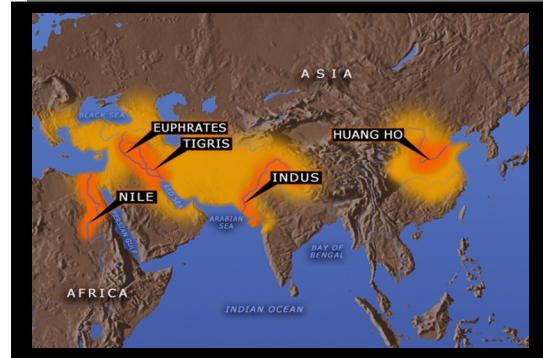


# Ancient and Modern Cultures

## TEACHER GUIDE

### BACKGROUND

For at least 10,000 years, humans have inhabited nearly every corner of the Earth—only Antarctica was free of human settlement. Human populations adapted to deserts, mountains, jungles, river valleys, and treeless plains, and in the process these groups created distinctive cultures. Each group used their knowledge of their environment and their ability to use tools to make shelters, gather or raise food, and find or manipulate water to suit their needs. The isolation of these groups meant that strategies for survival varied from place to place, but similar ideas developed in completely isolated cultures. This was the case with the domestication of plants. Agriculture revolutionized human societies in Central America, Asia, and the Middle East. Villages developed around the first small farms, and a way of life rooted firmly in one place replaced the nomadic existence of hunters and gatherers in the first farming areas. Cities, governments, and class systems developed. In short, civilization, as we know it, began.



The unique character of these civilizations remained even though material goods and ideas were shared through trade networks linking Africa, Europe, the Middle East, and Asia. Similar networks were found in the New World (Western Hemisphere), but changes affected by this diffusion process were relatively slight and slow.

Through increased travel, the world became linked together, and the interchange of ideas, foods and resources, and material goods increased dramatically. The late 20<sup>th</sup> century, however, saw the pace of change accelerate to a degree never before imaginable. Journeys that once took months now take only a few hours, thanks to modern air travel. Satellite communications and the Internet enable messages to whiz around the world in fractions of a second. International capitalism and trade now tie the economies of the world together in numerous ways. No longer are the world's cultures isolated.

Increasingly, peoples of the world are sharing many of the same ideas and values. There are advantages to this, such as the possibility of an increased standard of living for many people in the world, or the prospect of peace and increased human rights, but this globalization is also a threat to the traditional values and beliefs of many cultures. Fear of globalization is behind everything from trade disputes to international terrorism. The 21<sup>st</sup> century may well be focused on learning to live with the challenges and benefits of an interconnected world.

The learning materials in this unit are instructional strategies designed to engage students in an inquiry lesson devoted to understanding the development of human civilization and some of the issues related to the process of globalization. During their investigation, students will access the videos from the *ABC News: Classroom Edition*. This teacher's guide uses the videos as resources throughout units of study.

## AT A GLANCE

In this unit on the development of ancient and modern cultures, students explore their conceptions of ancient cultures, characteristics of civilizations, and origins of common household products in order to elicit prior knowledge and beliefs. After viewing the videos, students engage in exploring misconceptions of ancient civilizations, the characteristics of civilization, and the issues involved in globalization of fast-food franchises in order to demonstrate their growing knowledge of the world and the issues of globalization and development. In the “Apply” section, students will research and analyze selected civilization characteristics. In the “Extend” section, students apply their knowledge in several investigations and problem-solving activities. In the post-unit assessment, students will decide whether or not globalization is a modern-culture extension of the interconnectedness that they have explored in ancient cultures. Students will then select or compose a definition of “globalization” that they think will represent the most positive interconnectedness between people of today’s civilizations and write a short paper defending that definition.

## THE BIG QUESTION

What developments have led to increasing interconnectedness in the world, and what does interconnectedness mean for the peoples of today?

### SOCIAL STUDIES STANDARDS ADDRESSED<sup>1</sup>

#### World History Standards

Ancient and Modern Cultures Part 2: The Maya: A Case Study

[Understand how major religious and large-scale empires arose in the Mediterranean Basin, China, and India from 500 BCE to 300 CE](#)

Grades 5-6

- Understands the commercial and cultural significance of the trans-Eurasian "silk roads" to the Roman and Chinese Empires and the peoples of Central Asia.

Grades 7-8

- Understands influences on the economic and political framework of Roman society (e.g., how Roman unity contributed to the growth of trade among lands of the Mediterranean basin; the importance of Roman commercial connections with Sub-Saharan Africa, India, and East Asia; the history of the Punic Wars and the consequences of the wars for Rome; the major phases of Roman expansion, including the Roman occupation of Britain).

[Understands the rise of centers of civilization in Mesoamerica and Andean South America in the 1st millennium CE](#)

Grades 5-6

- Understands the significant features of Mayan civilization (e.g., locations of Mayan city-states, road systems, and sea routes in Mesoamerica and the influence of the environment on these developments; the role and status of elite women and men in Mayan society as indicated by their portrayal in Mayan monumental architecture; the importance of religion in Mayan society; the structure and purpose of Mayan pyramids; ceremonial games among the Mayans).

Grades 7-8

- Understands the economic and agricultural elements of Mayan society (e.g., the extent, importance, and composition of Mayan trade; the adaptability and importance of Mayan agricultural techniques and their connection to the rise of Mayan city-states).
- Understands social features of Mayan culture (e.g., differing views concerning the causes for the decline of Mayan civilization, ways that Mayan myths reflect social values and daily survival skills).

## SOCIAL STUDIES STANDARDS ADDRESSED<sup>1</sup>

Grades 9-12

- Understands ways in which the Mayan world view and cultural life were portrayed (e.g., the Mayan cosmic world view and the role of Mayan deities as revealed in art and architecture, the descriptions of social and religious life inferred in Mayan [Bonampak] glyphs and murals, what the Popul Vuh tells about the Mayan world view and creation myth and its reliability as an account of the Mayan world view).
- Understands Mayan achievements in astronomy, mathematics, and the development of a calendar (e.g., the place of archaeological evidence such as the "Long Count" calendar in the interpretation of Mayan history, how achievements in astronomy affected Mayan society, the value of mathematical innovations and the calendar to farmers).
- Understands urban planning in Mayan culture (e.g., patterns and significance of architectural planning and city planning in Mayan culture and the religious factors that affected these layouts).

Ancient and Modern Cultures Part 3: Global Culture

[Understands the search for community, stability, and peace in an interdependent world](#)

Grades 5-6

- Understands the impact of increasing economic interdependence in different regions of the world (e.g., how global communications and changing international labor demands have shaped new patterns of world migration since World War II, the effects of the European Economic Community and its growth on economic productivity and political integration in Europe, the emergence of the Pacific Rim economy and economic growth in South Korea and Singapore in recent decades, the effects of new transport and communications technology on patterns of world trade and finance).

Grades 7-8

- Understands the emergence of a global culture (e.g., connections between electronic communications, international marketing, and the rise of a popular "global culture" in the late 20<sup>th</sup> century; how modern arts have expressed and reflected social transformations, political changes, and how they have been internationalized).

[Understands major global trends since World War II](#)

Grades 9-12

- Understands connections between globalizing trends in economy, technology, and culture and dynamic assertions of traditional cultural identity and distinctiveness.

<sup>1</sup>Kendall, J.S. & Marzano, R.J. (2000). *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*. (3rd ed.). Reston, VA.: Association for Supervision and Curriculum Development.

## MATERIALS

Videos:

- *ABC News: Classroom Edition* "Ancient and Modern Cultures" video programs
  - "Part 1: Ancient Man"
  - "Part 2: Mayan Civilization: a Case Study"
  - "Part 3: Global Cultures"
- Student Activity, "[Interpreting Archeological Clues](#)"
- Student Activity, "[Defining Civilization](#)"
- Student Activity, "[Franchise Globalization](#)"
- Student Activity, "[Civilization Classification Chart](#)"
- Student [Maps](#) (make color copies and laminate)
- Assessment Rubric, "[Defining Globalization](#)"

## PROCEDURE

### Explore:

#### “Part 1: Ancient Man”

1. Prior to viewing “Ancient and Modern Cultures Part 1: Ancient Man,” students will explore long-held conceptions of ancient man. The guided questions on the student activity sheet will help them watch for newly discovered archeological clues about ancient man and for those that have been either ignored or misinterpreted. Class discussions following the video should include questions that may lead to further exploration of archeological evidence and changes in human civilizations.
2. Ask students to describe pictures they have seen showing how men hunted during the Ice Age. Specifically, ask them to address the following questions.
  - How were the hunters dressed?
  - What hunting tools were they using?
  - What kinds of animals were they hunting?

Write the students’ responses on the chalkboard or overhead transparency so they are available for later comparison with video information.

3. Distribute the Student Activity, “[Interpreting Archeological Clues](#).” Have students read the questions on the sheet before you show the video “Ancient and Modern Cultures Part 1: Ancient Man” so that they know what information they should be watching for.
4. After students have watched the video and completed the activity sheet, conduct a classroom discussion using questions similar to the following:
  - What misconceptions have we accepted regarding the lifestyle of Ice Age people? (Student responses might include: kinds of animals hunted for food—rabbits vs. mammoths; type of weapons used—snare vs. spear; who did the hunting—women and children vs. young men; types of clothing—woven cloth vs. animal skins.)
  - What “clues” did archeologists ignore that led to misconceptions regarding the lifestyle of Ice Age people? (Student responses might include: waste dumps contained small animal skins; cave clay showed evidence of woven material.)
  - How is interpreting the “clues” different when we have only a few artifacts, like those discovered with “The Ice Lady,” than when we have an abundance of artifacts from the four ancient cities found underwater off the coast of Egypt? (Student responses might include: limited numbers of artifacts show only the specific lifestyle or burial rites of a specific person.)
  - If future archeologists study the “garbage heaps” we are creating today, how do you think they might describe our civilization? (Student responses might include: lots of throw-away plastics that haven’t biodegraded; bones from domesticated animals used for food; remains of discarded appliances.)
5. Continue the discussion with more general questions regarding ancient civilizations and our knowledge of them.
  - How do scientists develop and form theories? (Students might describe how scientists use evidence to develop and refine new ideas.)
  - What kinds of evidence do archaeologists look for and use? (Student responses should include physical evidence such as bones and other artifacts; primitive art and written records from cultures with a written language.)

- How did agriculture and the domestication of animals change human societies? (Student responses might include: people could settle in one place and lead sedentary lifestyles because they had to tend their fields; people settled in locations having a reliable water source; people had a stable source of food that made wandering unnecessary; food surpluses enabled societies to develop social classes and allow people to become craftsmen, priests, etc. because they didn't have to gather food; it led to the development of writing and complex governments.)
- A “revolutionary” change is a development or idea that completely changes the way people live. Was the development of agriculture revolutionary? What other changes in the history of civilization do you think of as being “revolutionary”? (Student responses could include: metal working; the gasoline or steam engine; mass production of products; the telegraph; the Internet.)
- How does trade between cultures alter all of the cultures involved? (Students might mention that trade allows people to exchange things they make or harvest for things that they don't have or can't make, such as iron, gold, silk, salt, and other spices. Also, students might mention that trade serves as a conduit to share ideas and innovations from culture to culture in the process of exchanging material goods.)

## “Part 2: Mayan Civilization: A Case Study”

Prior to viewing “Ancient and Modern Cultures Part 2: Mayan Civilization: A Case Study,” students will explore the concept of “civilization” and some reasons why civilizations exist, flourish, and disappear. After viewing the video, they will use the facts given to classify the characteristics of the Mayan civilization. They will then use this classification to decide whether the Mayan civilization was more or less advanced than its contemporary civilizations.

1. Ask your students questions like “What is a civilization?” (One definition reads: a state of social culture characterized by relative progress in the arts, science, and statecraft.) List student definitions on the chalkboard or overhead transparency for further reference. Continue with questions like:
  - “Is there a difference between a civilization and a culture?” (Refer them to the above definition for clarification.)
  - “What makes a civilization great?” (See the characteristics of civilization shown in the “[Defining Civilization](#)” student activity sheet.)
  - “Where on Earth have some great civilizations existed?” (If you have watched the “Ancient and Modern Cultures Part 1: Ancient Man” video, students should be able to identify the Mesopotamian civilizations, the Nile Valley (Egypt), China, India, Greece, and the Roman Empire.)
  - “Are any of those major civilizations still present in the world today? Why might these civilizations have declined and/or disappeared?”
2. Distribute the student [map](#). Show students that all the civilizations shown in the “Ancient and Modern Cultures Part 1: Ancient Man” video developed on the contiguous landmasses of Europe, Asia, and Africa. Then show students a map of the Yucatan peninsula where the Mayan civilization developed. Tell them that the video they will watch describes artifacts of the Mayan civilization. For more than 1,000 years, the Mayans flourished, and then, around 900 AD, they abandoned their complex cities and returned to the jungles, but archaeologists do not know why. Possible causes include an insufficient food supply, earthquakes, pestilence, an invasion by outsiders, internal rebellion, or a combination of these factors. Ask students to think about these possibilities as they

### Contemporary Civilizations

Mayan Culture	1800 BC to 900 AD
Mesopotamia	9000 to 500 BC
Egypt	3200 to 30 BC
Greece	1200 to 300 BC
Rome	753 BC to 476 AD

watch the video.

3. Distribute the Student Activity, "[Defining Civilization](#)." After showing the video "Ancient and Modern Cultures Part 2: Mayan Civilization: a Case Study," have students use the second page of the student activity sheet to classify Mayan culture characteristics listed on page one of the student activity sheet. After comparing their classifications, students should decide whether the Mayan civilization was more or less advanced than its contemporary civilizations, and then defend their positions. Ask them what they need to know to make a better, more informed decision. Where might they find this information?

### **"Part 3: Global Culture"**

Prior to viewing "Ancient and Modern Cultures Part 3: Global Culture," students will examine the labels on common household products to determine their sites of origin as an introduction to the topic of globalization. They will also brainstorm the positive and negative aspects of a single, well-known product being available in many countries worldwide. After viewing the video, students will write a position paper on the globalization of fast-food franchises.

1. Have students select and bring a common product to class (food, compact disc, item of clothing, magazine, etc.) with a production label from outside the United States. On the chalkboard or overhead transparency, list the countries in which these products originated. Have students suggest methods for grouping these products that may indicate some of the natural resources or specialized craftsmanship available in the exporting countries.

2. Read the text, "Coke™ Really is It," to your students. Explain that Coke™ and many other U.S. products are now available in dozens of countries. Ask them to brainstorm positive and negative consequences of this. Students may suggest that these products allow people to share common experiences. On the other hand, students may suggest that local traditions could be lost .

#### **Coke™ Really is It**

Did you know that the Coke™ logo is recognized by almost everyone in the world? According to the company's Web site, Coke™ products are sold in almost 200 countries. It's a classic example of how products and ideas can be found all over the world. In fact, the government of Iran banned the selling of the American beverage after the 1979 revolution because they were symbols of "American Imperialism".

3. Have students take notes on the video "Ancient and Modern Cultures Part 3: Global Culture," especially noting the controversial importation of American fast-food franchises into the unique French culture. After watching the video, continue the classroom discussion by telling students that some people feel that nationalizing fast-food and discount company franchises has eliminated the "unique qualities" of American towns and cities, making them all look and feel the same. Ask how this is similar to comments made in the video regarding the opening of McDonald's™ in Paris?
4. Distribute the Student Activity, "[Franchise Globalization](#)," on which students will write a one-page position paper either for or against the "globalization" of McDonald's™ and other fast-food franchises. You may then assign students to share and defend their position papers in class.



**Apply:**

1. If students have viewed all three videos and completed the assignments associated with them, they should have background in the following areas:
  - how archeologists interpret artifact evidence to describe ancient cultures and determine “revolutionary” changes in human civilizations;
  - the concept and characteristics of a civilization; and
  - the controversy of community/culture uniqueness vs. global franchising.
2. This application activity can be used, with minor modifications, regardless of how many videos you have shown or how many student activities your students have completed. It can also be done as either an individual or a small group assignment.
3. Give students their choice of civilizations to research. You may wish to limit their choices to the civilizations featured in the videos—Egyptian, Mesopotamian (Sumerian, Babylonian, or Assyrian), Greek, Roman, or Mayan.
4. After students (or groups) complete the “[Civilization Classification Chart](#)” for the civilization of choice, ask them to answer the questions below. If your students have already completed the classification chart for the Mayan civilization, you may want to use these questions as a continuation of their study.
  - What is the time span during which this civilization flourished?
  - What artifact evidence do we have to substantiate the civilization time and characteristics?
  - What other civilizations were contemporary with this civilization?
  - Would you consider your civilization to have been isolated or is there evidence of outside influences? If so, what kind(s) of influence and what might be the source of the influence?
5. As a class, compare and contrast the characteristics of these civilizations, looking for:
  - reasons why some civilizations lasted longer than others;
  - which civilizations were more “dynamic” or vigorous than others and possible reasons for this; and
  - possible reasons for the demise of these civilizations

**Extend:**

To extend this study of ancient and modern cultures, select from the following activities.

1. Students (either individually or in groups) will construct a timeline for one of the following civilizations, using information from sources including, but not limited to, <http://www.usfca.edu/westciv/history.html>, <http://www.mexconnect.com/mex /history.html>, and <http://www.civilization.ca/civil/maya/mmc01eng.html> :
  - Mesopotamian civilizations—Sumerian, Babylonian, or Assyrian
  - Egyptian
  - Greek
  - Roman
  - Mayan
    - a) You may require students to divide the timelines for each of the civilizations to indicate any or all of the following sections:
      - early farming communities
      - appearance of democratic assemblies or hereditary monarchies
      - earliest appearance of division of labor
      - evidence of symbolic writing

- evidence of trade (i.e., roads, difference in artifacts, records of accounts)
  - evidence of religious practices (i.e., buildings, structures, pictographs)
  - evidence of scientific or mathematics discoveries or advancements
  - evidence of the demise of the civilization
- b) When students (or groups) have completed their timelines, have them compare the different civilizations on the basis of:
- which civilization survived the longest
  - which civilization progressed the fastest in a given length of time (students will have to decide by what standard they will measure “progress”)
  - how geographical locations of the civilizations are similar
  - how geographical locations of the civilizations are different
  - the apparent cause of their demise

2. Ask students to write comparative papers, create PowerPoint presentations, or give poster presentations on one of the following topics:

- The similarities and differences in the pyramids constructed by the Egyptians and the Mayans. The comparisons should include the architectural design, the construction methods, and the reason for and the use of the pyramids.
- A comparison of the symbolic representations of different numbers written in Arabic, Roman, and Mayan numerals, including a counting activity using Roman numerals, base 10, and Mayan base 20.
- Use the information in <http://www.usfca.edu/westciv/history.html> and <http://www.civilization.ca/civil/maya/mmc01eng.html> to make a PowerPoint or poster presentation that:
  - a) compares the time spans of the following periods of history with the time spans of the Mesopotamian, Egyptian, Greek, Roman, and Mayan civilizations:
    - Middle Ages
    - Renaissance Period
    - Reformation Period
    - Enlightenment Period
    - Romanticism Period
    - Victorian Age
    - Modern Age
    - Nuclear Age
    - Information Age
  - b) includes an analysis of the trend in the length of time spans from the Mesopotamian civilization to the present and an indication of where globalization began. A useful source for information on this topic is [www.Globalization101.org](http://www.Globalization101.org)
    - Have students research and prepare a presentation on the similarities and differences between the ways in which the Roman Empire and one of the early civilizations—Egyptian, Mesopotamian (Sumerian, Babylonian, or Assyrian), Greek, or Mayan—originated and the extent to which these civilizations were “globalized.”
    - At one time it was said that: “The sun never sets on the British Empire.” Have students research and prepare a presentation on the similarities and differences between the ways in which the Roman Empire and the British Empire originated and the extent to which these empires were “globalized.”



## Assess

In this assessment activity, students will answer three questions.

1. Do you think that globalization is a modern-culture extension of the beginnings of interconnectedness that we have explored in ancient cultures? Why or why not?
2. Although globalization has become a household word in today's vocabulary, there is neither a consistent nor an operational definition of the term. Select one of the definitions of globalization below (or compose your own definition), and explain why you think this definition will represent the most positive interconnectedness between people of today's civilizations.
  - The acceleration and intensification of economic interaction among the people, companies, and governments of different nations.
  - The integration of political and cultural systems as well as economics across the globe.
  - The worldwide compression of space and time, and the intensification of consciousness about the world as a whole, including economic, cultural, and physical aspects of people's lives.
3. What disadvantages do you think will result from the definition of globalization that you selected?

Distribute copies of the "[Defining Globalization](#)" student activity and the "[Globalization Rubric](#)" when you make the assignment.

## RESOURCES

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Tedlock, D. (Date Unknown). *The Popul Vuh: the Mayan book of the dawn of life*. New York: Simon and Schuster.

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## URLs

<http://maya-archaeology.org/prueba.html>

Maya Archaeology.org

[http://www.bbc.co.uk/bbcfour/documentaries/profile/jose\\_bove.shtml](http://www.bbc.co.uk/bbcfour/documentaries/profile/jose_bove.shtml)

BBC Profile of Jose Bove

<http://www.cas.usf.edu/GlobalResearch/>

University of South Florida

<http://www.civilization.ca/civil/maya/mmc01eng.html>

Canadian Museum of Civilization Corporation

<http://www.Globalization101.org>

Center for Strategic & International Studies

<http://www.imf.org/external/index.htm>

The International Monetary Fund

<http://www.thebritishmuseum.ac.uk/>

The British Museum

<http://www.thirdworldtraveler.com/index.html>

Third World Traveler

<http://www.us.sis.gov.eg/>

Egyptian State Information Service

<http://www.usfca.edu/westciv/history.html>

A Western Civilization Course offered by the University of San Francisco.

<http://www.washtimes.com/upi-breaking/01052002-040729-1501r.htm>

Washington Times Interview with Jose Bove

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

The World Trade Organization