**Recycled Civilizations**

How many sessions to complete? ­ ­\_\_\_5\_\_\_

How long per session (ideally)? \_ 50 min.\_\_

Students work as a team to build Neolithic civilizations out of only recycled materials. The age of the civilizations, number of inhabitants and type of environment are given.

|  |  |  |
| --- | --- | --- |
| Big Idea | |  |
| * Engineering our own lost civilizations teaches us how the parts of a civilization make up the whole, and gives us a foundation for learning about other civilizations old and new. | | |
|  | | |
| Essential Questions | |  |
| * What are the basic parts of a civilization? | | |
| * What do people need to survive? | | |
| * How can you construct a civilization out of recycled materials? | | |
|  | | |
| Studio Habits of Mind | Operation in lesson | |
| * Envision | * Students envision basic components of ancient civilizations in particular environments * Students envision structures and how to use given recycled materials to build | |
| * Engage  & Persist | * Students must engage & persist when working with the challenges brought forth by recycled materials * Students must work as a team continuously over a course of several weeks to create and adjust until all components are accounted for | |
| * Reflect | * Students are regularly asked to reflect on their own group’s progress, and the progress of other groups. At end of projects, students reflect on overall execution and any changes they would make if they had another chance | |
|  |  | |
| CCSS |  | |
| * 6.1: Determine and explain the historical context of key people, cultures, products, events and ideas over time including the examination of different perspectives from people involved including but not limited to, Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere and the Columbian Exchange | | |
|  |  | |
| National Arts Standards |  | |
| * Creating 1: Generate and conceptualize artistic ideas and work   VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art. | | |
| * Creating 3: Refine and complete artistic work   VA:Cr3.1.7a: Reflect on and explain important information about personal  artwork in an artist statement or another format. | | |
| * Connecting 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding   VA:Cn11.1.8a: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. | | |
|  |  | |
| Module Difficulty | (Circle one) | |
| Easy  **Moderate** Hard | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session 1** | | | | | |
| Learning Goal | | | | Assessment | |
| * I can learn the basic parts of a Neolithic civilization and what a blueprint is. | | | | * Teacher check in: Basic components of a civilization are visible in blueprints | |
|  | | | |  | |
| Session Flow | | | | (Circle one for each part) | |
| Pre-activity | None | | | | |
| Introduction | **Teacher lead** | *Work time* | | *Present/ discuss* | *Game* |
| Middle | *Teacher lead* | ***Work time*** | | *Present/ discuss* | *Game* |
| Wrap-up | *Teacher lead* | *Work time* | | ***Present/ discuss*** | *Game* |
| Post-activity | Walk-around: Reflect on progress of your group and others | | | | |
|  | | |  | | |
| Materials | | | Preparation | | |
|  | | | * Mark butcher paper with #/inhabitants, environment | | |
| * Slideshow: blueprints | | | * Set up slideshow | | |
| * Large sheets of butcher paper | | | * Blueprint example(s) | | |
| * Pencils/markers | | | * Move tables/desks into groups of 4 students each | | |
|  | | |  | | |
|  | | |  | | |
| Vocabulary | | |  | | |
| * Blueprint | | | * Envision | | |
| * Neolithic civilization | | |  | | |
|  | | |  | | |
| Procedures | | |  | | |
|  | | | | | |
| * Give short introduction to project. In groups, we will construct our own civilizations from the Neolithic period with only recycled materials. | | | | | |
| * Show slideshow on example blueprints. Discuss what can be learned by looking at a blueprint and give expectations of what students must include in their own blueprints (basic components of a civilization) | | | | | |
| * Pass out butcher paper, pencils/markers to each 4-student group already labeled with environment type, age, and number of inhabitants | | | | | |
| * Students begin drafting blueprint | | | | | |
| * 5 minutes before the end of class, have students do a gallery walk to ask questions and gather ideas | | | | | |
| * Clean up: stack blueprints and gather writing utensils | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session 2** | | | | | |
| Learning Goal | | | | Assessment | |
| * I know the basic parts of a Neolithic civilization * I can envision how to build a civilization out of only recycled materials | | | | * Teacher checks off blueprint before providing building materials * Verbal reflection on struggles and successes | |
|  | | | |  | |
| Session Flow | | | | (Circle one for each part) | |
| Pre-activity | Guess the object game | | | | |
| Introduction | *Teacher lead* | ***Work time*** | | *Present/ discuss* | *Game* |
| Middle | *Teacher lead* | *Work time* | | ***Present/ discuss*** | *Game* |
| Wrap-up | *Teacher lead* | ***Work time*** | | *Present/ discuss* | *Game* |
| Post-activity | Reflection | | | | |
|  | | |  | | |
| Materials | | | Preparation | | |
| * Object for object game | | | * Set out blueprints | | |
| * Blueprints | | | * Sort recycled materials into tubs for each group | | |
| * Tubs of recycled materials | | |  | | |
| * Tape, scissors, glue stick | | |  | | |
|  | | |  | | |
| Vocabulary | | |  | | |
| * Engage & Persist | | |  | | |
|  | | |  | | |
| Procedures | | |  | | |
| * Guess the object game: Students stand in large circle facing in. Pass around an unidentified object (coat hanger, paper towel roll, wood clamp, dog ball thrower). Each student provides one possible use for the object other than it’s actual use. Purpose: Students practice envisioning multiple uses for recycled materials and acknowledging the creative ideas of others. | | | | | |
| * Students finish sketching blueprints in pencil. 10-15 minutes after the start of class, show slideshow on example structures made from recycled materials to spur creative ideas. | | | | | |
| * When all the basics are apparent on blueprints, pass out cardboard, one bin of recycled materials, masking tape, markers, scissors and glue stick to each group to begin building civilizations. Students may attach blueprint to cardboard and build straight from their blueprints or use blueprint as reference and build from the blank cardboard. | | | | | |
| * Assist students in making decisions as a team and engaging and persisting with the added challenge of working with unfamiliar materials. | | | | | |
| * 10 minutes before the end of class, ask **two** groups to share out challenges and successes in their building process so far. | | | | | |
| * Allow time for students to give and receive feedback. | | | | | |
| * Clean up: put all materials unattached to civilization boards back in bin. Label bins and cardboard with tape with all student names. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session 3** | | | | | |
| Learning Goal | | | | Assessment | |
| * I know why government plays an important role in civilizations. | | | | * Verbal share-out of struggles and challenges | |
|  | | | |  | |
| Session Flow | | | | (Circle one for each part) | |
| Pre-activity | None | | | | |
| Introduction | *Teacher lead* | ***Work time*** | | *Present/ discuss* | *Game* |
| Middle | *Teacher lead* | ***Work time*** | | *Present/ discuss* | *Game* |
| Wrap-up | *Teacher lead* | *Work time* | | ***Present/ discuss*** | *Game* |
| Post-activity | None | | | | |
|  | | |  | | |
| Materials | | | Preparation | | |
| * Cardboard civilizations | | | * Set out civilizations and bins of materials | | |
| * Bins of materials | | |  | | |
|  | | |  | | |
| Vocabulary | | |  | | |
| * Engage & Persist | | |  | | |
|  | | |  | | |
| Procedures | | |  | | |
| * Students continue work on civilizations. By the end of the work session, students should have started building all basic elements of their civilizations. | | | | | |
| * Teacher circulates room, helping students engage and persist with materials and discuss challenges. Teacher engages students in conversation about early government structures (including security measures) and how they could be built out of recycled materials. | | | | | |
| * Students discuss the notion of government within their civilization groups. | | | | | |
| * 10 minutes before the end of class, ask two new groups to share the most challenging and best part of their experiences so far. Allow time for students to give and receive feedback. | | | | | |
| * Clean up: put all materials unattached to civilization boards back in the bin. Label bins and cardboard with tape with all student names. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session 4** | | | | | |
| Learning Goal | | | | Assessment | |
| * I know why security and arts & culture play a role in the basics of my civilization. | | | | * All basic elements of a civilization are apparent by the end of class * Verbal share-out of struggles and challenges | |
|  | | | |  | |
| Session Flow | | | | (Circle one for each part) | |
| Pre-activity | None | | | | |
| Introduction | *Teacher lead* | ***Work time*** | | *Present/ discuss* | *Game* |
| Middle | *Teacher lead* | ***Work time*** | | *Present/ discuss* | *Game* |
| Wrap-up | *Teacher lead* | *Work time* | | ***Present/ discuss*** | *Game* |
| Post-activity | None | | | | |
|  | | |  | | |
| Materials | | | Preparation | | |
| * Cardboard civilizations | | | * Set out civilizations and bins of materials | | |
| * Bins of materials | | |  | | |
|  | | |  | | |
| Vocabulary | | |  | | |
| * Government * Monarchy * Aristocracy * Watchtower | | | * Moat * Engage & Persist | | |
|  | | |  | | |
| Procedures | | |  | | |
| * Students continue work on civilizations. By the end of the work session students should have started building all basic elements of their civilizations. | | | | | |
| * Teacher circulates room, helping students engage and persist with materials and discuss challenges. Teacher engages students in conversation about early security measures and arts and culture and how each could be depicted through the use of recycled materials. | | | | | |
| * Students discuss the notion of government, security measures and arts and culture within their civilizations groups. | | | | | |
| * 10 minutes before the end of class, ask two new groups to share the most challenging and best part of their experiences so far. Allow time for students to give and receive feedback. | | | | | |
| * Students who finish early can prepare for their group presentations next session. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session 5** | | | | | |
| Learning Goal | | | | Assessment | |
| * I can practice my presentation skills and giving and receiving feedback | | | | * Active participation in group presentation | |
|  | | | |  | |
| Session Flow | | | | (Circle one for each part) | |
| Pre-activity | None | | | | |
| Introduction | *Teacher lead* | ***Work time*** | | *Present/ discuss* | *Game* |
| Middle | *Teacher lead* | ***Work time*** | | *Present/ discuss* | *Game* |
| Wrap-up | *Teacher lead* | *Work time* | | *Present/ discuss* | *Game* |
| Post-activity | None | | | | |
|  | | |  | | |
| Materials | | | Preparation | | |
| * Cardboard civilizations | | | * Print assessment rubrics for each group | | |
| * Assessment rubric * Timer | | | * Set out civilizations | | |
|  | | |  | | |
| Vocabulary | | |  | | |
| * Reflect: to think deeply and carefully about * Positive feedback: build on strengths praise good work * Constructive feedback: issue-focused comments, based on observations | | |  | | |
|  | | |  | | |
| Procedures | | |  | | |
| * Act it out Game in civilization groups: One person acts out collecting water. One acts out tending to the crops/animals. One acts out building a shelter. All act in accordance with what the inhabitants of their civilization would do. Audience guesses what the actors are doing and where. Purpose of game: Reflect on the daily lives of their imaginary inhabitants. Movement to release nervous jitters pre-presentation. | | | | | |
| * Review definition of positive and constructive feedback. Model examples. | | | | | |
| * In groups, students give 3-4 minute presentations of their civilizations. They should discuss the water, food and shelter sources, how they are depicted and what they are built from. They should also discuss their government structure, security measure, along with any added extras such as arts and culture. Student should also share the most challenging and exciting part of the building process for them. | | | | | |
| * Audience provides positive and constructive feedback to each group. | | | | | |