

Lesson Sequence - GIANTS.7th.U7.Lesson 1

At A Glance:

What Legacies of the Ancient World Has the Greatest Impact on Modern Life?	
How do inventions and other innovative ideas from different parts of the ancient world still make our lives better?	
Content Expectations Addressed:	7 – H1.2.1 Explain how historians use a variety of sources to explore the past. Examples may include but are not limited to: artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, and DNA analysis. 7 – H1.2.4 Compare and evaluate differing historical perspectives based on evidence. 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes. 7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas. 7 – G3.1.1 Conduct research on topics and issues, compose persuasive essays, and develop a plan for action.

Step	Instructions	Resources
1	Introduction to legacies. This final unit is a capstone, as well as a performance task that covers and reviews a years worth of learning. It is important to note that while we will cover many of the things that the GIANTS units covered in preparation for the final performance task, you may have added your own activities and information throughout the course. You'll want to make certain you customize these materials to include extra information you covered with your students over the course of the year. Begin by printing off the legacies note sheet for gallery walk and place them around the room. Have students work in small groups and spend about 60 seconds at each station. This will take approximately 30 minutes. At each	Unit 7 Compelling and Supporting Questions Poster Legacies Note Sheet for Gallery

	station students should review the information and add more details to their note taking guide sheet, taking note of their observations as they go. As students move from station to station it may be necessary to give them a little extra time at certain stations to give them time to catch up on their notes if needed. Once students have made it through all the stations, have a discussion using the note taking guide as a way to organize the conversation. Some sample questions might be: Which legacies were most impactful in a positive way? Which legacies might be considered impactful in a negative way? Which ones stood out to you as being the most important or significant? What other legacies do you remember from our learning this school year that weren't mentioned? Why were these important? An optional board game is also included as a fun way to review and reinforce the idea of legacies which will be the focus of this entire unit. You'll want to create groups of three and cut out the game board questions for each group in advance. Designate one student as the question reader and use colored bingo dots for game pieces.	Walk Legacy Note Taking Guide Legacy Board Game Legacy Board Game Questions
2	The next several steps of this lesson include several possible GeoHistoGram activities (remember, GeoHistoGram activities are short) that reinforce some of the important legacies studied this year. While these may be a review, they're also great discussion opportunities to continue to guide students thinking on what makes a legacy a legacy, and why these were impactful. The first one on the writing systems of the world is a short activity that uses a map of the world to locate where different major writing systems are in place around the world. The second, on the GeoHistory of great buildings has students identify the time that 20 different great buildings were created and identify them on the GeoHistoGram. A great extension of this activity would be to have students look at their GeoHistoGram and talk about what patterns they see in terms of buildings, locations, time built, etc.	Writing Systems of the World GeoHistory Great Buildings Blank GeoHistoGram
3	The "Pulse of Asia" - cycles of climate change, trade, invasion, and disease Drylands have had an unusually important role in human history. Except near rivers or other sources of water, deserts tend to be empty places, hostile to most forms of human economy. Deserts can therefore serve as <u>barriers</u> to protect people from invasion or attack. At the same time, deserts can be <u>avenues</u> where travel is not hindered by dense vegetation or delayed by adverse weather.	Global Average Temperature

	Another activity, Disease on the GeoHistoGram, outlines one of the big consequences of the Pulse of Asia. Here is the story in a nutshell. When the earth is warmer, the grasslands in the middle of Eurasia are a bit warmer, a bit rainier, and a lot more productive. This favors the nomadic people who live on the grasslands, and their populations grow. They establish trading (and sometimes raiding!) links with surrounding people. Disease organisms (e.g., rats, fleas, lice, bacteria) can travel along with the traders. Then, when the earth cools, the grassland people have to search for food to support their enlarged populations. Meanwhile, the sedentary peoples have been weakened by disease. The result is the “mysterious” collapse of some well-established empires, often aided by invasion by nomadic raiders (e.g., the Huns and Rome, the Xiongnu and the Han Chinese, or the Manchus and the Ming Dynasty in China – the topic of Lesson 3). The first wave of grassland invaders brought Plague to India, Arabia, and Constantinople (the Justinian Plague that weakened the Byzantine Empire). A thousand years later, the Mongols invaded China and then spread westward to Europe. This second wave of grassland nomads brought the same bacteria, now called the Bubonic or Black Plague, through Central Asia to Europe. In both cases, the effects of the plague, coupled with the cooling climate, led to the abandonment of trade connections, a weakening of the plague infection, and a gradual recovery of population and economy in both China and Europe. The materials packet also includes a short presentation that uses red and blue overlays to identify warm and cool periods on the GeoHistoGram, followed by arrows to show the times when plague spread. The overlays can suggest a number of other places where the sudden decline of some empires and rise of others seems to be linked with the change in climate (and the resulting shift in position of the great deserts).	Disease on the GeoHistoGram. Climate on the Geohistogram
	In introducing the first Ancient Legacies project, you may choose to use the Atilla the Hun G-SPEC example as a example that students may model answers for in their own blank copy when they choose a person, place, event, or thing from history to detail their lasting contributions. There is also a video clip to share as part of this to show how one might research and fill some of the slots in. The teaching tips document is a great place to steal language for use in your classroom LMS, or given directly to students to help explain components of the project.	AWH - Legacies Attila the Hun Teaching Tips Attila the Hun G-SPEC

	Encourage students to link their sources right into the G-SPEC chart for the ease of organization during both the RESEARCH and CREATING phases of the project. Consider allowing students to choose among any of the lesser known empires or civilizations that could be introduced by these student projects like Toltecs or Hittites.	G-SPEC 7th Unit 4 & 7 (Blank student chart) Legacies Project
	Why did Alexander stop at India? This video could be used to show the whole idea of the war elephants in ancient times. It also discusses the caste system in India and how they each had a 'job' during war times. You can also bring it back around to the original question "How did geography (the elephant) affect destiny"?	Elephant Video from India
	Extensions and fun! Step 1: Divide students into groups of 5. Using the Group Project G-Spec activity have them each be responsible for one of the 5 empires. Step 2: Have students use the links supplied to look for any legacies that were created by that empire and record them to tell the group about later. Step 3: Share out the findings to the group. Step 4: Have students decide independently what empire has had the most effect on them and their family. Students can share out orally, written, slideshow etc. Note: the effect can be negative or positive and due the the activity the information shared to groups can vary greatly.	Group Project G-SPEC

Formative/Summative Assessment