

Early Societies, 3000 BCE – 1500 CE

Heritage and Identity Series

— Grade 4 —

Written by Emily Bosman

BRIEF OVERVIEW: This package has been designed to cover the overall expectations for the Heritage and Identity: Early Societies, 3000 BCE – 1500 CE section of the grade four, 2013 Ontario Curriculum Social Studies course. It provides opportunities for students to participate in the social studies inquiry process using visuals, maps, questioning and more. There are nine lessons which foster critical thinking skills that will engage each student’s curiosity. This resource includes learning goals, success criteria, vocabulary, required materials, and detailed instructions to carry out successful differentiated lessons. It also includes enrichment ideas and colourful, well organized worksheets and activities.

People and Environments: The second section, Political and Physical Regions of Canada is also available for purchase. (SSJ1109)



EMILY BOSMAN is passionate about progressive pedagogy in her daily work as an educator. She is motivated to provide authentic learning experiences for students in the classroom and through writing units of study.

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Overall Expectations

A1 Compare key aspects of life in a few early societies (3000 BCE – 1500 CE), each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society.

A2 Use the social studies inquiry process to investigate ways of life and relationships with the environment in two or more early societies (3000 BCE – 1500 CE), with an emphasis on aspects of the interrelationship between the environment and life in those societies.

A3 Demonstrate an understanding of key aspects of a few early societies (3000 BCE – 1500 CE) each from a different region and era and representing a different culture, with reference to their political and social organization, daily life and relationships with their environment and with each other.

Big Ideas

By studying the past, we can better understand the present.

The environment had a major impact on daily life in early societies.

Not all early societies were the same.

Framing Questions

What methods can we use to compare societies from different eras and regions?

What are the most significant differences between Canadian society and societies of the past?

What are the most significant differences among early societies?

In what ways did the environment influence early societies? Does the environment have the same impact on Canadian society today? What has changed? Why has it changed?

Taken from Ontario Curriculum, Social Studies, Grades 1-6, 2013.

Teacher Assessment Rubric

Student's Name: _____

Date: _____

Success Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding Content				
Demonstrates an understanding of the concepts, ideas, terminology definitions used	Demonstrates limited knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates thorough knowledge and understanding of content
Thinking Skills				
Gather and organize information on major challenges facing different groups and communities	Uses critical thinking skills with limited effectiveness	Uses critical thinking skills with some effectiveness	Uses critical thinking skills with considerable effectiveness	Uses critical thinking skills with a high degree of effectiveness
Analyze and construct print and digital media maps	Constructs and analyzes maps with limited effectiveness	Constructs and analyzes maps with some effectiveness	Constructs and analyzes maps with considerable effectiveness	Constructs and analyzes maps with a high degree of effectiveness
Communication				
Organize and communicate ideas and information in oral, visual, and/or written forms	Organizes and communicates ideas and information with limited effectiveness	Organizes and communicates ideas and information with some effectiveness	Organizes and communicates ideas and information with considerable effectiveness	Organizes and communicates ideas and information with a high degree of effectiveness
Application of Knowledge and Skills				
Apply knowledge and skills to makes connections between the past and present day situations	Makes connections with limited effectiveness	Makes connections with some effectiveness	Makes connections with considerable effectiveness	Makes connections with a high degree of effectiveness

Student Self-Assessment Rubric

Name: _____ Date: _____

Put a ✓ in the box that best describes your actions for this assignment.

Expectations	Always	Sometimes	Rarely
I participated to the best of my ability.			
I used my time wisely to complete the task.			
I had a positive mindset.			
I asked for help when I needed it.			
I followed directions the best I could.			
I was as detailed as possible.			

1. I did well at _____

Because _____

2. I am getting better at _____

Because _____

3. Next time I will try to _____

Because _____

My Self-Assessment

Name: _____

Date: _____

My look-fors

I can _____
(success criteria provided by the teacher)



Fill in the appropriate circle.

No, need to work on.

Yes, with help.

Yes, successfully.

I can _____
(success criteria provided by the teacher)



No, need to work on.

Yes, with help.

Yes, successfully.

I can _____
(success criteria provided by the teacher)



No, need to work on.

Yes, with help.

Yes, successfully.

I can master the above success criteria by:

The learning strategies that I used for today's lesson:

1. _____

2. _____

Introduction

This package has been designed to cover the overall expectations for the Heritage and Identity: Early Societies, 3000 BCE – 1500 CE section of the grade four, 2013 Ontario Curriculum Social Studies course. It provides opportunities for students to participate in the social studies inquiry process using visuals, maps, questioning and more. There are nine lessons which foster critical thinking skills that will engage each student's curiosity.

This resource includes learning goals, success criteria, vocabulary, material requirements, and detailed instructions to carry out successful differentiated lessons. It also includes enrichment ideas, well organized worksheets and activities.

GOALS OF THE RESOURCE:

1. To compare several early societies and make relationships between them and our current Canadian society.
2. To apply the social studies inquiry process to understand ancient civilization's environmental connections.
3. To show an understanding of various early society's social and political structures, environmental influences, and everyday life.

LESSON PLAN FORMAT

Introduction

The introduction will include the specific expectations covered in the lesson, a framing question for the lesson, big ideas, learning goals, suggested success criteria, vocabulary and materials required for the lesson.

Teaching Instructions

This will include the instructions for the minds on activity, which will activate prior knowledge and gain a sense of student understanding. The action will include instructions to carry out new learning. The consolidation section will provide activities to measure students understanding of the new learning. Suggestions for differentiating the lesson as well as enrichment are provided.

Enrichment Activities

These activities can be used for students who work at a different pace or who work better with other multiple intelligences.

Additional Information

An answer key is provided, where appropriate. Websites are listed at the end of each lesson plan to use as a resource for further research. There is a reflection section to write down thoughts and notes for teaching the lesson in the future.

Activity Worksheets

Minds on, action and consolidation activity worksheets are included for each lesson. They follow the specific expectations and big ideas of the Ontario Curriculum.

Lesson 1: Introduction to Early Societies

Expectations Covered	2.6, 3.1
Framing Questions	What are early societies? Where and when did early societies exist?
Big Ideas	The location and era played an important role in early societies.
Learning Goals	<ul style="list-style-type: none"> • Students can locate early societies that are studied on a world map. • They can use the correct terminology and timeline when discussing early societies.
Suggested Success Criteria	<ul style="list-style-type: none"> • I can use the correct vocabulary to discuss early societies. • I can identify the location of some early societies on a world map. • I am able to compare the periods of some early societies using a timeline.
Vocabulary	Early societies, ancient civilizations, timeline
Materials Required/ Useful Websites	laptop, internet access, dictionaries, photocopies of timelines, map, vocabulary pages <ul style="list-style-type: none"> • http://goo.gl/mnT7c9 • http://goo.gl/UNUi24 • https://goo.gl/0qCml7

TEACHING INSTRUCTIONS

Minds On

The teacher will ask students what words come to mind when they hear ‘ancient civilization’ or ‘early societies’. The teacher will use **www.wordle.net** to generate a poster to print out and hang in the classroom for the duration of the unit. (You may want to refer back to the poster at the end of the unit and make a new poster with the new vocabulary learned during the unit)

Action

1. Hand out activity one and read with the class.
2. Students should brainstorm the most important events in their life thus far. A list of suggestions has been included to help students decide upon the importance.

When students have completed their timeline, they will be given an early societies timeline to fill out during the unit.

3. Students will complete the map as they progress through the unit of study. At the beginning of each lesson ‘action’, a prompt will remind you to locate the present day country with the class where the early society lived. They will record their information in the appropriate box.
4. A vocabulary worksheet is included to fill out as students learn new words throughout the unit.

Consolidation

Write the following ‘Journal Jumpstart’ phrase on the board to guide student’s writing:

I will enjoy learning about early societies because...

Differentiation

Teachers may choose to have a word wall and add key words from the unit onto the wall. Students can record the words onto their vocabulary worksheet.

Enrichment

Learn and use the rules of mapping to fully complete the world map.

ANSWER KEY

Activity 2: Early society's timeline – dates are included in the 'action' section of each lesson.

Activity 3:

Present Day (PD) Italy,

Early Society (ES) Rome

(PD) Greece, (ES) Greece

(PD) Chile, (ES) Easter Island

(PD) Egypt, (ES) Egypt

(PD) Turkey, Iraq, Syria, (ES) Mesopotamia

(PD) Sweden, Norway, Denmark (Scandinavia)

(ES) Sweden, Norway, Denmark

Activity 4: Answers will vary depending on dictionary used and student choices.

REFLECTION NOTES

Early Societies

Early societies include ancient civilizations and the medieval era. They existed between 3000 Before Common Era (BCE) – 1500 Common Era (CE). During this unit you will be a historian, researching past events and people in early societies.

A timeline is used to organize events over a period of time in a visual way. Usually a timeline is shown in a linear fashion with dates and events written beside the line.

Let's create two different timelines!

Timeline #1: My Life

Instructions: Create a timeline of major events in your life such as:

- The date you were born
- a siblings birth
- Sports, clubs, and/or school awards
- major accomplishments
- trips that were important to you
- When you got a pet

Try to add at least 5 events to your timeline.

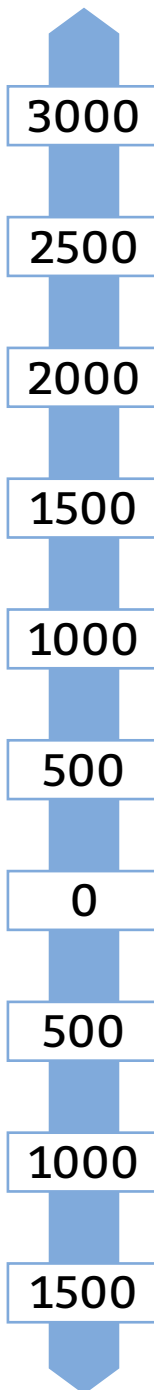


Early Societies

Timeline #2: Early Societies

Instructions: As we learn about different early societies throughout the unit, we will fill out the timeline. Once the unit is finished, you will have a number of early societies listed on the timeline.

Before Common Era (BCE)



Common Era (CE)

Mapping Early Societies

Instructions:

As we learn about early societies in different places in the world, we will fill out the information.

Map of the World

North America:
Present-day country: Canada
Early society: First Nations

Europe:
Present-day country: _____
Early society: _____

Asia:
Present-day country: _____
Early society: _____

Australia:
Present-day country: _____
Early society: _____

Africa:
Present-day country: _____
Early society: _____

South America:
Present-day country: _____
Early society: _____

Antarctica:
Present-day country: _____
Early society: _____

Vocabulary

Vocabulary word	Sentence dictionary definition	Use the word in your own sentence	Related words	Draw a picture that represents the word
Early Society/ Ancient Civilization				