


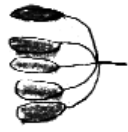



Early Civilizations Level 2, Sample 1

A

Research Organizer		
Name of Artifact: <u>Dagger</u>	Purpose: <u>To fight with in war.</u>	What the artifact tells us about the civilization: <u>Due to the mountains they made the daggers out of Iron and gold.</u>
Civilization: <u>Egypt</u>		
Picture/Sketch: 	Description: <u>-short -gold -broad -iron -silver -strong</u>	When they fought they wore no clothing protection and only took spears, daggers, shields, arrows and helmets. They had people that could design strong and good daggers made out of metal.
Source(s) of information: <u>Steele, Philip Step into ancient Egypt, Joanne Lorenz, London, 1998</u>		
Name of Artifact: <u>candle</u>	Purpose: <u>so if it is dark you can light a candle and you can see.</u>	What the artifact tells us about the civilization: <u>The climate is so hot they can cook animals which they could get the tallow from the fat instead of the lady's working in the dark they light a candle and work in the light. In order to make work easier they made candles so they can work in the light.</u>
Civilization: <u>Rome</u>		
Picture/Sketch: 	Description: † <u>-tallow -string -white -budge</u>	
Source(s) of information: <u>http://www.smithsonian/hsc/museum/ancient_inventions/candles2.html</u>		
Name of Artifact: <u>Light house</u>	Purpose: <u>-Protect ships from harbor</u>	What the artifact tells us about the civilization: <u>Due to the many seas they have a harbor which they have to keep safe so people the ships in a light house. The Pharaoh's Probable took turns and had to go to school to learn how to watch it to make the harbor safer they made a light house.</u>
Civilization: <u>Greece</u>		
Picture/Sketch: 	Description: <u>-big -tall -blue -white -red -blown -octagon on top</u>	
Source(s) of information: <u>http://www.smithsonian/hsc/museum/ancient_inventions/lighthouse2.html</u>		

B

Time Capsule Choices			
Artifact From The Past	Time Capsule Artifact: <u>Candle</u>	Civilization: <u>Rome</u>	Drawing of Artifact 
Artifact From The Present	Time Capsule Artifact: <u>Light Lamp</u>	Civilization: <u>Canada</u>	Drawing of Artifact 
<p>The article reveals the following information about the civilization: <u>The Romans also might have used the candle to cook or keep the bugs away. They cooked animals and got the tallow from it to make more candles. They didn't want to do house work in the dark so they would just light a candle and they could see. They made a good invention.</u></p> <p>The article reveals the following information about the civilization: <u>People use the lamp today so they can see in the dark. The lamp is powered by electricity. If you keep a light on to long it can start to get hot and burn. If you look straight at a light it can hurt your eyes. We made a awesome invention.</u></p> <p>Some differences between these civilizations are: <u>Candles were made of tallow and light. We were made of glass. Alice, a electrician, candle, light. Tom's Edison invented the light and a electrician man invented the candle.</u></p> <p>Some similarities between these civilizations are: <u>Both societies needed light to work in dark spots.</u></p>			

## Teacher's Notes

### Understanding of Concepts

- The student explains with some detail the interrelationships between the environment and early civilizations (e.g., when discussing the Greek lighthouse in the research organizer, the student identifies the presence of the surrounding seas to describe the connections of early Greece to the environment: “Due to the many Seas they have a harbor which they have to keep safe so people the shiPs in a light house”).

### Inquiry/Research Skills and Map and Globe Skills

- The student locates and records some relevant information, from some sources, about the connections among the environment, society, and technology within early civilizations (e.g., the student links the use of tallow with candles in early Roman civilization: “The climate is so hot they can cook animal’s which they could get the tallow from the fat. Instead of the lady’s working in the dark they light a candle and workin the light”).

### Communication of Required Knowledge

- The student communicates some information about early civilizations with some clarity (e.g., “They had people that could desing strong and good dagger’s made out of metal”, “In order to make work easier the made candles so they can workin the light”, “To make the harbor safer they made a light house”).

### Application of Concepts and Skills




- The student explains with some detail some relationships among the environment, society, and technology in early civilizations (e.g., on the “Time Capsule Choices” page, the student states that the Romans used candles for light: “They cooked animals and got the tallow from it to make more candles”).
- The student makes some comparisons between design and technology in ancient Rome and in modern Canada (e.g., by noting the similarities and differences between the inventions of the candle and the lamp: “Both societies needed light to work in dark spot’s”, “Tomis Edison invented the Light and a craftsman invented the candle”).

## Comments/Next Steps


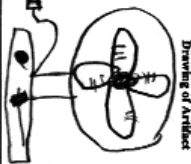
- Although the student included inaccurate information when describing the use of the candle (e.g., “The Romans also might have used the candle to cook or keeP the bug’s away”), he or she did include some connections among the environment, science and technology, and society in the “Time Capsule Choices” explanation sheet.
- The student should use a greater variety of sources of information.
- The student should include greater detail in the descriptions of the artifacts and their purposes.
- The student could demonstrate more connections in the similarities section between ancient Rome and modern Canada.
- References to societal issues (e.g., cultures, traditions) could be emphasized throughout his or her responses.
- The student should proofread the final product.

Early Civilizations Level 2, Sample 2

A

Research Organizer		
Name of Artifact: seismograph	Purpose: it records earth quaks	What the artifact tells us about the civilization: They were safe. They liked dragons and frogs or some sort of a tridition. They were creative and liked colours and
Civilization: china		
Picture/Sketch: 	Description: stick in middle falls on dragon. Bell falls in frogs mouth. this tells if there is an earthquake	
Source(s) of information: invented by Chang Heng A.D 132. 8 dragons and 8 frogs. Each dragon with a bell and the cylinder with a stick in the middle.		they had a lot of earthquakes.
Name of Artifact: sphere	Purpose: throwing of things	What the artifact tells us about the civilization: They had to hunt their food. They used a lot of wood to make things. They lived poor. They made things out of animals.
Civilization: china		
Picture/Sketch: 	Description: used for hunting and the holes are finger holes. They give you better grip	
Source(s) of information: made by antlers and wood. They were very creative.		
Name of Artifact: sword	Purpose: used for fighting	What the artifact tells us about the civilization: They had a lot of fights and they had a lot of money. They liked to have pretty things and they liked to be decriptive.
Civilization: Japan		
Picture/Sketch: 	Description: used in a war made by talented people and very decriptive and expensive	
Source(s) of information: most made of metal with jewels and colours and it was strong and sharp		

B

Time Capsule Choices	
Artifact From The Past Time Capsule Artifact: ploom	Developed Artifact 
Civilization: Ancient Egypt	
The article reveals the following information about the civilization: they did not have lots of shade. They lived in a hot climate and had to cool them selves etc. They had no technological objects or in this case fans. Only special people could use them because of all the decorations and colours on it. They must have been poor but killed animals because there are peacock feathers on it. Some similarities between these civilizations are: They both get hot at some points we both need a way to cool etc. Both objects cool us off and makes feel good.	
Artifact From The Present Time Capsule Artifact: electric fans	Developing of Artifact 
Civilization: Modern Civilization	
The article reveals the following information about the civilization: we have lots of money. Sometimes we get a hot climate. We have educational and lots of technological experience and can build other high tech things. We also might have other ways to cool of that are used like this. Maybe we could put this into a different use. This would be a modern thing and everybody could use it.	
Some differences between these civilizations are: We both don't have technological ways to cool etc. One is made by man power and one is made from electricity. The ploom can give you shade and cool you etc but the fan gives you more air and faster to cool you etc	

## Teacher's Notes

### Understanding of Concepts

- The student explains with some detail the interrelationships between the environment and early civilizations (e.g., by identifying, in the research organizer, the Chinese seismograph as a device that recorded the evidence of earthquakes and then suggesting what the artifact tells us about the Chinese: “They were safe... They were creative and liked colours and maybe they had a lot of earthquakes”).

### Inquiry/Research Skills and Map and Globe Skills

- The student locates and records some relevant information, from some sources, about the connections among the environment, society, and technology within early civilizations (e.g., in reference to a Chinese sphere, the student refers to some relevant information to make connections: “They had to hunt their food. They used a lot of wood to make things. They lived poor. They made things out of animals”). Note that although no sources are cited, the details presented imply that sources were used (e.g., “invented by Chang Heng A.D. 132”).

### Communication of Required Knowledge

- The student communicates some information about early civilizations with some clarity (e.g., in reference to the Japanese sword: “They had a lot of fights and they had a lot of money. They liked to have pretty things and they liked to be decorative [decorative]”).

### Application of Concepts and Skills

- The student explains with some detail some relationships among the environment, society, and technology in early civilizations (e.g., by drawing this conclusion from the Egyptian “ploom” [plume]: “They must have been poor but killed animals because there are peacock feathers on it”).
- The student makes some comparisons between design and technology in ancient Egypt and in modern Canada (e.g., comparisons are made between the “plooms” and electric fans: “One is made by man power and one is made from electricity. ... but the fan gives you more air and faster to cool you off”).

## Comments/Next Steps

- The student should cite his or her sources of information.
- More detail would strengthen the student’s explanations about the relationships among the environment, society, and technology.
- The student could communicate the information more effectively and clearly with improved organization.
- The student should proofread and correct the “Time Capsule Choices” sheet.