**Ancient Civilizations Project**

**Objective**: During this unit, students will be learning about and applying their understanding of the earliest humans and the first civilizations. Cultural interactions, customs, social classes and hierarchy, and technological advancements are just a few of the concepts students will focus upon to complete their unit activity and create a firm understanding of the link between prehistory, civilized life and practices, and our present-day civilization.

**Directions**: Included in this packet, you will find a list of activities. Starting today and ending next Wednesday, February 4th, you will individually work on the assignments. This unit sheet will function as your check grade sheet, as well. Each time you complete a specific task it must be checked by Ms. Jones, and, if found to be satisfactory, Ms. Jones will initial it. You then may continue on with the next assignment that you choose to complete.

**C-Level: These assignments are all required (70 Points Total)**

 Fill in the chart on the features of the Ancient Civilizations using the PowerPoint on the website **(10 Points)**

 Create a travel brochure on one of the Civilizations (Your Choice) using the directions on the back of the chart **(20 Points)**

 Create a set of flash cards or a foldable using the vocabulary words in Chapter 2 of your textbook. Each flash card should include the work, definition, and a sketch of that represents the word **(10 points)**

 Watch the Crash Course Videos on Indus, Mesopotamia, Egypt, & China and complete the multiple choice viewing guides for each. **(20 points)**

 Complete the River Valley Civilization map **(10 points)**

**B-Level: You must choose 2 of these if you are in the standard class & 3 if you are in honors**

 **\*\*Honors Students Must Do This as One of Your Four\*\*** Choose one of the following SAS in Schools Assignments to complete. Go to the website: [www.sasinschools.com](http://www.sasinschools.com) **Login:** rhsrams (No password is needed)

 Then enter the QL number of your chosen assignment into the box in the upper right corner of the screen

* **QL #1239: Ancient Egypt: The Social Pyramid**

Explore ancient Egyptian history to answer this question: Did scribes have the most important occupation in ancient Egypt? You'll take a position and defend it with evidence from primary source documents.

* **QL#174: Ancient Middle East: Mesopotamia**

Examine the influence of environment on ancient Middle Eastern civilizations by interpreting maps and reading historical background on the region. You'll summarize what you learn to answer this focus question: Was the environment of Mesopotamia a blessing or a burden?

* **QL #581: Ancient India: Harappa & Mohenjo-Daro**

Step into the role of an archaeologist studying the ancient cities of Harappa and Mohenjo-daro. Using resources from the web, you'll draw conclusions and develop theories about life in the ancient Indus River Valley.

* **QL #374: Ancient China: Dynasties**

Research one of the major dynastic powers in ancient China: the Sung, Shang, Zhou (also spelled Chou), Qin (also spelled Ch'in), or Han dynasties. You'll create a poster with a collage of images and text that communicates the accomplishments and notoriety of the dynasty.

 **Ancient China Scavenger Hunt**: research online for the information necessary to answer questions about China.

 **Complete the Chart of Ancient Middle Eastern** Civilizations to compare information on the following civilizations: Sumerian; Babylonian; Hittite; Assyrian; Persian; Phoenician; Hebrew.

 **Create a timeline of the Egyptian** Old, Middle, and New Kingdoms on poster paper. For each kingdom you should include important leaders and their accomplishments, as well as the major events from each kingdoms. Your timeline should include AT LEAST two visuals that relate to the information included.

  **River Valley DBQ:** Read the documents and answer the included questions. Then you will write a short response to the question included.

 **Professor Indus Webquest & Game:** Use the Professor Indus document to explore the Indus Valley Civilization by playing the game on the website and answering the included questions.

**A-Level: You must choose 1 of these if you are in the standard class & 2 if you are in honors**

 **Code of Hammurabi Presentation:** Hammurabi's code of laws was one of the ancient worlds early attempts at establishing laws. You are a historian preparing to make a short movie that will be shown at the Louvre Museum in France where the Code of Hammurabi is displayed. Your video will be shown to visitors of the Louvre. You can choose to create an actual film or you may create a PowerPoint. You should research the Laws of Hammurabi and choose five to focus on. In your movie you will tell a little about the Code of Hammurabi and Hammurabi's laws. Then, you should explain the five laws that you chose and put them into your own words. In the final part of your movie, you will tell how these laws impacted the lives of ancient people and how they relate to current laws.

 Write a short story from the perspective of someone living in the Shang dynasty in China (slave, woman, peasant, farmer, emperor, noble, etc). Describe the rights and responsibilities that they have and how they relate to the people around them.

 Research the mummification process. Create a PowerPoint presentation (should have between 8 to 12 slides) that outlines the steps of the process. Use your own words and cite your sources. Do not overdo it with the graphics and animation.

 Create a skit script entitled “A Day in the Life of an Ancient Sumerian.” Role-play characters, such as ruler, priest, warrior, scribe, artisan, farmer, merchant, slave, etc. You do not have to perform your skit, so be as detailed as possible in your “stage directions” showing me how each person might react in a situation.(The script should be at least a page long. Skit must be size 12 font, typed, and double-spaced.)

 From historical sources, create a chart of important technological advances in the ancient world such as the bow and arrow, pottery, the wheel, weaving, the sail, bronze casting, the plow, wheel, and so on.  Show the possible source of the invention, approximate time of introduction, and uses. You should choose at least 10 of these inventions.  What impact did these technologies have on the lives of people who used them? what impact did they have on the social and political organization of the people who used them?