THE FIRST CIVILIZATIONS

CLIL History ESO 1

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# Table of contents:

1. Introduction ................................................................. 3  
2. Competences .............................................................. 6  
3. Learning objectives ....................................................... 9  
4. Contents ........................................................................ 13  
5. Evaluation and assessment ............................................. 16  
6. Methodology ................................................................. 19  
7. Lesson plan (activities, time and space) ............................ 22  
8. Resources and materials .................................................. 35  
9. Anticipated problems and solutions ................................... 37  
10. Bibliography ................................................................. 40  
11. Webgraphy ..................................................................... 42  
12. Annexes ........................................................................ 45
1. Introduction

1.1- Context of the didactic unit:

I designed this didactic unit for the subject of Social Sciences (which includes both geography and history) of ESO (Secondary Obligatory Education), to be taught in English language to Catalan students. Therefore, CLIL (Content and language integrated learning) it is used, a modern methodology that the European Union as well as the Catalan Government (Generalitat) is trying to implement nowadays at schools, step by step. This is one of the reasons of its importance.

The title of the didactic unit is “The first civilizations”, and it deals about the history of ancient Mesopotamia, Egypt, India and China, the first urban cultures and hydraulic civilizations, a decisive development stage in the evolution of mankind (together with the Neolithic and Industrial revolutions). Moreover, the importance of this topic is reinforced by the possibilities of teaching the cultural diversity of the world and transmitting the need of tolerance, as well as the need of protection of the cultural heritage (given the wide geographical background studied here and the common characteristics shared by those early civilizations, despite their obvious differences and particularities).

I divided the didactic unit into seven lessons, which can be extended to a few more depending of the available teaching time in relation to the course program or syllabus, the academic progress of the students (fast learners), their needs and the decision of the teacher. I started with an introductory session, where I showed my students the general characteristics of the first civilizations, their locations and chronology. In the following sessions I focused on each one of the early civilizations and its culture (Mesopotamia, Egypt, India and China), spending more time on Egypt, given its importance. Then, I finished with a final exam which took place in the last session.

When designing the daily planning I prepared more activities than the necessary (they probably will take more time than the estimated minutes), thinking in a class of fast learners and in the possibility that the teacher prefers to extend the number of sessions or make his/her students do extra homework. If the situation is the contrary (a class of slow learners or the teacher wish to
shorten the theme), it is easy to adapt the daily plan I designed in this didactic unit, by choosing the desired activities or by simplifying others. For the same reason I added additional resources and materials that the teacher can use at will (text books, didactic short videos and other educative Internet resources, recommended documentaries and historical films).

At the end of this didactic unit, in the annexes, I added the contents of the lesson in the form of synthetic summaries, which can be complemented with historical texts adapted to the age and to the English level of the students, or with textbooks specifically prepared for CLIL history in case the secondary school uses them. I created these summaries by myself, after nine years of experience teaching history in the ESO level.

As for the general timing, considering the specific contents of the grade fixed by the Catalan educational laws, this topic it is planned to be taught at the middle of the course, during the second semester.

Group level is 1\textsuperscript{st} of ESO, that is, students of around 12 and 13 years old. In my particular case, I work as history teacher in a secondary school from Tarragona (\textit{Institut Torreforta}). Normally in the class there are between 25 and 30 students (attendance is variable, according to the day, and absenteeism is remarkable in some cases). As for the organization of the space, students are sitting in rows, in individual tables in front of a blackboard and projector, like the classical or traditional way. Thanks to new technologies, videos, audios, photos and presentations are available in the classroom, which facilitates the teacher task by allowing him to use different resources and stimulates at the same time the interest of the teenager learners.
1.2- CLIL:

Content and Language Integrated Learning (CLIL) involves teaching a curricular subject through the medium of a language other than that normally used. The subject can be entirely unrelated to language learning, such as history lessons being taught in English in a school in Catalonia. This is the case of this Didactic Unit. The methodology used in CLIL is similar to but distinct from language immersion and content-based instruction.1

According to the Council of Europe, “CLIL is a dual-focused educational approach in which and additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to pre-defined levels”2.

According to the European Comission3, CLIL’s multi-faceted approach can offer a variety of benefits. It:
  - builds intercultural knowledge and understanding
  - develops intercultural communication skills
  - improves language competence and oral communication skills
  - develops multilingual interests and attitudes
  - provides opportunities to study content through different perspectives
  - allows learners more contact with the target language
  - does not require extra teaching hours
  - complements other subjects rather than competes with them
  - diversifies methods and forms of classroom practice
  - increases learners’ motivation and confidence in both the language and the subject being taught

2. Competences

A competency is the ability to apply knowledge, skills and attitudes in different contexts.

The key competences are essential tools to integrate into student’s learning, and allow them to apply the knowledge they have gained. They allow pupils to achieve a personal realization, an active citizenship, a fulfilling adult life and a continuous learning. They all emphasize critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings\(^4\).

In the list of eight key competences I am going to detail also their subcompetences. They had been developed by considering English as the common language. Thus, these competences and subcompetences should allow pupils to communicate with an increasing degree of skill in the foreign language. Therefore, when placing the basic competences according to the order of importance (on how History contributes to them), the competence in linguistic communication comes first, whilst in a Didactic Unit written in the first language (Catalan, in this case) it would be placed in fifth place.

Those competences can be divided into several types: communicative competences (numbers 2.1 and 2.4), methodological competences (numbers 2.5, 2.6 and 2.7), personal competences (number 2.8) and specific competences to live in the world (numbers 2.2 and 2.3).

2.1- Linguistic competence\(^5\):

- Communicate simple messages, verbally and in writing.
- Apply language usage rules, as well as linguistic and non-linguistic skills, when communicating.
- Use specific vocabulary from each subject area to enrich one’s language.
- Enjoy listening, reading and expressing thoughts and ideas in writing.
- Process information from oral and written sources.

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\(^5\) PÉREZ & ZAYAS: 2007
2.2- **Social and civic competence**:  
- Understand the past and present social reality.  
- Have knowledge of how societies have developed, their organization, achievements and problems.  
- Develop the ability to empathize in order to understand human actions in the past or present.

2.3- **Competence in knowledge and interaction with the physical world** :  
- Perceive and understand the physical space in which human activity takes place and the interaction between these two things.

2.4- **Cultural and artistic competence** :  
- Be familiar with and appreciate relevant artistic works because they are characteristic of particular styles and artists or because they are part of the cultural heritage.  
- Develop skills for recognizing and understanding the technical elements necessary for analyzing important works of art.

2.5- **Data processing and digital competence** :  
- Search for, find and process information from direct and indirect observation of reality, and from written, graphic and audiovisual sources.  
- Distinguish between relevant and irrelevant information, relate and compare sources and integrate and analyze the information critically.  
- Understand and interpret icons, symbols and other ways of representing information, especially those relating to maps and images.

2.6- **Mathematical competence** :  
- Be aware of the quantitative and spatial aspects of reality.

2.7- **Competence in learning to learn** :  
- Develop strategies for thinking, organizing, memorizing, and retrieving information, such as summaries, diagrams and mind maps.
2.8- Autonomy and personal initiative:
- Take part in debates, and undertake individual and group work activities which involve thinking, analyzing, planning, carrying out and reviewing the work and drawing conclusions.
3. Learning objectives

3.1- General objectives of Social Sciences in ESO\textsuperscript{6}:

- Identify, locate and analyze, in different spatial and temporal scales, the basic elements that characterize the natural, social and cultural environment. Understand the territory as a result of the interactions over time between human groups and available resources, assessing the economic, social, political and environmental consequences and the need to ensure the sustainability.

- Recognize the main landscape units in the world, Europe, Spain and Catalonia, and appreciate them in all their diversity, as a product of the time and of the relationship between physical and human elements.

- Identify the processes and mechanisms which rule the events and the interrelation between political, economical, social and cultural events, know the multicausality of the events and their consequences and appreciate the role of men and women as individual and collective subjects of the processes.

- Identify and locate in the time and the space processes and important events in the history of the world, with an emphasis on Europe, Spain and Catalonia. Achieve a global perspective on the evolution of humanity that facilitates the understanding of the social and cultural diversity, and apply this knowledge to the interpretation of the present, the comprehension of the past and the construction of the future.

- Become aware of belonging to different social and cultural backgrounds and of the equality of rights and duties of individuals, recognize diversity as an enriching element of coexistence, express reasoned judgments and show attitudes of respect towards values and opinions different from ours, valuing them critically.

- Value the cultural heritage as an inheritance and legacy of human groups as a manifestation of its richness and diversity. Understand the basic elements of artistic expression within its context.

\textsuperscript{6} Curriículum Educació Secundària Obligatòria (ESO) – Decret 143/2007 DOGC núm. 4915
- Express and communicate the contents of the subjects in a personal and creative way, selecting and interpreting data and information expressed by various languages (linguistic, numerical, graphic, multimedia and audiovisual) and reflecting on the learning process.
- Use languages as a tool to build knowledge, to communicate it and to share it with other people, from the development of language skills specific to the subject (description, explanation, justification, interpretation and argumentation).
- Use in a responsible and creative way the new technologies and other means of information and communication as tools to obtain and process various information for the resolution of specific claims, applying analytical tools of the used sources.
- Distinguish the basic characteristics of democratic societies and appreciate the achievements of democracy and the validity of the individual and collective human rights and freedoms. Assume the democratic values in the school life and in the environment, rejecting unfair and discriminatory situations.
- Identify the causes of several conflicts throughout history and nowadays, valuing the need to find dialogued solutions to the problems. Assume the values of the culture of peace in the course of discussions and group tasks, adopting a responsible, supportive, participative and dialogued attitude.
- Participate cooperatively in the development, implementation and evaluation of relevant projects from the plan of questions and problems relating to the recovery of historical memory, conservation of natural and cultural heritage and the social life of the environment.
3.2- Minimal objectives of 1st course ESO Social Sciences:
- Acquire and learn the specific vocabulary of the area of Social Sciences.
- Know the geographic coordinates.
- Interpret the comprehensive readings of the subject.
- Create maps and diagrams.
- Know the characteristics of the territory of Catalonia.
- Understand the chronological evolution of historical time.
- Understand and respect cultural diversity.
- Foster the ability to interpret and analyze.
- Know the past to understand the present.
3.3- Didactic objectives of the Unit:

- Identify the first urban civilizations and their main common characteristics, understand their place in history and order them chronologically.
- Describe the conditions which gave rise to their appearance. Understand the influence of the geographic environment on the development of the Egyptian civilization and other ancient hydraulic civilizations.
- Identify the main economic, social and political features which distinguished them from previous agricultural Neolithic communities.
- Recognize Mesopotamian and Egyptian civilizations as the first ones in history to organize themselves into large states. Understand the power of pharaohs in the Egyptian society.
- Value the importance of the discovery of writing as a tool that promoted human communication and the preservation and transmission of knowledge, and know how and why it was first developed.
- Recognize the stages in the history of Mesopotamia and Egypt.
- Describe the daily life in Ancient Egypt.
- Identify the main characteristics of Mesopotamian sculpture and architecture.
- Understand the religious beliefs and describe the funeral art in Ancient Egypt. Relate the mummification and construction of the large burial sites in Egypt with the belief in life after death.
- Observe and interpret different historical sources including paintings and sculptures. Use the basic tools of historical research, such as maps, texts, images, drawings and photographs.
- Realize the need of protection of the artistic and cultural heritage of Mesopotamia, Egypt and other ancient civilizations. Value from a historical perspective their customs and beliefs.
- Tolerance and respect towards other cultures different from our own.
4. Contents

4.1- Contents of Social Sciences in ESO:

This didactic unit is included in the official syllabus that the Catalan government designed for Social Sciences in the first course of the Secondary Obligatory Education (ESO). The contents of this subject deal with history and geography and are divided in a total of four courses. In the first course the students learn Ancient History (from the Prehistory until the fall of the Roman Empire) and physical geography; in the second one, Medieval and Early Modern history (from the expansion of Islam until the absolutist powers of Europe), besides human geography; in the third course, economic, social and political geography; and in the four course, Contemporary History (from the liberal revolutions until nowadays).

1st ESO

Physical Geography:
- Our planet Earth
- The representation of the Earth: maps
- The Earth’s relief
- Rivers and seas
- Weather and climate
- Climates and landscapes of the Earth
- Society and the environment

Ancient History:
- Prehistory
- The first civilizations: Mesopotamia and Egypt
- The Greek world
- The Roman Empire
- Hispania under the Romans
- The legacy of classical culture
4.2- Concepts of the didactic unit:

The contents usually taught in history courses in Western countries (at primary and secondary school, as well as at university) are still too centered in Europe (Eurocentrism). As a result, there is an obvious ignorance in our societies which can eventually led to misunderstandings and prejudices (even fear and even racism) towards other countries, especially those more distant and different from our cultural background. In my opinion, this didactic defect should be tried to be corrected by reviewing most of teaching plans and including more references to other important cultures and civilizations of the world, not only studying European history.

Therefore, I decided to choose this specific topic (the First Civilizations of the Ancient World) for developing the didactic unit because it offers many possibilities to teach about other cultures of the past, from different continents and regions of the world (Egypt in North Africa, Mesopotamia in Middle East, India in Southern Asia, China in East Asia... and even Mesoamerica and the Andes\(^7\)), which they share similar characteristics although their different origins and lack of contact between them. Considering that most of the textbooks of the 1\(^{st}\) course of ESO in Catalonia (both in Catalan and in English) only include a few pages about Mesopotamia and Egypt, I also would like to add in the contents references to the rest of civilizations above mentioned.

- Characteristics of the first urban civilizations.
- Mesopotamia: the first city-states and the first empires (natural environment and history).
- Mesopotamian life and culture.
- Mesopotamian art: architecture and sculpture.
- Egypt: the Nile and the desert (natural environment and history).
- Egyptian society (pharaohs, the privileged class and the common people) and their daily life.
- Egyptian gods and religious beliefs.

\(^7\) In the planning of this didactic unit for 1\(^{st}\) level students of ESO (who study Prehistory and Ancient History) I didn’t included specific sessions to talk about the ancient civilizations of America, apart from a few references in the introductory lesson, since the Maya, Aztec and Inca cultures are generally included in the programs of 4\(^{th}\) level of ESO (Modern History), in the same didactic unit as the European discovery and conquest of America.
- Religious architecture and art in tombs in Ancient Egypt.
- India: the civilizations of the valleys of Indus and Ganges.
- China: the civilization of the Yellow River.

4.3- Procedures and attitudes of the didactic unit:
The procedures and attitudes of the didactic unit have already been mentioned in the didactic objectives of the unit (3.3):

- Observe and interpret different historical sources including paintings and sculptures. Use the basic tools of historical research, such as maps, texts, images, drawings and photographs.
- Describe and analyze the art from Egypt, Mesopotamia and other ancient civilizations.
- Make timelines, concept maps, synthesis and schemes.

- Recognize the importance of the discovery of writing as a tool that promoted human communication and the preservation and transmission of knowledge.
- Realize the need of protection of the artistic and cultural heritage of Mesopotamia, Egypt, India and China. Value from a historical perspective their customs and beliefs.
- Tolerance and respect towards other cultures different from our own.
5. Evaluation and assessment

In education, assessment is intended to be a tool that supports learning and helps measure progress being made toward achieving planned learner outcomes. The term assessment is sometimes used interchangeably with the term “evaluation”. Assessment more often relates to individual student’s achievements, whereas “evaluation” deals with systems, materials, procedures and their values. Thought most of the criteria detailed here refer to the concept assessment, in order to determine whether or not the curriculum goals have been met, they also can be used for the teacher in order to determine the effectiveness of the curriculum and to evaluate the language programme itself.

There are many ways to check the academic progress of a student, and all of them complement each other: formative or continuous assessment (which happens during the lesson) and summative or assessment (which can happen at the end of the lesson or the unit). On the one hand, formative assessment allows teachers to see how successfully students are progressing in relation to the objectives and allows students to benefit from the teacher’s feedback while the lesson is still happening. On the other hand, summative assessment allows teachers to compare student performances to the objectives and standards and tells the teacher whether a student has mastered the objective. That’s why assessment is so important, no matter how the teachers do it.

During the continuous evaluation, teacher should take notes about the degree of consolidation that each student is achieving in class, in each session. Moreover, he should write in his/her notebook this kind of information:

- Help the student ask for
- Help the student receives
- Difficulties observed
- Possible solutions
5.1- Assessment criteria:
- Check that the students can identify the factors which led to the birth of the first civilizations.
- Confirm that they recognize the common characteristics and they learned the geographical locations of the first cities and empires.
- Find out if the students understand and appreciate the importance of geography and the Nile River in the development of the Egyptian civilization.
- Verify that they can place on a timeline the main events in the history of Mesopotamia and Egypt.
- Check that they can indicate the causes and consequences of the discovery of writing.
- Assess if they recognize the main characteristics of the cultures of the first civilizations.
- Check that they can describe the society in the first city-states and empires.
- Confirm that they can identify the activities of the different social groups.
- Evaluate if they know how everyday life was in that time.
- Ensure that they can identify the similarities and differences between the economic, social, political and religious structures of Mesopotamian and Egyptian civilizations.
- Verify that they can understand the Egyptian religion and their beliefs in the afterlife, and they can explain the reasons for the practice of mummification.
- Assess if they can associate correctly different artistic manifestations with each one of the ancient civilizations (Egypt, Mesopotamia, India and China).
- Check that they can comment maps, texts, diagrams, drawings and photographs related with the unit contents.
5.2- Assessment items and percentages:

According to the curriculums designed by the Spanish and Catalan educational laws, students at the ESO level should be assessed according to three main items: contents (“to know”), procedures (“to learn to do”) and attitudes (“to behave”).

Although in a secondary school class of Social Sciences I would give a higher percentage to the contents than the procedures (always following the internal department agreements of each particular school, of course), when designing this CLIL didactic unit for Catalan students I took in mind that English is not the mother tongue of my students, so I will try to adapt it to their circumstances, not only by lowering the requirements to pass the written test and the difficulty of the activities according to their language level (assess the basic competences), but also by giving a higher evaluation percentage to the procedures rather than the contents.

**CONTENTS** (40 %)
- They will be evaluated mainly through a final written test at the end of the unit (summative assessment), for which the pupils should have to study the main theoretical concepts learned in class.

**PROCEDURES** (50 %)
- They will be evaluated throughout the whole unit (formative assessment).
- Teacher will evaluate all the practical activities the students do.

**ATTITUDES** (10 %)
- They will be evaluated throughout the whole unit (formative assessment).
- Teacher will consider not only the correct behavior or the student in the classroom, but also his/her active participation, cooperation and interaction with other classmates, attendance and punctuality.

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8 In a secondary school class of Social Sciences taught in Catalan language, I would give a higher percentage to the contents (50-60 %) rather than the procedures (30-40%). However, in this particular case (CLIL history in English) I would consider a change.
6. Methodology

6.1- Methodological principles of CLIL Social Sciences:
- The subject comes first.
- Learning should be guided and structured.
- Learning should be active whenever possible.
- Concepts should be introduced in a clear, simple and reasoned way, using language adapted to the students’ level, and helping to improve their spoken and written expression (thus, avoiding long, dense texts and complex sentences).
- The presentation of contents should be supported by visual aids, which help comprehension and make more attractive the learning to the eye of young students: photos, flow charts, diagrams, tables, and labeled drawings…
- Geographical and historical texts should be analyzed with a dual objective: to consolidate knowledge of the subject, and to improve reading ability.
- Comprehension tasks should be used more frequently than in a native language context to reinforce assimilation and processing of content and provide more language practice.
- The four skills (reading, writing, listening and speaking) are crucial for presenting and learning new information.

6.2- Types of activities:
- Read aloud.
- Answer comprehension questions.
- Comment on texts related to the unit.
- Complete summaries and tables.
- Interpret illustrations, maps and photographs related to the first civilizations.
- Carry out some simple research using different, easily accessible sources of information.
- Draw maps, lists and timelines.
- Make concept maps, synthesis and schemes about the first urban civilizations.
- Loop up information about different aspects of ancient civilizations using diverse sources.
- Listening to audio recordings and videos.
- Analyze and compare characteristics. Identify similarities and differences.
- Describe and analyze the art and architecture of the first civilizations.

6.3- Language skills:

Considering that the activities I’m going to describe in the chapter 8 are designed to be used in teaching History in adapted English, in Catalonia, they are different than the kind of activities commonly designed for English as a Foreign Language classes.

As far as I am teaching this subject, I can state that in my classes (as well as in other teachers’ classes in the high school where I work) interaction is mostly teacher-students and whole class work, except in a few occasions when we do students-students activities or group work. In Social Sciences (no matter if it is being taught in Catalan or in English), pair work is rarely used. One of the reason is by using individual activities rather than pair work, the silence and the order in class is better kept (in many high schools discipline is very important, considering the trouble maker students and the conflictive age of teenagers, some of them forced to study against their will obligatory studies).

I tried to involve all the main language skills in the activities of this Didactic Unit: mainly reading and writing, but also listening and speaking. Moreover, I gave much importance to the learning of new vocabulary related to the topic of the lesson (see the annex 12.1). Although it is not the aim of this CLIL unit to focus on grammar, it is possible to practice in an indirect way the grammar particles and structures that the students have already learnt in the class of English as a Foreign Language, when doing the history activities (see the annex 12.2).
6.4- General description of the activities:

Instead of complex activities which last one session or half a session, I usually use several small complementary activities which focus on one or two skills, rather than many of them. This works better for me in class, considering the kind of students, the number of students, their level, the available materials, the CLIL methodology and the ESO educational framework.

Although some kind of activities are simple and basic in their design, they are important and effective for learning, as well as appropriate to the type of students. For example, reading aloud texts with the aim of practicing pronunciation, answering several questions with the aim of checking the reading comprehension of several texts or matching words with concepts or descriptions in order to practice specific vocabulary.
# 7. Lesson plan (activities, time and space)

## Session 1: Introduction

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>AIMS (OBJECTIVES)</th>
<th>INTERACTION &amp; SKILLS</th>
<th>MATERIALS (RESOURCES)</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Presentation</td>
<td>Be aware of today’s contents</td>
<td>Teacher-students</td>
<td>Power Point with photos (optional)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2) Read aloud, listen to teacher explanations</td>
<td>Learn the characteristics of the first urban cultures and the cradles of civilizations</td>
<td>Teacher-students</td>
<td>Textbook, photocopies and presentation (Power Point, computer and projector)</td>
<td>25 minutes</td>
</tr>
<tr>
<td>3) Answer written comprehension and vocabulary</td>
<td>Comprehend texts about today’s topic</td>
<td>Whole class work</td>
<td>Texts or summaries, dictionary, notebook and pen</td>
<td>10 minutes</td>
</tr>
<tr>
<td>4) Draw a timeline</td>
<td>Understand the chronological evolution</td>
<td>Whole class / pair work</td>
<td>Notebook and color pencils</td>
<td>10 minutes</td>
</tr>
<tr>
<td>5) Locate in a map</td>
<td>Understand the spatial distribution of human cultures</td>
<td>Whole class / pair work</td>
<td>Photocopies of a blank map of the world and color pencils</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
Description of the activities:

1) Presentation of the lesson contents (the teacher explains what the students will learn today).
2) Read aloud the introductory texts and summaries of the lesson provided in the textbook or by the teacher (“Common characteristics of the civilizations or urban cultures” and “The cradles of civilization”), listen to the explanations of the teacher and answer basic questions orally, which involves students’ opinions and previous knowledge (for instance: “do you recognize this monument, where is it, who have visited it? –the Pyramids and Great Sphinx of Giza–”).
3) Answer written comprehension questions about the introductory texts and summaries of the lesson (for example: “Where and when did the first big urban civilization appear?”). Search in the dictionary the meaning of some words included in the lesson (like “settlement” or “trade”) and create new sentences.
4) Draw a timeline with the starting and ending years of each one of the first civilizations. Write also the main events in the history of Mesopotamia, Egypt, China and India. Take the information from the class summaries and from the chronological diagrams included in the textbook or from the images provided by the teacher in a presentation. Pair work is optional.
5) Locate in a blank map of the world (without any modern political border) the first civilizations of each continent (Mesopotamia, Egypt, India, China, Mesoamerica and Andes) and paint them in a different color. Write the name of their main rivers (Tigris, Euphrates, Nile, Indus, Ganges and Huang-He) and main ancient cities. Take the information from the class summaries and from the maps included in the textbook or those provided by the teacher in a presentation. Pair work is optional.
# Session 2: Mesopotamia

<table>
<thead>
<tr>
<th>Activities</th>
<th>Aims (Objectives)</th>
<th>Interaction &amp; Skills</th>
<th>Materials (Resources)</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Presentation</td>
<td>Be aware of today’s contents</td>
<td>Teacher-students</td>
<td>Power Point with photos (optional)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2) Read aloud, listen to</td>
<td>Learn the basic characteristics of the Mesopotamian civilization</td>
<td>Teacher-students</td>
<td>Textbook, photocopies and presentation (Power Point, computer and projector)</td>
<td>25 minutes</td>
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<tr>
<td>teacher explanations and</td>
<td></td>
<td>Listening, speaking</td>
<td></td>
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<tr>
<td>answer questions orally</td>
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<tr>
<td>3) Answer written</td>
<td>Comprehend texts about today’s topic</td>
<td>Whole class work</td>
<td>Texts or summaries, dictionary, notebook and pen</td>
<td>10 minutes + homework</td>
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<tr>
<td>comprehension and</td>
<td></td>
<td>Reading, writing</td>
<td></td>
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<tr>
<td>vocabulary questions</td>
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<tr>
<td>4) Listen and find</td>
<td>Identify the main elements of a Mesopotamian city</td>
<td>Whole class work</td>
<td>Voice recording or teacher reading aloud, photocopies and pen</td>
<td>5 minutes</td>
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<td></td>
<td>Listening</td>
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<tr>
<td>5) Listen</td>
<td>Realize the importance of controlling the water in the first civilizations</td>
<td>Whole class work</td>
<td>Video disc, video player, computer, projector and photocopies</td>
<td>15 minutes</td>
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<tr>
<td></td>
<td></td>
<td>Listening, reading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Description of the activities:

1) Presentation of the lesson contents (the teacher explains what the students will learn today).

2) Read aloud the introductory texts and summaries of the lesson provided in the textbook or by the teacher (Mesopotamian geography, political and military history, society, architecture, sculpture, culture and beliefs), listen to the explanations of the teacher and answer basic questions orally, which involves students’ opinions and previous knowledge (for instance: “What can the writing be used for?”

3) Answer written comprehension questions about the introductory texts and summaries. This activity includes 4 exercises:
   3.1) Answer basic comprehension questions (for instance: “Which two rivers watered the land of Mesopotamia?”).
   3.2) Answer true or false. Then correct the false sentences (for instance: “The Persian Empire extended to the Indus River”).
   3.3) Match each word to a concept (for instance: “vault – architecture”).
   3.4) Search in the dictionary the meaning of some words included in the lesson (like “polytheism”) and create new sentences.

+ Homework → To finish these exercises, since the students probably won’t have time to do all of them in 10 minutes.

4) Listen to a description of the city of Babylon and find the names of the monuments (like the “Ishtar Gate”, the “temple of Marduk”, the “hanging gardens”, the royal palace and the citadel) in a drawing.

5) View a short episode of the documentary *History of the World. Episode 2: Age of Empire* (the Mesopotamian episode), with English subtitles or without them (depending on their language level), and answer multiple choice questions.

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9 2012: BBC, Great Britain
## Session 3: Egypt

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>AIMS (OBJECTIVES)</th>
<th>INTERACTION &amp; SKILLS</th>
<th>MATERIALS (RESOURCES)</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Presentation</td>
<td>Be aware of today’s contents</td>
<td>Teacher-students, Listening</td>
<td>Power Point with photos (optional)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2) Read aloud, listen to teacher explanations and answer questions orally</td>
<td>Learn the basic characteristics of the Egyptian geography, history and society</td>
<td>Teacher-students, Listening, speaking</td>
<td>Textbook, photocopies and presentation (Power Point, computer and projector)</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3) Comprehension questions and short composition</td>
<td>Comprehend texts and be able to explain today’s topic by writing</td>
<td>Whole class work, Reading, writing</td>
<td>Texts or summaries, dictionary, notebook and pen</td>
<td>10 minutes + homework</td>
</tr>
<tr>
<td>4) Explain orally</td>
<td>Learn how people lived in Ancient Egypt and be able to explain it orally</td>
<td>Pair work, Reading, speaking</td>
<td>Texts or summaries</td>
<td>15 minutes</td>
</tr>
<tr>
<td>5) Listen</td>
<td>Realize the power of pharaohs, priests and the army in Ancient Egypt</td>
<td>Whole class work, Listening, reading</td>
<td>Video disc, video player, computer, projector and photocopies</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
Description of the activities:

1) Presentation of the lesson contents (the teacher explains what the students will learn today).

2) Read aloud the introductory texts and summaries of the lesson provided in the textbook or by the teacher (Egyptian geography, political and military history, society and culture), listen to the explanations of the teacher and answer basic questions orally, which involves students’ opinions and previous knowledge (for instance: “Do you think it is possible to live in the desert?” “Why water is so important?”).

3) Answer written comprehension questions about the introductory texts and summaries. This activity includes 3 exercises:
   3.1) Answer basic comprehension questions (for instance: “In which period did Ancient Egypt expand its territory?”).
   3.2) Fill a diagram with the Egyptian social classes (“Absolute power, privileged class, common people and lowest class”).
   3.3) Homework → Finish the previous exercises in case the students hadn’t had enough time in class.
      → Watch a drawing of a working day in the Ancient Egyptian (a quarter of a town) and write a short description of what the people are doing and how they live, using the vocabulary written on it.

4) Teacher writes on the blackboard or dictates a series of questions or short topics about daily life (for instance “What kind of food ate the Egyptians in the past?”). Students prepare the answers in pairs, by consulting their textbooks or summaries. Later they have to explain them orally to the rest of the classmates (communicate and express rather than memorize).

5) View a short fragment from the historical movie Pharaoh\(^{10}\), with English subtitles or without them (depending of their language level), and answer multiple choice questions.

\(^{10}\) 1966: Poland (the English international doubled version instead of the original Polish language version).
## Session 4: Egypt

<table>
<thead>
<tr>
<th>Activities</th>
<th>Aims (Objectives)</th>
<th>Interaction &amp; Skills</th>
<th>Materials (Resources)</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Presentation</td>
<td>Be aware of today’s contents</td>
<td>Teacher-students Listening</td>
<td>Power Point with photos (optional)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2) Read aloud, listen to teacher explanations and answer questions orally</td>
<td>Learn the basic characteristics of Egyptian daily life and religious believes</td>
<td>Teacher-students Listening, speaking</td>
<td>Textbook, photocopies and presentation (Power Point, computer and projector)</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3) Answer written comprehension and vocabulary questions</td>
<td>Comprehend texts about today’s topic</td>
<td>Whole class work Reading, writing</td>
<td>Texts or summaries, dictionary, notebook and pen</td>
<td>10 minutes + homework</td>
</tr>
<tr>
<td>4) Listen and find</td>
<td>Identify different funerary objects</td>
<td>Whole class work Listening</td>
<td>Voice recording or teacher reading aloud, photocopies and pen</td>
<td>5 minutes</td>
</tr>
<tr>
<td>5) Listen</td>
<td>Learn the steps of the mummification process and its meaning</td>
<td>Whole class work Listening, reading</td>
<td>Video disc, video player, computer, projector and photocopies</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
Description of the activities:

1) Presentation of the lesson contents (the teacher explains what the students will learn today).

2) Read aloud the introductory texts and summaries of the lesson provided in the textbook or by the teacher (Egyptian daily life and religion: Gods, myths, believes and funerary practices), listen to the explanations of the teacher and answer basic questions orally, which involves students’ opinions and previous knowledge (for instance: “What is a mummy?”).

3) Answer written comprehension questions about the introductory texts and summaries. This activity includes 4 exercises:
   3.1) Answer basic comprehension questions (for instance: “Why did Egyptians mummify the dead?”).
   3.2) Put a series of actions (sentences about funerary ceremonies and believes) in chronological order (for instance: “The soul passed into the afterlife”).
   3.3) Match the names of Egyptian Gods to their descriptions (for instance: “Isis – Goddess of fertility”).
   3.4) Homework → Finish the previous exercises in case the students hadn’t had enough time in class.
   → Read a short adapted version of the myth of Osiris. Identify the main ideas of the text and summarize in a few lines the plot of the story, by using the student’s own words (instead of copying sentences from the text).

4) Listen to a description of a series of Egyptian funerary objects (like “throne”, “sarcophagus” or “necklace”) and write the name below the appropriate picture.

5) View a short fragment from the documentary *The Egyptian Book of the Dead*\(^{11}\) (the episode about the mummification process), with English subtitles or without them (depending of their language level), and answer multiple choice questions.

\(^{11}\) 2008: History channel, USA
### Session 5: Egypt

<table>
<thead>
<tr>
<th>Activities</th>
<th>Aims (Objectives)</th>
<th>Interaction &amp; Skills</th>
<th>Materials (Resources)</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Presentation</td>
<td>Be aware of the contents</td>
<td>Teacher-students / Listening</td>
<td>Power Point with photos</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2) Read aloud, listen to teacher explanations and answer questions orally</td>
<td>Learn the basic characteristics of Egyptian art and architecture</td>
<td>Teacher-students Listening, speaking</td>
<td>Textbook, photocopies and presentation (Power Point, computer and projector)</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3) Comprehension and vocabulary practice</td>
<td>Comprehend texts about today’s topic</td>
<td>Whole class / pair work Reading, writing</td>
<td>Texts or summaries, notebook and pen</td>
<td>5 minutes + homework</td>
</tr>
<tr>
<td>4) Locate in a map</td>
<td>Understand the spatial distribution of heritage</td>
<td>Whole class / pair work Reading, writing</td>
<td>Photocopy and pen</td>
<td>5 minutes</td>
</tr>
<tr>
<td>5) Listen and find</td>
<td>Identify the parts of an Egyptian temple</td>
<td>Whole class work Listening</td>
<td>Voice recording or teacher reading aloud, photocopies and pen</td>
<td>5 minutes</td>
</tr>
<tr>
<td>6) Listen</td>
<td>Be aware of the monumentality of the Egyptian architecture</td>
<td>Whole class work Listening, reading</td>
<td>Video disc, video player, computer, projector and photocopies</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
Description of the activities:

1) Presentation of the lesson contents (the teacher explains what the students will learn today).

2) Read aloud the introductory texts and summaries of the lesson provided in the textbook or by the teacher (Egyptian art and architecture), listen to the explanations of the teacher and answer basic questions orally, which involves students’ opinions and previous knowledge (for instance: “tell me the differences you see between these two pyramids?” – a photo of an Egyptian pyramid and a Sumerian or Babylonian ziggurat—).

3) This activity includes 2 exercises about the introductory texts and summaries. Pair work is optional.
   3.1) Answer basic comprehension questions (for instance: “Which pharaoh built the biggest pyramid?”).
   3.2) Vocabulary practice: Draw a diagram of each of the three types of Egyptian tombs (“mastaba, pyramid and hypogeym”) and label their parts (“entrance, funeral chamber, temple/shrine of the dead”).

   + Homework → To finish these exercises, since the students probably won’t have time to do all of them in 5 minutes.

4) Locate in a blank map of ancient Egypt the main monuments (like “the pyramids and sphinx of Giza, Abu Simbel, the temple of Karnak in Luxor, the Valley of the Kings and the stepped pyramid of Sakkara”). Pair work is optional.

5) Listen to a description of an Egyptian temple and find the names of their parts (like “sanctuary, hypostyle hall, patio, high priest’s house and sacred lake”) in a drawing.

6) View a short fragment from the documentary Egypt. Engineering an Empire12 (the episode about the construction of the pyramids), with English subtitles or without them (depending of their language level), and answer multiple choice questions.

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12 2007: History channel, USA
Session 6: India and China

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>AIMS (OBJECTIVES)</th>
<th>INTERACTION &amp; SKILLS</th>
<th>MATERIALS (RESOURCES)</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Presentation</td>
<td>Be aware of today’s contents</td>
<td>Teacher-students Listening</td>
<td>Power Point with photos (optional)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2) Read aloud, listen to teacher explanations and answer questions orally</td>
<td>Learn the basic characteristics of the ancient Indian and Chinese civilizations</td>
<td>Teacher-students Listening, speaking</td>
<td>Textbook, photocopies and presentation (Power Point, computer and projector)</td>
<td>20 minutes</td>
</tr>
<tr>
<td>3) Answer written comprehension and vocabulary questions</td>
<td>Comprehend texts about today’s topic</td>
<td>Whole class work Reading, writing</td>
<td>Texts or summaries, dictionary, notebook and pen</td>
<td>10 minutes</td>
</tr>
<tr>
<td>4) Locate in a map</td>
<td>Understand the role of the Silk Road as a cultural transmitter</td>
<td>Group work Reading, writing</td>
<td>Photocopy, atlas, pen and computer with Internet</td>
<td>10 minutes + homework</td>
</tr>
<tr>
<td>5) Listen</td>
<td>Learn the historical role of the Great Wall</td>
<td>Whole class work Listening, reading</td>
<td>Video disc, video player, computer, projector and photocopies</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
Description of the activities:

1) Presentation of the lesson contents (the teacher explains what the students will learn today).

2) Read aloud the introductory texts and summaries of the lesson provided in the textbook or by the teacher (Ancient Indian and Chinese civilizations, from the Indus Valley to the Yellow River), listen to the explanations of the teacher and answer basic questions orally, which involves students’ opinions and previous knowledge.

3) Answer written comprehension questions about the introductory texts and summaries. This activity includes 3 exercises:
   3.1) Answer basic comprehension questions (for instance: “Which two rivers watered the land of India?”).
   3.2) Answer true or false. Then correct the false sentences (for instance: “Buddhism is a religion originated in China”).
   3.3) Match the names of Hindu Gods to their descriptions (for instance: “Agni – God of fire”).

4) Locate in a blank map of Asia the main cities connected by the Silk Road (like “Constantinopolis, Antiochia, Ctesiphon, Samarkand, Bactra, Dunhuang, Chang’an”) and write also their modern names and countries. Teacher gives the list of ancient cities and students have to search in the Internet the information they need, as well as their location in on-line maps or in a paper atlas provided by the teacher.

+ Homework → To finish this exercise in case there is no Internet or not enough computers in class. They can also find additional information about these ancient cities and write a short summary of one of them.

5) View a short fragment from the documentary *China. Engineering an Empire*¹³ (the episode about the construction of the Great Wall), with English subtitles or without them (depending of their language level), and answer multiple choice questions.

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¹³ 2007: History channel, USA
Session 7: Exam

- Answer short questions
  (for instance: “Which two rivers watered the land of Mesopotamia?”).

- Write true of false
  (for instance “The arch and the vault were used in Egypt” or “The ancient Indians invented the paper”).

- Match the names of Egyptian, Mesopotamian and Hindu Gods to their descriptions
  (for instance: “Osiris – Egyptian god of the dead” or “Indra – Hindu god of rain and thunderstorms”).

- Put in chronological order
  (for instance, the apparition of the first civilizations: “Mesopotamia, Egypt, India, China, Mesoamerica and Andes”).

- Compare, writing the similarities and differences
  (for instance: “a ziggurat and an Egyptian pyramid”).

- Identify pictures, by writing their names
  (for instance: “the three different types of Egyptian tombs”, or famous monuments and masterpieces of ancient art like “the Sphinx of Giza, the Chinese Great Wall or the terracotta warriors of Xian”).

- Fill diagrams
  (for instance: “the Egyptian social classes”).

- Explain
  (for instance: “the role of the Silk Road”, “the importance of Nile in the Ancient Egypt” or “the usage of the first writing”).
8. Resources and materials

This didactic unit is designed to use in the classroom both traditional teaching resources and new technologies. Therefore, not only I would use a blackboard, a textbook and photocopies (besides a notebook and a pen for each student, obviously), but also a computer, a projector, Power Point presentations, videos (fragments of both documentaries and historical films), audio recordings and even Internet if possible. It is also recommended to have some English paper dictionaries in class (both English-English and English-Catalan).

In any case, the specific amount of resources and materials will depend on their availability in the high school where the teacher will be working. S/he has to adapt to any circumstance and take advantage of whatever serves to her/his purposes.

For this didactic unit no textbook is needed, since I attach in the annex 10.4 the basic summaries I created myself. However, if the school is using a textbook of Social Sciences written in English and specifically designed for Catalan students of ESO, then the teacher can also use the texts included in the lesson “First Civilizations” for explaining the theory, show the pictures (photos, drawings and maps) to students and make them read the information contained on it.

I add here a short list of recommended historical documentaries and films related to the first civilizations, suitable for the target group and its average age. I used short episodes of most of these documentaries to prepare the activities. Although I planned to show my students only one fragment of a movie (given the limitation of time in the classroom), that is Pharaoh, the teacher can use any other of the following films to do prepare similar activities. I chose Pharaoh because it is considered one of the best films about Ancient Egypt, which depicts very well the society, mentality, clothing, monuments, way of living, as well as the religious, political and military situation of that epoch, although the pharaoh himself is fictional (Rameses XIII) and the plot is invented. That masterpiece of cinema is probably a much more accurate depiction of ancient Egypt than all the Hollywood versions most of people have seen.
8.1- Recommended documentaries:

*Egypt. Engineering an Empire* (2007, History channel, USA)
*Persia. Engineering an Empire* (2007, History channel, USA)
*China. Engineering an Empire* (2007, History channel, USA)
*Birth of Civilization* (2007, France 2, France)
*The Egyptian Book of the Dead* (2008, History channel, USA)

8.2- Historical films:

*The Egyptian* (1954, USA)
*Land of the Pharaohs* (1955, USA)
*Pharaoh* (1966, Poland)
*The Emperor's Shadow* (1996, China)
*The Emperor and the Assassin* (1998, China)
*Exodus: Gods and Kings* (2014, USA)
9. Anticipated problems and solutions

9.1- Challenges for teachers:

Challenges for teachers can be different according to their academic specialty (social sciences, natural sciences, mathematics, technology, etc).

Subject teachers need to feel confident about their English language level, especially if they have not used English for some time. In the case of history, subject teachers need:

- be able to present and discuss historical information and sources clearly and accurately,
- check pronunciation of subject-specific vocabulary which may look similar to other words in English but have different pronunciation,
- be able to use appropriate classroom language to present new arguments, to question, paraphrase, clarify, encourage and manage their classes in English.

Language teachers may decide to teach subjects in CLIL or may be asked to. They need to feel confident about their knowledge and skills related to the subject they are going to teach. In the case of history, teachers need to:

- know how to explain historical evidence, analyze sources, and select relevant information and materials for different ages of learners in meaningful and creative ways that will deepen learners’ understanding,
- be prepared to answer questions about history with answers that may be unfamiliar to the learners, for example, “what caused the invasion?”
- widen their knowledge of vocabulary related to specific history topics and its pronunciation.

9.2- Challenges for learners:

Most learners need considerable support in the first years of CLIL courses. Most teachers do not know how long learners will take to do tasks, complete worksheets or understand instructions and explanations until they have used materials for the first years. Therefore, it is advisable to have extra activities every
day, in case an activity took less time to be done than expected. However, since it is more likely that students take more time to finish, teacher shouldn’t be worry to do all the activities proposed in this didactic unit: it is more important students learn well the basic concepts before deepen into more complex ones. My advice for teachers is not go too fast: slow down the teaching rhythm, repeat as many times as necessary, check and make sure students have learnt the first lesson before continuing.

Learners are all different; some need more support in order to understand subject concepts, while some need more support to communicate ideas about subject concepts. Learners may need differentiation of input, task and support. Therefore, the teaching-learning process should be centered on identifying the students’ needs; the learning should be adapted to their own capabilities.

Teachers should be aware that learning a subject in a language different than the mother tongue is a great challenge for their students, even more if it is their first time. They have to get used to a very specific vocabulary\textsuperscript{14}, to read with a minimum fluency and comprehension many texts (although adapted), to listen and understand explanations from the teacher as well as from videos, to successfully produce the target language both by writing it and orally (speaking). All the skills of English are involved in this complex learning process, not only the theoretical and practical knowledge of history.

\textbf{9.3- Common problems and attention to the diversity :}

There are several problems that are likely to be found when teaching in a secondary school in Catalonia (and more specifically in ESO), besides the problems related to the learning of a subject such as history in a foreign language (English, in this case). On the one hand, teacher will probably have to face more or less complicated behavior problems in order to succeed in putting in practice this didactic unit. Keeping the discipline in a classroom full of teenagers is very important, in order to provide a good learning atmosphere.

\textsuperscript{14} There are examples of specific historical vocabulary in the annex 12.1, all of them basic terms and concepts related to the Ancient Egyptian and Mesopotamian civilizations, which will be learned throughout this didactic unit.
On the other hand, teacher will have to pay attention to the diversity, in order to guarantee that each one of her/his pupils may have same opportunities to learn. S/he should keep in mind that there are many kinds of learners: faster and slower ones, but also quiet and nervous, attentive and distracted, introverted or extroverted, etc. In addition, not every person learn better in the same way: some of them learns best through seeing (visual learners) or hearing (auditory), some people learns best working alone while others learn faster though working with others, some students are reflective but others are impulsive. And it is possible to find all this diversity in different classes or even inside the same class (which is very common). Therefore, teacher will have to find different solutions to different kind of students, adapting or choosing the activities proposed in this didactic unit, according to each particular case.

Given the particular situation of Catalonia as a country which receives many immigrants (Spanish-speakers as well as from other cultural and linguistic backgrounds), in the classroom some students might have a very low level not only of English, but also of Catalan language. This can cause two possible negative effects: the risk of slowing down considerably the learning rhythm of the whole class, or the risk that this small group of students gets lost, that they cannot follow the rest of their classmates’ progress and doesn’t learn at all.

As I said before, the teacher should find the best solution to any particular case, depending on the circumstances. However I can offer a few advices which may help: try to put in the same team a fast learner with a slow learner whenever a group or pair activity has to be done (the first one would eventually help the second one), to prepare in advance a few easy activities specifically designed for the students with a lower language level, to provide students with English dictionaries (both English-English designed for beginners or intermediate learners, as well as Catalan-English), to use English subtitles in videos (when watching a documentary or a movie too complicated to understand for students). Concerning the assessment method for the attention to the diversity, students with particular learning problems can be (and should be) evaluated according to the basic competences.
10. Bibliography

10.1 Education books:


→ Law downloadable from the Internet at http://www.gencat.cat/dogc


10.2- Textbooks:


11. Webgraphy

11.1- Internet links with information about education:

http://clil-cd.ecml.at/Portals/24/flashfiles
   (European Framework for CLIL Teacher Education – Council of Europe) David Marsh, Peeter Mehisto, Dieter Woldd, M.J.Frigols Martín

http://e-clil.uws.ac.uk
   (E-CLIL European Resource Centre) European project building CLIL resources for language learning

   (Content and Language Integrated Learning - European Comission)

http://www20.gencat.cat/portal/site/ensenyament
   (Departament d’Ensenyament, Generalitat de Catalunya)

   → PDF file downloadable from this website:

http://www.xtec.cat
   (Xarxa Telemàtica Educativa de Catalunya – Generalitat de Catalunya, Departament d’Ensenyament)
   → Official PDF files downloadable from this website:


### 11.2- Didactic short videos and other educative Internet resources:

- [http://www.tiching.com/8990](http://www.tiching.com/8990) (3-D reconstruction of the ziggurat of Ur)
- [http://www.tiching.com/9024](http://www.tiching.com/9024) (cuneiform script on clay tablets)
- [http://www.tiching.com/9028](http://www.tiching.com/9028) (relief and decorations on the Ishtar Gate)
- [http://www.tiching.com/9030](http://www.tiching.com/9030) (importance of the Nile in Ancient Egypt)
- [http://www.tiching.com/9039](http://www.tiching.com/9039) (symbols of power of the pharaohs)
- [http://www.tiching.com/9088](http://www.tiching.com/9088) (3-D reconstructions of Egyptian houses)
- [http://www.tiching.com/9101](http://www.tiching.com/9101) (the temple of Karnak)
- [http://www.tiching.com/9104](http://www.tiching.com/9104) (3-D reconstruction of an Egyptian temple)
- [http://www.tiching.com/9107](http://www.tiching.com/9107) (inside the Great Pyramids of Gizeh)
- [http://www.tiching.com/24787](http://www.tiching.com/24787) (the mastaba of Mereruka)
- [http://www.tiching.com/24795](http://www.tiching.com/24795) (cuneiform script on clay tablets)
- [http://www.tiching.com/24806](http://www.tiching.com/24806) (importance of the Nile in Ancient Egypt)
- [http://www.tiching.com/24807](http://www.tiching.com/24807) (the role of the Nile in Ancient Egypt)
- [http://www.tiching.com/24812](http://www.tiching.com/24812) (everyday life in Ancient Egypt)
- [http://www.tiching.com/24818](http://www.tiching.com/24818) (life of an Egyptian noble and a peasant)
- [http://www.tiching.com/24821](http://www.tiching.com/24821) (main Egyptian gods)
- [http://www.tiching.com/24824](http://www.tiching.com/24824) (symbols of the Egyptian mythology)
http://www.tiching.com/24826 (the Judgement of Osiris)
http://www.tiching.com/24830 (how the pyramids were build)
http://www.tiching.com/24831 (tomb of the pharaoh Tutankhamen)
http://www.tiching.com/24832 (the pharaoh Ramses II)
http://www.tiching.com/24833 (paintings from the hypogeum of Nefertari)
http://www.bbc.co.uk/history/ancient/egyptians/
12- Annexes

12.1- Specific vocabulary :

- ARCH → A round structure over an open space such as a door.
- ARCHAEOLOGIST → A scientist who studies the past human life by excavating and recovering objects such as pottery, tools, and buildings.
- ARCHITECTURE → The art or technique of designing and making buildings.
- ARTISAN → A person skilled in making objects like furniture or other crafts.
- ADOBE → A mixture of clay and straw used to make bricks for building.
- AFTERLIFE → The continuation of life after death in, for example, a heaven or underworld.
- CHAMBER → A large underground or enclosed room.
- CITY-STATE → An ancient city with an independent government and its surrounding area.
- CIVILIZATION → Urban culture, an advanced state of development of a society.
- CUNEIFORM → A system of writing with pictures instead of words that was used in Ancient Mesopotamia.
- EMPIRE → A large group of countries that is governed by one ruler.
- FERTILE → Land where plants grow well in.
- GOD / GODDESS → A being that is worshipped and believed to have special powers over nature or life.
- HIEROGLYPHICS → A system of writing with pictures instead of words that was used in Ancient Egypt.
- KING / QUEEN → A ruler of a country, son of the former ruler.
- MERCHANT → Trader, a person who buys and sells.
- MUMMY → The death body of a person that has been preserved with special oils and covered in cloth.
- MYTHOLOGY → A collection of myths, fabulous stories from past times, especially about gods and men of courage.
- OFFICIAL → A person who has a position of responsibility in an organization, such as a government.
- PALACE → The large official home of a king or other person of high rank.
- **PAPYRUS** → A paper made from an Egyptian plant.
- **PHARAOH** → A ruler of Ancient Egypt.
- **POLYTHEISM** → The belief in more than one god.
- **PRIEST** → A person who performs religious ceremonies.
- **PYRAMID** → A structure with a square base and triangular sides in which Egyptian pharaohs were buried.
- **REINCARNATION** → The belief that people who have died can live again in a different body.
- **SCRIBE** → An official in Ancient Egypt with the job of making copies of documents and keeping records.
- **SCULPTURE** → Statue, figure or artistic object made from stone, wood, clay or metal.
- **TEMPLE** → A building where gods and goddesses are worshiped.
- **TOMB** → A hole in which a dead body is buried.
- **URBAN** → Connected with a town or city.
- **VAULT** → An arched, semicircular structure used as a ceiling in public buildings.
- **WORSHIP** → To show devotion to or adoration of a god.
- **ZIGGURAT** → A large rectangular structure built in layers of successively smaller levels, with a temple at the top.

**12.2- Grammar particles and structures :**

- Articles and nouns
- Adjective and adverbs
- Prepositions
- Simple present verbs
- Simple past verbs
- Simple sentences (subject + verb + complement)
- Basic compound sentences (with commas or coordinating conjunctions: and, or, but).
- Interrogative sentences and imperative verbs (questions and instructions).
12.3- Sample activities:

Session 2

- Answer the following questions (*Activity 3.1*):
  
  a) Which two rivers watered the land of Mesopotamia?
  
  b) What is a ziggurat?
  
  c) Who were the most powerful Assyrian kings?
  
  d) What is the name of the ancient Mesopotamian system of writing?
  
  e) Which king of Babylon wrote the first code of laws?
  
- Answer true or false. Then correct the false sentences (*Activity 3.2*):
  
  a) Babylon was in the kingdom of Akkad.
  
  b) Mesopotamian sculptures often showed people worshipping in military scenes.
  
  c) Money was first used in the city-states.
  
  d) The Persian Empire extended to the Indus River.
  
  e) The Assyrian Empire conquered Greece.
  
- Match each word to a concept (*Activity 3.3*):
  
<table>
<thead>
<tr>
<th>Ur</th>
<th>SCULPTURE</th>
<th>Persia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assyria</td>
<td>ARCHITECTURE</td>
<td>vault</td>
</tr>
<tr>
<td>arch</td>
<td>EMPIRES</td>
<td>Uruk</td>
</tr>
<tr>
<td>worshippers</td>
<td>FIRST CITY-STATES</td>
<td>stele</td>
</tr>
</tbody>
</table>
Session 3

- Answer the following questions (Activity 3.1):
  a) What is the name of the ancient Egyptian system of writing?
  b) Which pharaoh unified Egypt?
  c) Who were the most powerful pharaohs?
  d) Why were scribes part of the privileged class?
  e) What happened to the Nile in June?

- Fill a diagram with the Egyptian social classes (Activity 3.2):

<table>
<thead>
<tr>
<th>Absolute power</th>
<th>→ Pharaoh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Privileged class</td>
<td>→ High officials, priests and scribes</td>
</tr>
<tr>
<td>Common people</td>
<td>→ Peasants, traders and craftsmen</td>
</tr>
<tr>
<td>Lowest class</td>
<td>→ Slaves</td>
</tr>
</tbody>
</table>

- Answer orally the following questions (Activity 4)
  a) Which social groups were privileged in Ancient Egypt? What jobs did they have? How did they live?
  b) Which social groups belonged to the common people in Ancient Egypt? What jobs did they have? How did they live?
  c) What kind of food ate the Egyptians in the past?
  d) How was their clothing?
Session 4

- Answer the following questions (Activity 3.1):
  a) What did Egyptians believe happened after death?
  b) What did they put in the tombs?
  c) Why did Egyptians mummify the dead?
  d) Why do we say that the Egyptians practiced polytheism?

- Put the following actions in chronological order (Activity 3.2):
  a) The dead presented themselves for the Judgement of Osiris.
  b) Offerings and statues were places in the tombs of the dead.
  c) The body was mummified.
  d) The soul passed into the afterlife.

- Match the names to the descriptions (Activity 3.3):
  Osiris  Goddess of fertility
  Thot    God of war
  Isis    God of the dead
  Horus   Sun god
  Ra      God of wisdom

- Listen and find which of the objects is being described (Activity 4):
  a) A special chair for the pharaoh
     (answer: throne)
  b) A decorated container for the death
     (answer: sarcophagus)
  c) Jewelry worn by the pharaohs.
     (answer: necklace)
  d) Ceremonial shoes left inside the tomb.
     (answer: funeral sandals)
Session 5

- Answer the following questions (Activity 3.1):
  a) Which pharaoh built the biggest pyramid?
  b) Which pharaoh built the monumental sculptures of Abu Simbel?
  c) Which buildings did the ancient Egyptians paint in?
  d) Which one is the largest temple of ancient Egypt?
  e) What is an obelisk?
  f) Which metal was the mask of Tutankhamon made of?

- Listen and find which part of the temple is being described (Activity 4):
  → Words to chose: sanctuary, granaries, high priest’s house, hypostyle hall, sacred lake, house of life, patio, sacred boat, wharf, pillar, obelisk and avenue of sphinxes.
  1. This is where the high priest lived.  
     (answer: high priest’s house)
  2. Only the priests and pharaohs could enter this room.  
     (answer: sanctuary)
  3. This hall in the middle of the temple had decorated columns.  
     (answer: hypostyle hall)
  4. Everyone could enter this open area.  
     (answer: patio)
Session 6

- Answer the following questions (Activity 3.1):
  a) Who has the first emperor who unified China?
  b) Which two rivers watered the land of India?
  c) Which are the two main doctrines followed by ancient Chinese?
  d) Who was the most powerful emperor of ancient India?

- Answer true or false. Then correct the false sentences (Activity 3.2):
  a) Buddhism is a religion originated in China.
  b) Alexander the Great arrived to India.
  c) The Chinese civilization first appeared in the Blue River or Yangtze.
  d) The Indians built the longest channel of the world.
  e) Paper was invented in ancient China.

- Match the names to the descriptions (Activity 3.3):
  Varuna                   The Destroyer God
  Shiva                    The Preserver God
  Indra                    God of fire
  Vishnu                   The Creator God
  Agni                     God of rain and thunderstorms
  Brahma                   God of the oceans
12.4- Summaries :

The first civilizations (the urban revolution)

Common characteristics of the civilizations or urban cultures :

1) Increase of size and complexity of the settlements (appearance of cities).
2) Development of centralized political entities (State formation) and militaristic campaigns (Empires).
3) Accumulation of wealth caused by political centralization and administrative activities (taxation).
4) Division of the work in non-subsistence specialized activities (artisans, priests, warriors, merchants, officials…).
5) Growing social differences and emergence of classes (privileged and non-privileged).
6) Monumental public building.
7) Development of exact sciences and technology.
8) Creation of systems of writing and memorization.
9) Development of sophisticated artistic style.
10) Appearance of distant trade.

The cradles of civilization :

1) MESOPOTAMIA
   - Emergence date: 3500 BC
   - Location: valleys of the rivers Tigris and Euphrates (nowadays Iraq)
   - Cultures: Sumerian, Assyrian-Babylonian, Persian (Iran)
   - Cities: Uruk, Eridu, Ur (Sumerian), Babylon, Assur, Niniveh, Persepolis
2) EGYPT
- **Emergence date**: 3200 BC
- **Location**: valley of the river Nile (nowadays Egypt)
- **Cities**: Thinis, Memphis, Thebes, Amarna (ancient capitals)

3) INDIA
- **Emergence date**: 2600 BC
- **Location**: valley of the rivers Indus first and Ganges later.
- **Cultures**: Indic and Hindu
- **Cities**: Harappa, Mohenjo-Daro

4) CHINA
- **Emergence date**: 1800 BC
- **Location**: valley of the Yellow River or Huang-He
- **Cultures**: Shang and Han
- **Cities**: Zhengzhou, Anyang, Chang’an, Luoyang

5) MESOAMERICA
- **Emergence date**: 1200 BC
- **Location**: The gulf and plateau of Mexico and the Yucatan Peninsula
- **Cultures**: Olmec, Aztec and Maya
- **Cities**: Teotihuacan, Monte Alban and Tenochtitlan (Mexico), Tikal, Copan, Palenque, Chichen Itza (Maya)

6) ANDES
- **Emergence date**: 900 BC
- **Location**: the Andes Range (nowadays Peru)
- **Cultures**: Moche, Nazca, Inca
- **Cities**: Chavin, Tiahuanaco, Chan-Chan, Cuzco, Machu-Picchu
Mesopotamia (3500 – 500 BC)

1) Geography:
- Valleys of the rivers Tigris and Euphrates (in nowadays Iraq)
- Mesopotamia means “land between two rivers”
- Control of the water → irrigation and drainage (channels, wells, ditches and dikes)
- Fertile land → very productive agriculture
- Fluvial navigation (to transport goods or people)

2) Political and military history:
- First independent city-states in Sumer (at the south or Lower Mesopotamia) → Ur, Uruk, Eridu and Lagash (3500-2000 aC).
- Akkadian Kingdom (King Sargon) → Capital in Akkad.
- Assyrian Empire (at the north or Higher Mesopotamia) → Great military conquests. Cities of Assur and Niniveh. Kings Assurbanipal and Sennacherib.
- Babylonian Empire (King Nebuchadnezzar) → Babylon was the capital.
- Persian Empire → It conquered Mesopotamia, Egypt, Anatolia and extended to the Indus River.

3) Society:
- Monarchs (king) and nobles
- Priests
- Warriors
- Officials at the service of the State (bureaucracy) → collected and administered taxes.
- Merchants (traders) and artisans
- Peasants (the majority of the population)
- Slaves (spoils of war o by debts)
4) Architecture:
   - Ziggurat (temples with the form of a stepped pyramid)
   - Palaces (very luxurious)
   - City walls (like the one of Babylon, with the Ishtar Gate)
   - Materials → bricks made from clay and straw, baked or dried in the sun (adobe)
     → facings of glazed ceramic
   - Invention of the arch and the vault

5) Sculpture:
   - Statues of kings and men worshipping
   - Relieves (powerful kings and monstrous guardian animals)
   - Steles (to commemorate military victories)

6) Culture:
   - Cuneiform script → The oldest in the world
     → Incisions on clay tablets
     → Invented for bookkeeping
     → Used to fix laws (like the Code of Hammurabi)
   - Scientific knowledge (calculus, geometry, astronomy…)

7) Believes:
   - Polytheistic religion (many gods) → Marduk, Ishtar…
   - Myths (divine legends) → of the Creation, the Flood and the hero Gilgamesh.
   - Magic and superstitions (fear of demons)
Egypt (3200 – 300 BC)

1) Geography:
- Valley of the Nile River in the north-east of Africa (Egypt and Sudan)
- Fertile land → Construction of dikes and channels to control the floods.
- The river was the main mean of communication.
- Country surrounded by deserts, the Mediterranean Sea at the north, the Red Sea and the Sinai Peninsula at the east.

2) Political and military history:
- The pharaoh Narmer unified Lower Egypt (the delta) and Upper Egypt.
- Several dynasties (royal families) ruled three empires (Old, Middle and New), divided by intermediate periods of war and division.
- Expansion → Conquests of Nubia (Sudan) and Middle East (Palestine).
- Most powerful pharaohs → Tutmosis and Ramses.
- The end → Assyrians, Persians, Greeks and Romans conquered Egypt (Cleopatra was the last queen).

3) Society:
- Pharaoh (king with absolute powers, considered as a living god)
- Nobles, governors and scribes (officials)
- Priests
- Warriors
- Peasants (the majority of the population that had to work the land of the privileged classes and also build pyramids and temples for free)
- Merchants and artisans
- Slaves (a few)
4) Architecture:
- Used lintels (not arches or vaults).
- Tombs → Mastabas (rectangular with underground chambers, like those of Sakkara).
  → Pyramids (the largest ones were build by Kheops, Khefren and Mykerinos in Giza).
  → Hypogeums (rock-cut, like the one of Tutankhamon in the Valley of the Kings, Thebes).
- Palaces (very luxurious, like the one of Amarna).
- Temples (very large and with many halls, some of them with columns, sacred lake, granaries, sanctuary and sacred boat, like the temple of Karnak in Luxor).
- Capital cities → Thinis, Memphis, Thebes, Amarna.

5) Art:
- Mural paintings (on the walls of the tombs, temples and palaces).
- Monumental sculptures of pharaohs (like those of Ramses II at Abu Simbel).
- Obelisks (solar symbol).
- Sphinxs (protector power, like the one of Giza).
- Precious-metal craftwork (objects and jewels made from gold, like the mask of Tutankhamon).

6) Culture:
- Hieroglyphic script (complex and artistic, on stone and papyrus).
- Advanced scientific knowledge (calculus, geometry, astronomy…)

7) Believes:
- Polytheistic religion → Osiris, Isis, Amon-Ra, Horus, Anubis…
- Zoomorphic gods (with animal forms: crocodile, falcon, snake, jackal…)
- Magic and superstitions.
- Funeral ceremonies → mumification of the bodies
  → Book of the Dead
  → Judgement of Osiris in the afterlife
India (2600 – 200 BC)

1) Geography:
- Valley of the Indus River first (nowadays Pakistan).
- Valley of the Ganges rivers later (north of India).
- From there, the urban culture arrived to the south of the peninsula.
- Spread of Indian culture and Hindu and Buddhist religions to Himalaya (Nepal and Tibet) and South-East Asia (Burma, Thailand, Laos, Cambodia, Malaysia and Indonesia).

2) Political and military history:
- Indus valley civilization → City-states of Harappa and Mohenjo Daro (in nowadays Pakistan).
- The Aryan invasion spread the Indo-European culture into India.
- During the second urbanization period new urban settlements arose at the Ganges plain.
- After the arrival of the Greeks (Alexander the Great), India was united into a vast Buddhist empire. Ashoka the Great was the most powerful emperor.

3) Society:
- Priests
- Warriors and administrators
- Peasants, stockmen and traders
- Artisans and servants

4) Art and architecture:
- Well-planned cities (orthogonal urbanism) in the Indus valley.
- Monumental stone sculptures and rock-cut caves.
5) **Culture**:
   - Writing system → pictorial script first and syllabic later.

6) **Believes**:
   - Hinduism (polytheist religion that believes in reincarnation. Indra, Agni and Varuna were the most important ancient Gods, and Shiva, Vishnu and Brahma the most important modern Gods).
   - Buddhism (atheist spiritual religion –without God– which follows the teachings of Buddha, “the enlightened one”).
China (1800 BC – 200 AD)

1) **Geography:**
   - Agriculture first, and civilization later, appeared in the valley of Yellow River or Huang-He (at the north of China).
     - Very fertile lands (loess).
   - Later, urban culture and Chinese Empire arrived to the south (the valley of Blue River or Yangtze).
   - Spread of Chinese culture to East Asia (Korea, Japan, Vietnam) and Central Asia (Mongolia).

2) **Political and military history:**
   - Shang dynasty (first cities, use of bronze and writing).
   - Feudalism (division in kingdoms that fought each other).
   - First emperor Chin Shi Huang Di (unified the whole China).
   - Han Empire (conquest of Korea and Central Asia, cultural splendor).

3) **Architecture:**
   - Imperial palaces.
   - Monuments (like the tomb of the First Emperor in Xian, with a pyramid and an army of terracotta warriors).
   - Great Wall (that protected the northern border from the barbarian attacks of the steppe people, like the huns).
   - Great Channel (the longest in the world, which linked the two longest rivers of China: the Yellow and the Blue).

4) **Culture:**
   - Ideographic and pictographic script (very complex).
   - Invention of paper.
5) **International trade**:
   - The Silk Road linked by land, through Central Asia, the great empires of the Antiquity (Roma in the West and China in the East).

6) **Believes**:
   - Taoism (doctrine of the Tao or “Way”, with ideas of the wise Laotze, magic and divination).
   - Confucianism (humanistic doctrine of the philosopher Confucius).