

Name \_\_\_\_\_

**Prehistory to the Earliest Civilizations**  
**(Created by Jessica Collins Boateng)**

**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 Thursday, February 7th, 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. Collins**, and, if found to be satisfactory, Ms. Collins will initial it. You then may continue on with the next assignment that you choose to complete. You should work on this unit during our class time over the course of this week. Your unit work will be kept in folders and taken up each day at the end of class. Extra credit is not possible for this unit. **Read each assignment description carefully before beginning. I have indicated which assignments must be typed in order for it to be satisfactorily completed.** This unit is worth a total of 100 points, which **will count twice** as a project grade.

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Layer C → **FOUR** of the following assignments must be completed. (10 points each) **You must complete three activities from chapter 1 and three from chapter 2, sections 1 and 2.**

\_\_\_\_\_ Complete the chart on page 19. You must list at least three tools that were created by the earliest humans and DESCRIBE the effect of each of these tools.

\_\_\_\_\_ Answer questions 4 and 5 on page 25 in COMPLETE SENTENCES. Yes, the list for #5 must be in sentence form. Also, identify the people that are listed for #2. In your identification, describe/explain their accomplishments and/or contributions.

\_\_\_\_\_ Answer questions 4 and 5 on page 31 in COMPLETE SENTENCES. Also, identify and describe the people that are listed for #2.

\_\_\_\_\_ Complete the fill-in-the-blank statements (1-12) on page 32. Yes, you must re-write the sentences and include the appropriate word in the blank.

\_\_\_\_\_ Make vocabulary flashcards using 15 words from chapters 1 and 2. Exchange cards with ONE of your classmates and learn each others' words. When you two are ready to be checked off for this assignment, bring the two sets of cards to Collins and she will quiz you on several random cards from the deck you learned from. Be prepared to explain each term's meaning in detail if asked.

\_\_\_\_\_ Complete the chart on page 37. (Under "Reading Strategy")

\_\_\_\_\_ On a blank map of the Middle East, label where Ancient Mesopotamia was located, at least three physical features that border the ancient civilization, the Tigris and Euphrates Rivers, at least two of its cities, and label the surrounding present-day countries of the region.

\_\_\_\_\_ On a blank map of Egypt, label the ancient civilization, at least two physical features that bordered the ancient civilization, the Nile River, Lower and Upper Egypt, and at least two major cities of the civilization. Also, label the surrounding present-day countries of the region.

\_\_\_\_\_ Answer the questions 4 and 5 on page 53 in COMPLETE SENTENCES. Identify and describe at least four of the listed people for #2.

\_\_\_\_\_ Complete the chart on page 45. (Under “Reading Strategy”) **Describe** at least two characteristics/events for each major period of Egyptian history.

\_\_\_\_\_ Create a Venn diagram comparing and contrasting Ancient Mesopotamia and Ancient Egypt. Include at least three descriptors in each section.

\_\_\_\_\_ Create a rap about the earliest humans and the progression of mankind. Be prepared to perform it for Ms. Collins during your conference. You may work with one other individual during the creation and performance of this rap. Rap should have at least 15 lines. (Must be size 12 font, typed, and double-spaced.)

**Total Score (40)** \_\_\_\_\_

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Layer B → **TWO** of the following assignments must be completed. (20 points each)

\_\_\_\_\_ Using the Hammurabi’s Code on page 44 and your readings on the use of this law code in Ancient Mesopotamia, research our law system and our degrees of punishment depending on the infraction. In a paper that is at least three-quarters of a page long, answer the “Analyzing Primary Sources” questions on page 44. Make sure your thoughts are thoroughly explained and detailed. (Must be size 12 font, typed, and double-spaced.)

\_\_\_\_\_ Timeline! Get a piece of poster board from Ms. Collins. Cut it in half and fold it six times. Once you unfold it, it should have six squares. Look back at the rise and fall of Ancient Egypt. Using the unfolded poster board, create a timeline tracing important events in Egyptian history, including the beginning and ending of the Old, Middle and New Kingdoms. Each square must contain at least 2 events. Each event must be illustrated. Be prepared to discuss your timeline when you meet with Ms. Collins.

\_\_\_\_\_ Write a one to one and a half page paper in support of or against the following statement: **The art of writing has done more to aid civilizations’ progress than the radio, T.V. or computer.** (Must be size 12 font, typed and double-spaced.)

\_\_\_\_\_ Create a travel brochure for one of the ancient civilizations—Egypt or Mesopotamia. Include information about things such as accommodations (there were no Sheratons at this time!), travel routes, and tourist attractions/activities. Your facts must be historically accurate. (Brochure must be typed using Publisher.)

\_\_\_\_\_ In a 10 to 15 sentence summary, describe the link between agriculture and religion in Ancient Mesopotamia. (You may have to do outside research!) Create a dance (that you would be willing to perform) or a collage that represents this link. In order to respectfully complete this activity, students must be well-informed of the connection between Sumerians’ agriculture and religion. A reflection that is 5 to 10 lines in length must accompany the dance or collage, describing how it illustrates this link. You are encouraged to include music in your presentation. (Reflections and summaries must be typed and double-spaced.)

\_\_\_\_\_ 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. Include a handout in your project folder upon the completion of this assignment.

**Total Score (40)** \_\_\_\_\_

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Layer A → **ONE** of the following assignments must be completed. (20 points each)

\_\_\_\_\_ Do a little more research. Complete a **Venn diagram** comparing and contrasting Mesopotamian ziggurats and Egyptian pyramids. In a **half-page report**, answer the following questions. (MAKE SURE YOUR ANSWERS ARE FULLY EXPLAINED.):

- What economic and social preconditions had to exist to make their buildings possible?
- What motives were behind the building of these structures?
- What difference did they make to the lives of those who ordered that they be built and those who actually labored in the building process?

Create a **physical model** of one or both of these structures. (Report must be typed and double-spaced.)

\_\_\_\_\_ Create a **skit** entitled “A Day in the Life of an Ancient Sumerian or Ancient Egyptian.” Role-play characters, such as ruler, priest, warrior, scribe, artisan, farmer, merchant, slave, parents, children, etc. Do extra research to complete this assignment. You may also work with one other person in the completion and performance of this skit. Upon meeting with Collins and getting it checked off, students must submit a **script** for the skit. (The script should be at least a page long.) Be sure to be historically accurate in your representation and refrain from behavior that can be considered offensive to the Ancient culture. (Skit must be size 12 font, typed, and double-spaced.)

\_\_\_\_\_ Research the life of an Egyptian female ruler. In a **report** (three quarters of a page long) describe her life, accomplishments, contributions, and difficulties ruling/living in a male-dominated society. Research the role of women in the patriarchal societies of Mesopotamia and Egypt. Create a **brochure** from the perspective of the men in the ancient civilizations. In the brochure discuss the advantages of living in a male-dominated society and the rightful roles of women and men.

**Total Score (20)** \_\_\_\_\_

Comments: \_\_\_\_\_  
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**Reminder: You get out of this unit exactly what you choose to put into it. Choose activities that you think you will enjoy. Work diligently and use your time wisely. Have fun. Your chapter 1 and 2 test will take place during the week of February 11<sup>th</sup>.**