



## Ancient Civilizations Educational Program

### Overview

Throughout time, there have been a variety of civilizations living in various areas around the world. This program will take students through the early societies of 3000 BCE – 1500 CE. We will look into five very important civilizations stretching throughout this time period. In chronological order, we will look at the ancient Mayans in South America, and their ability to live off the land for almost 3000 years. Similar to the Mayan culture, students will learn about the Aztecs and their creations in the short period of time that led to many of the modern day items and tools we use today. On the other side of the world, we will look at Ancient Greeks and their influence on society throughout the ages and into modern day. We will compare them to the Ancient Romans, in religion and mythology. From there students will see how the Romans created an Empire, which led to many societies adapting to their cultural structure. Lastly, students will look at the Middle Ages and the vast advances in technology the Europeans made.

Overall, students will compare and contrast the various societies throughout six stations. By rotating through the stations, students will have the opportunity to get hands on and interact with each civilization. Our volunteers and staff will assist in showing the students how those cultures shaped other civilizations as well as our society today.

### Program Overview

Introduction – 15 minutes

Morning Cycle – 3 stations roughly 30 minutes per station

Students will be split into three equal groups and rotate through the 3 **medieval** stations listed below:

- *Station 1 – Chain mail:* students will learn about the role of a blacksmith in the community, what the blacksmith made, and the role of these pieces in the medieval world. They will have the opportunity to learn and experience the meticulous work involved in making chainmail. Students will have their own five-ring piece of chainmail that is the building block for an entire suit. They will see medieval tools and pieces used and created by the blacksmith. Students will learn about bartering versus coinage, as well as create their own coin.
- *Station 2 – Illuminations:* prior to any printing press, books and texts had to be hand written and copied. This included all the artwork found in medieval books today. The art work on the first page of many books is called an Illumination. Students will learn how rare books were and who would own them. They will also investigate the process of making a book as well as create their own Illumination letter.
- *Station 3 – Brass Rubbings:* students will learn how to identify symbols and meanings on brass rubbings from medieval times. The funerary brasses found on tombs of the wealthy tell us about their personality, their rank, and what they did in their lives (fought battles, a member of clergy, etc.). Students will look at a variety of brasses then create a rubbing of their own.

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### Lunch – 30 minutes

Optional medieval lunch, eaten with hands as per tradition (additional charge – please inquire).

### Afternoon Cycle – 3 stations roughly 30 minutes per station

Students will be split into three equal groups and rotate through the 3 **Mayan/Aztec, Greek, and Roman** stations listed below:

- *Station 1 – Mayan/Aztec hieroglyphics:* the Mayans and Aztecs created a variety of symbols and pictures to represent letters, numbers, and periods of time that we use in modern day. They created a sophisticated calendar that would eventually lead to modern society having a 365 day cycle. Students will have a chance to look at an Aztec calendar and try to decipher the meaning behind the various symbols. Students will get hands on in trying to spell their name in glyphs, which will show to be more difficult than how we write today.
- *Station 2 – Greek and Roman Mythology:* The Greeks had many of gods and goddesses which they worshiped, prayed to, bartered with, and spoke to on a daily basis. From the Greek's beliefs, the Romans adapted their stories and altered to their own set of beliefs. At this station, students will learn about different gods and goddesses that overlap between the two cultures. They will learn why these gods and goddesses were so important both at the time as well as in current culture. They will get into the story of Medusa, and create an interesting craft to remember her hair full of snakes!
- *Station 3 – Olympics:* The Olympics were created in 700 BC and was a significant part of Greek culture. People thought highly of the athletes as well as the games. The games were created to worship and have a display for the gods/goddesses of Mount Olympia. Students will participate in traditional games played in the Olympics over time as well as those played by Greek children. They will learn of the traditions in the early Olympics, which some have remained while others have changed drastically.

### Additional Activity (throughout the day)

Students will have the opportunity to do an additional activity throughout the stations. This activity is meant for those who finish the station with a few minutes before rotation. They will be given a blank image of a world map. There are various maps around the room as well as at the stations pertaining to different patterns. Maps include settlement patterns of the ancient civilizations, climate patterns, soil patterns, temperature, vegetation, farming, etc.

Students will start with mapping the ancient civilizations, then they will map on the different components that would have lead to their settlement patterns. Students will make the connections between the various patterns by drawing symbols and words representing the above mentioned maps.

### Conclusion and Pack Up – 10 minutes

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## Curriculum Expectations

### Grade Four

Social Studies (\* more prominent topics, all others will be briefly touched upon)

- "Compare social organization (e.g., social classes, general political structure, inherited privilege, the status of women) in two or more early societies" \*
- "Compare aspects of daily lives of different groups in an early society (e.g., the work, family, life, education, food, dress, and/or housing of a slave and senator in ancient Rome, a serf and lord in feudal England) and explain how differences were related to the social organization of that society (e.g., classes in imperial Rome or in feudal societies in Europe)" \*
- "Describe some of the ways in which their daily life differs from the lives of young people from different backgrounds (e.g., wealthy, poor, slave, urban, rural, nomadic) in two or more early societies (e.g., with reference to family life, education, leisure time and recreation, responsibilities, work)" \*
- "Compare two or more early societies in terms of their relationship with the environment (e.g., use of land and resources, differences between urban and rural communities) and describe some key similarities and differences in environmental practices between these societies and present-day Canada" \*
- "Formulate questions to guide investigations into ways of life and relationships with the environment in two or more early societies, with an emphasis on aspects of the interrelationship between the environment and life in those societies (e.g., connections between local environment and settlement, religion, types of work; the impact of agriculture or the development of towns and cities on the environment)"
- "Gather and organize information on ways of life and relationships with the environment in early societies, using a variety of primary and secondary sources (e.g., thematic and physical maps showing rivers, vegetation, volcanoes, soil types; images depicting the daily life of different social classes; religious/spiritual stories that provide evidence of society's view of the environment; agricultural artifacts)" \*
- "Analyze and construct print maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in early societies (e.g., analyse a climate map to determine the climatic challenges facing early settlements; connection between soil type and agriculture activity; analyse maps to determine the proximity of early settlements to water)"\*
- "Evaluate evidence and draw conclusions about ways of life and relationships with the environment in early societies, with an emphasis on aspects of the interrelationship between the environment and life in those societies"
- "Communicate the results of their inquiries, using appropriate vocabulary"
- "Identify the location of some different early societies on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies' relationship with the environment from thematic maps (e.g., climate, physical, topographical, vegetation maps)" \*
- "Demonstrate the ability to extract information on daily life in early societies from visual evidence (e.g., art works such as paintings, sculptures, carvings, artifacts such as household utensils, weapons)"

- "Describe significant aspects of daily life in two or more early societies (*e.g., with reference to food, housing, clothing, education, recreation, spiritual/religious life, family life, transportation*)"\*
- "Describe the importance of the environment for two or more early societies, including how the local environment affected the ways in which people met their physical needs (*e.g., for food, housing, clothing*)"
- "Identify and describe some of the major scientific and technological developments in the ancient and medieval world (*e.g., calendars; developments in agriculture, architecture, medicine, weaponry*)" \*
- "Describe how two or more early societies were governed (*e.g., early democracy in Greece, the roles of nobles, priests, and the military in Aztec society, of kings, nobles and knights in medieval Europe*)" \*
- "Describe the social organization of some different early societies (*e.g., slave-owning society, a feudal society, agrarian society*) and the role and status of some significant social and work-related groups in these societies (*e.g., women, slaves, peasants, nobles, monarchs, warriors, knights, priests/priestesses, artisans, scribes, healers*)" \*
- "Describe some key reasons why different groups in early societies cooperated or came into conflict at different times (*e.g., to explore; to expand territory; to make decisions, govern, and administer; to wage war or make peace; to acquire wealth, power, and control; to rebel; to spread religious beliefs and/or enforce the power of particular religious institutions*)"
- "Describe some attempts within early societies to deal with conflict and to establish greater cooperation (*e.g., democratic developments in ancient Greece; the Magna Carta; intermarriage between royal houses; treaties and alliances*)"