The Genius of the Ancients
TEACHER’S GUIDE

Reading and analyzing secondary historical documents are part of a larger set of emerging skills in Grade 5 students. They will understand motivation; question historical perspective; summarize lives, events, and activities that shaped ancient cultures and have influenced the present; and learn about cultures and ideologies that evoke connections in their own life, learning, and world. The Genius of the Ancients books help readers build these skills and make connections with challenges and experiences long ago. The Genius of the Ancients Teacher’s Guide will support teachers and students in further investigating these cultures through inquiry-based lessons, critical thinking activities, and fun simulations that integrate social studies, language, art, drama, and technology. Delving into the motivations, hardships, ideologies, and challenges faced by these varied cultures will help students to gather evidence, make connections, and discover meaning.

These ancients were people in contrast externally and internally: successful and struggling; intelligent and flawed; confident and insecure; independent and dependent; hopeful and fearful. Grade 5 students will benefit from seeing these people and cultures not as one-dimensional beings, but as people making decisions the best way they know how, given the circumstances they find themselves in.

By participating in these lessons, students will see how many of our world’s creations have sprung from motivation for meeting needs and wants. They will explore the varied social, political, economical, spiritual, and architectural innovations that ancient cultures developed in order to meet their needs and wants. Students will see our own language, communication, and technology reflected in the tools the ancients created to leave a legacy and demonstrate their skills. Students and teachers are encouraged to deepen the connections between past and present by thinking critically about the ancient innovations investigated in this teacher’s guide. Lessons and activities in this guide can stand alone. Reproducible worksheets and assessment tools follow each lesson. The books in The Genius of the Ancients include:

- The Genius of the Ancient Egyptians
- The Genius of the Ancient Greeks
- The Genius of the Anglo-Saxons
- The Genius of the Benin Kingdom
- The Genius of the Maya
- The Genius of the Romans
- The Genius of the Stone, Bronze, and Iron Ages
- The Genius of the Vikings

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Lesson Plan Title | Pacing
---|---
1. Somebody Wanted to But So Then in Ancient Times | 2-3 class periods*
2. Innovation Creation Station | 4-5 class periods
3. Vision Board of a Leader or Citizen of an Ancient Culture | 5-6 class periods

* 1 class period = 40-60 minutes

The following are vocabulary examples that when defined and applied can be used in effective persuasive writing and oral texts. They are drawn from across the series.

<table>
<thead>
<tr>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>architecture</td>
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<tr>
<td>astronomy</td>
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<tr>
<td>battle tactics and formations</td>
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<tr>
<td>codices</td>
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<tr>
<td>coronation</td>
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<td>culture</td>
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<td>guild</td>
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<td>glyph</td>
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<td>hierarchy</td>
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* 1 class period = 40-60 minutes
ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

### Instructional Strategies
- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

### Environmental Strategies
- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

### Assessment Strategies
- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology
LESSON 1
Somebody Wanted to But So Then in Ancient Times

Setting the Stage
Discuss and complete an example as a class of “somebody wanted to but so then” model from a non-fiction recent event or news story that students are familiar with. Review how the model works. The main character wanted to do something, but faced a challenge. So, they came up with a solution, then the story ends.

• Explain how the “but” and “so” categories are the problems faced and how the problem is potentially solved
• The event could have more than one problem (but) or solution (so). Teacher can explore multiple “but” or “so” examples from the guided event or news story.
  • Let students know that they will focus on one solution only.

Activity
Students will work with a partner to complete one or more “somebody wanted to but so then” from Genius of the Ancients series.

Hand each pair the “Somebody Wanted To, But, So, Then” in Ancient Times Worksheet. They will fill it in either about an event that happened to a group of ancient citizens, or an event that happened to one leader or main character in an ancient culture.

Working together, the partners will brainstorm responses for each category and confirm they match the main idea and details of the event from the text. They will test their worksheet’s accuracy by reading it aloud to each other, to see if it makes sense and presents the event and solution as it was in the text with a main idea and supporting details reflected.

Extensions
• If pairs struggled with main ideas or supporting details, use either of these as focus for next Language mini unit with fictional texts, or weave into more Social Studies lessons.
• Explore inferencing with some of the ancient cultures with prompts such as:
  • “What could have happened if this culture never…”

Wrap-Up
Students can dramatize one of these worksheets for the class as mini scene study in tableaux. Each part of the worksheet “somebody wanted to but so then” can be a separate tableau to create into a series of tableaux telling a story in six freeze frames.

Assessment
Check for participation and make note if students achieve this expectation. Use the Assessment Checklist to assess worksheet.
“Somebody Wanted To, But, So, Then” in Ancient Times Worksheet

**Main Idea**

**Support From Text**

**SOMEBODY**  
(main person or group of people)

**WANTED/BECauses**  
(what did they want to do, and why did they want to do it?)

**BUT**  
(problem)

**SO**  
(solution)

**THEN**  
(ending)
Assessment Checklist

Student’s Name: ______________________________________  Date: ____________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes/No</th>
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<tbody>
<tr>
<td>Student identified the problem faced by the ancient society or individual.</td>
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<tr>
<td>Student used relevant supporting details to infer the event’s purpose.</td>
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<tr>
<td>Student identified and used details to explain the solution and ending.</td>
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**Curriculum Correlations**

**Ontario Social Studies**  
Grade 4  
3.5, 3.6

**Common Core State Standards**  
RI.5.1; RI 5.2; RI 5.3; RI 5.4; RI 5.6; RI 5.7; RI 5.10  
W5.1-5.3; W5.4-5.6; W5.7-5.9

**C3 Framework for Social Studies**  
D2.Geo.4.3-5, D2.Geo.8.3-5, D2.His.6.3-5

**Materials**

- Notebook or computer  
- pencil/paper/eraser, craft materials, glue, scissors, etc.  
- variety of found objects and recycled materials  
- The Genius of the Ancients books  
- Summary of Needs and Wants of the Ancients  
- Innovation Creation Station Rubric

**Setting the Stage**

*Prior to lesson...*  
- Students will need to gather found objects and recycled materials before beginning construction of innovation. Gather the objects from other classrooms, recycling bin, appeal to other teachers, etc.  
- A correspondence to parents before this lesson could be sent via email discussing the activity and appealing for creation materials.

As a class, discuss needs versus wants. Use question prompts such as:  
- What do people need to survive, and what do they want to make survival more comfortable?  
- May naturally begin to discuss current needs and wants and then segway into a comparison with needs and wants of ancient cultures.

Create a T-chart on the whiteboard. On the chart, write examples of objects and concepts under needs and wants generated by students.

<table>
<thead>
<tr>
<th>Needs (required for survival)</th>
<th>Wants (makes survival comfortable)</th>
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<td></td>
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</table>

Discuss how needs and wants often are the spark for creation, innovation, and technology. A need or want requires a solution that needs to be created to fill the need or want.

**Objectives**

Students will:  
- Create or design an innovation based on the needs or wants of an ancient culture.  
- Assess the feasibility of a created innovation by testing its features by using the problem solving model and design process.
Recall discussion of needs and wants, and tell students they are going to create or re-create an item from an ancient culture that reflected a need or want.

Students may create a prototype or diagram of the item with labels and an explanation of the materials used, as well as how the item would have been used in ancient times.

Use the *Summary of Needs and Wants of the Ancients* as reference and to guide students if they have trouble deciding on an innovation to create. Can post the summary on data projector to show students, or print and hand to students.

**Extensions**

- Our own languages, places, and images have come from the roots of the ancients in the series. Students can use some of the books to make and crack codes and quizzes for their friends.

  Explore using the following pages:
  - *Genius of the Maya* Pg. 17
  - *Genius of the Stone, Bronze, and Iron Ages* Sumerian symbols Pg. 29
  - *Genius of the Ancient Egyptians* Egyptian hieroglyphics Pg. 10 and 11
  - *Genius of the Ancient Greeks* Greek Pi and writings Pg. 18 and 19
  - *Genius of the Anglo-Saxons* Anglo-Saxon settlement and city names Pg. 1, Old English rune alphabet Pg. 20

**Wrap-Up**

Have an Innovation Creation Station day to share the unique designs and prototypes with the rest of the class or another grade.

Have a class discussion about the creations. As a class, categorize innovations by culture or by need/want.

**Assessment**

Use the *Innovation Creation Station Rubric* to assess the creations.
Summary of Needs and Wants of the Ancients

Categories of Innovations

• Shelter and Architecture
  • How to stay warm/cool, provide safety for family

• Engineering and Farming Technology
  • How to make life easier

• Weapons and Transportation
  • How to protect the civilization and move from place to place in their environment and beyond

• Cultural Decoration and Spiritual Objects
  • How to use leisure time and celebrate faith - music, games, clothing decorations

• Communication
  • How to leave a legacy

Innovation Creations of the Ancients

• Benin
  • Brass statues; herbalism and natural medicine; masks and crafts of clay, precious metals, stone, ivory

• Maya
  • Stone carvings; painted murals; temples; pottery; clothes

• Stone, Bronze, Iron Age
  • Tools of flint, stone; pottery; melted bronze to make jewelry and objects for decoration; iron weapons, utensils, cooking tools; looms, weaving

• Vikings
  • Longships, navigational tools - compass, magnets, sundials; weapons - shields, axes, chainmail; combs, buckles

• Egyptians
  • Pyramids, temples, obelisks; papyrus paper and writings on scrolls, cartouche; mummification and sarcophagi; herbal medicine and surgical tools; toothpaste; wigs and cosmetics - razors, makeup, hand mirror

• Greeks
  • Temples; coins and currency; columns; vases; pottery; geometric tools; Grecian sports and theatre - Olympics, gymnasion, stages

• Anglo-Saxons
  • Spears, shields; thatched buildings; coins; brooches, rings and belts to fasten clothing (no buttons or zippers!), decorative metal; illuminated manuscripts; board games, musical instruments

• Romans
  • Bridges; concrete; aqueducts; domed roofs; road construction; baths and swimming pools; wax tablets for writing; chariots
Innovation Creation Station Rubric

Student Name: _______________________________________  Date: ____________________

Item Chosen as Innovation Creation: __________________________________________________

Ancient Culture Item From: _________________________________________________________

Need or Want Item Provides: _______________________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Used materials and knowledge of culture and technology to make finished product that with more time could fill a need or want</td>
<td>Used materials and knowledge of culture and technology to make finished product that could fill the desired need or want</td>
<td>Used diverse materials and knowledge of culture and technology to make detailed finished product that could fill the specified need or want</td>
<td>Used diverse materials and knowledge of culture and technology to make detailed finished product that fills the specified need or want with creativity</td>
</tr>
<tr>
<td>Application</td>
<td>Applied knowledge of the needs and wants of the culture to create an item and/or diagram that incorporated limited features from texts</td>
<td>Applied some knowledge of the needs and wants of the culture to create an item and/or diagram that incorporated evolving features from texts</td>
<td>Applied knowledge of the needs and wants of the culture to create an item and/or diagram that incorporated many features from texts</td>
<td>Applied extensive knowledge of the needs and wants of the culture to create an item and/or diagram that incorporated extensive features from texts, as well as own innovations</td>
</tr>
<tr>
<td>Thinking</td>
<td>Needed support figuring out how to solve problems and access resources</td>
<td>Solved problems by accessing resources with some success</td>
<td>Solved problems by accessing resources with success</td>
<td>Solved problems in a variety of ways accessing resources with success</td>
</tr>
<tr>
<td>Communication</td>
<td>Few or inaccurate labels and explanation of function and form of innovation</td>
<td>Some clear, precise, accurate labels and explanation of function and form of innovation</td>
<td>Clear, precise, accurate labels and explanation of function and form of innovation</td>
<td>Detailed, clear, precise, accurate labels and explanation of function and form of innovation</td>
</tr>
</tbody>
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Comments:

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LESSON 3
Vision Board of a Leader or Citizen of an Ancient Culture

Curriculum Correlations

Ontario Social Studies
Grade 4
3.1-3.10

Ontario Language Arts
Grades 4-5 Media Literacy
3.1

Common Core State Standards
W5.7-5.9 ; SL4.1-4.5

C3 Framework for Social Studies
D2.His.2.3-5

Materials

• The Genius of the Ancients books
• Computers
• Poster board
• Scrapbooking and craft materials, and utensils
• Art supplies for designing and creating—magazines, glue, scissors, paint, pastels, glitter, etc.
• Vision Board Checklist
• Vision Board Handout

Setting the Stage

• Watch https://bit.ly/31FXB1A
• Or, read one of the books listed below about reaching goals:
  • Seussville: Oh, the Places You’ll Go!
  • Scholastic: Everyday Study Skills
  • Simon & Schuster Children’s Publishing: Salt in His Shoes
  • Macmillan: Being Teddy Roosevelt

Discuss and show cave art, hieroglyphs, runes, jewelry, stone carvings and other images of communication and art from ancient cultures. Explain that each person or group in an ancient culture had dreams, hopes, and visions like students do. We can see these dreams and goals through the communication and art from ancient cultures.

Ask students:

• If your goals had a color, what would they be?
• If your family could be shown in one emoji, what would it be?
• If a person wanted to be a doctor, what images could show their goals?

Get students thinking about images, colors, and designs that can represent goals.

Discuss if they or their family has a motto or mantra or quote that represents them. For example:

• Carpe Diem (Sieze the Day)—can represent a family or person that wants to make the most of opportunities.
• YOLO—has come to represent “You Only Live Once” and to take advantage of all you can do in life.

Objectives

Students will:

• Illustrate understanding of a person or group from an ancient culture by creating a vision board showing their goals and life components.
• Investigate an ancient culture to help support the vision board choices.
• Create a work of art that is balanced and incorporates elements of artistic design with designs, words, images, and colors that support the person or group chosen.
Activity

Students will choose one person from an ancient culture to profile in a “vision board” on paper or computer. The vision board will illustrate their life’s goals, accomplishments, dreams, and special features.

- Students can cut out pictures, words, quotes, and designs that illustrate the person/cultural personality and life components.
- Using the *Genius of the Ancients* books, students will find their chosen person from a culture to focus on. The person can be a famous figure or a representative of everyday people (i.e. woman in Ancient Rome).

Hand each student the *Vision Board Handout*. They will answer the questions on the handout as if they were the individual from an ancient society. Explain to students that they need to take the shoes of the person they choose. Guide students through the questions on the handout and give them time to answer them. Give students class periods as necessary to complete their vision boards.

Extensions

- Look through the books in the series to explore names and terms that we use today, which came from one of the past civilizations. For example:
  - *Genius of the Vikings* days of the week pg. 23,
  - *Genius of the Ancient Egyptians* calendars and clocks Pg. 19 and 20;
  - *Genius of the Ancient Greeks* politics Pg. 10 and 11;
  - *Genius of the Anglo-Saxons* Old English words Pg. 19, 21;
  - *Genius of the Romans* Latin terms from Roman times Pg. 20 and 21, first firefighters Pg. 26 and 27

Wrap-Up

Create a class vision board after completing this activity, asking students to contribute ideas, images, colors, quotes, words, etc. that would reflect your class philosophies and goals.

Assessment

Have students hand in their vision boards. Assess for social studies and art expectations using the *Vision Board Checklist*. 
Vision Board Handout

Answer the following questions as if you were the individual who lived in ancient times. Create your vision board based on your answers to these questions.

What does your life look like visually?
• At any stage of life...but probably as an adult is easier.

When and where and whom are you happiest with?
• This allows you to include family, friends, places, and activities that they love or feel blessed to have.

What character traits would you like to be known for?
• Pick five to ten key words to show. How do you show someone is energetic? Trustworthy? Friendly? Wealthy?

What have you always wanted to do, but may lack the opportunity to do?
• Include big and small goals. In ancient times, they could want to have a bigger shelter, travel, be a soldier, or create something to help with a problem.

What challenges have you faced?
• Health, career, love, environment (weather), moving, battles, conflicts, etc.

What do you wish you had more time for in your life? What kind of hobbies fill any free time you have? How do you show your creativity?

What things or experiences do you want to have in your life?
Vision Board Checklist

Student Name: _______________________________________  Date: ____________________

From the perspective of their ancient subject, student has included evidence of:

_____ images, quotes, color

_____ artistic design and placement of images, etc.

_____ family, friends, places, activities that they love or feel blessed to have

_____ character traits they would like to be known for

_____ Things they have always wanted to do—including both big and small goals

_____ Challenges they have faced, including subjects like health, career, love, environment (weather), moving, battles, conflicts, etc.

_____ Things they wish they had more time for, such as hobbies or creative activities.

_____ Things or experiences that they want to have in their life.

Comments on work:

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