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ANCIENT WORLD FIRST AID CULTURE KIT

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World Geography Academy – Session I

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ANCIENT WORLD FIRST AID CULTURE KIT

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Grade Level: 7th Grade

Purpose/Overview:

The goal of this lesson is for students to identify the four main, ancient cultural hearths and their relative locations.

National Geography Standards from *Geography for Life*

Geographic Elements and Standards:

Places And Regions --

4: The physical and human characteristics of places

Human Systems --

10: The characteristics, distribution, and complexity of Earth's cultural mosaics

11: The patterns and networks of economic interdependence on Earth's surface

13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Environment And Society --

14: How human actions modify the physical environment

15: The changes that occur in the meaning, use, distribution, and importance of resources

The Uses Of Geography --

17: How to apply geography to interpret the past.

18: How to apply geography to interpret the present and plan for the future

Oklahoma C³ Standards:

Grade 7 World Geography: Eastern Hemisphere

Literacy Skills Standard 1: The student will develop and demonstrate Common Core

Social Studies reading literacy skills.

A. Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

C. Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Literacy Skills Standard 2: The student will develop and demonstrate Common Core

Social Studies writing literacy skills.

A. Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

Content Standard 2: The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.

2. Integrate visual information in order to describe the characteristics and relative location of physical and cultural regions of the Eastern Hemisphere including
 - B. Cultural Regions –
 - 3) The cultural hearths of the Nile, Indus, Hwang He River Valleys, and Mesopotamia.

Geographic Themes: Environment and Society and the Uses of Geography

Objectives:

The students will...

- Read and analyze the cultural hearths of the Nile, Indus, Hwang He River Valleys, and Mesopotamia
- Identify and chart key cultural information
- Use symbolism to create a first aid apron
- Write an argumentative essay

The students will know...

- The definition of culture hearth
- The definition of cultural diffusion
- Key information about the rise and fall of the four main culture hearths
- How to use symbolism
- How to write an argumentative essay based on factual information

The students will be able to...

- Define culture hearth
- Define cultural diffusion
- Read informational text and analyze the culture hearths of the Nile, Indus, Hwang He River Valleys, and Mesopotamia
- Use symbolism
- Write an argumentative essay based on factual information

Materials:

- Handouts
 - Cultural Hearth First Aid Kit-Chart I
 - Cultural Hearth First Aid Kit-Chart II
 - Argumentative Writing Organizer

- Rubrics
- PowerPoint: "Culture Hearths"
- Materials for First Aid Apron
Construction paper

Scissors
Glue
First Aid symbol

Time Frame: 3-4 class periods

Procedures:

Anticipatory Set

Ask the students the following questions:

- 1) What is a culture hearth?
- 2) What is culture?
- 3) What is a hearth? (I would define this as the area around the fire and have them make connections.)

Tell the students that they are going to learn about the four ancient culture hearths.

Teach

Day 1

- 1) Show "Culture Hearths" PowerPoint. (Stop before the symbolism slide.)
- 2) Divide class into groups of 4. Hand out informational text about the four main civilizations (from Resources below) or use the textbook or nonfiction literature as resources. Instruct students to read the text and complete "Cultural Hearth First Aid Kit-Chart I" worksheet.

Guided Practice

Days 2 & 3

- 1) Show remaining PowerPoint slides with YouTube video on symbols and Internet hyperlinks to explain the use of symbolism.
- 2) Each group should plan symbolic items which will decorate apron.
- 3) Each group decorates its first aid apron with symbolic items to represent its culture.

Day 3

- 1) Each group presents its first aid apron and pertinent information on Chart I worksheet that would convince the audience that each groups' culture was the most successful.
- 2) Audience takes notes on "Cultural Hearth First Aid Kit-Chart 2" worksheet.

Assessment

Day 4

- 1) Of the four culture hearths presented, each student will choose a culture that s/he thinks was the most successful. Write an argumentative essay to convince the audience.

Assessment Options:

The worksheets will be assessed. Rubrics will be used to assess each first aid apron and the argumentative essays.

Extension and Enrichment:

Students can...

- Create a culture slideshow on <http://animoto.com/>
- Write essays about the rise and fall of their group's culture
- Be the "doctor" and write an essay describing what could be done to save the chosen culture from decline.

Simplification:

Students can be partnered or assigned only the Chart I worksheet. The writing assessment can be shortened.

Connections:

The Common Core State Standards in writing, social studies and art are addressed in this lesson.

Resources:

Websites -

Briney, Amanda. "Culture Hearths and Cultural Diffusion." New York Times, 2012
<http://geography.about.com/od/culturalgeography/a/culturehearths.htm>

Hubert, Katie. "River Valley Civilization Project." Museum of Antiquities, October 2005
<http://schools.fwps.org/tj/sutherland/index.htm>

"Reasons for Decline of Mesopotamia"
<http://www.ancientmesopotamians.com/decline-of-mesopotamia.html>

"The Importance of River Valleys on Ancient Civilizations." Cultural China, 2007-2010
<http://history.cultural-china.com/en/181History5917.html>

"The River Valley Civilization Guide"
<http://www.rivervalleycivilizations.com/index.php>

YouTube: "Top 15 Famous Symbols"
<http://youtu.be/ez4jQFLdeB0>

Symbolism on George Washington's Masonic Apron
<http://www.pagrandlodge.org/mlam/apron/index.html>

Name _____ **Argumentative Writing Organizer**

Chosen Culture and Resolution:



Argument 1:	Evidence	Feelings/Opinions
Argument 2:	Evidence	Feelings/Opinions
Argument 3:	Evidence	Feelings/Opinions

	Rubric for the Assessment of the Argumentative Essay				Points Earned
	4	3	2	1	
INTRODUCTION Background/History Define the Problem Thesis Statement	Well developed introductory paragraph contains detailed background information, a clear explanation or definition of the problem, and a thesis statement.	Introductory paragraph contains some background information and states the problem, but does not explain using details. States the thesis of the paper.	Introduction states the thesis but does not adequately explain the background of the problem. The problem is stated, but lacks detail.	Thesis and/or problem is vague or unclear. Background details are a seemingly random collection of information, unclear, or not related to the topic.	_____
CONCLUSION	Conclusion summarizes the main topics without repeating previous sentences; writer's opinions and suggestions for change are logical and well thought out.	Conclusion summarizes main topics. Some suggestions for change are evident.	Conclusion summarizes main topics, but is repetitive. No suggestions for change and/or opinions are included.	Conclusion does not adequately summarize the main points. No suggestions for change or opinions are included.	_____
MAIN POINTS Body Paragraphs Refutation	Three or more main points are well developed with supporting details. Refutation paragraph acknowledges the opposing view, and summarizes their main points.	Three or more main points are present but may lack detail and development in one or two. Refutation paragraph acknowledges the opposing view, but doesn't summarize points.	Three or more main points, but all lack development. Refutation paragraph missing and/or vague.	Less than three main points, with poor development of ideas. Refutation missing or vague.	_____
USE OF SOURCES Documentation	All source material is used and smoothly integrated into the text. All sources are accurately documented and in the desired format on the Works Cited page. All sources are relevant and reliable.	All source material is used. All sources are accurately documented, but a few are not in the desired format on the Works Cited page. Most sources are relevant and reliable.	All sources are accurately documented, but many are not in the desired format on the Works Cited page. Some sources are relevant and reliable.	Lacks sources and/or sources are not accurately documented. Incorrect format is used. Sources are not relevant nor reliable.	_____

Name _____

Comments: