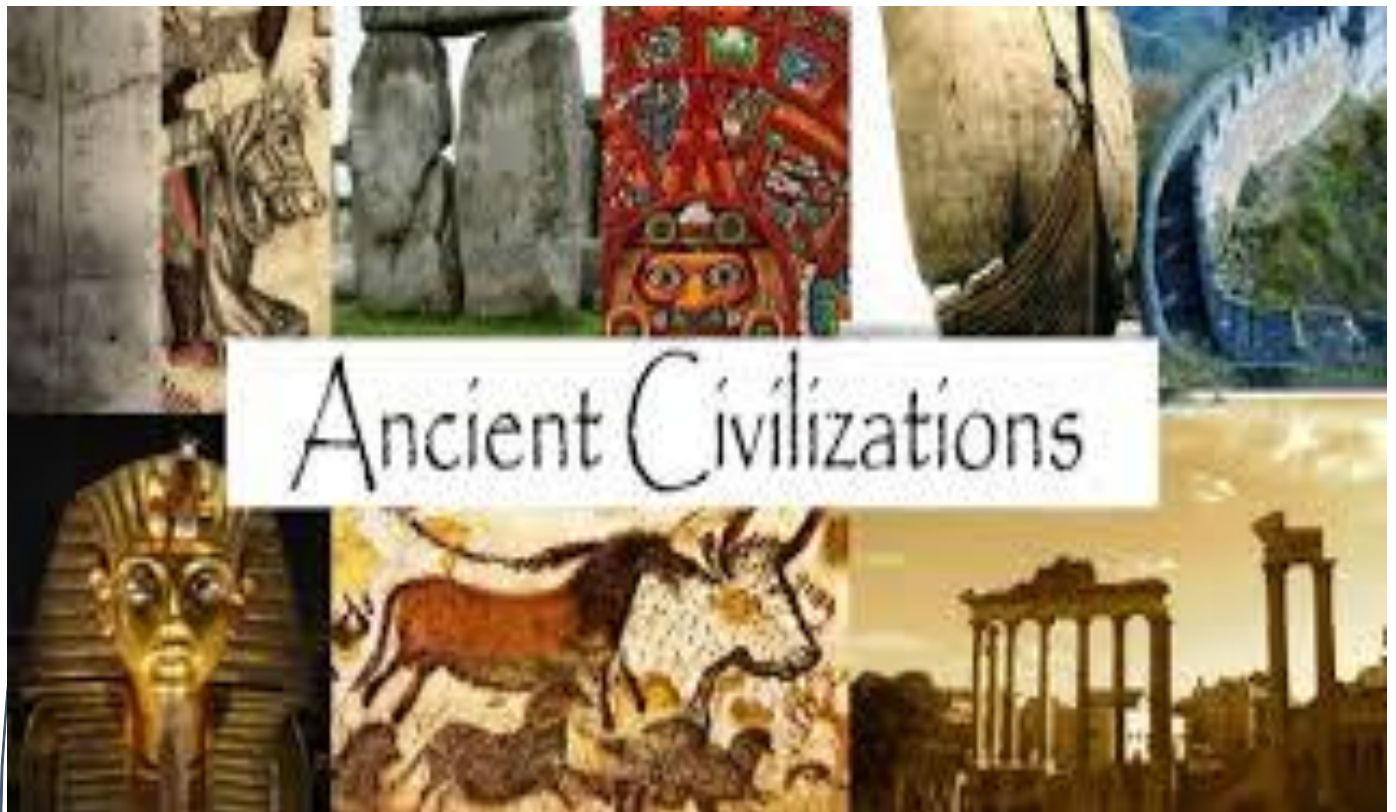



The Golden Era

PBL Project



Teachers: Hadiya Khan Rokhri & Bushra Lone
Grade: 4 Orange – TNS Beaconhouse DHA

DRIVING QUESTION:



What lessons can we learn from the golden era of civilizations and/or from their fall, and how did these lessons impact our life today?

PROJECT SUMMARY

This project introduces students to the concept of a “golden age” in the history of civilizations around the world—a time when a civilization flourished and there was peace, prosperity, and achievement.

Working in teams, students will choose a particular civilization, such as Ancient Mesopotamia, Egypt, Greece, Rome; the Tang Dynasty in China; the African empires of Ghana, Mali, and Songhai; the Maya, Inca, and Aztecs; Indus Valley Civilization and the Gupta Empire in India; and 8th–14th-century Islam. Students will conduct research on their civilization’s golden age and why it declined or ended, then they will communicate their learning to the public through a museum exhibit.

Each team will create a museum exhibit that showcases their civilization’s golden age and explains why it came to an end. The exhibits will be displayed at a community/school event to which other students, parents, and community members are invited. Students will be prepared to summarize their conclusions when asked by visitors to their museum exhibit and will present their research portfolio.

Individually, students will write an argument for what lessons they learnt from history that can be applied to our own civilization in the present day. They will publish these arguments in a booklet that serves as a companion guide to the museum exhibit.

KEY KNOWLEDGE AND UNDERSTANDING:

1. Recognizes how to place events, people and changes into correct periods of time.
2. Uses dates and vocabulary relating to the passing of time, including ancient, modern, BCE, CE, century and decade.

Knowledge and understanding of events, people and changes in the past

3. Knows about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past

Historical interpretation

4. Recognises that the past is represented and interpreted in different ways, and gives reasons for this.
5. Knows how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]
6. Recalls, selects and organises historical information.
7. Uses dates and historical vocabulary to describe the periods studied

SUBJECT INTEGRATION:

Literacy – persuasive writing and opinion essays

Arts – artifacts designing

Dance – cultural dancing

Social studies – human geography

SUCCESS SKILLS:

Critical thinking, collaboration, self-management, research skills

MAJOR PRODUCTS:

Individual:

1. Research report about the rise and fall of various civilizations.
2. Portfolio

Team: Museum exhibits about the civilizations' golden age

Public: Summary of the conclusion about the civilizations' golden age and why they came to an end will be presented to the students/parents. Virtual presentation.

Project Culmination: Gallery walk of the artifacts created by the learners.

ENTRY EVENT:

Learners will enter an empty classroom first thing in the morning. They will be curious and confused, the teachers will provoke an inquiry by asking them questions like: *how are you going to survive without the furniture? For how long do you think it is possible for you to spend your days?* **Provocations like these will lead to more questions and learners will be asked to imagine if they were in prehistoric times even before the civilizations began. The inquiry will be recorded through Kath Murdock's inquiry cycle.**