding.
- X marks the spot where treasure was buried or found. Ask students if anyone would like to guess what that treasure might be, based on what they see drawn on the treasure map.
- **Clues:** A radio tower was built for communication, but probably not for communication with the people who once lived in the huts in the now deserted village. The treasure was possibly heavy because they built railroad tracks to the "X" marked on the map. A canal and a dam were built to harness the river. A bridge was built to cross the river. A route was traveled past a volcano, through a mountain pass, to and from the only beach on the island that is not protected by the uncrossable reef. The village of huts was built near the cove and the river, yet away from the swamp; a natural barrier, the uncrossable reef, protected the village. It is interesting to note that someone (or several people) chose to travel past a volcano rather than travel close to the village of huts.

**Close Class:** "That's all the time we have today. Next time, we will be taking a look at the job of an archeologist. Archaeologists use the five themes of geography to help them solve mysteries. See you next time, right here in a place called school, in the Northern Hemisphere, wearing an element of geography!"

# Tropical Island Map



# Archeology

## Introduction

This section includes four lesson plans for Archeology with reproducibles.

**Level/Length:** These lessons were written with sixth graders in mind, but can easily be adapted for grades 5–9. Lessons are based on a 55-minute class period, or they can be adjusted to fit any time frame. Some lessons are longer than one class period. As written, the time frame needed to complete this section is 4–5 days.

**Description:** This section includes lessons on the Job of an Archaeologist, Artifact Traders, Artifacts, Fossils, BCE, Grids and Maps, along with activities such as Dig in a Bag, Moral Dilemmas, Sandbox Dig, and the Construction of Time Capsules. Activities are varied and include classifying, abstracting, map work, writing, reading, speaking, researching, interpreting, presenting, and other higher level thinking activities.

**Teacher Tip:** We teach a one-week unit on archeology early in the year. Then, whenever we have an open 5–10 minute period, we fill that space with either a geography activity or an archeology activity. This approach works very well. It gives the teacher an opportunity to review any and all ancient civilizations studied to date by placing your lesson activity in a specific time period or region.

## Decorating Your Classroom

Your room will be decorated at this time with maps from your unit on the five themes of geography and a student-produced map of the ancient world. The first lesson includes an activity: Dig in a Bag. Display these bags around the classroom both in preparation for your opening unit lesson and to decorate the room. If you add to these some pictures of the tools used by archeologists and a couple of props—a big hat and some work boots—you'll have an active and interesting room with which to open this unit.

Door into the classroom: Use brown cardboard and write in block letters with black magic marker: "Welcome to the Dig." You can add a drawing of a lantern on each side of the door, lighting your way into the dig if you wish.

Word Wall: We use a drawing of a spade or other digging tool as the outline for the word wall area for our brief unit on archeology.

Archeology Lesson Plan

# What Is the Job of an Archaeologist?

Time frame: 1 class period (55 minutes)
What is archeology?
What is the job of an archeologist?

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Activity: Dig in a Bag—brown paper bags filled with non-perishable and broken objects such as a small cooking pan, a fragment of pottery, and whatever else you want to toss in. No sharp objects of course. Do not use scraps of paper, to avoid paper cuts.
    a. Two bags only need to include a sliver of soap.
    b. Two bags only need to include a comb.
    c. Prepare about ten "Dig in a Bag" bags total.
    d. Mark each bag: Found at an Egyptian pyramid, found on an island off the coast of Greece, found in a mountain village in southern Italy, found in the desert of Pakistan, found near a riverbank in Iran, found along the coastline of the Persian Gulf, etc.
- Film projector, DVD player (as needed)
- Reproducible:
  *Apply to Be an Archaeologist*

## Daily Question: What is archeology?

Open Class: The teacher introduces the lesson by saying, "Today I would like you to apply for a job."

- Handout: *Apply to Be an Archaeologist*
- Give students a few moments to fill in the application form.

## Activity:

Present the job of an archeologist to the class via your textbook, library books, or by using a video or DVD presentation, if one is available.

- **Say:** "The job of an archeologist is a complicated one."
- **Ask:** "Based on what you've just heard, and checking your responses on your job application form, are any of you qualified to do this job now?"
- **Say:** "It takes a great deal of education, training, patience, attention to detail, and temper control to do this job. Why do you think it would it be especially important for an archeologist to be able to control his or her temper?" (Working conditions, working in a foreign country, working in close quarters, working with officials from whom you must get a license in order to dig)
- **Ask:** "Can anyone guess why archeologists call the place they are working a 'dig'?" (Answer: Archaeologists literally dig, looking for the remains of ancient civilizations)

## Group Activity: Reconstructing a civilization from scraps of garbage.

- **Say:** Today, we're going to conduct a "dig in a bag." Here are your instructions.
    1. First, list the item in your bag.
    2. Second, state what you think the objects might have been used for.
    3. Third, using these objects as clues, try to reconstruct the society that used these objects.
- Hand each group one of the brown paper bags you have prepared. Call it a "dig in a bag."
- Give them some time.
- Have each group present their findings.

## Class Discussion.

**Ask:**

1. How many groups found a sliver of soap in their bag? Have student who raised their hands read the location written on their "dig in a bag."

2. How can this be? (Use a map. Point and say: Pakistan is over here. Iran is way over there. How can the same item be found in both places? [Trade.])

3. Can an assumption be made that these two civilizations lived at the same time, that they knew each other? (Possibly, if the soap is unique enough)

4. What do you think archeologists might do next? (Date the item, briefly talk about carbon dating)

5. Let's say that both pieces of soap date to about the same time. What can we infer from this? What can we guess about these two societies? (They had some way to travel, maybe by boat or by caravan. There is a desert between them. The only easy access is by water.) Thus, an archeologist might infer that one or both of these societies invented a boat.

6. How many groups found a comb in their bag? (Run through steps #2–#5 again, using a comb)

7. Why do you think the job application asked if you like to solve puzzles?

8. Why do you think an archeologist might need a great deal of patience?

9. Ask the daily question: What is archeology?

10. What is the definition of an archeologist? (If they don't know by now, have one student look up the definition and read it to the class. Add the words archeology and archeologist to your word wall.)

**Close Discussion: Say:** "The job of an archeologist is a great deal like the job of a detective. An archeologist is someone who tries to figure out what life was like in the ancient past by looking at the remains of ancient people—their fossils and their artifacts. Quite literally, the job of an archeologist is to put pieces of the past together."

**Close Class:** "That's all the time we have today. See you next time, at the dig!"

Name:
Date:
Class:
Period:

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# Apply to Be an Archaeologist

Last Name: _____ First Name: _____ MI: ____

Age: _____ M/F: _____ Date of Birth: _____

Schools attended: _____

Work History: _____

_____

Languages you speak fluently: _____

Tools you are able to use: _____

Knowledge you bring to the job:

_____

_____

_____

Special abilities you have:

_____

_____

_____

Do you like to solve puzzles? _____

Do you think you would enjoy sorting through very old garbage? _____

Do you pride yourself on being a patient person? _____

Archeology Lesson Plan

# Artifact Trading

Time frame: 1 class period (55 minutes)
Archeology and Ethics

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Reproducibles:
  *Moral Dilemmas*
  *What Should Countries, Collectors, and Museums Do?*

**Note to teachers:** This activity has many new words in it such as antiquities, obelisk, and black market. As you use these words in the lesson, ask your class for a definition, have one student look up a definition and read it to the class, and add the word to your word wall.

## Daily Question: What is the difference between an artifact and a fossil?

Open Class: Introduce the lesson with the following questions. After each question is read, lead your class into a brief discussion about what is legally right and what is morally right in each case. (You may wish to make copies for your students. To do so easily, see the handout at the end of this lesson entitled *Moral Dilemmas*.)

1. You go over to your friend's house and are digging in his/her back yard. You find a diamond ring that her great grandmother lost 50 years ago. You take it home. Your friend finds out later and demands it back. What do you do?

2. A person you have never met before sells you ten great DVDs. You find out later that they were stolen from your neighbor. What do you do?

3. Your uncle was in a gang when he was a teenager. He beat up people and took their possessions. This was 30 years ago. Your uncle has now given you all the things he took when he was young. What should you do with them?

4. Your friend's stepfather gives you a valuable coin that belongs to your friend's mother. At the time, everyone, including your friend's mother, is happy about the gift. Later, after the stepfather dies, your friend demands the coin back, saying their stepfather had no right to give it away. What do you do?

## Class Discussion: What Should Countries, Collectors, and Museums Do?

Have another discussion after each question. (A copy of the following four questions is included as a handout at the end of this lesson. You may wish to make copies for your students or to make an overhead and show one question at a time. This handout is entitled: What should countries, collectors, and museums do?)

1. Many of the treasures of ancient Egypt are in museums in the USA, Great Britain, France and other countries. They were found by archeologists and brought to these countries without the permission of Egypt. Should the USA, Great Britain, France and other countries give them back to Egypt?

2. Even today there is a black market in antiquities. Objects are stolen from Egypt (and other countries). Many museums and collectors bought these objects and later found out that they were stolen. What should the museums and collectors do?

3. During the 1940s and 1950s, kings ruled Egypt. These kings gave away many of Egypt's treasures, including the obelisk that sits in Central Park in New York City. Today an elected government rules Egypt and wants these objects back. They say that the king had no right to give away treasures that belonged to Egypt and not the king. What should the USA and other countries do?

4. 2,000 years ago, after the fall of ancient Egypt to the Romans, many foreign peoples, including Turks, Arabs, English, and French, ruled Egypt. These conquering nations took many of Egypt's ancient treasures back to their countries. Today Egypt is demanding these things be given back. What should these countries do?

## Then, bring in the following:

- **Say:** "The easy answer to all these questions is to give the ancient treasures back to Egypt and to other countries where the objects were found, but that may not be a realistic answer. If that were the case, we would have to give most of the land of the USA back to Native Americans."
- **Ask:** "Do you think that there is a solution to this problem? If so, what do you think the answer might be?"

**Close Class:** "That's all the time we have today. See you next time, at the dig!"

Name:
Date:
Class:
Period:

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# What Should Countries, Collectors, and Museums Do?

1. Many of the treasures of ancient Egypt are in museums in the USA, Great Britain, France and other countries. They were found by archeologists and brought to these countries without the permission of Egypt. Should the USA, Great Britain, France and other countries give them back to Egypt?

2. Even today there is a black market in antiquities. Objects are stolen from Egypt (and other countries). Many Museums and collectors have these objects and later found out that they were stolen. What should the museums and collectors do?

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Name:
Date:
Class:
Period:

# Moral Dilemmas

1. You go over to your friend's house and are digging in his/her back yard. You find a diamond ring that her great grandmother lost 50 years ago. You take it home. Your friend finds out later and demands it back. What do you do?

2. A person you have never met before sells you ten great DVDs. You find out later that they were stolen from your neighbor. What do you do?

3. Your uncle was in a gang when he was a teenager. He beat up people and took their possessions. This was 30 years ago. Your uncle has now given you all the things he took when he was young. What should you do with them?

4. Your friend's stepfather gives you a valuable coin that belongs to your friend's mother. At the time, everyone, including your friend's mother, is happy about the gift. Later, after the stepfather dies, your friend demands the coin back, saying their stepfather had no right to give it away. What do you do?

Archeology Lesson Plan

# Artifacts, Fossils, and BCE

Time frame: 1 class period (55 minutes)

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Activity: Time Capsule
- Envelopes (at least one per student) for Time Capsule Activity
- Shoeboxes (one per classroom) for Time Capsule Activity
- Reproducible:
  *BCE/CE*

## Daily Question: What is a fossil?

Open Class: **Say:** "Welcome to the study of archeology. One of the most important things an archeologist must know is the difference between an artifact and a fossil."

## Activity: Fossils and Artifacts

1. Have students look up and write down the definitions of fossil and artifact.

2. Call on one student to read each definition aloud.

3. Ask the class, "What is the difference between a fossil and an artifact?" (Get some answers.)

4. Next, ask some example questions such as, "While planting my garden, I found a three foot long bone made out of stone. Did I find a fossil or an artifact?"

5. Ask the students, "What might an archeologist do if he or she found the fossilized remains of some giant animal while searching for an ancient civilization?" (Get some answers.)

6. Have students read (or if you have it on video, watch) either the story of Howard Carter and Tutankhamun's tomb or the story of Heinrich Schliemann and the discovery of Troy. These stories can be found at the library or on the Web:
   Howard Carter at: http://www.unmuseum.org/mummy.htm
   Heinrich Schliemann at: http://www.unmuseum.org/troy.htm

7. Discuss with students why people might search for ancient civilizations.

## Activity: BCE/CE vs. B.C./A.D.

1. Explain to students that due to confusion caused by the initials B.C./A.D., which stand for Before Christ and Anno Domini, scientists and historians have switched to another system. This system also uses initials: BCE/CE. These initials stand for **Before the Common Era**, and the **Common Era**.

2. Handout: *BCE/CE*. Have students attempt to answer the questions.

3. Go over the answers with the students.

## Activity: Creating a Time Capsule

Direct each student to draw pictures and/or write down five things about themselves that are important to them at this moment in time. Then, ask them to write down the true answers to a list of questions you ask the class. Questions can include: Who is your favorite actor or actress? Which musical groups do you like best? What is your favorite color? What is your favorite television show? (Remind them to be honest.)

Have the students fold each scrap of paper in half and place it in an envelope. Have them seal the envelope. Have them write their name and date across the seal. If time permits, allow them to decorate the envelope with the phrase TIME CAPSULE and pictures if they choose.

Collect all envelopes by walking around the classroom and having students drop their envelope into a shoebox. Put a lid on the box, and put it away until the last day of school. (On the last day, pull out the shoebox and distribute each envelope to its owner.)

**Close Class:** "That's all the time we have today. See you next time, at the dig!"

Name:
Date:
Class:
Period:

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# BCE/CE

How many years in a century? _____

How many decades in a century? _____

How many years in a decade? _____

BCE:

- The year 1492 BCE falls in what century? _____
- The year 1500 BCE falls in what century? _____
- The year 1501 BCE falls in what century? _____
- Which year above is closer to today's date? _____

CE:

- The year 1492 CE falls in what century? _____
- The year 1500 CE falls in what century? _____
- The year 1501 CE falls in what century? _____
- Which year above is closer to today's date? _____

What day came after December 31, 1 BCE? _____

Is there a year 0?

True or false:

- Dates can be expressed as either BCE or B.C. _____
- Dates can be expressed as either CE or A.D. _____

Columbus sailed the ocean blue in 1492. Did he sail in BCE or CE? _____

Bonus Question: What is the Common Era?

Archeology Lesson Plan

# Grids and Maps

Time frame: 1 class period (55 minutes)
How do archeologists use grids and maps?

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Activity: Sand Dig
    a. Prepare five or six plastic bins or shoeboxes filled with sand.
    b. Mentally divide each bin or shoebox into six equal sections (six grid sections). Bury in the sand 6–8 items per box, with at least one per grid section. Items can include pieces of building material such as brick, stone, wood, and tile. Other items might be pennies, paper clips, pieces of orange peel, dried chicken bones, cut up pieces of cardboard with drawings on them, and any other item that might be lost or forgotten by people.
    c. Spread out newspapers or plastic tablecloths.
    d. Use string to create grids. String does not have to be fastened—it can be laid down on top of the sand.

## Daily Question: What does an archeologist look for?

Open Class: **Ask the daily question:** "What does an archeologist look for?" (Get some answers. One good answer is "clues to how people lived.")

**Say:** "Today you are all going to be practicing archeologists. You will conduct an excavation using recording and mapping skills."

## Activity:

1. Divide the class into five or six groups.

2. Have students assign each member of the group a job. Each group must include a recorder, workers, and an analyst.

3. Have students spread out newspapers or tablecloths to keep the mess to a minimum.

4. Give each group one of the sand- and artifact-filled bins and some string. Instruct them not to do anything yet.

5. Demonstrate how to construct a grid system, numbering each grid square. Tell students that for our purposes today, each bin will be divided into six grids, each approximately the same size.

6. Have the recorder in each group start a grid map on a blank sheet of paper. They will be recording all facts as the workers dig, such as depth, placement, orientation, etc.

7. Remind students that there are six grid squares in each box. Announce that there are one or two artifacts to be found in each grid square. That means each box has at least six items to record.

8. Have students start their dig with one square of the grid. Workers are to place the sand neatly in either a separate container or on the spread out paper or tablecloths. They are to work through the grid, doing one square at a time, until all squares have been searched.

9. Tell students that each artifact found must be given a number. The recorder will record all pertinent facts on their grid square. Analysts will record all facts and guesses about the artifacts on a separate sheet of paper.

10. Once students have found all artifacts, have them rebury them where they found them according to the grid map they have created. (This will get all boxes ready for your next class.)

11. Have students clean up their area.

12. Each group will now try to reach some conclusions about the artifacts they have discovered such as "they worked with metal" or "they knew how to make bricks and probably built with them," etc.

13. Have each group present their findings and list them on the overhead projector or board.

14. Finally, see if the class can reach a consensus about the civilization.

*Close Class:* "That's all the time we have today. This completes our unit on archeology. Tomorrow, we are going to learn about some amazing early humans who faced incredible danger and survived! See you next time, in the Ice Age!"

# Archeology Lesson Plans and Activities On the Web

If you would like to expand your unit on archeology and have access to the Web, try these links:

Link: http://www.usouthal.edu/archeology/education_lesson-plans.html

At this link, you'll find a complete Archeology Unit for Middle School composed of six wonderful lesson plans from the University of South Alabama education department. Lessons include

- Importance of the Past
- Clues to the Past
- The Importance of Culture
- Why Do Archaeologists Dig Square Holes
- Pottery Analysis
- Saving the Past for the Future

Link: http://www.mrdonn.org/

We update our Web page routinely with lessons we have found to be of value for middle school ancient history teachers, including lessons for archeology.

Link: http://www.mrdonn.org/index2.html

This is a list of lesson ideas we keep on the Web that other teachers have sent to us.

Link: http://www.nationalgeographic.com/features/98/egypt/

…the year is 1923 (Howard Carter and his discovery of King Tut's tomb).

For more, use any good search engine, like www.google.com and search for archeology activities or archeology lesson plans.

# Early Humans

## Introduction

This section includes a choice of lesson routes.

- **Early Humans Unit:** The next three lessons are about early humans and will take 4–5 days to complete. The unit contains a lot of information and a lot of reading. If you have time, go ahead and use this. It really is not necessary for a study of ancient civilizations.
- **Early Humans in One Lesson:** If, like us, you find time constraints on your year, use the lesson plan entitled Early Humans in One Lesson, which will allow you to move quickly to the study of your first ancient civilization.

**Level/Length:** These lessons were written with sixth graders in mind, but can easily be adapted for grades 5–9. Lessons are based on a 55-minute class period, or they can be adjusted to fit any time frame. Some lessons are longer than one class period. As written, the time frame needed to complete the Early Humans Unit is 3–5 days. The time frame needed to complete Early Humans in One Lesson is 55 minutes.

**Description:** This section includes lessons on Hunter-Gatherers, Very Early Man, Handy Man, Upright Man, Neandertals, and Cro-Magnon Man, along with activities such as Cave Art in the Classroom and the Construction of a Timeline. Activities are varied and include classifying, abstracting, map work, writing, reading, speaking, researching, interpreting, presenting, and other higher level thinking activities.

## Decorating Your Classroom

Add to the student work already on your walls and decorate your classroom with pictures of animals such as the saber tooth tiger and woolly mammoth. Students will be creating cave art during the unit to decorate further.

Door into your Classroom: To open the unit, post a sign over your door that says: "Welcome to the Stone Age!"

Word Wall: Every unit, no matter how small, needs a word wall. Have students post words that you learn during this unit. We suggest you keep this posted for several weeks. We use the outline of a cave and put our words in the mouth of the cave for our unit on early humans. Words and phrases that should be included are fossil, artifact, archeologist, hunter-gatherers, the Stone Age, and the Ice Age.

Early Humans Lesson Plan

# Very Early Humans

Time frame: 1 class period (55 minutes)
Lucy
Who's Who of Early Man
Timeline

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Overhead: Comparison Chart: Who's Who of Early Man (completed)
- Reproducibles:
  *Comparison Chart: Who's Who of Early Man* (completed)
  *Comparison Chart: Who's Who of Early Man* (partially blank)
  *Very Early Man*

## Daily Questions: What is a timeline?

Open Class: **Ask:** "Did man live at the same time as dinosaurs? How did the 'Upright Man' travel from Africa to America without a boat? Who were the Neandertals? Why did Cro-Magnon man crawl on his belly through dangerous mazes in deep dark caves?"

**Say:** "Let's start with this question: Did early man live at the same time as dinosaurs? The answer to that one is simple. Nah! No way. Not a chance. Nobody knows for sure why dinosaurs disappeared, but they do know that dinosaurs died out about 65 million years ago. The first hominids (human-like primates) did not appear until 3.6 million years ago. Even if scientists are off a few million years or so, early man simply did not live during the same period in history as dinosaurs. This is not to say that these early people had it easy. They did have to face saber-toothed tigers, cave lions, and woolly mammoths! But, they did *not* have to fight off dinosaurs! Some of the movies you've seen have men and women fighting dinosaurs—fortunately for mankind, this is movie nonsense. Dinosaurs were long gone before man first appeared.

"You will hear people, refer to these early humans as early humans, early people, early man, Stone Age man, and Ice Age man. All of these names refer to the first hominids and Homo sapiens who peopled the Earth over 10,000 years ago."

**Transition: Say:** "Man went through a lot of stages before he grew up."

## Activity: Timeline

- **Ask:**
    1. What is a timeline?
    2. How do we create a timeline?
    3. What information could we include on a timeline?
- Break the class into five groups. Assign each group one of the following: Very Early Man, Handy Man, Upright Man, Neandertal Man, and Cro-Magnon Man.
- **Say:** "Working in groups and using the map you created (point to the map on the wall of Europe, Africa, Asia, the Mediterranean, the Arabian Desert, the Nile, the Persian Gulf, the Sahara Desert), add a timeline above the map."
- Give them some time to do this.
- **Close activity by saying:** "Nice job! Everybody, back in your seats."

## Activity: Very Early Humans

- **Say:** "Today, we're going to take a closer look at a very early human named *Lucy*."
- Handout: *Very Early Humans*
- Read and answer questions.

## Activity: Graphic Organizer (Who's Who of Early Man)

- **Ask:** "What is a fact that we can state about Very Early Man?" (He could stand up. The main difference between early man and apes are the hands.)
- Handout: *Comparison Chart: Who's Who of Early Man* (partially blank)
- Have them write down two things that are true about Very Early Man in the box marked Quick Glimpse in the Very Early Man row.
- Direct them to put away their graphic organizers.
- Remind them not to lose them because they will need them again.

**Close Class:** "That's all the time we have today. See you next time, in the Stone Age!"

# Comparison Chart:
# Who's Who of Early Man

Since the evolution of man covers a period of over 3 million years, here's a cheat sheet, a sort of who's who for Early Humans.

| Time Period | Name | Quick Glimpse |
|---|---|---|
| **About 3 million BCE** | *Australopithecus*<br>"Southern Ape"<br>Very Early Man | Human-like *hominids*<br>Lucy<br>Basic traits of humans. Special because they could stand up. Main physical difference between early man and apes are the hands. |
| **About 2 million BCE** | *Homo habilis*<br>"Handy Man" | First true humans<br>Stone tools—the first toolmaker<br>Lived in Africa<br>Taller, had a larger brain |
| **About 1.5 million BCE** | *Homo erectus*<br>"Upright Man" | Made and controlled fire<br>The first hunters<br>Traveled over land bridges from Africa to begin to populate the world about 1 million years ago |
| **About 500,000 BCE** | *Homo sapiens*<br>"Wise Man"<br>and Neandertals | Neandertals buried their dead with ceremony<br>Stone-tipped spears, bone needles, bone fish hooks, sewed their clothes from animal skins, warm boots |
| **About 25,000 BCE until about 10,000 BCE** | *Homo sapiens sapiens*<br>Cro-Magnon Man and "Moderns" | Cave paintings<br>Cro-Magnon and "Moderns"<br>Bow and arrows, well constructed huts with central hearths for fires; necklaces and pendants, cave art, little statues made from ivory, antler, bone; tools and weapons for hunting and fishing, oil lamps. Used honey to sweeten food. End of the last Ice Age about 10,000 years ago |

Name:
Date:
Class:
Period:

# Comparison Chart: Who's Who of Early Man

Since the evolution of man covers a period of over three million years, here's a cheat sheet, a sort of who's who for Early Humans.

| Time Period | Name | Quick Glimpse |
|---|---|---|
| **About 3 million BCE** | *Australopithecus* "Southern Ape" Very Early Man | |
| **About 2 million BCE** | *Homo habilis* "Handy Man" | |
| **About 1.5 million BCE** | *Homo erectus* "Upright Man" | |
| **About 500,000 BCE** | *Homo sapiens* "Wise Man" and Neandertals | |
| **About 25,000 BCE until about 10,000 BCE** | *Homo sapiens sapiens* Cro-Magnon Man and "Moderns" | |

Name:
Date:
Class:
Period:

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# Very Early Humans

As you learn about Early Man, you may find words with which you are not familiar. I'll give you three definitions right now, because these are terms you will see quite often!

- **Hominids** are the family of mankind and his or her relatives
- **Fossils** are remains of living things (plants, animals, people), not things that were made
- **Artifacts** are remains of things that were made, not remains of living things

The Old Stone Age people were **hunters/gatherer**s. We know about these people because scientists have found ***fossils*** and ***artifacts*** that reveal traces of their life. Human-like ***hominids*** first appeared about 3 million years ago! Man went through a lot of different stages to evolve into the human being of today.

---

# 3 million years ago…

About three million years ago, the Earth was populated with deer, giraffes, hyenas, cattle, sheep, goats, antelope, gazelles, horses, elephants, rhinoceroses, camels, ground squirrels, beavers, cave lions, ants, termites, porpoises, whales, dogs with huge teeth, and saber-toothed tigers! Giant sharks, about 42 feet long, were plentiful. There were all kinds of birds and plants and fish, similar to birds, plants and fish today. (Dinosaurs did not live at the same time as man. They died out about 65 million years ago.)

About this same time in history, around three million years ago, the higher primates, including apes and early humans, first appeared.

There was a difference between the apes and humans. **Human-like hominids could stand upright. Apes could not. Their hands were different, too.** Ape hands were made for climbing and clinging. Early man's hands were jointed differently, which allowed them to not only use tools, but to *make* tools. No one knows if they actually made tools, but remains of polished bones have been found in South Africa, which suggests they might have made simple digging tools from bone! Their diet was mostly vegetarian, along with some meat, probably obtained by scavenging.

You might wonder how we know anything about hominids that lived over three million years ago! How do we know they even existed? ***Lucy*** told us!

In 1974, a skeleton was found in Africa. The bones were those of a young female, approximately 20 years old when she died. Scientists named this "young lady" ***Lucy.*** About three million years ago, when Lucy was alive, she was rather short, about 4 feet tall, and probably weighed about 50 pounds. Her brain was about the size of an orange. **Her bones showed she probably walked erect,** although she still had the ability to climb trees easily. There were no signs of broken bones or teeth marks that might show why she died. Scientists suspect that she probably fell into a lake or river and drowned.

Scientists are like detectives. They can tell a great deal from a skeleton, whether it's one year old or three million years old!

## Questions:

1. What are two differences between apes and early humans?

2. Who was "Lucy"?

3. Define these terms:
   - Hominids:
   - Fossils:
   - Artifacts:

Early Humans Lesson Plan

# Hunter-Gatherers

Time frame: 1–2 class periods (55 minutes)

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Overhead: Comparison Chart—Early Man, Handy Man, Upright Man, and Neandertals. A completed comparison chart is included in the previous section.
- Optional note home to parents. See end of this section for details.
- Reproducibles:
  *"Handy Man"*
  *"Upright Man"*
  *Who Were the Neandertals?*

## Daily Question: What is the difference between a fossil and an artifact?

Open Class: **Ask:** "When you hear the phrase 'Stone Age,' what do you think that might mean?" (Get some answers.)

- **Say:** "The Stone Age ran from about two million years ago to about 10,000 years ago, which was the end of the Ice Age. This period of time is called the Stone Age because these very early men created tools made of stone."
- Assign a student to add the Stone Age to your timeline.
- **Ask:** "How about the Ice Age? What do you think that might mean?" (Get some answers. Assign a student to add *End of Ice Age* to your timeline somewhere around 10,000–8,000 BCE.)

## Activity: Handy Man

- **Say:** "We're going to read a short piece of information about an early man who lived nearly two million years ago, in the Stone Age. This early man is nicknamed 'Handy Man.' Why do you think that might be?"
- Handout: *"Handy Man"*
- Read and answer questions.

## Activity: Upright Man

- **Say:** "Handy Man lived nearly two million years ago. This next short article we are going to read is about the early man who lived around one million years ago, in both the Stone Age and the Ice Age. This man is nicknamed 'Upright Man.' How do you think Upright Man traveled from Africa to America without a boat?"
- Handout: *"Upright Man"*
- Read and answer questions.

## Activity: Who Were the Neandertals?

- Handout: *Who Were the Neandertals?*
- Read this to your class.
- Answer the questions as a class activity.

## Activity: Class Discussion on Hunters–Gatherers

- **Say:** "From what we have read, do you think early humans swung by the grocery store on their way home from work to pick up groceries? No way. For Handy Man, Upright Man, and Neandertal man, searching for food was a major part of daily life."
- **Ask:**
  - "When you hear the term 'hunter-gatherers,' what do you think it means? What did early humans hunt? What did they gather?
  - What did early humans use for weapons during the Stone Age?
  - If we were Stone Age people living in this region (your own hometown), what would we hunt and what would we gather?
  - Were all groups of early people we read about today hunter-gatherers?" (Yes.)

## Activity: Journals

- Direct students to open their journals and get out the graphic organizer from yesterday titled: Who's Who of Early Man. (Refer to this handout as a graphic organizer.)
- Direct them to write down two things that are true about "Handy Man," "Upright Man" and "Wise Men"/Neandertals in the Quick Glimpse section. If they have not already done so, have them write down two things that are true about Very Early Man.
- Give them a couple of minutes to do this, and then direct them to put their graphic organizer(s) back into their journal for safekeeping.

## Preparation for tomorrow's class:

- **Say:** "We have a special activity planned for tomorrow. In preparation for that activity, you will need to wear older clothes—jeans and slacks. If you own one, you may bring a small flashlight from home to school. Don't go out and buy one, that is not necessary. But if you have one, bring it in. (Don't bring a powerful one, just a small flashlight.) And that's all I'm going to tell you."
- **Option:** If you choose to send a note home with students, be sure to get your note approved by the main office and fill them in prior to note distribution to your students, in case a parent calls. The children may think they are going to explore a cave. No, but they are going to be crawling under their desks to create cave art. (See section three for details.) If you send a note home, read it aloud to the students and then distribute it. Your note home might read something like this:

Dear Parents,

Tomorrow, our class will continue learning about early man in the Ice Age. We do have a special activity planned. Please have students wear older jeans or slacks to school tomorrow. They may also bring a small flashlight if they wish. We would tell you why, but we don't want to spoil the surprise for the students.

Thank you!

Sincerely,
(Teacher's name)

**Close Class:** "That's it for today. See you tomorrow, in the Ice Age!"

Name:
Date:
Class:
Period:

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# "Handy Man"

***Homo habilis***
1.8 to 1.6 million BCE
The first true humans! The first toolmakers! The Stone Age!
This early man lived in Africa

Man did not have strong claws to help him fight. He could not outrun saber-toothed tigers or cave lions. Man had to get smart to survive. The *Homo habilis* man is credited with creating stone tools to help him live more comfortably and to better protect himself against the many carnivore (meat-eating) animals of the time. Although this group made stone tools and weapons, these weapons were still pretty basic. They did not cultivate crops. Their main diet was probably fruits, roots, nuts and vegetables that they found growing wild.

"Handy Man" was taller than his ancestors, the human-like primates (*Lucy*'s people), and had larger brains. These early humans followed food sources, and set up camp as needed. They sought shelter under cliffs, whenever possible. You might think they would look for caves to spend the night, but caves quite often had dangerous occupants, just as they do today.

Small groups banded together for protection and efficiency. The size of the group depended upon the amount of food available. Groups would disband and move on, as food required. Scientists are pretty sure that *Homo habilis* built campfires, but they did not know how to make fire.

Since they did not have fire-making skills, they had to wait until they found something burning from natural causes, set aflame, for example, from a lightning strike. A campfire had to be carefully watched because if the fire went out, they did not know how to start it again. The area around the campfire was probably used as a sleeping area. A roaring campfire would keep most wild animals away, as most are afraid of fire.

When they broke camp, they probably attempted to bring their fire with them by carrying several lit branches with which to start a new campfire when they stopped again. If their branches went out, they lived without fire until they found something burning somewhere.

Remains of their campfires have been found and dated. Scientists have found stone tools at these sites! Animal bones have been found, as well. Technically, although animal bones would be called "trash," they indicate that *Homo habilis* man hunted game and/or scavenged fat-rich marrow from bones. These remains also tell us that *Homo habilis* probably did not stay in one place very long, but were always on the move, in search of food.

## Questions about "Handy Man":

1. What foods did these early Stone Age people eat?
2. Where did they live?
3. Could they make fire?
4. Why do scientists believe that these people were always on the move in search of food?
5. Were they hunter-gatherers or did they settle down and grow crops?

Name:
Date:
Class:
Period:

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# "Upright Man"

***Home erectus***
1,600,000 BCE to about 300,000 BCE
These early men learned to make fire
They were hunter-gatherers
They traveled over land bridges from Africa and began to populate the world

It took man another 200,000 years to grow up. *Homo erectus* man was about the same size as modern humans, although they only had two-thirds the size of our brains. Their toolmaking skills were considerably improved. Their weapons included stone axes and knives. *Homo erectus* man was probably the first hunter.

The *Homo erectus* species was the first to look like people, because their teeth and jaws were shaped somewhat like ours are today. You might assume this change in appearance happened over time, because they cooked their food. But, according to anthropologist Dr. John J. Shea, from Harvard University, that's not true at all. Dr. Shea notes, "The reduction of teeth and jaws due to cooking is a popular idea, but not evolutionarily plausible. If you relax selective pressure for massive jaws—say by cooking food—you get greater variability, not reduced robusticity. Jaw reduction probably had something to do with changes in respiration, maybe speech."

Very importantly, *Homo erectus* man had fire-making skills. Like all new, major inventions, this discovery changed life dramatically.

Why was the ability to make fire so important? As man had already discovered, most animals were afraid of fire, so a roaring campfire gave protection to the group or tribe. They no longer had to shelter out of the wind, unless they chose to do so. If their fire went out, they could relight it. They could choose where they camped. On a hot night, if they could find a relatively safe place, a breeze might feel good. Control of fire made moving into colder regions possible, as they could count on fire to provide them with warmth. It also changed the way they prepared food.

These people began to cook their food consistently. Food that is cooked is more secure from disease and much softer to eat. As a result, it would have been easier for the young and the old to survive.

Thanks to their fire-making skills, a nightly campfire became a possibility and a routine. What was once comfort and safety was now also a social occasion. People would collect around the fire each night to share stories of the day's hunt and activities, to laugh, and to relax.

**The Ice Age:** About one million years ago, these people began to slowly leave Africa and populate the world. They traveled to other continents. They did not need a boat. The Ice Age was here! They traveled across giant walkways, natural bridges of solid, frozen ice and land. These "walkways" allowed them to travel over what would later be vast rivers and seas. For a very long time, the Earth was frozen, creating giant walkways. Some of these walkways were a hundred miles wide! These early people wandered from Africa to Europe and Asia, and from Asia to America, probably in search of food.

How do we know so much about *Homo erectus*? Like the discovery of *Lucy*, scientists found another skeleton near Peking, China, that dates to this period. This skeleton is referred to as the ***"Peking Man."*** Artifacts have also been found of their tools and weapons, which help us to understand how they lived, where they went, and how they got there.

## Questions about "Upright Man":

1. What foods did these early Stone Age people eat?

2. Where did they live?

3. Could they make fire?

4. Why was the ability to make fire so important?

5. Why do scientists believe that these people were always on the move in search of food?

6. Were they hunter-gatherers, or did they settle down and grow crops?

7. What helps us to better understand how these early people lived—their fossils or their artifacts? Justify your answer.

Name:
Date:
Class:
Period:

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# Who Were the Neandertals?

500,000 BCE to 30,000 BCE

**Neandertals:** One of the species of early man during this period was *Homo neandertalensis*, the Neandertal man, named after the valley (Neander Tal) in which the skeleton of an old man of this species was discovered.

**Is it Neandertal or Neanderthal?** That's easy! This early man was named after the valley in which the first skeletal remains were found, Neander Tal. But saying Neanderthal is not wrong, and some scientists choose to spell it with an "h" (especially the Brits). What's important to know is that it's the same early man, no matter which of these two spellings you choose to use. After all, it's only a nickname. This early man's real name is *Homo neandertalensis*.

From fossils, scientists have discovered that these early men had skeletons shaped like ours are today. *Homo sapiens* skulls grew more forward than those of *Homo erectus* man, which left room for more brain to develop. These early men were hunter-gatherers. They created stone tools, bone needles, and bonefish hooks. They sewed clothes from animal skins with thread made from other parts of the animal. They made warm boots.

In the beginning, scientists believed Neandertals were dim-witted brutes with clubs and beast-like features, who walked with bent knees and shambling gaits, with heads slung forward on their big squat necks. These were the ancestors nobody wanted! It was the stuff of horror movies, and just as fictional! Scientists had to rethink a bit when it was later discovered that this old man was suffering from disfiguring arthritis! Thus, the skeleton of the Neandertal man was not misshapen because of his species, he was misshapen because he had a disease that bent and crippled his bones!

Still, **Neandertals were different from other species of early man**. They were much taller, and very strong. They had an almost modern mentality. Their brains were actually larger than ours are today. (That doesn't mean anything, really. The size of your brain doesn't necessarily make you smarter. However, the Neandertals do seem to have been **very advanced** for their time!) They were **marvelous hunters**. They often used caves as their homes. They were adept at fire making, and probably cooked their food routinely.

They **buried their dead with ceremony**, which suggests they may have had religious beliefs. Discoveries of Neandertal gravesites show that they decorated their bodies with paint, possibly for religious reasons, or perhaps for beauty. These sites provide the first evidence of the use of color, and suggest the Neandertals were the first to think about the possibility of an afterlife.

The Neandertals died out around 30,000 BCEOne theory is that they were killed off by some species of Homo sapien man, but there is no evidence of this. Another theory is that they married into other groups, and that over time, they ceased to exist as a separate species. But these are just theories. Nobody knows why these people disappeared. Considering how smart they were, and how advanced for their time, it's an especially fascinating puzzle!

## Questions about the Neandertals:

1. Why did scientists believe that Neandertals were dim-witted brutes with clubs, who walked with bent knees?

2. How did scientists discover that Neandertals had skeletons similar to ours today?

3. Did Neandertals know who to make fire?

4. Why do scientists think Neandertals possibly had religious beliefs?

5. How did they make their clothing?

6. Were they hunter-gatherers or did they settle down and grow crops?

Early Humans Lesson Plan

# Cro-Magnon Man

Time frame: 1–2 class periods (55 minutes each)
Cave Art in the Classroom

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Activity: Cave Art in the Classroom
  - Large brown paper bags (Ask the grocery store for some.)
  - Tape
  - Brown and black colored pencils, charcoal, or chalk
- Reproducible:
  *Cro-Magnon Man*

## Daily Question: What is a hunter-gatherer?

Open Class: **Say:** "Welcome to the life and times of Cro-Magnon man!"
Write Cro-Magnon on the overhead projector or board. Have everyone say it aloud.

## Activity: Cro-Magnon Man

- Handout: C*ro-Magnon Man*
- Read and answer questions.

## Activity: Cave Art in the Classroom

- **Say:** "Today, we are going to do something special. We are going to create some cave art of our own."
- **Directions:**
  - Have the students wad up a paper bag and tape it to the bottom of their desk. (Wadding the bag will give the surface a rough feel, like a cave wall.)
  - Darken the room.
  - Tell the students if they brought a flashlight, they can use it now.
  - Have the students crawl under tables and chairs to their desks.
  - Then have them draw on the paper bags local animals by flashlight. Some will forget to bring a light or their flashlight will be too bright. Those students must work by feel in the dark.
  - Give the students some time to create their "cave art."
  - Carefully remove the tape.
  - Share your "cave art."
  - Tape students' cave art to the walls of your classroom.

Activity: Complete Comparison Chart

- **Say:** "Please open your journals and pull out the graphic organizer entitled Who's Who of Early Man. Under the Quick Glimpse section for *Home sapiens sapiens*, write two things that are true about Cro-Magnon man."
- Give them a minute.
- Ask for volunteers to share one true fact they wrote down.
- Based on their answers, create a list of facts about Cro-Magnon man using the overhead projector or the board.
- **Ask:** "Does everyone agree that all these facts are true?"
- End with a compliment for the class such as "Nice job!"

Close Class: **Say:** "This concludes our unit on early humans. Tomorrow, we will begin our study of ancient civilizations. See you at the ziggurat (or wherever you are traveling to next)!"

Name:
Date:
Class:
Period:

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# Cro-Magnon Man

30,000 BCE to 10,000 BCE
Cro-Magnon cave paintings

By this time, **man had become very capable hunter-gatherers** and had scattered all over the world. Scientists have found remains of these early people in Europe, Asia, America, Africa, and all over. Life was harsh, but they had plenty of food and warm shelter. Many members of these groups lived to a very old age.

**Homes:** These early men built permanent homes for shelter from the long, harsh winter of the Ice Age. Winter homes were Ice Age huts, built tepee style from branches and mammoth bones, covered with animal skins. These huts were used for many years, so they built them carefully. Holes were dug deeply into the ground. Poles were inserted into these holes, then tied tightly together at the topmost point of the tepee, with string made from animal guts. Warm furs were laid over this structure and sewn tightly in place. Large rocks were piled around the bottom to help hold the hut together.

Some huts were built to hold only a small group of people. In the Ukraine, remains of "long huts" have been found that were large enough to hold an entire tribe. Long huts had several entrances, with rooms for several fires inside. In the summer, the tribe moved, following the animals. They lived in sturdy tents that could be moved from place to place. As winter approached, they returned to their winter shelters. Quite often, they had to chase out the wildlife that had moved in during their absence!

**Food:** These **hunter-gatherers** ate a variety of seeds, berries, roots and nuts, as did their ancestors. They also ate fish and seemed to have an ample supply of freshly caught game. **Their lives were not a constant struggle for survival because they were such good hunters.** They learned to organize hunts and to cure and store food for the long winter. Hunting was done individually and in groups. They used traps, which allowed them to catch food while they were busy doing something else. Fisherman used bows and arrows, nets woven from vines, fishhooks, and even poisons. Some groups built rafts and canoes to catch bigger fish in deeper waters.

**Clothing:** In colder climates, early man learned to soften leather to make warm, comfortable clothes, sewn together with string made from animal guts, using needles made from bone. In warmer climates, they made cooler clothes from woven grass and even from bark.

**Art:** They made necklaces and bracelets out of shells, teeth, feathers, flowers, and bone. Some decorated their bodies with paint and tattoos, made from natural dyes. These may have been signs of social standing or tribal IDs (identification signs). They also created pottery, firing it to give it luster, strength, and durability. They created little statues, carved from ivory and bone.

**Tools and Weapons: Man had learned to be a skilled toolmaker**. They created a new weapon: the bow and arrow. Weapons included stone axes, knives, spears, harpoons, and the new wooden bows and sharp stone-tipped arrows. Both the saber-toothed tiger and the woolly mammoth became extinct during this period, but that probably reflects a shift in climate rather than hunting by humans.

**Cave Paintings:** The early humans who lived in Europe during this ancient time are called Cro-Magnon man. **Cro-Magnon man**, for whatever reason, created marvelous paintings deep within caves on rock walls. Many different individuals added paintings to the same cave until a cave might have hundreds of different paintings, all of them painted on rock walls deep in the darkest region of the cave.

Most cave paintings focused on hunters and animals. Early man used natural colors. You may have heard that they used charcoal to create these paintings. Actually, most art was not made with charcoal, but rather with mineral pigments, such as iron oxide (red ochre) or black manganese. They drew stick figures for people, but the animals were well drawn and usually filled in with natural colors, to give them even more shape and substance.

When you think cave, you might think of a big place with high ceilings. Not so. In order to reach the places where cave paintings have been found, Cro-Magnon man had to crawl on his belly through mazes of narrow, dark tunnels by the light of a flicking torch or a spoon-like oil lamp. To do this, the lamp had to be balanced carefully to hold the burning oil in the rounded part of the spoon while crawling along on one's belly. Cro-Magnon man also had to carry the paints he had carefully prepared. It was very dangerous. This early man had no idea if he might run into a cave lion or a bear on the way. Certainly, this early man was not decorating his home, as these marvelous paintings were hidden deep within the darkest portions of the cave.

The other thing found in cave paintings, besides stick figures of people and well-drawn animals, are stencils of hands. It would appear that Cro-Magnon man, after crawling on his belly and creating his addition to these cave walls of art, then put his hand against the cave wall and outlined it with charcoal or paint. What was he saying? (I was here? I made this?) Was this a way to sign his art? Or to prove he had achieved his mission? It's not easy to figure out because not all paintings include a stenciled handprint.

Why did early man seek out these caves to add their paintings to the many others that had been painted in the cave before them? And why such dark, secret, hidden places? It might have been one of Cro-Magnon man's recreational activities. It might have had something to do with their religion or their rites of manhood. Nobody knows! It's a fascinating mystery.

**Cave Paintings Discovered!** Like many discoveries, the existence of cave paintings was discovered accidentally. The caves in Lascaux, France were found around 1940, during World War II, by some kids. They stumbled across the entrance to a cave that had been hidden by the roots of a tree. Once people knew these paintings existed, people went looking for more such caves, and found them. There are probably more caves with cave paintings yet to be found. Wouldn't it be neat to discover such a cave? But be careful. Caves can be very dangerous places. If you find a cave, it would be wise (very wise!) to get some adult help, before you go tearing inside, and find yourself in some very serious trouble.

## Questions about Cro-Magnon man:

Name three things Cro-Magnon man built or invented:

1. _____
2. _____
3. _____

Answer yes or no:

1. Did Cro-Magnon man wear clothing? _____
2. Did Cro-Magnon man have a religion? _____
3. Did Cro-Magnon man have weapons? _____
4. Did Cro-Magnon man write things down? _____
5. Did Cro-Magnon man plant crops? _____

What did Cro-Magnon paint on the walls of caves?

# Early Humans in One Lesson

Time frame: 1 class period (55 minutes)

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- A day or two before this lesson, tell students to wear jeans or old clothes to school on the date you are going to teach this lesson. Tell them they may bring a small flashlight to school if they wish for a special activity.
- Overhead projector or board: Definition of Fossils and Artifacts
- Materials for Cave Art in the Classroom:
  - Large brown paper bags
  - Tape
  - Brown and black colored pencils, charcoal, or chalk
- Reproducible:
  *Stone Age Man*

## Daily Question: What is a hunter-gatherer?

**Open Class: Say:** "Welcome to the Ice Age! Today, we're going to learn a little about early humans and how they faced terrible danger and survived. As you learn about Early Man, you may find words with which you are not familiar. I'll give you two definitions right now, because these are terms you will see quite often!" (Use the overhead projector or board to show these definitions.)

- **Fossils** are remains of living things (plants, animals, people), not things that were made.
- **Artifacts** are remains of things that were made, not remains of living things.

**Say:** "These early people were **hunter-gatherers**. What do you think that might mean?" (Get some answers.) "They did not live in one place. They were always on the move, in search of food. Early human-like people first appeared about three million years ago! Man went through a lot of different stages to evolve into the human being of today! We know about these early people because scientists have found fossils and artifacts, which reveal traces of their life."

## Activity: Background on Stone Age Man

- Handout: *Stone Age Man*
- Read aloud as a class.
- Answer the questions.

### Activity: Cave Art in the Classroom

- **Say:** "Today, we're going to create some cave art of our own."
- Directions:
    - Have the students wad up a paper bag and tape it to the bottom of their desk. (Wadding the bag will give the surface a rough feel, like a cave wall.)
    - Darken the room.
    - Tell the students that if they brought a flashlight, they can use it now.
    - Have the students crawl under tables and chairs to their desks.
    - Then have them draw local animals on the paper bags (by flashlight). Some will forget to bring a light, or their flashlight will be too bright. Those students must work by feel in the dark.
    - Give the students some time to create their "cave art."
    - Carefully remove the tape.
    - Allow students who choose to do so to share the ideas behind their "cave art" with the class.
    - Tape all students' cave art to the walls of your classroom.

### Conclude Cave Art in the Classroom Activity:

- **Say:** "An archeologist is someone who tries to figure out what life was like in the ancient past by looking at the remains of ancient people. Archaeologists are like detectives. They look at the fossils and artifacts that ancient people have left behind, things like cave art, and try to figure out what their life was like."
- **Ask:** "What do you think archeologists might be able to figure out about our world today based on our cave art? Would they be right?" (Get some answers.)

**Close Class:** "Tomorrow, we'll take a closer look at what archeologists do, and the mysteries they try to solve. See you at the dig!"

Name:
Date:
Class:
Period:

# Stone Age Man

## Lucy—Walked upright

About three million years ago, the Earth was populated with deer, giraffes, hyenas, cattle, sheep, goats, horses, elephants, camels, ground squirrels, beavers, cave lions, ants, termites, whales, saber-toothed tigers, giant sharks, and dogs with huge teeth. There were all kinds of birds and plants and fish, similar to birds, plants and fish today. (Dinosaurs did not live at the same time as man. They died out about 65 million years ago.)

How do we know these early people even existed? *Lucy* told us! In 1974, a skeleton was found in Africa. The bones were those of a young female, approximately 20 years old when she died. Scientists named this "young lady" *Lucy.* About three million years ago, when Lucy was alive, she was rather short, about 4 feet tall, and probably weighed about 50 pounds. Scientists suspect that she probably fell into a lake or river and drowned. Scientists are like detectives. They can tell a great deal from a skeleton, whether it's one year old or three million years old!

## Handy Man—Stone Tools

Man had to get smart to survive. These early humans created stone tools to protect themselves against the many meat-eating animals of the time. Because they made tools of stone, this era was known as the Stone Age. But these people were not hunters; their main diet was fruits, roots, nuts and vegetables that they found growing wild. They did band in small groups for protection. The size of the group depended upon the amount of food available. Groups would disband and move on, as food required.

A campfire had to be carefully watched because if the fire went out, they did not know how to start it again until they found something burning naturally. They did not know how to make fire. When they broke camp, they probably attempted to bring their fire with them by carrying several lit branches with which to start a new campfire when they stopped again. If their branches went out, they went without fire until they found something burning somewhere.

## Upright Man—Made Fire

These Stone Age people were about the same size as modern humans. Their toolmaking skills were considerably improved; their weapons included stone axes and knives. This early man learned to make fire—which changed everything! They began to cook their food routinely. Food that is cooked is more secure from disease and much softer to eat. As a result, it would have been easier for the young and the old to survive. People would collect around the fire each night to share stories of the day's hunt and activities.

Because they were not afraid of the cold nights and they knew how to make a campfire, about one million years ago, these people began to slowly leave Africa and populate the world. They did not need a boat; the Ice Age was here! They traveled across giant walkways of frozen ice, over what later would become vast rivers and seas. Artifacts have been found of their tools and weapons, which help us to understand how they lived, where they went, and how they got there.

**Who were the Neandertals?** In the beginning, scientists believed one of the Stone Age groups of early humans, the Neandertals, were dim-witted brutes with clubs and beast-like features who walked with bent knees and shambling gaits, with heads slung forward on their big squat necks. These were the ancestors nobody wanted! It was the stuff of horror movies, and just as fictional. Scientists had to rethink a bit when it was later discovered that this old man was suffering from disfiguring arthritis! Arthritis is a disease that bends and cripples bones. Still, Neandertals were different from other species of early humans. They were much taller, and very strong. They were marvelous hunters. They often used caves as their homes. They were adept at fire making, and probably cooked their food routinely. Nobody knows why these Stone Age people disappeared. Considering how smart they were, and how advanced for their time, it's an especially fascinating puzzle!

## Cro-Magnon Man—Cave Painters

By this time, **man had become very capable hunter-gatherers** and had scattered all over the world. Scientists have found remains of these early people in Europe, Asia, America, Africa, and all over. Life was harsh, but they had plenty of food and warm shelter. Many members of these groups lived to a very old age. The *Homo sapiens sapiens* who lived in Europe were called Cro-Magnon Man.

**Their lives were not a constant struggle for survival because they were such good hunters.** These Stone Age people learned to organize hunts and to cure and store food for the long winter. They used traps, which allowed them to catch food while they were busy doing something else. Fisherman used nets woven from vines and fishhooks. Some groups built rafts and canoes to catch bigger fish in deeper waters. They made clothing and jewelry, and they invented the bow and arrow.

**Cave Paintings:** Cro-Magnon man, for whatever reason, created marvelous paintings on rock walls, deep within caves. Different painters added paintings until a cave might have hundreds of drawings. Most cave paintings focused on hunters and animals. Early man used natural colors. They drew stick figures for people, but the animals were well drawn and usually filled in with natural colors to give them even more shape and substance. They also drew stencils of hands. To do this, Cro-Magnon man had to crawl on his belly, through mazes of dark and narrow tunnels, by the light of a flickering torch or a spoon-like oil lamp. The lamp had to be balanced carefully to hold the burning oil in the rounded part of the spoon, while carrying the carefully prepared paints. This early man had no idea if he might run into a cave lion or a bear on the way.

Like many discoveries, the existence of cave paintings was discovered accidentally. The caves in Lascaux, France were found around 1940, during World War II, by some kids. They stumbled across the entrance to a cave that had been hidden by the roots of a tree. Once people knew these paintings existed, they went looking for more such caves, and found them. Why did early man add their paintings to the many others that had been painted in the cave before them? Nobody knows! It's still a mystery.

## Questions about Stone Age Man:

1. What is a hunter-gatherer?

2. What is the Stone Age?

3. Why was the ability to make fire so important?

4. How could early humans travel from Africa to Australia without a boat?

5. What did Cro-Magnon man paint on cave walls?

# Supplemental Lessons and Activities

Five Themes of Geography Lesson Plan

# Substitute Lesson: Searching for Elvis

**Preparation:**

- Classroom Teacher Preparation: Buy a musical card from the drug store or Hallmark store in your area. This is a card that plays music when it is opened. Do not tell the students you have this card. Put it in a folder, along with 5–6 maps of the United States (one map per group). Keep this folder on hand for a substitute. This substitute lesson can be used any time during the school year.
- Substitute Teacher Preparation: Remove the card from the folder, and place it somewhere you can reach it easily, such as on the desk under a book.

Open Class: Introduce yourself, and **say:** "Your teacher will be back tomorrow. Today, (pause) I want everyone to close his or her eyes." (Let your voice become dreamy.) "Imagine that it's summertime. You *just* got your driver's license. You want to take your grandmother or your aunt or your mom someplace she has always wanted to go. She loves music. She especially loves the music of the famous '60s singer, Elvis Presley. You can almost hear the music." (Open the card. Most students will open their eyes and look about quickly.)

Tell the students who have not yet done so to open their eyes.

**Ask:** "Who knows who Elvis Presley is?" (A few will know.) "His home is famous. It's called Graceland. Does anyone know where Graceland is located?" (Some might know, but you may have to tell them Memphis, Tennessee.)

**Say:** "Please take out some paper and a pencil or pen, and move quickly into your groups. Now, I want you to map the route from your town to Memphis, Tennessee. I suggest you take the most direct route, but that's up to you. Be sure and check the legend on the map to find hotels, gas stations, and restaurants along the way."

**Ask:** "What is the legend? Where is it located?" (Get some answers.) "What information does the legend on a map tell you?"

Give them some time to create their maps. Some students will route a more direct route.

Others will wander all over the map. That's fine.

After they have created a route from their hometown to Memphis, Tennessee, have each group measure the mileage. You'll get some groans from students who have wandered all over the United States. Just give them a grin. (They really don't care, students love this lesson.)

# Year In Review Lesson Plan

Time frame: Two class periods (55 minutes each)

**Preparation:**

- Daily Question. Use overhead projector or write question on the board.
- Prepare for a drawing: On six scraps of paper, write one civilization on each scrap: Mesopotamia, India, Egypt, Greece, Rome, China. Fold scraps. Place them together in a hat, bag, or shoebox in preparation for a drawing.
- Reproducibles: None.

## Day One

### Daily Question: Is the group referred to as "Cro-Magnon man" an ancient civilization? Why or why not?

Open Class: **Ask:** "Who remembers Cro-Magnon man?" (Get some answers.) "That's right. He's the one who crawled through deep dark caves to paint pictures on cave walls." Ask the daily question. Get some answers. (The correct answer is no.)

**Ask:** "What does it take to be called a civilization?" (Get a list. Write that list on the board or overhead projector. Prompt them if necessary.)

Refer to the list they just created and **ask:** "How many of these elements do you need for a group to be called a civilization?"

**Say:** "Today and tomorrow, we are going to briefly review the six ancient civilizations we have studied this year: Mesopotamia, India, Egypt, Greece, Rome, and China. Today, working in groups, each group will review one civilization. The civilization will be assigned by a random drawing. Please bring your journals with you to your assigned group, along with some paper and a pen or pencil."

### Activity: Review ancient civilizations by group, one civilization per group

- Move students into groups.
- Have groups draw to see which civilization they will be reviewing.

**Instructions to Students: Say:** "Although you will be working as a group, and your goal is to help each other, each student must take notes of their own. Tomorrow, we are going to regroup. Each of you will be presenting your findings to a new group."

Give them some time to review their assigned civilization.

Walk around the class and ask questions of each group.

- A question for the group reviewing Mesopotamia might be, "Who was the first superhero?" This may trigger the answer "Gilgamesh." If not, direct them to find the answer in their journals.
- A question for the group reviewing ancient Egypt might be, "Who was the head of government?" One of the students might ask, "When?" Your response would be, "Any time period." This may trigger the correct answer: "Pharaoh."
- Encourage brief answers. They're not writing an essay or outlining an entire unit. They're doing a brief review to trigger their memory.

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# Day Two

## Daily Question: What is a religion?

Open Class: Ask the daily question: What is a religion? (Get some answers. Write students responses on the board or overhead.) "Did the ancient Greeks have a religion? How about the ancient Romans? Is Buddhism a religion? How about Taoism? (Strictly speaking, Taoism is a philosophy, a way of thinking about things so that you will be happier.) Who remembers what it takes for a group of beliefs to be called a religion?"

## Activity: Regroup—Share, Choose, Present

**Say:** "Today, we are regrouping. Each new group will be composed of people who each reviewed a different ancient civilization yesterday.

- First, each of you will present what you reviewed yesterday to the rest of your group.
- Then, as a group, from these six choices, pick one civilization in which your group would prefer to live. Majority rules. Justify your decision. Prepare to present that decision to the class in a 1–2 minute presentation.
- First things first. Start by presenting what you learned yesterday to your group mates; a good way to do this is to take turns around the circle."

Give them some time to share their findings.

Transition: **Ask:**

- "Would you say that life in ancient times is different than our life is today?" (Of course. And yes, it depends on where you live.)
- "Are there similarities?" (Of course.)
- "Would you call the group of people we refer to as U.S. citizens a civilization?" (We are.)

### Final Day Activity: Distribute Time Capsules

- **Say:** "Let's see how much you have changed in just one year."
- Remove the Time Capsule Envelopes from the container in which they have been stored all year and return each envelope to its owner.
- Allow students some time to review their envelopes and share with others if they wish.

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## Close the Year (Close Class)

Point to the bulletin board display you and your students have created all year from ads and references you've collected that use the ancients to sell something or to communicate something.

**Say:**

- "The next time you reach for a piece of paper, thank the ancient Chinese.
- The next time you see a public works project of trees or flowers planted along the roadway, remember the ancient Indians.
- The next time you refer to a calendar, thank the ancient Egyptians.
- The next time you refer to the months of the year, remember the ancient Romans.
- The next time you ride on a bike or get in a car, thank the ancient Sumerians for their clever invention of the wheel.
- The next time you vote, remember the ancient Greeks."

Move to the door of your classroom to see them out.

**Say:** "Thank you for visiting the ancient world. Have a wonderful summer!"

# A–Z Writing Activities Quick Look Guide

When you have an open space of time, take a quick look at this list. It is not all-inclusive; there are many others. But it may give you some great ideas.

A
Abbreviate Ad
Agreement—rental, business, sales contract
Album—record cover, photo album
Application—apply for a job
Auctioneer
Award

B
Baggage
Before and After
Book Jacket
Brochure
Bulletin Board
Bumper Sticker

C
Calendar of Events
Campaign Speech
Career
Catalog—of products or services
Cause and Effect
Characterization
Charades
Clarification
Cliffhanger
Comic Strip
Commercial—radio or print
Contrast and Compare
Counterspy
Creation Myth

D
Day
Dream
Decorate
Definition
Description
Diary

E
Editorial
Ending
Etiquette
Evaluation
Exaggeration
Explanation

F
Fable
Fair Trade
Fairy Tale
Family
Festival
Fish Story
Folktale
Folklore
Food items—cereal box, new product, any food item

G
Game—jeopardy, bingo, class created, group created
Geographer
Gimmick
Graffiti
Graphic Organizer
Greeting Card
Grocery List
Guess Who

H
Headline
Homework

I
Illustrate
Improv (Improvisation)
Interview
Introduction
Invitation

J
Job Application
Jog (who, what, when, where, why)
Joke

K
Keepsake
Kit—emergency evacuation kit, first aid kit, traveling kit

L
Label
Letter—pen pal, business, family, complaint, love letter, letter to the editor
List

M
Map
Marquee Notice
Meeting—meeting minutes or an encounter
Melodrama
Menu
Message
Monologue

N
Newscast
Newsletter
Newspaper—advice column, ad, obits, anything
New Year's Resolution
Nursery Rhyme

O
Obituaries
Opinion
Oration

P
Pamphlet
Peddler
Preamble
Persuasive Writing
Play
Poem
Post Card
Poster
Prevarication
Propaganda
Prophecy
Puppet Show
Puzzle

## Q
Questionnaire
Quiz

## R
Ransom Note
Rap
Real Estate Sale
Reminiscence
Resume
Review—music review or movie review
Roadside Billboard

## S
Sales Pitch
Slogan
Storyboard
Summary

## T
Tall Tale
Thank You Note
Time Capsule
Time Travel
Timeline
Tour Guide
Travel Brochure

## U-Z
Vocabulary List
Want Ad
War Correspondent
Weather Forecast
Who Am I?
Will
Zoning Regulation