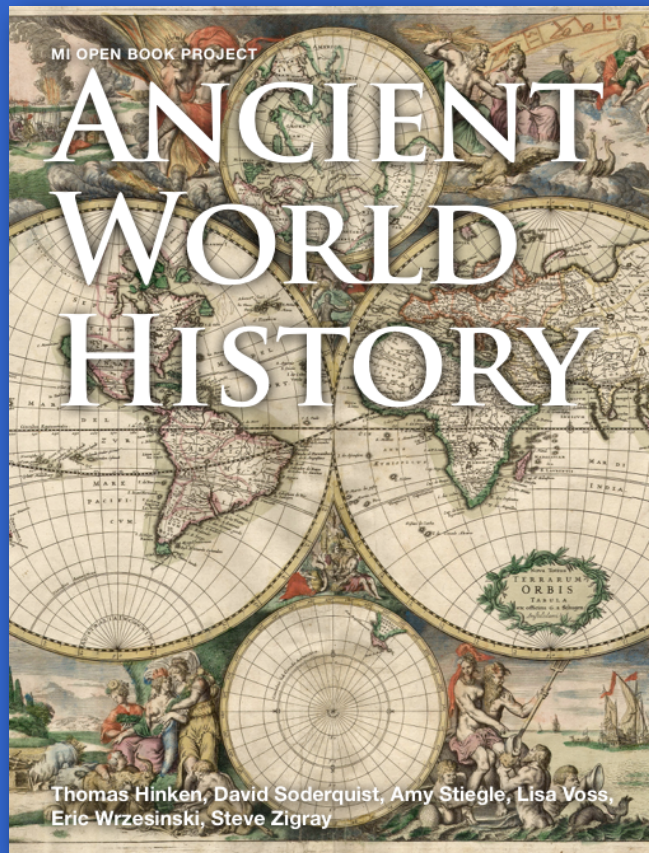


MI OPEN BOOK PROJECT

ANCIENT WORLD HISTORY

Thomas Hinken, David Soderquist, Amy Striegle, Lisa
Voss, Eric Wrzesinski, Steve Zigray



This is version 1.1.4 of this resource, released in August 2018.

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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Tom teaches world geography and history at NBC Middle School in Montague. A graduate of the Defense Language Institute, Tom served as an Arabic Linguist in the U.S Air Force before receiving both bachelors and masters degrees from Grand Valley State University. He is currently pursuing Masters in Education Technology from MSU. Along with teaching Tom is also the advisor for the NBC Robotic club and the student leadership organization. When away from school Tom and his wife Kristin love to travel and spend time outdoors; biking, hik-

David Soderquist

Three Rivers Public Schools

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For the Past 11 years David has taught 6-8 grade Social Studies for Three Rivers Middle School. He serves as Department Head, School Improvement Member and Social Studies Rep for his area. Over the past few years he has completed his Masters Degree in Curriculum and Instruction and become a state recognized Instructional Coach.



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Amy has been teaching 7th grade Social Studies and Economics at Hamilton Middle School for 17 years. She has a BA in Geography/ Social Studies and a Masters Degree in Middle School Education both from Western Michigan University. She is also a PASST assessment participant and the Social Studies Department Chair. When not in the classroom she enjoys traveling with her husband Dan.





Lisa Voss

Holland Public Schools

East K-7

Lisa Voss has been teaching at Holland's East K-7 since 1993 working with students in grades 5-8. She enjoys teaching adolescents to be global thinkers in her geography and world studies classes. Teaching in Holland has been fulfilling and challenging in so many ways for Mrs. Voss. She studied education and trained at Michigan State University and then earned her masters degree at Grand Valley State University. She starting teaching elementary social studies content and methods to aspiring teachers for Hope College's Education Department in 2010. Lisa and her husband Jon have four sons and they live in Zeeland.

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Eric is a social studies teacher at Pewamo-Westphalia Middle/High School where he teaches 7th grade world history, 8th grade U.S. history, and AP U.S. History. He also serves as social studies department head, was a TRIG coach, worked on the schools strategic plan, and is a member of the school improvement team. He graduated with an undergraduate degree from Central Michigan University and grew up near Lansing, MI. He currently resides in Portland, MI with his beautiful wife who he enjoys travelling and spending time with.



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Steve Zigray is a 6th grade teacher. He holds a Bachelor's Degree from Central Michigan University and a Masters Degree in K-12 Administration from Eastern Michigan University. Honors Steve has been awarded are the 2001 Junior Achievement Educator of the Year and he was nominated for Jackson Magazine's, Educator of the year in 2014. He has also coached high school and middle school sports, worked on various school improvement committees, wrote the 6th grade Common Assessment tests for Jackson County ISD and is an active member in the community as well as the PTO. He lives in southeast Jackson County with his

The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

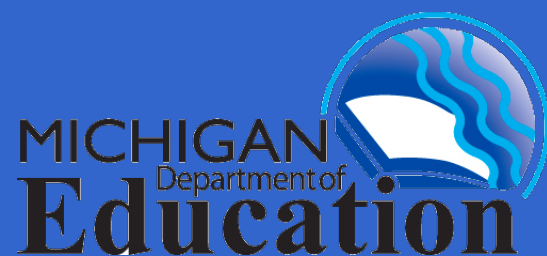
Jim Cameron, Michigan Department of Education

Phil Gersmehl - Michigan Geographic Alliance

Christine Schneider - Michigan eLibrary



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David Klemm

Editor

Muskegon Area Intermediate School District

David Klemm is the Social Studies and Special Projects Consultant for the Muskegon Area Intermediate School District (MAISD), serving 12 local school districts and numerous charters and private schools. While spending most of his time with the Social Sciences, he also works with Art, Music, World Language and Physical Education teachers. He has successfully directed two Teaching American History grants, coordinated We the People and Project Citizen programs, developed companion materials for the award-winning film documenting African-American migration to the Muskegon area, "Up from the Bottoms: The Search for the American Dream," worked with community development partners including the Michigan Humanities Council's Prime Time Family Reading Program, made numerous state and national presentations and worked with individual schools and teachers on curriculum, instruction and assessment. Mr. Klemm is a charter member of the Board of Directors of the Muskegon Center for Holocaust and Genocide Studies and currently serves on the National Council for the Social Studies Board of Directors. Prior to his current position at the Muskegon Area ISD, Mr. Klemm taught high school U. S. History for 15 years and served 3 years as

David A. Johnson

Project Manager

Michigan Open Book Project

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.



Chapter 7

What Legacy of the Ancient World Has the Greatest Impact on Modern life?

1. How can you Identify public policy issues related to global topics and issues studied?
2. How can you clearly state the issue as a question of public policy orally or in written form?
3. What inquiry methods do you need to acquire content knowledge and appropriate data about the issue?
4. Can you identify the causes and consequences and analyze the impact, both positive and negative?
5. How can you share and discuss findings of research and issue analysis in group discussions and debates?
6. How can you persuade with an essay justifying the position with a reasoned argument?
7. How can you Develop an action plan to address or inform others about the issue at the local to global scales?



Introduction to Public Discourse

QUESTIONS TO GUIDE INQUIRY

1. How can you identify public policy issues related to global topics and issues studied?
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Get Prepared

Before you begin the journey of making a difference, there are a few vocabulary words that you need to understand. Click on the link below to see the words with the definition and click on the vocabulary game to practice them.

Interactive 7.1 Vocabulary Google Sheet (With Quizlet)



Click on the link to see the words with the definition and click on the vocabulary game to practice them.

Get Inspired

War, poverty, environmental disasters, lack of resources, the struggle for power, and the quest for freedom and rights have been the common threads throughout history. These issues are still the core of the modern world's agenda in hopes of improving the lives of all humans. In this unit you are going to identify a significant issue that is still plaguing the world today, research the issue, write a persuasive essay that presents your solution to the problem you investigated, and, finally create a campaign to put your solution into action. Basically, you are going to witness what a positive difference you can make in the world!

Interactive 7.2 Get Inspired



Get inspired by watching what a few others have done:

Get Started

Step 1- Identifying the problem

What enduring issue(s) from Ancient History are still significant today?

1. How can you identify public policy issues related to global topics and issues studied?

2. How can you clearly state the issue as a question of public policy orally or in written form?

The first step in solving a problem is to clearly identify it using accurate evidence to back up your claim(s). It also helps that you pick an issue you feel passionate about solving.



Image source: Shutterstock

When people identify problems in their neighborhoods, cities, states, nation, and even the world that they can't solve by themselves, they write proposals that present solutions. These solutions can be enacted by citizen groups, lawmakers, officials, and government employees. Proposals can also suggest a change in an existing rule or law that is ineffective. Writing a proposal to solve a problem involves defining the problem, including its causes and effects, as well as explaining the potential solution and why this solution is feasible. But before you can write a proposal, you have to prove there is truly a problem by gathering evidence of it.

Brainstorming problems and ideas to investigate - Use the following widgets to help you identify your problem for study!

Interactive 7.3 Build Africa



Learn more in this video.

Interactive 7.4 Brainstorming Activity (Google Doc)



War, poverty, environmental problems, lack of resources, the struggle for power, and the quest for freedom and rights have been the common threads throughout history. These issues are still the core of the modern world's agenda in hopes of improving the lives of all humans.

Interactive 7.5 Students as Problem Solvers



State the problem you would like to research and solve. Possible problems that existed in Ancient History that are still relevant today: Sustainable Agriculture, Lack of Clean Water, Poverty, Conflicts, Lack of Rights (Discrimination).

Sourcing

QUESTIONS TO GUIDE INQUIRY

1. How can you identify public policy issues related to global topics and issues studied?
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4. Can you identify the causes and consequences and analyze the impact, both positive and negative?
5. How can you share and discuss findings of research and issue analysis in group discussions and debates?
6. How can you persuade with an essay justifying the position with a reasoned argument?
7. How can you develop an action plan to address or inform others about the issue at the local to global scales?

Your next step is to begin finding the research necessary to conduct your investigation. The Google Document below is designed to help walk you through this important step!

Interactive 7.6 Sourcing



Image source: Shutterstock

How to Paraphrase And Take Notes From Sources

QUESTIONS TO GUIDE INQUIRY

1. How can you identify public policy issues related to global topics and issues studied?
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7. How can you develop an action plan to address or inform others about the issue at the local to global scales?

Once you have determined that your sources are reliable, you can begin paraphrasing and quoting the important information. Follow the 7 steps below as you practice paraphrasing.

7 Steps to Effective Paraphrasing

(adapted from Purdue University's OWL site)

1. Reread the original quotation until you understand its full meaning.
2. Set aside the original quotation.
3. Write your paraphrase on a note card.
 - change the order of ideas
 - change the structure of sentences
 - use synonyms for keywords
4. Label your note card with keywords or phrases to indicate the subject, purpose, and importance of your paraphrase.

Interactive 7.7 Paraphrasing Activity



5. Check your version against the original quotation to make sure that your version accurately expresses all the important information.
6. Use quotation marks to identify any terms or phrases you have borrowed exactly from the source.
7. Record the source on your note card so you can easily credit it if you decide to use it in your writing piece.

What is Your Solution?

QUESTIONS TO GUIDE INQUIRY

1. How can you identify public policy issues related to global topics and issues studied?
2. How can you clearly state the issue as a question of public policy orally or in written form?
3. What inquiry methods do you need to acquire content knowledge and appropriate data about the issue?
4. Can you identify the causes and consequences and analyze the impact, both positive and negative?
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6. How can you persuade with an essay justifying the position with a reasoned argument?
7. How can you develop an action plan to address or inform others about the issue at the local to global scales?

The next step is to create a feasible solution or a solution that can be accomplished by you or with your help. Remember your solution does not have to involve money! When you work on your solution, research solutions that are already working that you could help with.

Writing a Problem Solving Essay

Problem-Solution Essay Outline

Paragraph 1: Introduction

1. Attention Getter – could be a startling statistic/fact, an anecdote, quote, rhetorical question
2. Explanation of attention getter
3. Thesis statement- (last sentence- explains what the entire paper will be about) A thesis has three parts: a statement of the problem, consequence(s) of the problem, and solution(s) for the problem.

Paragraph 2: The Problem

1. Topic Sentence – Define problem

Interactive 7.8 What is Your Solution?



1. Describe
2. Examples
3. Who affected

1. Topic Sentence – Causes/history of the problem
 - Where/how it originated
 - Causes
2. Topic Sentence – Seriousness/Consequences
 - Negative effects
 - How serious
 - Consequences

Transition sentence to lead into the solution.

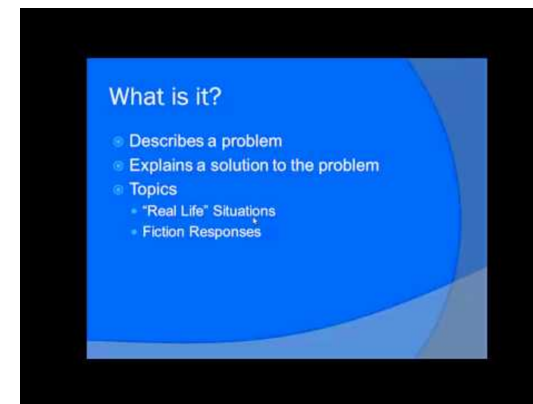
Paragraph 3: The Solution

1. Overview of Solution
 - Details
 - Evidence that your solution will work

Paragraph 4: Conclusion

1. Summary statement
2. Relate to the world today or future
3. Call to action/final thought

Interactive 7.9 Outlining and Problem Solving



Interactive 7.10 WriteFix Example



How to Debate and Pitch Your Solution

QUESTIONS TO GUIDE INQUIRY

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6. How can you persuade with an essay justifying the position with a reasoned argument?
7. How can you develop an action plan to address or inform others about the issue at the local to global scales?

You now will be pitching your idea to your classmates, teacher, and possibly other adults. After everyone has done their presentation, your class will vote for one proposal to be put into action. When you pitch your idea, you are now taking your written proposal and from it creating a verbal proposal. This is not always an easy thing to do for most people, but being prepared and practicing will help with your proposal pitch. Here is a guide on how to make the perfect presentation.

Interactive 7.11 Guide to Pitching



Interactive 7.13 Planning your Pitch (Google Doc)



Action

Create an Action Plan

QUESTIONS TO GUIDE INQUIRY

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6. How can you persuade with an essay justifying the position with a reasoned argument?
7. How can you develop an action plan to address or inform others about the issue at the local to global scales?

The next step is to create an action plan. The Google Doc below will be very useful in this regard.

Interactive 7.14 Create an Action Plan



Student Examples and Additional Resources

QUESTIONS TO GUIDE INQUIRY

1. How can you identify public policy issues related to global topics and issues studied?
2. How can you clearly state the issue as a question of public policy orally or in written form?
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7. How can you develop an action plan to address or inform others about the issue at the local to global scales?

Included are some examples of projects completed by students undertaking this same project.

Interactive 7.15 Make a Difference



See how one of the author's student teams completed their legacy project.



Students donated food to a local agency that helps feed 7500 area children sack suppers each night.



Students invited a state trooper to give advice to teenagers about impaired and distracted driving.



Students volunteered their time to help out children and families at a local festival.

Additional Resources

How to make a difference? Here are more resources for public service projects, local government agencies, and major relief organizations.

Interactive 7.16 Additional Resources

