2012

Ancient Civilizations Review

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Jesup Middle School

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<table>
<tr><td>Grade Level (Req.): 6th</td><td>Content Area (Req.): Ancient Civilizations (Eastern Hem)</td><td>Unit (Opt.): End of the year review</td></tr>
<tr><td colspan="3">Connections to Other Disciplines (Opt.):
• Art*
• Language Arts*
*= extension that could be added to lesson in other disciplines</td></tr>
<tr><td rowspan="2">Time Frame (Req.): Five 40 min. class periods</td><td colspan="2">Goal (Req.): Locate and map different historical sites from our studies over the school year.</td></tr>
<tr><td colspan="2">Objective (Req.): Students will be able to correctly identify different historical sites using latitude and longitude. Students will be able to correctly locate the different historical sites on a map.</td></tr>
<tr><td colspan="2">Materials Needed (Req.):
• Computers (with Google Earth)
• Individual World Maps
• Large note cards*
• Colored pencils*
• Large Classroom World Map*
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•</td><td>New Vocabulary (Opt.):
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<tr><td colspan="3">Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Using this lesson as a review, I would start off asking a set of general questions, easy to hard. 1) How many of you could locate on a map the difference places we have studies this year? (Greece, Egypt, Rome, China, Etc.) 2) How many of you could name important historical sites within each area? 3) How many of you could find some of these places using latitude and longitude?</td></tr>
<tr><td colspan="3">Instructional Sequence/Procedure (Req.):
1. Day 1:Divide the class into partners. Each set of partners should have a computer and a world map.
2. Day 1:Hand out Google Earth scavenger hut to each set of partners. They will have the class period to enter the cordinants and identify the historical sites, and mark them on their map.
3. Day 2: As a class go over all answers to make sure everyone has them correct. Have each set of partners locate and mark one on a large classroom world map.
4. Day 2: As a class, figure out the best route to take if we were going on a tour of these places and mark on the large classroom map.
5. *Day 3: Assign each set of partners one of the historical sites from the scavenger hunt, by having them draw a location from a hat.
6. *Day 3: Assign Postcard activity: each set of partners will be responsible for creating a postcard from their location as if they had been visiting the site. They will need to create an illustration for the front of the postcard and then write a message to me on the back. The writing piece must contain their location, the site, and different facts about the history of the site.</td></tr>
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8. *Day 4: Work day for final copies of postcards, due next class period.
9. *Day 5: Share postcards out loud with class and then place on the large classroom world map, on location.

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Formative Evaluation (Req.): Teacher observation while working on scavenger hunts, classroom check of scavenger hunt answers, checking for accuracy as partners identified locations on large classroom map. (Scavenger hunts and maps would also be turned in at end of activity for points)	Assessment (Req.): Postcards: did they accurately portray their site in the illustration? Did they accurately identify the site and location in their letter to me? Did they describe accurate information about their site in their letter to me, showing knowledge of the site. (A rubric would be made for grading postcards)

Iowa Core Curriculum Standards Used (Req.):

- GE 1., Grades 6-8: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
  - Understand the characteristics and purposes of geographic tools and representations of the earth such as maps, globes, graphs, charts, models, grid systems, aerial and other photographs, GIS, satellite-produced images and databases.
  - Understand mental maps of locales, regions and the world.
- Technology Literacry 2., Grades 6-8: Collaborate with peers, experts, and others using interactive technology.
  - Interact and collaborate with peers, experts, and others using technology.
  - Contribute to a content knowledge base by creating, producing, and sharing information, models, and other creative works.
- Technology Literacy 6., Grades 6-8: Understand the underlying structure and application of technology systems.
  - Select and use technology applications to conduct research, solve problems and produce finished products
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- 4. They physical and human characteristics of places.
- 17. How to apply geography to interpret to past.
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Five Themes of Geography Used (Req.): • Location • Place • Human-Environment Interaction • Movement • Region	School District Standards and Benchmarks (Opt.): • • •
21st Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): • • • • •	
Other Essential Information (Opt.):	
Other Resources (Opt.): • • • •	