

## Ancient Empires

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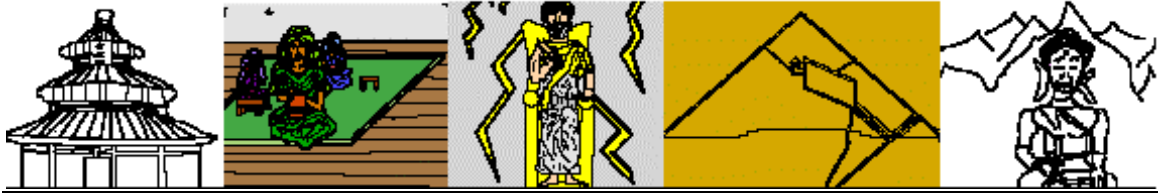
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## **Program Outline and Overview**

**Subject:** Social Studies, Language Arts, and Technology

**Learning Level:** Intermediate

**Unit of Practice:** Ancient Empires

**Learning Context:** The purpose of this program is to familiarize students with various ancient empires. The objective is for students to express what they learned using a variety of technological tools and materials. The following curriculum topics were implemented in the creation of this program: geography, global history, summarizing, sequencing, and paragraph writing.

**Students:** Each student is assigned to use the Internet to find information about his or her assigned ancient empire. When the research is complete, students enter information about their empire into a database in File Maker Pro. They use Kid Pix Deluxe to illustrate their empire and later insert their drawing into the database. Students also illustrate a map of the empire they research. After the database is complete, the students work in small groups to create a HyperStudio stack with numerous cards describing and illustrating some of the many aspects of ancient Empires. Animation and sound effects are included to enhance the cards. Pairs of students work to create QuickTime movies that are later inserted into the HyperStudio stack.

**Assessment:** Students are given an opportunity to rate one another for cooperative skills. Some of these skills include sharing, overall helpfulness, and completing tasks on time. The children also

evaluate themselves using the following criteria: 1) How much effort did I put into this project. 2) Was it an enjoyable project? 3) Are my results the best that they can be? They rate themselves from 1-4, with 4 being the highest. The teacher then uses these results as well as his/her own observations to assign a final grade. The teacher rates each child individually as well as for their contributions to their group. The teacher holds individual conferences to check that each child comprehends what is required of him/her. The teacher evaluates the group projects based on the final HyperStudio presentation. An oral presentation of the HyperStudio project will be given once all of the groups are done.

### **Standards:**

#### **English Language Arts**

E2a-The students produce an informational report.

E3a-They participate in one-to-one conferences with the teacher.

E3b-They participate in-group meetings.

E4a-They demonstrate a basic understanding of the rules of the English language in written work.

E4b-They analyze and subsequently revise work to improve clarity and effectiveness.

#### **Social Studies**

World History #2-Students use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

### **#3 Geography**

Students use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live--local, national, and global--including the

distribution of people, places, and environments over the Earth's surface.

### **Technology**

#### **Technology communications tools #4**

Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

#### **Technology research tools #5**

Students use technology to locate, evaluate, and collect information from a variety of sources.

Students use technology tools to process data and report results.

Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

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**Lesson Plan: Lets “surf” the Internet!**

**Learning Objective:** The students locate information using the Internet.

**Materials:**

Computer with Internet access

**Procedure:**

1. Review Internet procedures with students.
2. Visit several websites as a group where students can gather information.
3. Review how to save information from the Internet in folders.
4. Explain to students that information found throughout the length of the unit will be inserted into the File Maker Pro database and HyperStudio Stack.

**Internet Sites:**

\*See resource list

**Assessment:** Students are assessed informally on their ability to gather information using the Internet.

**Standards:**

**Technology**

**Technology Research Tools #5**

Students use technology to locate, evaluate, and collect information from a variety of sources.

Students use technology tools to process data and report results.

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**Lesson Plan: What is an ancient empire?**

**Learning Objective:** The students define an ancient empire by making a list of the various empires.

**Materials:** Computers with Internet access  
Pictures of ancient empires  
Chart paper

**Procedure:**

1. Distribute chart paper to each group of six students.
2. Give each group markers to write.
3. Have students brainstorm the meaning of ancient empires. What do you think an ancient empire is? What do you think it looked like? How was it different than today's world? What do you think the people wore? Can you think of anyone famous people from an ancient empire? When students come up with a definition, have them share it with their classmates.
4. After the students share their ideas, compile a definition of ancient empires with them.

**ancient**- of great age; very old; of or relating to times long past, especially those of the historical period before the fall of the Western Roman Empire

**empire**- a political unit having an extensive territory or comprising a number of territories or nations and ruled by a single supreme authority

**ancient empire**- a place or territory of long ago that was ruled by a single supreme authority

5. Ask students to name some of the ancient empires they know. Accept all reasonable answers. Explain to students they will be working on specific ancient empires for this project (Ancient China, Egypt, India, Greece, and Rome),
6. Place the names of the empires in a hat and have one student from each group choose. Each group will work on that specific empire as well as report back to the entire class on their findings.

**Assessment:**

Students are assessed on their ability to use dictionary.

Students will be assessed on their ability to work in groups.

**Standards:**

**English Language Arts**

E3b–Students participate in group meetings.

E4a-They demonstrate a basic understanding of the rules of the English language in written work.

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**Lesson Plan: Where is your ancient empire located?**

**Learning Objective:** The students create a map of an ancient empire using Kid Pix Studio deluxe.

**Materials:** Computers with Internet access; Kid Pix Studio Deluxe; 5 large maps of the world

**Procedure:**

1. Student’s work in groups of six or seven to find the ancient empires the unit will cover (Ancient China, Egypt, Greece, India, and Rome).

Two students from each group search the Internet for maps (suggested URL: [www.yahooligans.com/reference/factbook/](http://www.yahooligans.com/reference/factbook/)).

2. After locating the empires on the map, each group of students creates a replica of the map their group has been assigned, using Kid Pix Studio Deluxe.

3. Students are given a week to complete their maps.

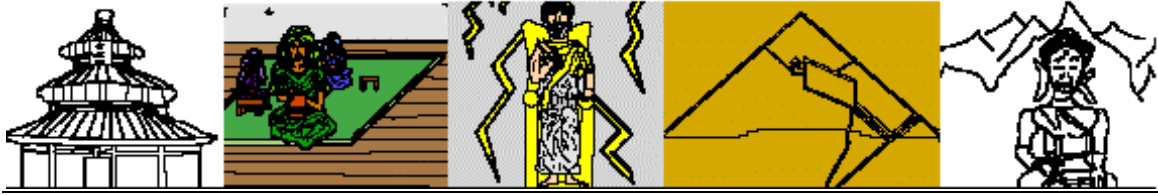
4. Students are directed to save their maps in their folders on the computers.

**Assessment:** Students are assessed upon their ability to complete the map.

**Standards:**

**#3 Geography** Students use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which they live—local, national, and global—including distribution of people, places, and environments over the Earth’s surface.

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**Lesson Plan:** What are the many areas we can study about an ancient empire?

**Learning Objective:** Students define words using the Internet and dictionaries.

**Suggested URL:** [www.yahooligans.com/reference](http://www.yahooligans.com/reference)

**Procedure:**

1. Students are given a work sheet to complete to define specific terms that are used to complete a File Maker Pro database on ancient empires. (See attached)
2. In pairs, students use the Internet as well as dictionaries to define the following words:

culture  
architecture  
food  
transportation  
artifact  
religion  
language

3. After students define the words, they share the definition with the entire class. One definition will be comprised of each word. Students are each assigned one of the words to research for the completion of a File Maker Pro database about ancient empires.

**culture**- improvement of the mind, tastes, and manners through careful training a particular stage, form, or kind of civilization

**architecture**- the art or science of designing and building structures, especially ones that can be lived in; an architectural product or work; a method or style of building

**food**- nourishment in solid form; something that nourishes, supports, or supplies

**transportation**- an act, process, or instance of transporting or being transported

**artifact**- a usually simple object (as a tool or ornament) showing human work and representing a culture or a stage in the development of a culture

**religion**- the service and worship of God or the supernatural belief in or devotion to religious faith or observance

**language**- the words, their pronunciation, and the methods of combining them used and understood by a large group of people; a means of communicating ideas

**Assessment:**

Students are assessed on their ability to use a dictionary and the Internet to define the given words.

**Standards:**

English Language Arts

E3b-Students participate in group meetings.

E4a-They demonstrate a basic understanding of the rules of the English language in written work.

E4b-They analyze and subsequently revise work to improve clarity and effectiveness.

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**Lesson Plan: What can you learn about an ancient empire?**

**Learning Objective:** Students research various aspects of ancient empires using textbooks, library books, and the Internet.

**Materials:**

Encyclopedias  
Ancient Empire books  
Computers with Internet  
Kid Pix Studio Deluxe

**Procedure:**

1. Place students in ancient empire groups.
2. Within each group have students chose one of the following:

culture	transportation
artifact	architecture
food	religion
language	
3. Review definitions of words.
4. Have students make a list in each group of who will be working on each topic.
5. Give students time to begin researching their topic.
6. Explain to students that once they have found a topic they are interested in they should use Kid Pix Studio Deluxe to illustrate the topic.
7. Explain to students that they should be completing this task during their regular computer time each day.

**Assessment:**

Students are assessed on their ability to use the Internet to gather information.

Students are assessed on their illustrations created in Kid Pix Studio Deluxe.

**Standards:**

**English Language Arts**

E2a-The students produce a report of information.

**Social Studies**

**World History #2**

Students use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

**Technology**

**Technology communications tools #4**

Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**Technology research tools #5**

Students use technology to locate, evaluate, and collect information from a variety of sources.

Students use technology tools to process data and report results.

Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

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**Lesson Plan: Do you know the parts of a database?**

**Learning Objective:** Students are introduced to the parts of a database by looking at a blank database.

**Materials**

File Maker Pro

Computers with Internet access

Dictionaries

**Procedure:**

1. Give students a paper copy of the database they will be completing (see attached).
2. Show students a copy of the computer task they will use to complete the database.
3. Review the procedure for inserting a picture into database, typing information, and recording voices.

**Assessment:**

Students will be assessed on completion of File Maker Pro database.

**Standards:**

**Technology**

**Technology Research Tools #5**

Students use technology to locate, evaluate, and collect information from a variety of sources.

Students use technology tools to process data and report results.

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**Lesson Plan: What did people wear in ancient times?**

**Learning Objective:** Students gather written information and pictures of clothing worn in their assigned ancient empire by using the Internet and/or books.

**Materials:** Computers with Internet access; Literature on ancient empires

**Suggested websites:**

<http://www.costumes.org/pages/greeklinks.htm>

<http://www.dl.ket.org/latin1/things/romanlife/ancientp16.htm>

[http://dmoz.org/Recreation/Living\\_History/By\\_Topic/Costumes/Period/Ancient\\_World/](http://dmoz.org/Recreation/Living_History/By_Topic/Costumes/Period/Ancient_World/)

[http://www.bigchalk.com/cgi-](http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/wa/BCPageDA/sec~GA~25806)

[bin/WebObjects/WOPortal.woa/wa/BCPageDA/sec~GA~25806](http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/wa/BCPageDA/sec~GA~25806)

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<http://www.dl.ket.org/latin1/things/romanlife/home.htm>

**Procedure:**

1. Visit several websites.
2. Each group of students is responsible for finding written information as well as pictures of the clothing from their assigned ancient empire.
3. Instruct students to visit the library and do their research independently.
4. Explain to students that they will write about and illustrate the ancient clothing to insert into a HyperStudio stack.
5. Tell students that they should continue to work on this activity during their regularly scheduled computer time.

**Assessment:** Students are assessed on ability to gather information on the Internet. English language arts and illustrations of ancient clothing are informally assessed.

**Standards:**

**English Language Arts**

E2a-The students produce a report of information.

E3a-They participate in one-to-one conferences with teacher.

E3b-They participate in-group meetings.

E4a-They demonstrate a basic understanding of the rules of the English language in written work.

E4b-They analyze and subsequently revise work to improve clarity and effectiveness.

**Social Studies**

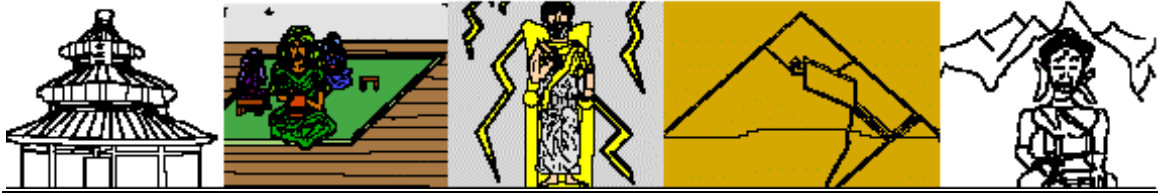
**World History #2:** Students use a variety of intellectual skills to demonstrate an understanding of major ideas, eras, themes, developments, and turning points in world history; they examine broad sweep of history from a many perspectives.

**Technology**

**Technology communications tools #4:** Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**Technology research tools #5:** Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

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**Lesson Plan: What ancient wonder catches your eye?**

**Learning Objective:** Students research ancient wonders using the Internet and other research materials.

**Materials:**

Computers with Internet access

Encyclopedias

**Suggested Websites:**

<http://oncampus.richmond.edu/academics/as/education/projects/webunits/greecerome/>

<http://www.eliki.com/ancient/>

<http://www.culture.gr/2/21/211/21101m/e211am01.html>

**Procedure:**

1. Review the definition of an ancient wonder: a monumental human creation regarded with awe, especially one of seven monuments of the ancient world that appeared on various lists of late antiquity.
2. Students search the Internet as well as encyclopedias for ancient wonders of assigned empires.
3. Direct the students to look for written information as well as pictures on ancient wonders.
4. Explain to students that they will write text and draw illustrations about their ancient wonder.
5. Tell students that both the text and illustration will be inserted into a HyperStudio stack.
6. Tell students that they should be working on the ancient wonder during their regularly assigned computer time.

**Assessment:**

Students are assessed on their use of the Internet as well as other research information. Their use of proper English language arts structure as well as their illustration of the ancient wonder is assessed informally.

**Standards:**

**English Language Arts**

E2a-The students produce a report of information.

E3a-They participate in one-to-one conferences with the teacher.

E3b –They participate in group meetings.

E4a-They demonstrate a basic understanding of the rules of the English language in written work.

E4b-They analyze and subsequently revise work to improve clarity and effectiveness.

**Social Studies**

**World History #2:** Students use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

**Technology communications tools #4:** Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**Technology research tools #5:** Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

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**Lesson Plan: What famous person or people of ancient times can you find information about?**

**Learning Objective:** Student gather written information and pictures of famous person from each ancient empire by using the Internet and/or books.

**Materials:**

Computers with Internet access  
Literature on ancient empires

**Suggested websites:**

<http://library.thinkquest.org/16325/library.html>

<http://www.crystalinks.com/ancient.html>

[www.indolink.com/Kidz/greatpeople.html](http://www.indolink.com/Kidz/greatpeople.html)

**Procedure:**

1. Visit several websites.
2. Each group of students is responsible for finding a famous person from their assigned ancient empire.
3. Instruct students to visit the library and do research independently.
4. Explain to students that they will write about and illustrate the chosen famous person to insert in HyperStudio stack.
5. Tell students that they should continue to work on this activity during their regularly scheduled computer time.

**Assessment:**

Students are assessed on their ability to gather information on the Internet. Their use of correct English and illustrations of famous person is informally assessed.

## **Standards:**

### **English Language Arts**

E2a-The students produce a report of information.

E3a-They participate in one-to-one conferences with teacher.

E3b –They participate in group meetings.

E4a-They demonstrate a basic understanding of the rules of the English language in written work.

E4b-They analyze and subsequently revise work to improve clarity and effectiveness.

### **Social Studies**

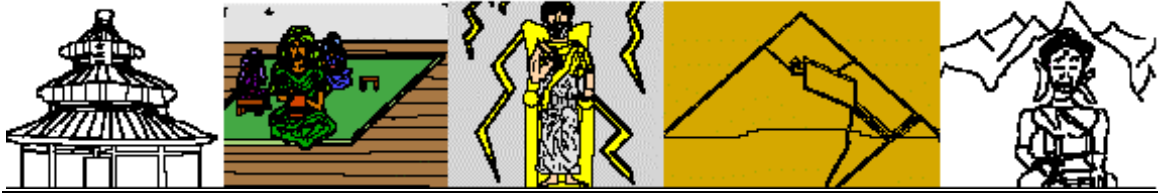
**World History #2:** Students use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

### **Technology**

**Technology communications tools #4:** Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**Technology research tools #5:** Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

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**Lesson Plan: Let’s go see an old movie!**

**Learning Objective:** After researching aspects of ancient empires, pairs of students create a slide show presentation using Kid Pix Studio Deluxe.

**Materials:**

Computers

Kid Pix Studio Deluxe

**Procedure:**

1. Students develop a slide show presentation depicting an ancient civilization.
2. Review steps on how to create a slide show in Kid Pix Studio Deluxe.
3. Slideshow presentation includes voice and/or music.
4. Review and discuss presentations and answer student questions.
5. Pass out worksheets that contain all the steps, information, and instructions students need to develop their projects.
6. Discuss how students should gauge their time.
7. Point out the many websites listed on worksheet for students to view.
8. Explain to students that they will work on this project during their regularly scheduled computer time.
9. Direct students to save slide shows in their computer folders each time they have work on it.
10. Tell students that the final presentation should be saved as a QuickTime movie to be inserted into a HyperStudio stack.

**Assessment:**

Students are assessed on their ability to create a slide show presentation.

**Standards:**

**Technology**

**Technology communications tools#4**

Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

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**Lesson Plan: Let's make a show!**

**Learning Objective:** After extensive research on the culture of various ancient empires, students work cooperatively to create a multimedia presentation using HyperStudio software.

**Materials:**

HyperStudio

Computers

**Procedure:**

1. Students work in groups of five to six to complete various cards.
2. The students incorporate text, illustration, animation, QuickTime movies, voice, and music to complete a HyperStudio Stack.  
(see: <http://www.nycenet.edu/csd27/ancient.htm>)
3. Review HyperStudio application with students. (This may need to be done on a regular basis depending upon the student's knowledge of the program.)
4. Explain to students that this is an ongoing project to be completed during their regularly scheduled computer time.

**Assessment:** The students' knowledge is demonstrated through their ability to gather specific information about their assigned ancient empire. Informal assessment is based on the quality of both written and illustrated work.

**Standards:**

## **Language Arts**

E2a-The students produce a report of information.

E4a-They demonstrate a basic understanding of the rules of the English language in written work.

E4b-They analyze and subsequently revise work to improve clarity and effectiveness.

## **Social Studies**

### **# 2 World History**

Students use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

### **#3 Geography**

Students use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which they live--local, national, and global--including the distribution of people, places, and environments over the Earth's surface.

## **Technology**

**Technology communications tools #4:** Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**Technology research tools#5:** Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

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**Student Handouts**

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Name \_\_\_\_\_

Date \_\_\_\_\_

**Topic Worksheet**

Students will work in pairs to identify the meaning of words using dictionaries and/or the Internet.

**Directions: Define the following words:**

culture-

architecture-

food-

transportation-

artifact-

religion-

language-

Work with your partner to give an example of one or more of these words. Example: language/hieroglyphics.

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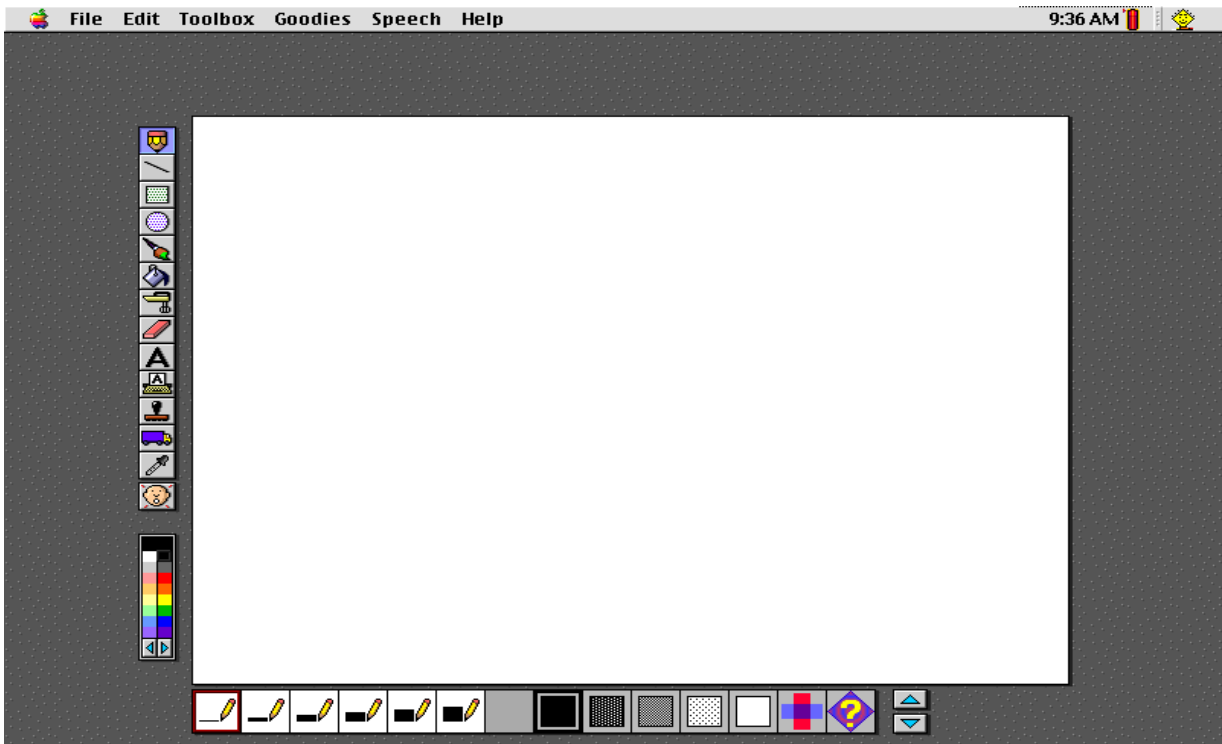


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Kid Pix Slide Show Directions**

After choosing your topic with a partner, begin creating an illustration to depict that topic using Kid Pix Studio Deluxe. (For example, students working on Ancient China might draw a tourist visiting a temple.)

**Kid Pix Screen**

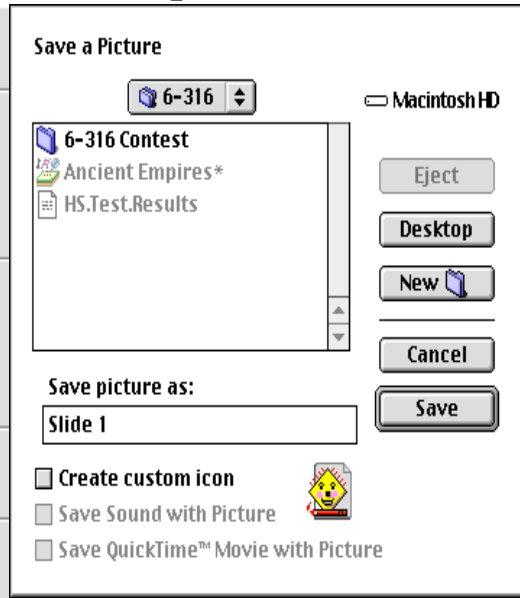


Save your picture in your folder titled slide 1.  
 Change your picture **slightly**. (Have a person begin to step into the picture or birds begin to fly in.)  
 Save your picture in your folder titled slide 2.  
 Change your picture **slightly**. (Have the person move into the picture a little more and the birds appear more.)  
 Save your picture in your folder titled slide 3.  
 Continue changing your picture until your slide show is complete.

### Save a picture



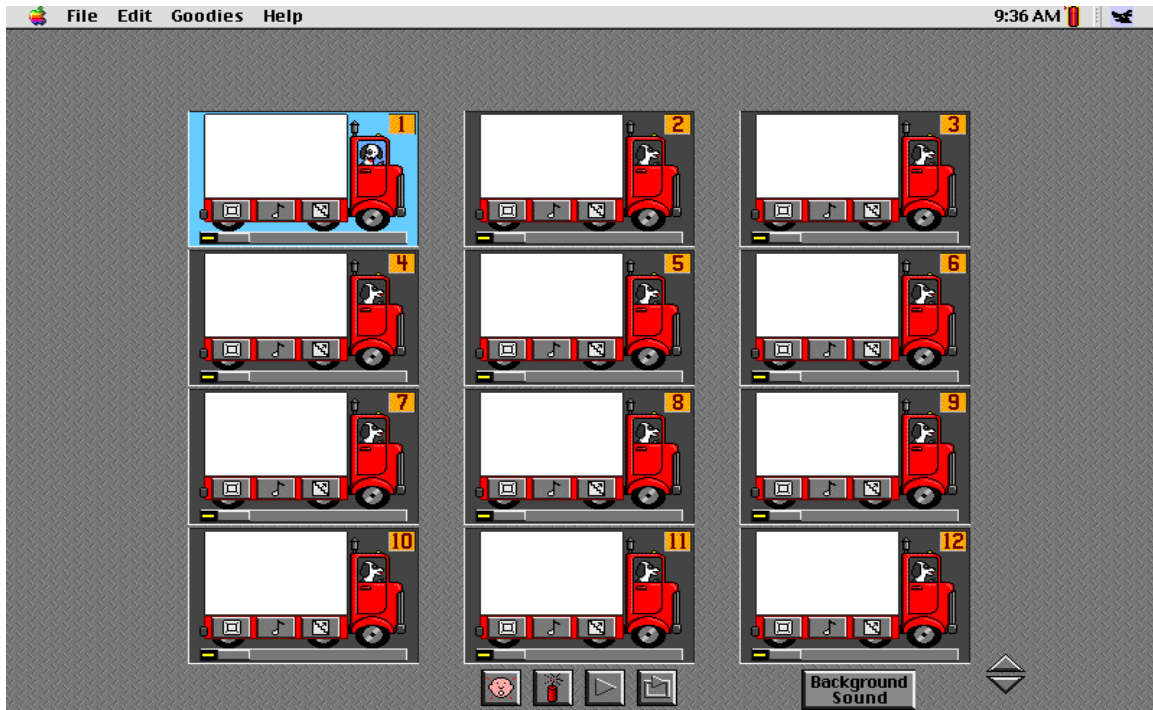
### Title a picture



Keep in mind this will take quite a while to complete.

Once you have completed all your slides, open up slide show within Kid Pix Studio Deluxe and insert the each slide into a truck.

## Slide Show Screen



You may need to adjust the slider at the bottom of the truck for timing of each slide.

### Slider for time



Save your slide show as both a standalone and a QuickTime movie.

## File save a/as



We will add sound to your QuickTime movie once it is inserted into the HyperStudio stack.

Remember--if you need help, ask either a classmate or the teacher.

## Rubric for Content

	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
Content (Social Studies and Language Arts)	<p>Covers topic in depth.</p> <p>Elaborates throughout.</p> <p>Includes details.</p> <p>Revises texts for clarity.</p> <p>Raises questions and viewers curiosity.</p>	<p>Includes essential information.</p> <p>Elaborates beyond minimal requirements.</p> <p>Details are minimal;</p> <p>texts are in correct English.</p>	<p>Fulfills some topic requirements:</p> <p>Texts are paraphrased and, overall, in correct English.</p> <p>A variety of references are used.</p> <p>The "what is, how, where, why, when, how often, with what" effect is described.</p>	<p>Fulfills minimal topic requirements:</p> <p>Texts are paraphrased and overall in incorrect English.</p> <p>A variety of references are used.</p> <p>The "what is, how, where, why, when, how often, with what" effect is described.</p>

# Rubric for HyperStudio

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Technology (HyperStudio)	<ul style="list-style-type: none"> <li>•Graphics are detailed.</li> <li>•Includes varied graphics from three outside sources as well as several text boxes.</li> <li>•Uses advanced, varied HyperStudio features and attachments (QuickTime movies and animations).</li> <li>•Group work is integrated into one project. Shows effort and growth.</li> </ul>	<ul style="list-style-type: none"> <li>•Graphics are less detailed.</li> <li>•Often, more than one text field/card uses design features on most cards.</li> <li>•Integrates graphics from outside sources. Group work is integrated into one project. Shows effort and growth.</li> </ul>	<p>Fulfills minimal requirements: Has title and overview cards including other cards. Cards have some buttons and text. Cards have colors, transitions, and minimal sounds.</p>	<p>Fulfills minimal requirements: Has title and overview cards including other cards. Cards have some buttons and text. Cards have colors, transitions, and minimal sounds.</p>

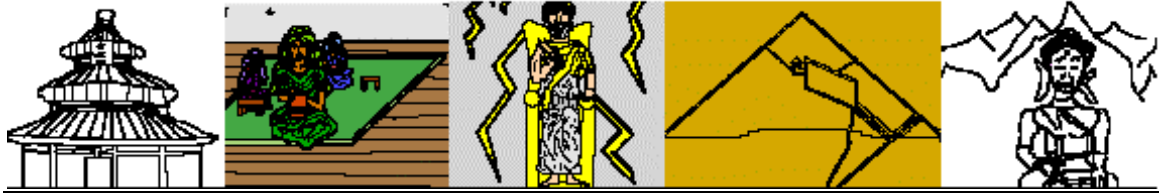
## Rubric for Presentation

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Oral Presentation	<p>“3” plus:            Uses original approach effectively.            Highly organized.            Well rehearsed.            Uses vivid, precise language.            Ease in delivery techniques.</p>	<p>"2" plus:            Interesting.            Logical order.            Fluid delivery.            Clear connections in material.            Good use of delivery techniques.</p>	<p>Engages audience.            Clear and understandable.            Uses appropriate language.            Uses limited delivery techniques.            Takes equal turns.</p>	<p>Engages audience.            Clear and understandable.            Uses appropriate language.            Uses limited delivery techniques.            Takes equal turns.</p>

# Rubric for Teamwork

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Teamwork	<p>"3" plus:            Provides vital leadership.            Asks for and gives suggestion and help.            Maintains positive attitude.            Helps organize and facilitate group.            Encourages others.            Carefully edits peer/s.            Stays on task.            Meets due dates.</p>	<p>"2" plus:            Helps organize and facilitate group and encourages others.            Carefully edits peer/s.            Stays on task.            Meets due dates.            Works cooperatively and contributes to group effort.            Participates in peer editing.            Does assigned task.            Takes turns.</p>	<p>At times, seems off-task or uninvolved.            Works well within group.            Contributes to group effort.            Participates in peer editing.            Does assigned task.            Takes turns.</p>	<p>Is often off-task and uninvolved.            Works cooperatively within and contributes to group effort.            Participates in peer editing.            Does assigned task.            Takes turns.</p>

**Ancient Empires**  
**Catherine O'Sullivan**  
**P.S. 60**



**Resources**

**Suggested Internet Sites:**

Ancient Empires

<http://www.nycenet.edu/csd27/ancient.htm>

Empires: A Study of Ancient Egypt, Greece, and Rome

<http://library.thinkquest.org/CR0210200/>

Rome: Daily Life

<http://carlos.emory.edu/ODYSSEY/ROME/daily.html>

Empires Past

<http://library.thinkquest.org/16325/library.html>

Egypt's Golden Empire

<http://www.pbs.org/empires/egypt/>

Daily Life in Ancient Civilizations

<http://members.aol.com/Donnclass/indexlife.html>

Ancient India

<http://www.penncharter.com/Student/india/index.html>

World Fact Book

[www.yahooligans.com/reference/factbook/](http://www.yahooligans.com/reference/factbook/)

Voyage Back in Time: Ancient Greece and Rome

<http://oncampus.richmond.edu/academics/as/education/projects/webunits/greecerome/>

Ancient Greek World Index

[http://www.museum.upenn.edu/Greek\\_World/Index.html](http://www.museum.upenn.edu/Greek_World/Index.html)

Awesome Library/Social Studies

[http://www.awesomelibrary.org/Classroom/Social\\_Studies/Ancient\\_Civilizations/Ancient\\_Civilizations.html](http://www.awesomelibrary.org/Classroom/Social_Studies/Ancient_Civilizations/Ancient_Civilizations.html)

## **Suggested Books:**

*Mummies Made in Egypt* by Aliko

*Pyramids* by David Macaulay

*Rome Antics* by David Macaulay

*Growing Up In Ancient Rome* by Mike Corbishley and Chris Molan

*Growing Up In Ancient China* by Ken Teague

*Growing Up In Ancient Egypt* by Rosalie David