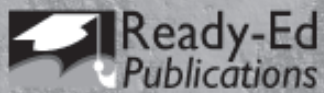


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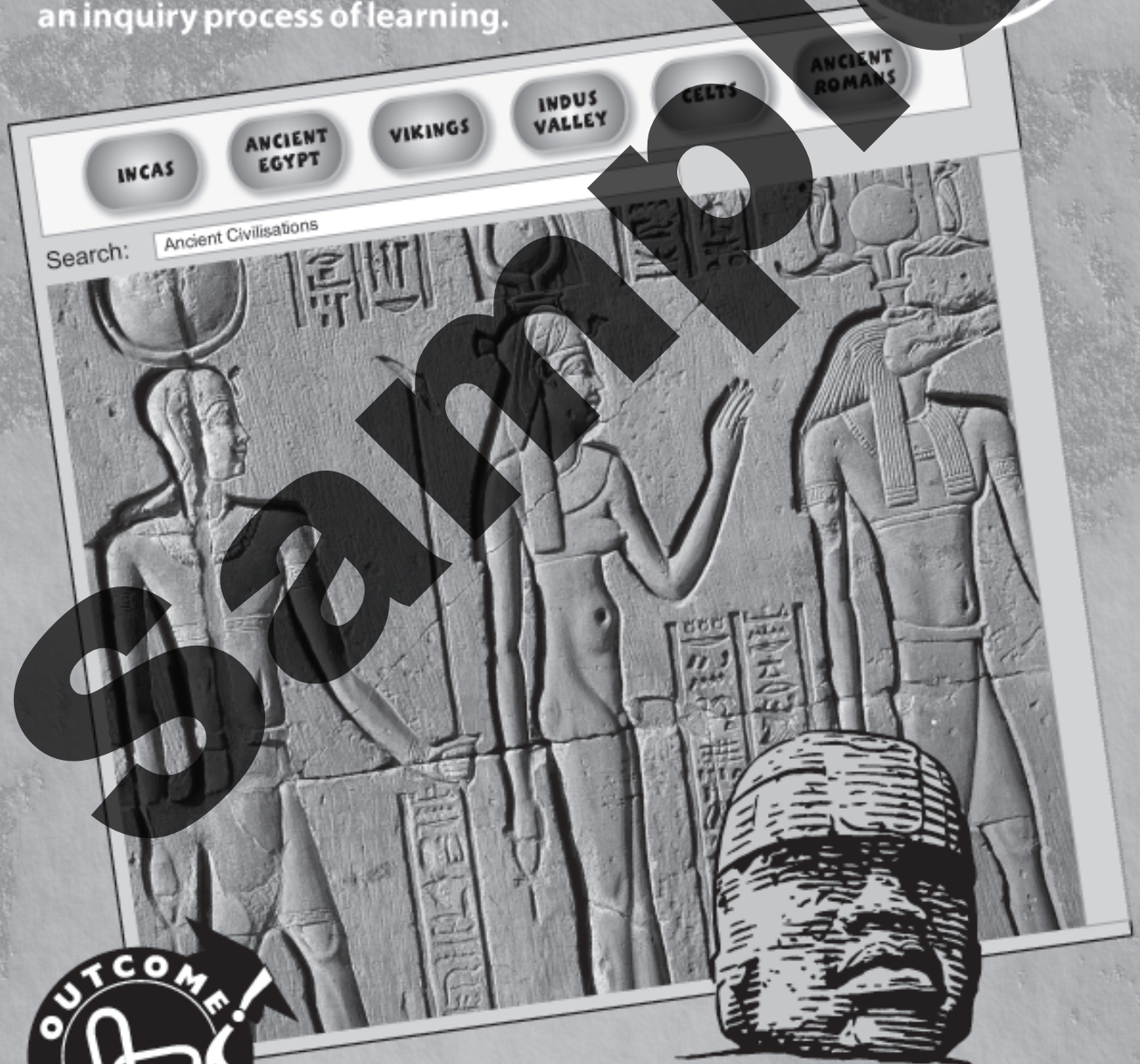
ANCIENT CIVILISATIONS

PHOTOCOPY
MASTERS

INTERNET
INQUIRY

8+ years

- Internet activities designed to utilise an inquiry process of learning.



BY SALLY YOUNG

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Teachers' Notes:

Learning About Ancient Civilisations

The theme of ancient civilisations is an important one for children to study, as it provides clues and links to the development of the society in which they live today.

Each of the civilisations presented in this book offers students a key aspect of what makes up a successful society.

The Incas, without developing a system of writing and recording their history, had a well developed social structure.

The Ancient Egyptians, basing their advanced civilisation on the Nile and the agricultural opportunities it allowed, were forward-thinking in education with their schools, writing system and the invention of black ink and paper.

The Vikings were foremost in trade and exploration, while the advanced society of the Indus Valley treasured fine clothing, pottery and jewellery; and developed sophisticated housing and drainage systems.

The Celts, of what is now the United Kingdom, were the warrior people of Iron Age Britain, while the Ancient Romans made a huge contribution to modern society with their architecture, recognition of hygiene and health, and the social structure in which they lived.

The use of the Internet in this book's inquiry-based approach brings these concepts to life for students and gives them great insight into what life must have been like in these fascinating ancient civilisations.

Teachers' Notes

Inquiry Learning Process

This book is designed to facilitate the inquiry learning process, creating a platform for students to learn how to learn. The structure of the book is based on the premise that students will complete the activities in the order in which they are presented, starting with introductory fact-finding exercises and leading on to higher order processes and independent research.

Each section will include:

Background Notes

Background information to act as an introduction on the topic for students.

☒☒☒ Focusing Activity

Gathering Information

Students will use these activities to become familiar with the topic and the available information sources.

◆◆◆ Expanding Activity

Using Information

These activities will allow students to clarify and refine their information sources and determine which materials will be relevant to the task, allowing them to explore the content in greater depth.

○○○ Inquiry Activity

Creating and Evaluating

At this stage students will be familiar with information sources for the theme. Students will be encouraged to combine their content understandings with the expansive array of information available on the Web, with the aim of making related investigations and reports. Activities are more open ended and allow for individual interpretation, allowing students to work within their own ability range.

Extra Task Cards

These activities provide alternative extension or remedial open ended inquiry activities to incorporate a range of learning styles and ability levels. They may also be used as early finishing activities or as individual projects.

☐ Information Literacy

Students should be encouraged to follow the steps of the information literacy process. There are plenty of websites (e.g. ▶ www.big6.com) that contain additional material about the steps involved in this process. A chart has been included on Page 7 and this can be photocopied and distributed to students as they prepare to undertake the inquiry tasks in this book.

☐ Internet Use

Activities in all sections are designed to have students utilising websites that have been carefully selected for each task. It should be emphasised that the World Wide Web is merely a source of information, along with print resources such as an encyclopaedia and CD-ROM.

☐ Evaluation

Evaluation and assessment complete the process for any learning experience. It is often difficult to assess creativity and inquiry learning skills as students approach tasks differently. These are only a sample of the questions that need to be addressed at the evaluation stage:

- ☒ Did the student communicate effectively in written form/ and or oral presentations?
- ☒ Did the student demonstrate proficiency in using appropriate technologies?
- ☒ Did the student reflect on his/her performance?

☐ Assessment Sheets

Pages 10-12 contain assessment forms to be used at the teacher's discretion. The forms have been tailored to particular activities and have been categorised as follows:

- Written Information
- Inquiry Skills
- Student Self-Assessment

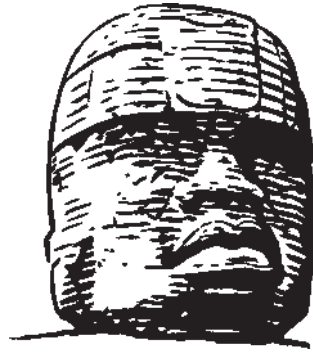
The students should be encouraged to complete a self-assessment form as they complete each activity (i.e. set them up in a box as part of the learning centre). Teachers can then use these forms to help them assess the students' understanding of the inquiry learning process.

THE INCAS

BACKGROUND NOTES

In what is now Peru a great civilisation of people, known as the Incas, once lived. It was a huge civilisation that at its largest was home to about twelve million people. It has been difficult to learn much about the Incas as they had no system of writing and therefore no books or charts recording the way that they lived. Historians believe though, that the civilisation grew from a small city in a place called Cusco in Peru and existed from about 1438 AD to 1533 AD, when their society was destroyed by invading Spanish soldiers.

The Incas were ruled by one person, known as the Sapa Inca. Like a king, he was born into his position. The Incas thought he was half man and half god, having been descended from the god of the sun, Inti.



The Inca civilisation was a pretty good place to live – depending on the way you looked at it. The Sapa Inca delivered harsh punishments to people who committed crimes, which meant that there was very little crime. As well as that, everybody was taken care of and always had a home and enough food to eat.

The Incas believed in lots of different gods that ruled different aspects of nature such as a river god, a sky god and a sun god. They encouraged people to worship the gods and to make the gods happy they would kill and sacrifice an animal and occasionally a person as well! (Maybe not such a great place to live.)

DO YOU LIKE GUINEA PIGS?

The Inca did too, but they liked them fried or roasted. They also ate potatoes and grains, fish, vegetables, nuts and maize.

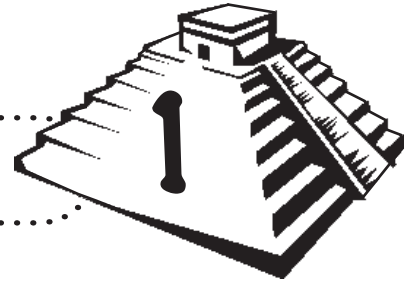
THE INCAS

☒☒☒ Focusing Activity

Go to: www.readyed.com.au/urls/inquiry/ancient.htm

The Incas

Click on Site 1



1. What kinds of things did the Inca people eat?

2. What kind of clothing did the Inca wear?

3. Describe a house belonging to a common person.

4. Which Inca children were able to attend school?

5. Did children learn to read and write at school? Explain your answer.

All people were not equal in Inca society.

Place the following Inca groups in their order of importance:

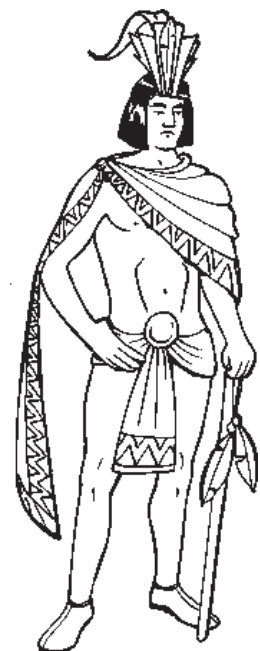
- The Ayllus
- Town workers, e.g. jewellers, carpenters
- The ruler or Sapa Inca
- Slaves and farmers

1. _____

2. _____

3. _____

4. _____



ANCIENT EGYPT

BACKGROUND NOTES

Ancient Egypt lay in the centre of modern day Egypt in the north of Africa, on the river Nile. The Nile was very important to the ancient Egyptians – in fact, they couldn't live without it. Egypt is very dry but every year the Nile would flood, spreading water across the land and making it suitable for growing crops. It gave the Egyptians water to drink and fish to eat.

Although this civilisation existed a long time ago, it was quite modern. The ancient Egyptians had schools, a writing system and even invented black ink and paper.

If you grew up in ancient Egypt life would be very different from today. If you were a girl you wouldn't have to go to school, but you would probably be married by about the age of 12! People, in general, married very young. Girls usually worked in the home, cooking and cleaning for the family although, if they wanted to, they were able to have jobs outside the home, buy property and even in some cases become Pharaoh.



If you were a boy you would also be married young, maybe by the age of 15. You would also like putting on makeup! Both men and women spent a lot of time keeping themselves clean and adorning themselves with jewellery and makeup, particularly black kohl that was used to line their eyes.

The ruler of ancient Egypt was known as the Pharaoh. Pharaohs had great power. When they died they were buried in tombs to honour them and to house all the gold and valuable possessions that they were going to take with them to the next life. To protect their bodies, Pharaohs, as well as ordinary Egyptians were mummified. This meant pulling their internal organs out and wrapping their bodies in linen and oils to keep them from rotting.



ANCIENT EGYPT

☒☒☒ Focusing Activity

Go to: ▶ www.readyed.com.au/urls/inquiry/ancient.htm

Ancient Egypt

Click on Site 1



The answers to the questions below are contained in pyramids. The pyramids also contain a letter that will help you crack the code to the riddle at the bottom of this page.

1. Egypt was built on the:

_____ ▶ code letter: _____

2. Ancient Egyptians had a form of writing called:

_____ ▶ code letter: _____

3. They believed in a sun god called:

_____ ▶ code letter: _____

4. The ruler of Egypt was known as a:

_____ ▶ code letter: _____

5. Egypt is part of the:

_____ ▶ code letter: _____

6. Wealthy homes in Ancient Egypt had:

_____ ▶ code letter: _____

7. The Ancient Egyptians built their homes out of:

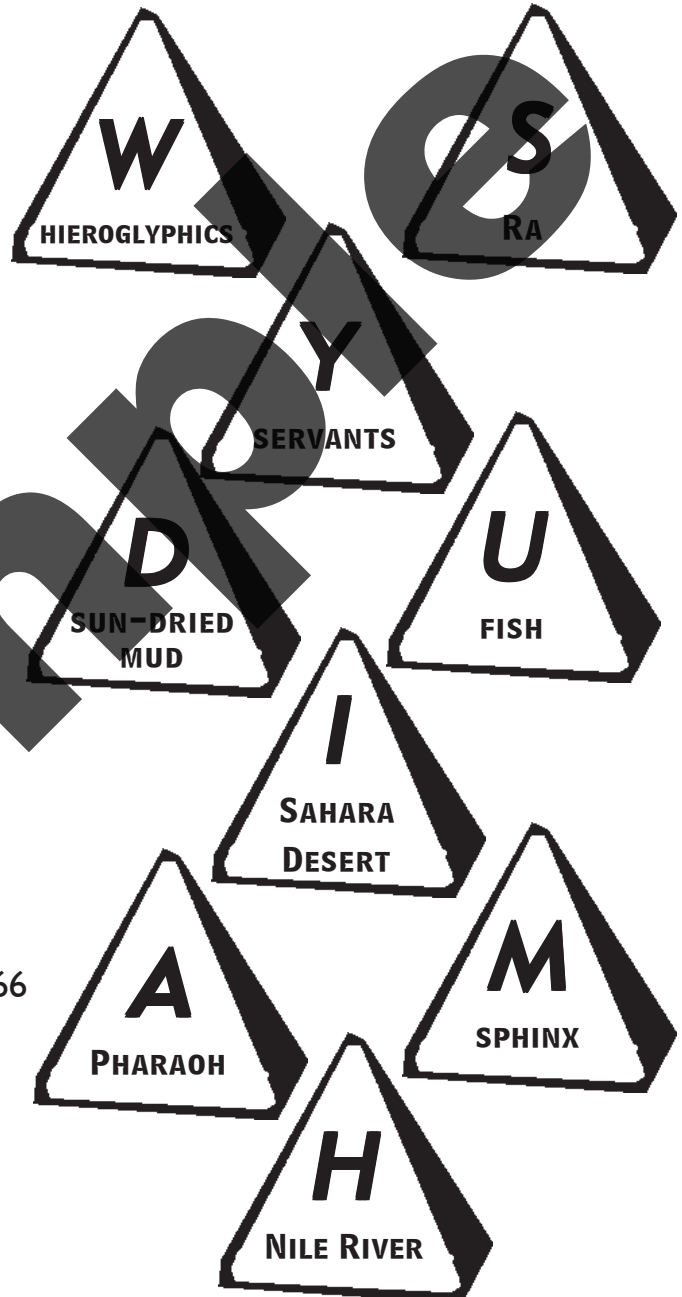
_____ ▶ code letter: _____

8. It was built around 2400 years ago. It is 66 feet (20 metres tall!):

_____ ▶ code letter: _____

9. They relied on the Nile for water and:

_____ ▶ code letter: _____



CRACK THE CODE TO FIND OUT THE ANSWER TO THIS RIDDLE!

Why was the Egyptian boy upset?

Because:

1 5 3 7 4 7 7 6 2 4 3 4 8 9 8 8 6

ANCIENT EGYPT

◆◆◆ ExpandingActivity

Go to: www.readyed.com.au/urls/inquiry/ancient.htm

Ancient Egypt

Click on Site 2



THE AFTERLIFE

Ancient Egyptians believed that after a person died, their spirit went on to have another life. Where a person's spirit went after they died depended on whether or not they had been a good person while they were alive.

Ancient Egyptians were buried with some of their favourite things.

Draw and label the items you would like to be buried with around the mummy below.

Use the website to answer these:

1. What had to happen to a person after they died before they could go on to the afterlife?

2. What are Ba and Ka?

3. Where did good people go in the afterlife?

4. Describe how a body was mummified:

