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Shaker Heights Middle School

Spring 2010 Workshop

7th Grade Social Studies

World History: Gardens of Civilization - History and Law

INITIATING THE ASSIGNMENT

World History has been a study of the development of various people groups around the world. Each of these people groups, or civilizations, has had their own ideals, forms of government, heroes, customs, achievements and religions.

As a culminating project to celebrate these civilizations, choose one of them to profile in a model garden-type setting. These garden models will include features that made this civilization unique.

We will celebrate these civilizations with a ‘Garden Party’ toward the end of the year’s study in May.

Academic Content Standards

Social Studies

HISTORY—Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Benchmark B: *Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.*

PEOPLE IN SOCIETIES—Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Benchmark A: *Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.*

Benchmark B: *Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.*

Benchmark C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

GEOGRAPHY—Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Benchmark B: Define and identify regions using human and physical characteristics.

Benchmark C: Explain how the environment influences the way people live in different places and the consequences of modifying the environment.

Benchmark D: Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.

ECONOMICS—Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Benchmark B: Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

GOVERNMENT—Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Benchmark A: Explain why people institute governments, how they influence governments, and how governments interact with each other.

SOCIAL STUDIES SKILLS AND

METHODS—Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Benchmark A: Analyze different perspectives on a topic obtained from a variety of sources.

Benchmark B: Organize historical information in text or graphic format and analyze the information in order to draw conclusions.

Technology

Nature of Technology—Students develop an understanding of technology, its characteristics, scope, core concepts and relationships between technologies and other fields.

Benchmark A: Analyze information relative to the characteristics of technology and apply in a practical setting.

Benchmark B: Apply the core concepts of technology in a practical setting.

Technology and Society Interaction—Students recognize interactions among society, the environment and technology, and understand technology's relationship with history. Consideration of these concepts forms a foundation for engaging in responsible and ethical use of technology.

Benchmark A: *Analyze technologically responsible citizenship.*

Benchmark B: *Describe and explain the impact of technology on the environment.*

Technology and Communication Applications—Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.

Benchmark C: *Select appropriate technology communication tools and design collaborative interactive projects and activities to communicate with others.*

Technology and Information Literacy—Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.

Benchmark B: *Use technology to conduct research and follow a research process model which includes the following: developing essential question; identifying resources; selecting, using and analyzing information; synthesizing and generating a product; and evaluate both process and product.*

Benchmark C: *Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.*

Library

INFORMATION LITERACY—Effective school library media programs provide information literacy skills instruction.

Benchmark B: *Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials.*

Benchmark E: *Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.*

TECHNOLOGY LITERACY—Effective school library media programs provide technology literacy skills instruction in the use of library-based technologies.

Benchmark A: *Use the online public access catalog to locate school library materials for classroom assignments and personal interests.*

Benchmark C: *Select, access and use appropriate electronic resources for a defined information need.*

MEDIA LITERACY—Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Benchmark A: *Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended*

impact of media communications and messages when delivered and received by a specific audience.

MUSEUMS SECTION

For Teachers and Students

Carnegie Museums of Pittsburgh

<http://www.carnegiemuseums.org/>

The Hall of Architecture in the Carnegie Museum of Art provides full scale architectural reproductions of over 140 works from Europe. Although reproduction art was viewed as not authentic art, these reproductions faithfully show the originals, many of which have been lost through war or erosion. These give meaning to students' study of Medieval Architectural style.

The Nelson – Atkins Museum of Kansas

<http://www.nelson-atkins.org/art/HistBuilding.cfm>

The Nelson-Atkins has one of the most well developed collections of Ming art as well as Chinese furniture and pottery outside of China. The collection has representations of the highest achievements of the Chinese periods from the earliest times to the present. The Sculpture Garden provides a study in placement of objects for enjoyment in a garden setting.

Smithsonian Freer Gallery of Art and Arthur M. Sackler Gallery

<http://www.asia.si.edu/>

The extensive collections of art and artifacts of this vast museum highlight the contributions of the cultures of the Asian Continent to the world at large. Everything from Korean pottery to jeweled water vessels from Ancient Persia, bronze statues of Shiva, illuminated illustrations on Islamic manuscripts and more are displayed in grand style. The online availability to guided tours and information is easy to use.

The National Gallery

www.nga.gov/

The National Gallery was a gift of Andrew W. Mellon to the nation in the late 1930's of his extensive collection of art and artifacts from around the world. The National Gallery has become the beneficiary of many such gifts from those with a penchant for collecting world class art. There are online tours, collections and interactive activities to assist in the learning process of understanding the contribution of art to cultures.

The National Gallery: Sculpture Garden, Plantings

<http://www.nga.gov/feature/sculpturegarden/plantings/summer/index.shtm>

The Sculpture Garden section provides detailed information on the plantings in the garden as well as their origin and optimal growing conditions. Accompanying pictures give an understanding of balance and symmetry.

The National Gallery Artistic Exchange: Europe and the Islamic World

http://www.nga.gov/exhibitions/2004/artexchange/artexchange_ss.htm

Cleveland Museum of Art

www.clevelandart.org

The world renowned Cleveland Museum of Art has extensive collection and a long history of community outreach to schools and communities in the Area to assist them in appreciating cultures and art as expressed by those cultures. Their online offerings include interactive websites, online tours, individual collections. Their outreach programs include The Art-To-Go program, where a knowledgeable art educator brings the artworks of a specific culture into the classroom and explains the significance of the objects. Students are able to handle the artifact with museum gloves on their hands to protect the artifact from damage but still give the student a hands-on experience with perhaps 1000 year old art.

British Museum

www.britishmuseum.org

The British Museum is literally all over the world. Where ever the British Empire once held influence, there is a British Museum. Therefore the website has offerings in numerous cultural communities over the world. Along with the collections in places such as India, Egypt, and China, there are excellent websites that are world history lessons in themselves such as www.ancientindia.co.uk or

www.ancientegypt.co.uk these websites offer entire lessons in kid-friendly formats that engage the learners in learning while playing.

Indianapolis Museum of Art

<http://www.imamuseum.org/>

The Indianapolis Museum of Art would be worth the flight to see just to see it. They have recently acquired 100 Acres of land to create a landscape park for art. Going online in this museum is a treat. Their website is an exploration, a game, an investigation, and an education all in one. Their treatment of the museum's holdings has been unique. There are videos of complete sections of Art, Videos of individual artworks, and interviews with artists about the displays as well as interviews with the curators about both individual pieces of art and exhibitions.

REALIA SECTION Teachers and Students

The Cultural Gardens of Cleveland
culturalgardens.org

The Cultural Gardens of Cleveland are unique in the world. In a strip of land over 200 acres long donated by John D. Rockefeller in the late 1800's to the City of Cleveland, plots of land were given to various immigrant groups to both steward and create a place where their culture could be celebrated. In the 1930's these plots of land, averaging one to three acres, were developed to profile highlights from that particular country's history that these groups wanted to remember. Their online website provides a history of each of the gardens as well as pictures of the construction and statuary in each one.

Phipps Conservatory of Pittsburgh
phipps.conservatory.org

The Phipps Conservatory of Pittsburgh was built as a Victorian crystal palace that would welcome the people to learn about the beauties of horticulture. The seventeen rooms each highlight different biomes of plant life. There are also seasonal displays which are designed to inspire and educate about plants in a wide variety of settings. Their Thai exhibit explores habitats found in the region as

well as resources and rituals found in that culture. Their online presentation permits extensive information and ways to explore the site.

Schedel Arboretum and Gardens

www.schedel-gardens.org

The Schedel Gardens near Mansfield, Ohio website offers views of the many types of gardens available for enjoyment. The arrangements of plants and trees offer examples of landscape design and plant arrangement.

Holden Arboretum

www.holdenarb.org

One of the premier Arboretums in the country, Holden offers the visitors the opportunity of hiking into different types of wooded areas, terrain, grassland fields, and orchards. Each plant and tree is labeled and documented so that the visitor is able to understand the biome that the plant would thrive in best. The online website offers lessons and opportunities for exploration.

The Arnold Arboretum of Harvard University

www.arboretum.harvard.edu

The Arnold Arboretum of Harvard University offers the city-dweller the opportunity to be in the woods in the middle of the city. The classes are extensive throughout the year . The online websites offer games and videos for all ages that foster learning about plant life. Helpful information about biomes is available. Artists are welcome to set up their easels in the park and enjoy the experience as well.

Tree Basics: How a tree works.

http://arboretum.harvard.edu/programs/tree_basics.html

The Morton Arboretum, Lisle, Illinois

www.mortonarb.org

Begun in the 1920's by the founder of the Morton Salt Company for the conservation of trees, the 1,700 acre arboretum has continued the practice of developing strong, healthy trees in the Midwest. There are both natural preserves as well as areas where the trees have been particularly developed for the area. There is ongoing research in tree, shrub and plant development for stronger stock. Their online website has sections specifically for students and adults. There are

online teacher resources available as well. Each student area has both informational screens and interactive videos to both entertain and educate.

Kensington Garden, London, Great Britain

http://www.royalparks.org.uk/parks/kensington_gardens/

Created as a Royal Park for the exclusive enjoyment of royalty, this lovely creation is now enjoyed by all who visit London. It is a study in landscape design with its fountains and statuary. Online, there is a wealth of information to entice the visitor. The interactive map is easy to maneuver and understandable in its design. There is a history of the development of the park as well as a history of the kings and queens who were a part of its growth.

Chateau De Versailles

<http://en.chateauversailles.fr/homepage>

The Chateau De Versailles was the creation of the Sun King of France, Louis XIV. The extent of this website lends itself to both the exploration of history and the study of landscape design. The interactive maps, pathfinder buttons to select a particular set of features, such as fountains, are inviting and easy to use. It would be easy to get lost in this website from that perspective of enjoyment.

BOOKS FOR STUDENTS

Avi, *Crispin*. New York: Scholastic Press,

The story is set in England 1377 where a young lad is suddenly on his own after the death of his mother. His place in the world is mysterious and threatens some of those in power, so his life in jeopardy but has many possibilities.

Avi, *Midnight Magic*. New York: Scholastic Press, 1999.

Set in 1491, this fanciful tale involves servants, princesses, magicians in adventures that track down the villain and bring him to justice.

Cooney, Caroline B. *Goddess of Yesterday*. New York: Delacorte Press, 2002.

A spirited adventure story set in the age of the Minoans where the protagonist is a young girl who needs to live by her wits in a world that is constantly changing. This historical novel gives breadth and depth to the understanding of trade and aggression in the Eastern Mediterranean Sea area.

Crossley-Holland, Kevin. *Arthur – The Seeing Stone*. New York: Scholastic Press, 2000.

Arthur, The Seeing Stone is the first part of a trilogy based in the 1100's of Medieval England. Life in medieval times is seen through the lenses of servants, towns people and knights-to-be.

Napoli, Donna Jo. *Daughter of Venice*. New York: Laurel Leaf Books, 2002.

Donata, who lives in Venice during the early Renaissance Period, does not want to live the life that society has set for her. She wants to see more of the world, experience what it is to seek adventure and somehow become educated. For her to do this she must change her identity and develop some survival skills that she does not now possess.

Rubalcaba, Jill. *The Wadjet Eye*. New York: Clarion Books, 2000.

Mixed into the adventure that is *The Wadjet Eye* is a history of the underlying tension between the Egyptians and the Romans. Skillfully interwoven into the fabric of this story is also an understanding of the geography of the area focused on the Mediterranean Sea between Egypt, Rome and Spain.

Speare, Elizabeth George. *The Bronze Bow*. Boston: Houghton Mifflin Company, 1961.

This classic involves the hero, Daniel Bar Jamin in a search for what value he can find in life in the hills of Judea occupied by the Roman army. He is involved in supporting his ancient grandmother and frail sister all the while spying and raiding with an outlaw band.

BOOKS FOR TEACHERS

Austrian, Guy I. *Ancient times: a Watts guide for children*. New York : Franklin Watts, 1999.

It is alphabetically arranged articles present information about the ancient world, covering events, people, and practices around the world from prehistoric times to 500 A.D. and treating such topics as architecture, politics, family life, and religion.

Curlee, Lynn. *Seven wonders of the ancient world*. New York : Atheneum Books for Young Readers, 2002.

Most of these masterpieces of human achievement have long since crumbled into dust but their legacy survives, and these triumphs of human vision, architecture, and creativity have become the stuff of legends. With extraordinary paintings and a moving narrative, Mr. Curlee tells the story of some of man's greatest feats and explores the timeless desire of cultures to leave a permanent mark on the Earth.

Dawson, Ian. *Greek and Roman medicine*. New York : Enchanted Lion Books, 2005. Ancient Greek and Roman medicine is examined in this title by looking at the methods of treating illnesses, sanitation efforts, success of treatments and how the discovers of medicines have impacted current medicine. De Medeiros, James. *Parthenon*. New York : Weigl Publishers, c2008.

Hinds, Kathryn. *The pharaoh's court*. New York : Marshall Cavendish Benchmark, c2007.

The book describes the daily life of the upper classes during the New Kingdom period of ancient Egypt, from about 1550 BCE to about 1070 BCE, including the structure of society, the differing roles of men and women, and what it was like to be a child in that era.

Hull, Robert. *Trade & warfare*. New York : Franklin Watts, 1999.

The title describes relations between Greeks and other civilizations around the globe with respect to trade and warfare.

James, Simon. *Ancient Rome*. New York, N.Y. : Viking, c1992.

This is a photo essay documenting ancient Rome and the people who lived there as revealed through the many artifacts they left behind, including shields, swords, tools, toys, cosmetics, and jewelry.

Li, Xiaoxiang. *Origins of Chinese culture*. Singapore : Asiapac Books, 2005, c2001. Translated from Chinese, these nonfiction books use the graphic novel format to explain Chinese culture.

McIntosh, Jane. *Archeology*. New York : Alfred A. Knopf : Distributed by Random House, c1994.

This book gives a close-up look at the science and technology of digging up the past--from the 1970 excavation of the legendary city of Troy to the recent find of a

Chinese emperor's long-lost grave. The purpose and explanation of archeology is explored in this book that will help students to understand the connections the past has with the present.

Millard, Anne. *The atlas of ancient worlds*. New York : DK Pub., 1994.

This atlas takes the reader on an exciting journey back in time by looking at life in the ancient world - from the great cultures of Greece, Rome, and the Middle East to the glittering cities of India, China, and the ancient Americas. It is perfect for a study of World Cultures.

Nardo, Don. *Influential figures of ancient Rome*. San Diego, Calif. : Lucent Books, c2003.

The book profiles influential people who played an important part in the culture and political life in ancient Rome.

Schomp, Virginia. *Ancient India*. New York : Franklin Watts, c2005.

Take a look at the history of ancient India as it dates back thousands of years and its geographical changes as well as religious influences on the culture, politics and history.

Westwell, Ian. *Timeless China*. London : Chartwell Books, 2007.

Timeless China provides a taste of the glories of this amazing and mysterious country--its landscape, its architecture, the ancient tranquility of its villages, its ultramodern cities, the sacred mountains, the Silk Road, and the fabulous extravagance of the Forbidden City in Beijing.

VIDEOS

DeMille, Cecil B. *The Ten Commandments*. Los Angeles: Paramount Pictures, 1956.

The story of the Exodus from Egypt.

Fiennes, Joseph. *Luther*. Los Angeles: MGM, 2003

Luther disagrees with some of the tenets of the Roman Catholic Church and tries to reform the practices.

Flynn, Errol. *The Adventures of Robin Hood*. Los Angeles: Warner Brothers, 1938.

Medieval England is left in the hands of evil Prince John by King Richard the Lionhearted while Richard goes off to the Crusades. Robin Hood does what he can to help the little people of England.

Hamlin, Harry. *Clash of the Titans*, Los Angeles: Warner Brothers, 1981.

Story of the mythological gods of Olympus tampering in the lives of humanity.

O'Toole, Peter. *The Last Emperor*. Los Angeles: Columbia Pictures, 1987.

Taylor, Robert. *Ivanhoe*. Los Angeles: MGM, 1952.

Wyler, William. *Ben-Hur*. Los Angeles: MGM, 1959.

A story of conflict between the Romans and the Judeans during the time of Christ. The Prince of Hur becomes the pawn of his former friend when he refuses to cooperate with the Romans.

The Ten Commandments

The Court Jester

Last Stand of the 300