

Best Practices of Technology Integration

Title: Contributions of Ancient Civilizations Applied to Multimedia

Subject(s): Social Studies

Intended Grade Level: Sixth Grade

Description:

In this unit, students will create multimedia presentations that will demonstrate knowledge of early civilizations. These projects will be used to enhance student collaboration of information and impact the learning of other students in the classroom. Students will build on the skills used to conduct research through a variety of resources. Students will learn to put facts together in an interesting format to convey a message while keeping the attention of an audience. Students will learn important information regarding copyright issues.

Narrative:

The use of technology will enhance the teaching process by providing the teacher with all the benefits associated with using the various technological tools. Current best practices in the teaching process would be enhanced by the use of technology. Students will be active in the gathering, synthesizing, and evaluating of data. The teacher will be a facilitator for this process. The use of a computer as the main tool for all aspects of the projects will enable individuals to be creative while working in groups to produce a product as a team. Students would be engaged in a great number of activities related to use of available technology: word processing, data basing, spread sheet usage, Internet research, graphics production, and multimedia presentation production as they develop their presentations. Specific activities will include nearly all of the areas above but are not limited to these as the projects will be somewhat open ended to encourage creativity and divergent thinking.

The use of the computer will empower students to achieve a high level of quality in their productions

Curriculum Benchmarks :

State of Michigan Technology Standards

MI.TECH.2.LE.1

Compare and contrast technological solutions to problems of today and the past.

MI.TECH.2.LE.2

Use technology to communicate a solution for a variety of purposes (voice, data, video, graphics, etc).

MI.TECH.2.LE.4

Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).

MI.SOC.V.1.LE.3

Interpret social science information about local, state, and national communities from maps, graphs, and charts.

MI.SOC.V.2.LE.2.

Gather and analyze information using appropriate information technologies to answer the question posed.

MI.SOC.V.2.LE.3

Construct an answer to the question posed and support their answer with evidence.

MI.SOC.V.2.LE.4

Report the result of their investigation including the procedures followed.

Materials/Hardware/Software:

Vocabulary

Rome	Egypt	Lower Egypt	Greece
aqueduct	Cleopatra		Acropolis
arch	delta		Alexander the
Augustus	Gift of the Nile		Great
Byzantine	Hatshepsut		Alpha
Empire	hieroglyphics		Apollo
Coliseum	Isis		Aristotle
Constantine	King		Athens
Constantinople	Tutankhamen		city-state
dome	Memphis		Colossus of
Julius Caesar	Middle		Rhodes
Juno	Kingdom		column
Jupiter	New Kingdom		Corinthian
Latin	Nile River		Doric
Neptune	Old Kingdom		Euclid
Nero	Osiris		Euripides
Pantheon	papyrus		geometry
patricians	pharaoh		Helen of Troy
Plebeians	pyramid		Hera
Remus	Ra		Hippocrates
Roman Empire	Ramses		Homer
Roman	Sphinx		Iliad
numerals	Thebes		Mount Olympus
Romulus	Rosetta Stone		Odyssey
Tiber River	Howard Carter		Olympic Games
Virgil	Upper Egypt		Omega

Parthenon	Fertile Crescent
Peloponnesian	Abraham
War	Assyrians
Pericles	Babylonians
philosophy	Canaan
Plato	city-state
Poseidon	Code of
Sappho	Hammurabi
Socrates	cuneiform
Sophocles	David/Goliath
Sparta	drought
Zeus	Euphrates River
	Exodus
	famine
	Hammurabi
	Hanging
	Gardens of
	Babylon
	Hebrews
	Israel
	Judah
	Judaism
	Mesopotamia
	monotheism
	Moses
	Mount Sinai
	Persians
	Phoenicians
	polytheism
	Saul
	Solomon
	Sumer
	Sumerians
	The Ten
	Commandments
	Tigris River
	ziggurat

Great Accomplishments of the People of the Fertile Crescent

- The Sumerians invented the arch and built temples to their gods called ziggurats.
- The Sumerians developed the first written language called cuneiform.
- King Hammurabi of Babylon was the first ruler to record a set of written laws. It consisted of 282 laws and was displayed in the every town for all to see.
- The Babylonians contributed the Hanging Gardens of Babylon to the Seven Wonders of the Ancient World.
- The Hittites were the first to use a treaties to settle differences with other nations.
- The Hittites were among the first people to use iron.
- The Assyrians established the first known library.
- The Hebrews were the first people to believe in a single all-powerful God.
- The Hebrews recorded the Bible and set new moral standards with their laws known as The Ten Commandments.
- The Phoenicians invented a phonetic alphabet.
- The Persians were one of first to divide their empire into provinces for easier rule.

Great Accomplishments of the Egyptians

- Egyptians used the papyrus plant to make paper, scrolls, ropes, mats, and boats.
- The Egyptians invented a system of writing using a form of pictures called hieroglyphics.
- They constructed the great pyramids.
- The Egyptians developed a calendar.
- The first known loom to weave cloth for clothing was made by the Egyptians.
- The Egyptians studied the water cycle and flood stages of the Nile River and used the knowledge to improve their farming.
- The Egyptians contributed the Great Pyramids to the Seven Wonders of the Ancient World

Great Accomplishments of the Greeks

- The Greeks developed the first democracy in Athens.
- Hippocrates established the Hippocratic Oath. The Greeks took a scientific approach to medicine by carefully studying and observing diseases.
- The first dramas for outdoor theaters were written and produced. Playwrights such as Euripides and Sophocles became famous for their writings.
- The Greeks wrote the first histories and geographies.
- Greek literature and poetry, such as the Iliad and the Odyssey, told by Homer, and the love poems by Sappho, are still well known today.
- Aristotle invented a system to classify plants and animals into different groups.
- They studied mathematics and discovered the rules for geometry. Euclid wrote geometry text called Elements.
- The Greeks produced philosophers such as Socrates, Plato, and Aristotle.

- They are well known for their architecture, including the Parthenon, statue of Zeus, the Colossus of Rhodes, and Doric, Ionic, and Corinthian columns.

Great Accomplishments of the Romans

- Romans developed a system of laws.
- They utilized advanced systems of transportation and communication
- They maintained a well-trained army.
- The Romans were famous for building roads, bridges, and aqueducts to carry water.
- Some famous buildings in Rome are the Arch of Titus, the Theater of Pompeii, the Coliseum, the Pantheon, and the Temple of Vesta.
- Latin is the foundation for many modern languages, called the Romance Languages.
- The Romans invented a numbering system, which is still in use today.
- The Roman sculptures portrayed life realistically.
- Virgil, a poet, wrote about the origins of Rome.

Detailed Timeline:

The content in this lesson will be taught over nine weeks where students have access to the computer lab twice a week for an hour. Research defining vocabulary, reading encyclopedias, and studying maps will be conducted in the library/classroom.

Teacher-Preparation:

Multimedia Presentations

Locate and preview Internet sites relevant to topic

Prepare instructional material (web pages or computer documents with hyperlinks)

- Directions sheet
- Grading/expectations guide
- Resource citation guide

Prepare example presentation

Prepare tutorial lessons for teaching of presentation software as needed

Prerequisite Student Skills:

- Internet

Students using this activity will need prior experience using the Internet. Skills using an Internet browser, searching for content, copying and pasting text or images, typing a URL, and citing a location are some required skills.

- Basic Computer Skills

Students will need organizational skills for managing information on the computer hard drive for later retrieval. Students will also need to be able

to import graphics into a word processor and use draw tools to edit an image or create a piece of original clip art.

- Language Arts

Students will need abilities to skim and scan information to summarize major points. Written communication skills are needed to elaborate. Students need to be able to handle independent reading assignments as homework for preparation.

Activities/Procedures:

Ancient Civilizations

Lesson Goal: Students will research and present content on an ancient civilization.

Terminal Objective:

After being given an overview of the entire project, viewing an example PowerPoint® presentation, and interacting with a web site the student will choose a contribution for the project and begin research.

Purpose of Lesson: To lay the groundwork for the remainder of lessons on this topic; overview of entire project, choose topic, begin research.

Equipment Needed: Student computers with Internet access and PowerPoint® software. A teacher made PowerPoint® lesson to be used as an example. Teacher created web site giving instructions for the project and containing links to previewed sites containing information to be used in researching.

Duration: 50 minutes

Synopsis of Lesson: After receiving an overview of the entire project via instructor, students will be guided to launch PowerPoint® and open the sample slide show. The instructor will give a brief overview of PowerPoint® using this example and direct student attention to the content of the slide show.

Students will then be guided to launch their web browsers and directed to link to the teacher created site. The instructor will review the site with students, pointing out the sequence of slides and the content relevant to each. The instructor will then direct students to the web site links that allow them to overview Roman achievements and choose one contribution. Students will be given the remainder of class time to begin researching for information needed to create the slides. Students will be encouraged to access the site from home and continue their research there. Parental involvement will also be encouraged.

Lesson 2 of 4

Title: An Introduction to PowerPoint®: Contributions of Ancient Civilizations

Lesson Goal: Students receive tutorial in rudimentary use of PowerPoint®, continue research and slide creation.

Terminal Objective:

After receiving instruction on creating a new presentation, a title slide adding text and adding another slide, the students will produce at least one title slide. As per criteria on web site instructional page and begin work on other slides, save their work, and continue research as needed via web site links.

Purpose of Lesson: Learn fundamentals of PowerPoint® presentation creation. Begin production of presentations.

Equipment Needed: Student computers with Internet access and PowerPoint® software. A teacher made PowerPoint® lesson to be used as an example. Teacher created web site giving instructions for the project and containing links to previewed sites containing information to be used in researching. Some type instructional display would be very useful; data projector, smart board, video out from instructor computer to remote monitors etc;

Duration: 50 minutes

Synopsis of Lesson: After receiving a recap of project objectives (learn PowerPoint® and contributions of early civilizations), students will be directed to launch PowerPoint®. The instructor will guide students through the process of starting a new presentation and creating a title slide (using the slide templates, adding text in text boxes, and changing font style and size). The students will be shown how to add a slide design to the presentation. A brief review lesson will cover the methods of running two applications (PowerPoint® and Navigator) simultaneously. The students will then be allowed to continue researching via the web site and creating slides. The instructor will circulate and give individual feedback regarding progress, presentation content and adherence to the criteria.

Lesson 3 of 4

Title: An Intro to PowerPoint®: Contributions of Ancient Civilizations

Lesson Goal: Students receive tutorial in rudimentary use of PowerPoint®, continue research and slide creation.

Terminal Objective:

After receiving instruction on creating additional slides and importing graphics from the Internet, the students will produce at two more slides as per criteria on web site instructional page and begin work on other slides, continue research as needed via web site links.

Purpose of Lesson: Learn fundamentals of PowerPoint® presentation creation. Continue production of presentations.

Equipment Needed: Student computers with Internet access and PowerPoint® software. A teacher made PowerPoint® lesson to be used as an example. Teacher created web site giving instructions for the project and containing links to previewed sites containing information to be used in researching. Some type instructional display would be very useful; data projector, smart board, video out from instructor computer to remote monitors etc;

Duration: 50 minutes

Synopsis of Lesson: After the instructor gives (corrective) feedback to students based on his/her observations during the last lesson, the students will be guided through the process of adding more slides, transitions between slides, the use of viewing the presentation in “view show” format, and importing graphics onto slides. This instruction will be done step by step with students following the instructor’s lead as they modify their own presentations. Students will be given the remainder of the class time to continue slide creation and research.

Lesson 4 of 4

Title: An Intro to PowerPoint®: Contributions of Ancient Civilizations

Lesson Goal: Students receive tutorial in rudimentary use of PowerPoint®, continue research and slide creation.

Terminal Objective:

After receiving instruction on using simple effects in slides and proper methods of citation of sources, the students will complete remaining slides and submit their presentations.

Purpose of Lesson: Learn fundamentals of PowerPoint® presentation creation. Continue production of presentations.

Equipment Needed: Student computers with Internet access and PowerPoint® software. A teacher made PowerPoint® lesson to be used as an example. Teacher created web site giving instructions for the project and containing links to previewed sites containing information to be used in researching. Some type instructional display would be very useful; data projector, smart board, video out from instructor computer to remote monitors etc;

Duration: 50 minutes

Synopsis of Lesson: After the instructor models methods of applying simple effects (warning students of the dangers of “overdoing it”) to slides and reviews the criteria regarding the entire presentations, the students will complete their presentations, finishing any remaining slides and adding any desired effects. Students will be instructed how to “hand in” their presentations by saving to a special folder on the network server.

Lesson Plan

Many changes have occurred throughout the Eastern Hemisphere for thousands of years. Students will examine changes in political boundaries as it relates to government, cultural ties and geographic features.

Objective:

The students will label the major bodies of water.

Objective 2:

The students will research the empire locations of ancient Rome, Greece, Egypt and the Fertile Crescent.

Objective 3:

Make a list of reasons that explains why boundaries of empires have been known to change. (Political, geographical, cultural)

Objective 4:

The students will use a T-chart to compare boundary similarities and differences over time. Write a hypothesis to give possible explanations for why a named boundary may or may not have changed. Your answer should cite specific examples of historical fact.

Objective 5:

Create a scenario that could have changed history. Rewrite the history changing the demise of an ancient civilization. Be sure to explain what our lives would be like today if this civilization still ruled the world.

Procedure:

The word processor will be used for each of the objectives. Use the maps in the resources to identify the boundaries of the ancient Mesopotamia cultures, Sumerians, Egyptians, Greeks and Romans. Skim and scan text for clues identifying causes of boundary changes. Keep notes in column form for each of the four cultural eras. Printing maps may be helpful when labeling the legend on the first exercise.

Use columns formatting to organize information in objective 4. For objective 5 use spell and grammar check, and insert graphics from the web that work with your story. Use references to current events to help make your decisions.

Resources:

- **Mr. Donn's Ancient History Page**,
<http://members.aol.com/donnandlee/index.html>
- **National Geographic Map Machine**,
<http://plasma.nationalgeographic.com/mapmachine/>
- **Cable News Network**,
<http://www.cnn.com>
- **Ancient Civilizations**
<http://home.echo-on.net/~smithda/>
- **Daily Life in Ancient Civilizations**,
<http://members.aol.com/Donnnclass/indexlife.html>
- **Why Do Civilizations Fall?**
<http://www.learner.org/exhibits/collapse/>
- **Ancient Civilizations Virtual Museum**, presented by the William Penn Charter School Sixth Grade,
<http://www.penncharter.com/Student/index.html>
- **NOVA: Secrets of Lost Empires:**
<http://www.penncharter.com/Student/index.html>

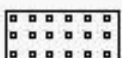
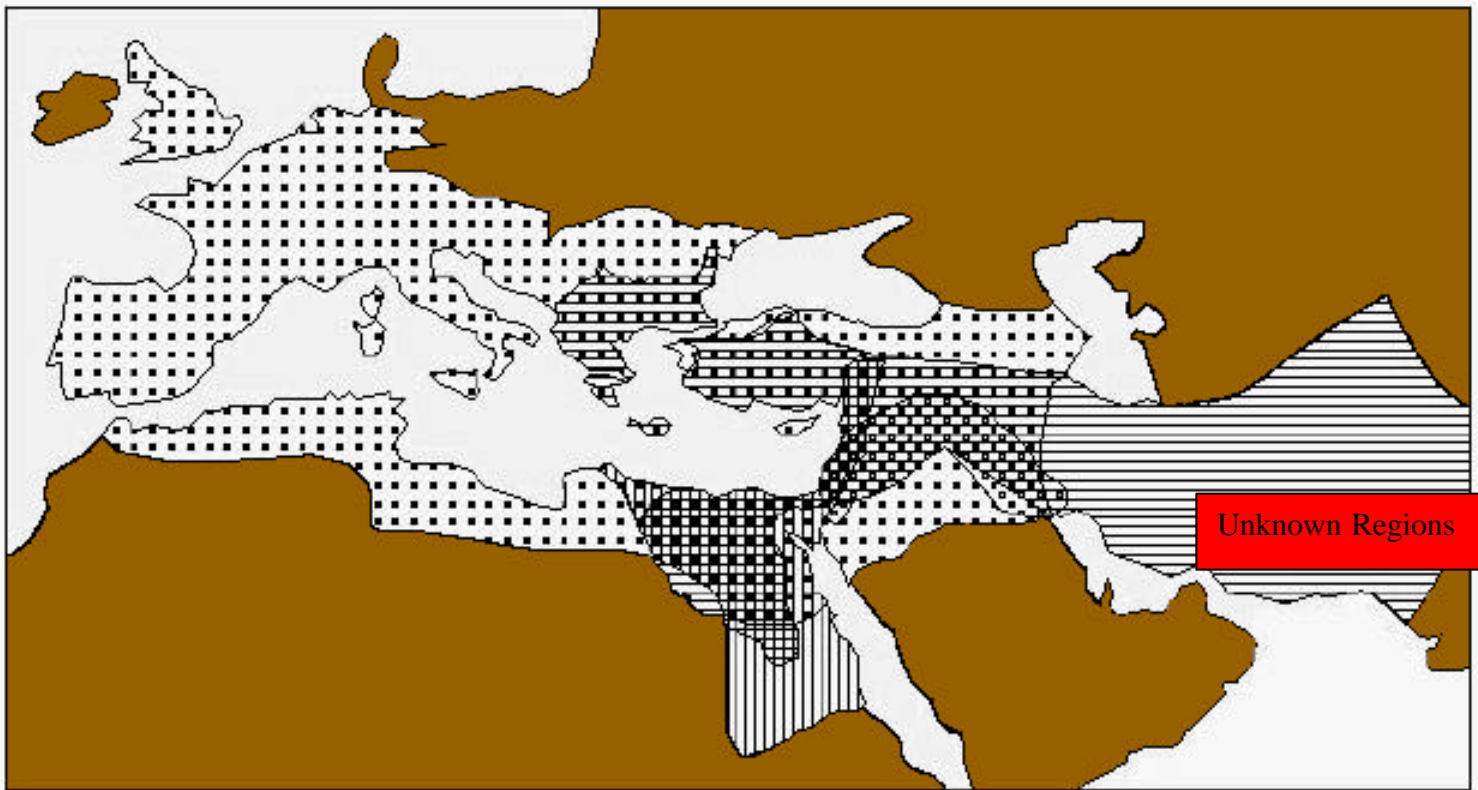
Ancient Greek Roman, Egyptian and Fertile Crescent Empires.

Label the map showing the bodies of water. Fill in the legend showing the ancient civilizations when they were at their peak. Create text box labels with a red fill and semi-transparent. Drag the labels to the correct area on the map. The Caspian Sea label has been done for you.

Lesson Plan

One of the problems of the Internet is the ease an individual has to fool you. Information is easily copied, published and or falsely represented. We cite sources to give credit to the origin of information. Students must learn that research must be done to substantiate the credibility of resources found in books, newspapers, magazine, film, audio and yes, the Internet too. Sites with false information are considered to be bogus.

Bogus information is something that has been around a long time. Authors distribute false information for many reasons. Sometimes it is to be funny, or it could be a typo. Often authors are misinformed or did not conduct research. Regardless, many misunderstandings can develop that can be harmful. Since bogus information can be damaging, it is important for our students to develop a critical eye for content that they use. This lesson plan is designed to do that.



Objective 1:

Students will read and identify sites that have bogus information.

Objective 2:

Students will state the bogus information and explain what makes it incorrect.

Objective 3:

Students will search for correct information to support an argument, and find additional credible sources to support a conclusion.

Objective 4: (enrichment)

Make a list of publications that intentionally distribute false information. Next to each publication try to explain the organization's purpose. Most times this is for humor, which can be achieved through sarcasm, exaggeration or attention to unimportant details. Sometimes the false information is distributed to purposely distort perceptions or mock others. Information purposefully stated incorrectly can be devious.

Objective 5: (enrichment)

Students will create a resource that represents false information. This can be accomplished by finding an obscure fact and then corrupting the information. The student is encouraged to use humor, but the goal is to demonstrate the ease of spreading false information. In the properties of your Microsoft Word Document list your name as the author and explain in the summary the purpose of this assignment. You should clearly list that it contains bogus information.

Procedure:

Find 2 different sites that have false information. Using a word processor, list the title of the site and the URL, and copy and paste the inaccurate information into a word processor. Explain how you knew the information was false. Provide a citing of correct information. Explain how you knew it was true. Can you list another site to corroborate your information? Use what you have discovered about bogus information and your creative writing skills to complete the enrichment activities.

Resources:

- **California's Velcro Crop under Challenge:** Charts and a bibliography make this look real. <http://members.unlimited.net/~kumbach/velcro.html>.
- **Clinton Dole '96:** We often make fun of the political process. http://www.lme.mankato.msus.edu/class/629/clindole/clinton_dole96.html
- **Feline Reactions to Bearded Man:** Pretend research can be misleading. <http://www.lclark.edu/~ruggiano/netc/Advocacy/bogus/cat.html>

- **Mankato Minnesota:** Don't go on a vacation here.
<http://www.lme.mankato.msus.edu/mankato/mankato.html>
- **Real Aroma:** What smells here. <http://realaroma.com/>
- **Taxonomy of Barney:** This site seems real scientific.
<http://www.shadowmoon.com/smp/paperair/barney.cfm>
- **The True but Little Known Facts about Women and Aids, with documentation:** Misinformation on aids. <http://147.129.1.10/library/research/AIDSFACTS.htm>
- **Visiting Exciting Fredericton:** What is this site really about?
- <http://online.coled.mankato.msus.edu/ded/webcred/Fredericton.html>

Bibliography:

- Logan, Debra Kay. Things to Know about the Internet.
<http://www.infotaft.marioncity.k12.oh.us/why.html#traps>. 10/18/98.
- Digital Tools & Designs, Inc. FINDSPOT - Internet Search Tips, Hints, and Help on the Web. <http://www.findspot.com>. 2000.
- JGraves, SVeccia, Kbillett. Learning Page of the Library of Congress: Citing Electronic Sources. <http://lcweb2.loc.gov/ammem/ndlpedu/cite.html>. June 1999.

NOTE: FUTURE REVISIONS OF THE ACTIVITIES FOUND ON THIS LESSON PLAN WILL INCLUDE STUDENT TEMPLATES TO USE AS WORKSHEETS. RESOURCES INCLUDED WILL ALSO CONTAIN DOCUMENTS CREATED BY MY STUDENTS AND MYSELF. I'M LOOKING FORWARD TO READING THE BOGUS INFORMATION MY STUDENTS CREATE.

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Assessment Evaluation:

Grading Criteria for Multimedia Presentations

Content

- Describe in "moderate" detail at least one major contribution of an early civilization 5 points
- Explain why this contribution was significant 5 points
- Explain the ramifications of this contribution to future civilizations (especially our own) 5 points

Product

Interface Design

- Pleasing to eye (not "overdone") 5 points
- Relevant to topic (is everything in the presentation important to it? or just there because it's neat?) 5 points
- "User friendliness" (does the user get the information without difficulty?) 5 points

Accuracy of Content

- Correct and complete bibliography slide 10points

Number of points earned _____ Divided by 45 = _____.

Follow-up Activities:

Students will present project to a group of people. Students in class will evaluate the students' presentation by determining if the significant contributions of a civilization were included. Share results of activities over the Internet by a web page.

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