

LESSON TITLE: TIME TRAVEL AGENT

Grade Level: 6-10

Subject: World History

Time: Four 50-minute sessions



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LESSON OVERVIEW

Summary: In this lesson, students will take on the role of ancient travel agents promoting an ancient civilization of their choice — Mesopotamia, Egypt, Rome, Greece, China or India. This lesson can focus on one civilization or act as a culminating project after study of multiple civilizations. Using Lucidpress, students will work in groups to design brochures to entice travelers to visit their civilization. Brochures will feature facts about each civilization’s government, economy and daily life and how geography contributes to each. Through this activity, students will understand the impact of physical geography in determining an ancient civilization’s rise.

Essential Question: How did physical geography influence the development of ancient civilizations?

OBJECTIVES

Students will be able to...

- Illustrate and market main features of their civilization
- Explain how physical geography affected the development of early civilizations.
- Make connections between an ancient civilization’s physical geography and its impact on daily life and economy.

STANDARDS

Common Core

Literacy in Social Studies: [6-8.7](#)
Speaking & Listening: [6.4](#), [6.5](#)

California State Standards

[6th Grade World History](#): 6.2.1, 6.4.1, 6.5.1, 6.6.2, 6.7.3

ISTE

3C, 6B, 6D, 7B

LEARNING PLAN

Preparation: If needed, view the one-minute Lucidpress [Getting Started Guide](#). Create checklist of required components for travel brochures. Create rubric for assessment of brochures. Gather various city brochures from your area. If possible, collect brochures that are specifically marketing to people considering moving to the area rather than strictly tourist brochures.

LEARNING PLAN

1st Session:

- Begin class by handing out travel brochures to groups of students. Give them a few minutes to explore and read them.
- As a class, discuss the features of each city/area. Shift discussion to ancient civilizations. Ask students to imagine they are travel agents from ancient times, tasked to promote their civilization similar to the way these brochures do. What would they feature in their brochure?
- Discuss the geography of your school's city and how it impacts daily life and reasons people settled there. Discuss the same for ancient civilizations.
- Ask students the essential question: How did physical geography influence the development of ancient civilizations? Outline brochure project checklist, assign groups and begin brainstorming.

2nd Session:

- Review project requirements. If needed, walk students through the [Interactive Lucidpress Tutorial](#).
- Open Lucidpress template [Big Sky](#), [Golden Gate Travel](#) or [Passport](#). Use remaining class period to start creating brochures, checking on students' progress and assisting as needed.

3rd Session:

- Use entire class period to finish brochures. Check on students' progress and assist as needed. Students may need time at home or in another class session to finish work.

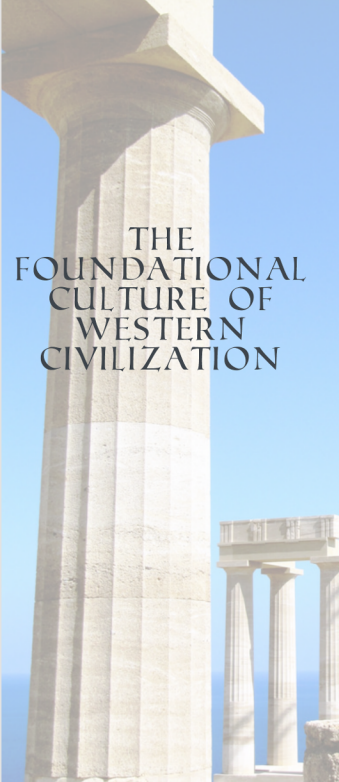
4th Session:

- Give groups five minutes each to present their travel brochures and market their civilization to the class. Presentations should include discussion of their civilization's geography and its impact on daily life.
- Wrap up with discussion comparing and contrasting each civilization. Revisit essential question: How did physical geography influence the development of ancient civilizations?

ASSESSMENT


In this project-based lesson, students will be assessed on their final travel brochure. Using a rubric, determine if students have effectively communicated the major aspects of their civilization: government, economics, daily life. Brochures must include an explanation of how the civilization's geography influenced its rise and development. Exceptional work will go beyond uploading maps and images and include deep analysis on the impact of geographical features — rivers, oceans, mountains — on their civilization's rise and development. Assessment should also include each group's presentation of their brochure and creativity in marketing their civilization.

SAMPLE ASSIGNMENT

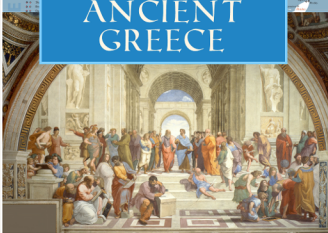



THE FOUNDATIONAL CULTURE OF WESTERN CIVILIZATION

A DAY IN THE LIFE



ANCIENT GREECE

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THE FOUNDERS OF DEMOCRACY

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GREEK GEOGRAPHY

The Pindus Mountain Range - The Spine of Greece

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Mount Olympus - Our Protector

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SUGGESTED LUCIDPRESS TEMPLATES FOR USE IN THIS LESSON



Big Sky



Golden Gate Travel



Passport

EXTENSIONS

- Choose one civilization to study and have students promote different cities within. Ex: Athens and Sparta, Memphis and Thebes.
- Create a brochure for your school's city and analyze how geography affects the daily life of your students. Compare the impact of geography on your school's city and an ancient civilization.