

Social Studies & Educational Technology

Practice Papers Grades 6-8

OSPI-Developed
Assessment



Grades 6 – 8 Social Studies + Educational Technology Assessment Practice Set Introduction

Introduction

This Practice Set provides educators with student exemplars for the grades 6 – 8 Social Studies + Educational Technology assessments. We selected each sample to model the range of scoring for this assessment. There are two components that make up the scoring guide for educational technology— **Attributes of Educational Technology Standards (checklist)** and the **Scoring Rubric for Educational Technology**.

Attributes of Educational Technology Standards. Teachers will use the *attributes* checklist first to determine the number of **attribute points** the student work can earn. The checklist presents a list of characteristics that should be present in student work which meets the standard. The **GLEs** targeted by the assessment are listed in the left column. Each **attribute name**, such as *Select Search Engines*, is derived directly from the standards (*Select the appropriate search engines or directories*). Each attribute has one or more **descriptions** which detail what an at-standard performance looks like (*Identifies online search tool(s) used for the research process*).

This is different from a typical rubric, which describes various levels of performance. With the checklist, the teacher has only to decide whether or not the work is at standard. If the teacher determines that the work is at standard, then it earns the number of points indicated in the right-hand column. The teacher totals the points.

Scoring Rubric for Educational Technology. In the final step, the teacher uses the **total number of points** earned in the *attributes* checklist to determine the overall level of performance for the assessment. Student work earning no more than six attribute points would represent a below standard (Level 1) performance. Seven to ten points meets the standard (Level 2), while student work that earns eleven to thirteen points exceeds the standard (Level 3).

Discussion

We understand that that this type of scoring may be new for many teachers; however, there are several compelling reasons why the assessment development group selected this tool over a traditional rubric.

First, many of the educational technology standards represent skills. As such, a student can demonstrate the skill or they cannot—there is no “better or worse than.” It did not make sense to scale the point scoring for the attributes, and the assessment development group decided not to quantify performance in terms of the number of times a student could demonstrate the skill. This is also why there are three performance levels instead of four.

A checklist format that describes the *attributes* is an efficient tool for teachers. There is only one decision involved for each attribute—is the work at standard?—instead of several decisions about quality. The tool also allows for cleaner scoring as the teacher need only consider **one attribute at a time**. This is unlike many rubrics, which have multiple attributes within a single cell. A student’s work might reach various targets within a column or row, so the teacher must synthesize the score. With the *attributes* checklist and *scoring rubric* tool we provide for the educational technology standards, teachers will be able score consistently across student work.

Review the Scoring Guide carefully (next two pages) and then the exemplars. Score each sample before using the annotations to review your choices and options for student feedback.

Grades 6 – 8 Social Studies + Educational Technology Assessment Scoring Guide

Directions: Each of the *attribute names* below represents part of an educational technology standard. These are followed by *descriptions* of student performance which meet the standard. If the student work provides evidence of meeting the standard, it earns the *points* shown in the final column. Total the points and then compare to the *Scoring Rubric* to determine the overall level of performance.

We use the term *digital* to refer to tools and information that do not exist in a physical form. Computer software, Web sites, online databases, pod/vodcasts, and pages from an eReader are just a few examples.

Attributes of Educational Technology Standards

GLE	Attribute Name	Description	Points	
1.3.1	Significant Questions	Develops or states a focused research question or thesis in the research plan or final product.	1	
	Plan Strategies	Generates a research plan. <i>For example, a timeline, steps for the research process, a brainstorm about the topic, keyword list, or a description of how to document sources.</i>	1	
1.3.2	Select Search Engines	Identifies online search tool(s) used for the research process.	1	
	Locate Information	Generates effective keywords as a strategy to focus searches.	1	
	Organize Resources	Collects and organizes information from searches.	1	
1.3.3	Credible Sources	Writes a statement that evaluates the credibility, validity, and potential bias of at least one digital source.	1	
	Ethical Use	Puts results of research into own words within the final product.	1	
	Combine Information		Combines information collected from sources to create a complete digital presentation or product. <i>For example a video, audio recording, animation, web page, or document.</i> Scoring Note: Student work cannot earn this point if the <i>Organize Resources</i> point was not awarded.	1
			All content-related digital elements (for example, text, audio, graphics) in the final presentation or product relate directly to the student task.	1
			Uses two or more elements (for example text, audio, graphics) in the final presentation or product.	1
			Use the features of the software to help structure the information and guide the audience through the content. <i>For example font choice for emphasis, heading styles, color, transitions, and titling.</i>	1
	Relevant Sources	Selects at least one digital source that is related directly to the student task.	1	
	Bibliography Tools	Uses a digital tool to construct a bibliography.	1	
TOTAL			13	

Grades 6 – 8 Social Studies + Educational Technology Assessment
Scoring Guide

Scoring Rubric for Educational Technology

Performance Description	Points
A Level 3 response exceeds the standards and reflects that a student can demonstrate knowledge and ability beyond the requirements for Educational Technology GLEs 1.3.1, 1.3.2, and 1.3.3.	11 - 13
A Level 2 response meets the standards and reflects that a student understands and is able to perform GLE 1.3.1 <i>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry</i> , GLE 1.3.2 <i>Locate and organize information from a variety of sources and media</i> , and GLE 1.3.3 <i>Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results</i> BY using technology to create a paper or presentation.	7 - 10
A Level 1 response reflects that a student is still working toward meeting GLEs 1.3.1, 1.3.2, and 1.3.3.	0 - 6

The Social Studies Rubric for these assessments can be found here:

<http://www.k12.wa.us/SocialStudies/Assessments/>

Research Project: Spanish-American War

Name: [REDACTED]

Your paper should include the following:

1. A **five** paragraph essay: Final Copy Due: march 23rd (ink or typed).
2. Note Cards Due: March 19th
3. Cover Page Due: March 20th
4. Rough Draft Due: march 20th
5. Bibliography Due: march 21st

Requirements:

*Research using **one** hardcopy texts and **two to three** other resource; such as a website, internet search, video, etc.

Sources:

1. Worldbook.Com
2. Encyclopedia.com
3. People at the Center of The Spanish-American War
By Audrey Kufferberg.

*Write an essay in this format:

1. Introduction: Begin with an interesting story or fact.
2. **Three** Paragraph Main Body: Use these questions to guide your writing:
 - 2 a. ✓ Who was involved in the conflict? What was the conflict? When did the conflict take place? Where did the conflict take place?
 - 2 b. ✓ List and explain **three** factors that helped to cause the conflict. Was one factor more important than any other?
 - 2 c. ✓ List and explain **two** important events that occurred during the Spanish-American War. How did the war end?
3. Conclusion: Either restate or paraphrase the main ideas of your paper. Answer the following question: What effect did the Spanish-American War have on Cuba?

Event Map

text: S. B. A. American War

Event: Spanish-American War

Characters: **USA**
- President McKinley
- Theodore Roosevelt
Teddy
- Joseph Polester
- William H.

Spain
- Gen Valerino Weyler

Cuba

Time: Duration: December 10th 1898 Place: Cuba

Sequence of Events

Causes (short term): Sinking of the U.S.S. Maine
Spanish ambassador's letter
Causes (long term): Spanish treatment of Cuba

Spain has control of Cuba, and Spain treats Cuba poorly

- Spain sinks the U.S.S. Maine in May 15th 1898. 266 people and two high ranked officers were killed.

Yellow Journalism: William Hearst and Joseph Polester stretch the truth to go to war with Spain

U.S.A. declares war with Spain.

The U.S. blockades Cuba and the U.S. destroys the Spanish fleet and sends troops in for land battle

Spain surrenders and

Effects (short term): Cuba gains independence
Effects (long term): U.S. Established world power.

who was involved

1.

○ Conflict between Spain and the United States because the issue of the liberation of Cuba (trying to free Cuba)

● Valeriano Weyler - was born in Palma, Spain, 1838, and he wished to prevent the citizens of Cuba from aiding the nationalists. He sent them to reconcentration camps and 1,000's of them died due to poor treatment. Therefore he was nicknamed "the butcher of Cuba"

○ U.S. Trapped de

○ U.S. Despairs

○ Prisoner of war

William Randolph Hearst had a newspaper and often stretched the truth about the way Spain treated Cubans. This yellow journalism helped influence American opinion in favor of the Cubans in revolt against Spanish rule.

○ when Spain and U.S. were fighting

○ Admiral for Spain He headed to Santiago de Cuba on May 19th. Throughout June his forces were bottled and rendered immobile

○ Robert S. Lytle

○ This was a major turning point in the war

where was the conflict involved?
2. The conflict was involved on land and in the ocean

• One place was involved in Manila Bay on May 1st
• Manila is in Philippines
• Cuba, and Manila Bay
• Commodore George Dewey led a U.S. Naval attack against Spanish ships. The Spanish fleet was destroyed and 20 Americans were killed.
the war then shifted to Cuba
Near the Harbors and Coast in Cuba. (Manila Bay)

- 2nd paragraph a.
- Cuba
 - Manila Bay
 - Santiago de Cuba

Spain's ships were outdated and undermanned

when did it take place

3

April 25, 1898 Ended Aug. 10

Fought during the spring and summer of 1898.

when it ended the U.S.A. Gained colonies in the Caribbean seas and the Pacific Ocean.

what happened on July 17th?
Signed August 10th or 12th The treaty was
on July 17th the war ended.

What was the conflict 4

- The conflict was about U.S.A and Spain, because U.S.A wanted to free Cuba.
- The Cubans launched a new war for independence and in response Spanish authorities adopted a policy called reconcentration and made hundreds of thousands into unclean camps and 1,000's died. In 1898, (Feb. 15th) the U.S.A battleship "Maine" exploded in the harbor at Cawana, Cuba. More than 250 people were killed.
- The sinking of the U.S.S. ^(sailors) Maine

yellow journalism
 detail stretched the truth so that America could go to war with Spain

• How the U.S.S. maine exploded caused the war partly and 266 people were killed and 1200 officers were killed too.
 (two special officers)

yellow journalism is stretching the truth.

maine exploding event sinking/explosion of USS Maine 5

February 15th 1898 was the sinking of the U.S.S. Maine.

3 } had led up to the war.

- within weeks after the sinking of the USS Maine
- 266 sea men and two officers were killed.
- On May 1st, 1898, Attack on Manila bay.

Events = The war

factors = What led up to the war.

Event 2 (Factor 2)

Spanish Government
gave poor treatment
of Cuba
fighting for freedom

• Cuba was sending out a "We Need Help" distress call, and Spain sent 8,000 soldiers to Cuba and they captured the Cubans and sent them to reconcentration camps.

• The year this happened was 1896. They were forced into centrally located garrison towns, where thousands died from disease, starvation, and exposure.

Remember!

factor 1 comes after 2

factor 2 comes before 1

factor 3 comes after 1

Event 3 (fact 3) Page 7

- Spanish Ambassador to the US sent a letter to his friend in Havana, Cuba that insulted President McKinley, Spanish Ambassador ^{Lome} Enrique Dupont.
- They sabotaged American property in Cuba.

The headline of this Article is "The Worst Insult in the United States History!" In the uproar, President McKinley insisted on an apology from Spanish Authorities, and that delome

was ordered to resign his post

Within weeks of the sinking of the Maine, intelligence operatives intercepted a private letter between the Spanish Ambassador to the U.S.A and a friend in Havana, Cuba. The letter disparaged U.S. Pres McKinley and hinted at plans to commit acts of sabotage against American property in Cuba. The letter was published by a few newspapers and it agitated public opinion. On Apr. 19, 1898, congress resolved to end Spanish rule in Cuba.

event 1 9

○ Pascual Servera - A Navy admiral for Spain. He headed to Santiago de Cuba on May 19th to assist the Spanish military. He arrived May 19th throughout June, they were blockaded. (U.S.A. had them trapped.) This gave U.S. an opportunity to attack Santiago de Cuba. Servera tried to break through the blockade in the beginning of July. All his ships were destroyed and he became a prisoner of war. This was a major triumph for U.S.

- event 2 Rough Riders 110

● Roosevelt's involvement in the Spanish-American War. Rough Riders were part of the U.S. Fifth Army Corps

- Rough Riders were formed, they organized the Rough Riders, more formally known as the 1st U.S. Volunteer Cavalry. Roosevelt was 2nd in command of the unit. The Rough Riders were made up of rough riders, Indians, cowboys, sportsmen.

June 1898, They landed on Cuba's southern coast made their way on horseback towards Santiago de Cuba. On July 1st The Rough Riders they claimed victory in the taking of San Juan heights overlooking the city. It was the final important military battle of the Spanish American War's Cuban campaign.

Roosevelt believed a war hero and a legend of the 20th century

- war ending

■ The Spanish surrendered to the US on July 17th, 1898. The US demanded control over Cuba, Puerto Rico, Guam, and the Philippines. (before this an armistice was reached on August 12th.) The treaty of Paris signed by U.S.A. and Spain on Dec 10, 1898. Under the Treaty Spain gave up its claim to Cuba and gave U.S.A. Guam, Puerto Rico and the Philippines. In return, U.S.A. gave Spain \$20 million for the Philippines. The negotiations did

not include representatives from Cuba, Guam, Puerto Rico, or the Philippines.

worldbookonline.com
 encyclopedia.com
 People at the
 Center of the
 Spanish-American
 War
 By Audrey Kuyferberg

Spanish-American War

The Spanish-American War was a fight for freedom and independence.

In the 1500's, the Cubans were growing rich harvests of sugar cane and tobacco fields. The Spanish settled in Cuba in 1511. By 1860, Cuba supplied more than a third of the world's supply of sugar, becoming the world's largest supplier of sugar. Eventually, the Cubans no longer wanted to be ruled by Spain. Many revolts broke out, influenced by the American and French Revolutions. The Monroe Doctrine, a proclamation in 1823 by President James Monroe, warned European nations not to get involved in political matters in Central and South America. The U.S. was worried if Europe controlled Cuba, it would threaten America. This also encouraged small countries to rebel against European rule.

The conflict took place April 25th, 1898 and it ended August 12th, 1898, with an armistice. The conflict between Spain and the United States began because the U.S. wanted to free Cuba from Spanish rule. Most of the battles took place in Manila Bay, Philippines, and Santiago de Cuba, Cuba.

Some major factors that led up to the Spanish-American War directly affected the U.S., such as the sinking of the Maine, which occurred off the coast of Havana, Cuba. 266 seamen and 2 high-ranking officers were killed. This event happened on February 15th, 1898. Another factor that contributed to the war was the poor treatment of the Cubans. In 1896, when Cuba sent out a request for help to the United States, Spain sent thousands of soldiers to Cuba. The Spanish captured them, and sent them to concentration camps. The camps were dirty, and they were forced to live in garrison towns, or army camps. Thousands of people died from disease, starvation, and exposure. The third factor was a letter sent from the Spanish Ambassador to the U.S., to a friend in Havana, Cuba, that disrespected U.S. President McKinley, and suggested plans to commit acts of sabotage against U.S. property in Cuba. The letter was published by a few newspapers, and it angered public opinion against Spain. On April 19th, 1898, Congress resolved to end Spanish rule in Cuba. All of these are factors important to the cause of the Spanish-American war because, without one, the war may not have started.

Pascual Servera, a navy admiral for Spain. Servera headed to Santiago de Cuba, on May 19th, 1898, to assist the Spanish Military. Throughout June, the Spanish Navy was blockaded. This gave the U.S. an opportunity to attack Santiago de Cuba. Servera tried to break through the blockade in the beginning of July. All of his ships were destroyed and he became a prisoner of war. This was a major triumph for the United States. Another major event that occurred during the war was the Rough Riders, who helped in the war. They were part of the fifth army corps. They organized the Rough Riders, more originally known as the 1st U.S. volunteer Cavalry. Roosevelt was 2nd in command

Assignment name: CBA

Due: 04/30/2012

Assignment Goals:

How did ancient Greece and ancient Egypt respond to the challenge of pleasing the gods in similar ways and how are people still responding to that challenge today?

Draft Format:

PowerPoint Presentation

Final Draft Length:

As long as needed to complete all tasks in the rubric.

Number of sources required:

At least four and two need to be digital.

Types of sources required:

Image, Textbook, Website, Other.

Tasks

Task description	Due date
Note Cards	04/19/2012
Outline	04/20/2012
Rough Draft	04/23/2012
Source List	04/24/2012
Assignment Due	04/30/2012

Evaluating Sources

6th-8th Grade

Select Search Engine or Directory

- Expert Space: Grolier Online
- Proquest
- Discoverer
- CultureGrams
- eLibrary
- Discovery United Streaming
- Encyclopedia Britannica Online
- Google
- Bing
- Yahoo
- Other _____

Select Type of Source

- Website
- Online Journal, Newspaper, or Magazine article
- Video
- Book
- Journal, Newspaper, or Magazine article
- Other _____

Preview the Source

1. What is your research question?
Pleasing the gods
2. What are some key words for your research topic?
Pleasing the gods, Egypt, Greece
3. Do a search with the Key Words (make sure you spell the words correctly).
4. How many results did you get? 8,910,000
5. Read the titles of the first three results.
 - a. Do any of the titles look like the site will provide information on the topic
 YES NO
6. Read the preview of information from the sites.
 - a. Does any of the information provided seem like the site will provide useful information on the topic?
 YES NO
7. Do you need to narrow your search to get results that match your research topic?
YES NO
8. If you need to narrow your search, what are some key words or synonyms you could use in your search to get better results?
temples, statues, festival, ceremony, offerings, worship

9. Read the titles of the first three results and the preview of information to determine whether you have the results you need, or if you need to continue narrowing your search. Before moving to the next step, did you find a site that may be useful for your research?

YES NO (if you answer no, continue to search)

10. Choose the best web site to visit according to the above preview of information.
11. Fill out the Identifying High Quality Sites Evaluation on the website.
12. According to the evaluation of the website, explain whether this site would be a valid and reliable source to use for research:

Yes because it is non-fiction and it was written by someone who knew the subject. It also had enough information for my research. Yes, it is a reliable source

13. Continue this process until you find the valid and reliable sites needed for your research.

Citing Sources

14. What tool will I use to cite my sources?
- Expert Space: Notetaking & Bibliography tools
 - Microsoft Word: Manage Sources (Look under Reference tab)
 - Son of Citation Machine
 - EasyBib
 - Other _____

Name _____

Date _____

Title of Site

Pleasing the gods through dance

URL

www.deccanherald.com/content/pleasing-gods-through-dance.html

Site Evaluation Form

Purpose of the Site	Circle one	Add details to explain
---------------------	------------	------------------------

Can you tell if the site is fact or opinion? (If the information seems one-sided, or biased, you will have to go elsewhere to hear the other side of the issue.)	yes <input checked="" type="radio"/> no <input type="radio"/>	
--	---	--

Is the site free of advertising?	yes <input type="radio"/> no <input checked="" type="radio"/>	
----------------------------------	---	--

If there are ads, is it easy to tell the difference between ads and content?	yes <input checked="" type="radio"/> no <input type="radio"/>	
--	---	--

Is the site sponsored by any organizations?	yes <input checked="" type="radio"/> no <input type="radio"/>	It is hard to tell
---	---	--------------------

Is it clear who the site is for? (for example, college students or young children)	yes <input type="radio"/> no <input checked="" type="radio"/>	It is for the general population
--	---	----------------------------------

Is the tone calm and fair? (Sites that are hateful and angry may not be good sources of information.)	yes <input checked="" type="radio"/> no <input type="radio"/>	
---	---	--

Is the site open to everyone? (no age requirements, fees, passwords, or registration)	yes <input checked="" type="radio"/> no <input type="radio"/>	
---	---	--

Trustworthiness of the Author	Circle one	Add details to explain
-------------------------------	------------	------------------------

Is the author identified by name?	yes <input checked="" type="radio"/> no <input type="radio"/>	
-----------------------------------	---	--

Is the place the author works or the organization he/she belongs to given?	yes <input type="radio"/> no <input checked="" type="radio"/>	
--	---	--

Is the site's domain .edu, .net, .org, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site.)	yes <input type="radio"/> no <input checked="" type="radio"/>	It is a .com
---	---	--------------

Has the author or site received any respected awards?	yes <input type="radio"/> no <input checked="" type="radio"/>	We can't tell
---	---	---------------

Was this site recommended by a site you trust? (for example, by a homework help site)	yes <input type="radio"/> no <input checked="" type="radio"/>	
---	---	--

Are sources given for statistics?	yes <input type="radio"/> no <input checked="" type="radio"/>	stics
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Name _____ Date _____

Trustworthiness of the Author (continued)	Circle one	Add details to explain
Can the author be contacted if you have questions? (E-mail address, street address and phone number)	<input checked="" type="radio"/> yes no	You can ad a comment
Is the site without spelling, typographical, and grammatical errors?	<input checked="" type="radio"/> yes no	
Usefulness of Information	Circle one	Add details to explain
Does this site have enough information for your research?	<input checked="" type="radio"/> yes no	It is related to festivals and offerings
Is most of the information useful for your research? (If not, it may be hard to find what you do need.)	<input checked="" type="radio"/> yes no	
Up-to-Date Information	Circle one	Add details to explain
Is the date the article, page, or site was created given?	yes <input checked="" type="radio"/> no	It tells you todays date
Is the date last revised given?	yes <input checked="" type="radio"/> no	
Do all the links lead to active pages? (no dead links)	<input checked="" type="radio"/> yes no	We didn't look at all of the links
Ease of Use	Circle one	Add details to explain
Is the text understandable?	<input checked="" type="radio"/> yes no	
Is the type easy to see?	<input checked="" type="radio"/> yes no	
Do the titles and headings give a clear idea of the content?	<input checked="" type="radio"/> yes no	
Is there a "what's new" feature?	yes <input checked="" type="radio"/> no	
Is there a site map?	<input checked="" type="radio"/> yes no	
Is there a tool for searching the site?	<input checked="" type="radio"/> yes no	a google custom search
Do pages load quickly?	<input checked="" type="radio"/> yes no	
Are links labeled clearly?	<input checked="" type="radio"/> yes no	

How many yeses did you circle ? 18 out of 28 total

Evaluate Web Sites

Short Form

1. Do a keyword search of the topic and look at the site name, preview, and URL
 - a. Choose the site that looks most relevant and reliable.
 - i. Site Name: Woodlands Jr.
 - ii. Site URL: www.woodlands-junior.kent.sch.uk/homework/greece/greekgods.html
2. Who is the author, and is the author reliable?
 - a. Author: I doesn't say
 - b. Explain: Yes because they give plenty of helpful information
3. Does the site have the information you need and can understand?
 - a. Explain: Yes, it has information that I need and can understand.
4. Is the site up to date and do the links work?
 - a. Date: copyright date: 2007
 - b. Explain: I didn't go to any

Evaluate Web Sites

Short Form

P2

1. Do a keyword search of the topic and look at the site name, preview, and URL
 - a. Choose the site that looks most relevant and reliable.
 - i. Site Name: Africaguide.com
 - ii. Site URL: www.africaguide.com/culture/events.html
2. Who is the author, and is the author reliable?
 - a. Author: It doesn't say
 - b. Explain: Yes because they give lots of true details on the topic
3. Does the site have the information you need and can understand?
 - a. Explain: Yes, it has lots of information that I need and I can read it
4. Is the site up to date and do the links work?
 - a. Date: copywrite date: 2012
 - b. Explain: I didn't go to the links

Evaluate Web Sites

Short Form

1. Do a keyword search of the topic and look at the site name, preview, and URL
 - a. Choose the site that looks most relevant and reliable.
 - i. Site Name: Pleasing the gods through dance
 - ii. Site URL: www.deccanherald.com/content/pleasing-the-gods-through-dance.html
2. Who is the author, and is the author reliable?
 - a. Author: It doesn't say
 - b. Explain: Yes because there is lots of up to date information
3. Does the site have the information you need and can understand?
 - a. Explain: Yes, it has useful information that I can read
4. Is the site up to date and do the links work?
 - a. Date: copywrite 1997
 - b. Explain: I didn't go to any

Evaluate Web Sites

Short Form

1. Do a keyword search of the topic and look at the site name, preview, and URL
 - a. Choose the site that looks most relevant and reliable.
 - i. Site Name: Catalogs.com
 - ii. Site URL: www.catalogs.com/info/holidays/what-is-may-da.html
2. Who is the author, and is the author reliable?
 - a. Author: Carrie Kitzmiller
 - b. Explain: Yes because she includes up to date info on the topic
3. Does the site have the information you need and can understand?
 - a. Explain: Yes, it has plenty of information that is easy to read.
4. Is the site up to date and do the links work?
 - a. Date: copywrite date: 200
 - b. Explain: I didn't go to any

5. Would you use the site for research?

a. Yes No

b. Explain: *It has information on my topic*

Task:

1. Open a Microsoft Word Document, go to the References tab, select the Style MLA, go to Manage Sources, site the reliable source as a Document from a web page.
2. Copy a picture from the site that relates to the topic, and Paste it into the document.
3. Right Click on the image, select Insert Caption
 - a. Select Figure for the Label
 - b. Select Below Selected Item for the Position
 - c. Check the box, exclude label from caption.
 - d. Up in the Caption box, type the Author's Name
4. Repeat the steps for one more picture.
5. Below the pictures, type Bibliography
 - a. Insert the Bibliography

5. Would you use the site for research?

a. Yes No

b. Explain: *It has lots of useful information*

Task:

1. Open a Microsoft Word Document, go to the References tab, select the Style MLA, go to Manage Sources, site the reliable source as a Document from a web page.
2. Copy a picture from the site that relates to the topic, and Paste it into the document.
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 - b. Select Below Selected Item for the Position
 - c. Check the box, exclude label from caption.
 - d. Up in the Caption box, type the Author's Name
4. Repeat the steps for one more picture.
5. Below the pictures, type Bibliography
 - a. Insert the Bibliography

5. Would you use the site for research?

a. Yes No

b. Explain: *It has lots of useful information*

Task:

1. Open a Microsoft Word Document, go to the References tab, select the Style MLA, go to Manage Sources, site the reliable source as a Document from a web page.
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 - c. Check the box, exclude label from caption.
 - d. Up in the Caption box, type the Author's Name
4. Repeat the steps for one more picture.
5. Below the pictures, type Bibliography
 - a. Insert the Bibliography

5. Would you use the site for research?

a. Yes No

b. Explain: *It has plenty of information*

Task:

1. Open a Microsoft Word Document, go to the References tab, select the Style MLA, go to Manage Sources, site the reliable source as a Document from a web page.
2. Copy a picture from the site that relates to the topic, and Paste it into the document.
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 - a. Select Figure for the Label
 - b. Select Below Selected Item for the Position
 - c. Check the box, exclude label from caption.
 - d. Up in the Caption box, type the Author's Name
4. Repeat the steps for one more picture.
5. Below the pictures, type Bibliography
 - a. Insert the Bibliography

CBA Note Organizer

Ceremonies and Festivals

<p>Egypt: mummification <i>One example of a ceremony in ancient Egypt was mummification. This pleased the gods because they mummified the pharaoh who was the living god on Earth. This way he could live into the afterlife.</i> One example of a ceremony in ancient Egypt was mummification. This pleased the gods because they mummified the pharaoh who was the living god on Earth. This way he could live into the afterlife.</p>	<p>Citation: <i>Malcolm, Marcia Sargent & Vivian. <I>Egypt: A Simulation of ancient Egyptian civilization</I>. Carlsbad, CA: Interact, 1997.<BR style="mso-special-character: line-break"><BR style="mso-special-character: line-break"></i></p>
<p>Egypt: Sun Ceremony <i>Another important ceremony Ancient Egypt held was a ceremony to bring out the sun. This pleased the sun god Ra. They believed that if Ra was happy then he wouldn't make the sun so bright and the Egyptians would not have a super, super hot day which meant their crops wouldn't die as fast.</i> Another important ceremony Ancient Egypt held was a ceremony to bring out the sun. This pleased the sun god Ra. They believed that if Ra was happy then he wouldn't make the sun so bright and the Egyptians would not have a super, super hot day which meant their crops wouldn't die as fast.</p>	<p>Citation: Living History: Living in Ancient Greece. Prod. Ancient Lights. Ancient Lights, 2000. Discovery Education. Web. 10 April 2012. <http://www.discoveryeducation.com/>.</p>
<p>Greece: Olympics <i>One ceremony that the Greeks hosted was the Olympics. This was an annual festival that was meant to please Zeus and make him happy if they won. Only men could play and if you won, you received a headdress made of Zeuses favorite flower.</i> One ceremony that the Greeks hosted was the Olympics. this was an annual festival that was meant to please Zeus and make him happy if they won. Only men could playand if you won, you recieved a headdress made of Zeuses favorite flower.</p>	<p>Citation: Spielvogel, Jackson. <i>Journey Across Time</i>. New York: Mc Grawhill, 2005. Print</p>
<p>Greece: Temple ceremonies <i>Finally, in ancient Greece, an important ceremony was performed by the priests inside of the gods temples. During this ceremony, the priests gave the food offerings to the gods and washed the statues inside the temples with special oils. The priests also asked the gods to help prevent disaster and</i></p>	<p>Citation: Living History: Living in Ancient Greece.Prod. Ancient Lights.Ancient Lights, 2000. Discovery Education. Web. 10 April 2012. <http://www.discoveryeducation.com/>.</p>

<p><i>bring good fortune to the people.</i> Finally, in ancient Greece, an important ceremony was performed by the priests inside of the gods temples. During this ceremony, the priests gave the food offerings to the gods and washed the statues inside the temples with special oils. The priests also asked the gods to help prevent disaster and bring good fortune to the people.</p>	
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Challenge: Pleasing the Gods

<p>Egypt and Greece: C+F intro <i>First of all, both Egyptian and Greek civilizations responded to the challenge of pleasing the gods by hosting ceremonies and festivals for the gods. Sometimes they were dedicated to only one god. One of the most important festivals that the Greeks hosted was the Olympics.</i> First of all, both Egyptian and Greek civilizations responded to the challenge of pleasing the gods by hosting ceremonies and festivals for the gods. Sometimes they were dedicated to only one god. One of the most important festivals that the Greeks hosted was the Olympics.</p>	<p>Citation: Spielvogel, Jackson. <i>Journey Across Time</i>. New York: Mc Grawhill, 2005. Print</p>
<p>Egypt and Greece: O+W intro <i>Finally, both Egyptian and Greek civilizations responded to the challenge of pleasing the gods by giving offerings to the gods and worshipping the gods. Both Ancient Egypt and Ancient Greece believed that if they gave the gods offerings and worshiped them, then the gods would grant them good fortune.</i> Finally, both Egyptian and Greek civilizations responded to the challenge of pleasing the gods by giving offerings to the gods and worshipping the gods. Both Ancient Egypt and Ancient Greece believed that if they gave the gods offerings and worshiped them, then the gods would grant them good fortune.</p>	<p>Citation: Spielvogel, Jackson. <i>Journey Across Time</i>. New York: Mc Grawhill, 2005. Print</p>
<p>Egypt and Greece: T+S intro <i>Another response to the challenge of pleasing the gods that ancient Greece and ancient Egypt used was building temples and statues. Both ancient Egypt and ancient Greece built statues to offer their gifts to the statues instead of giving them directly to the gods. They both built temples but for</i></p>	<p>Citation: Spielvogel, Jackson. <i>Journey Across Time</i>. New York: Mc Grawhill, 2005. Print</p>

<p><i>different reasons. Ancient Egypt built temples as a home for the gods and goddesses. The priests gave daily temple rituals and cleaned the temple. Ancient Greece built temples so that the gods would be pleased and effect their lives in good ways. People also went to the temples to worship the gods. The priests performed daily rituals and gave the offerings to the gods.</i></p> <p>Another response to the challenge of pleasing the gods that ancient Greece and ancient Egypt used was building temples and statues. Both ancient Egypt and ancient Greece built statues to offer their gifts to the statues instead of giving them directly to the gods. They both built temples but for different reasons. Ancient Egypt built temples as a home for the gods and goddesses. The priests gave daily temple rituals and cleaned the temple. Ancient Greece built temples so that the gods would be pleased and effect their lives in good ways. People also went to the temples to worship the gods. The priests performed daily rituals and gave the offerings to the gods.</p>	
<p>Introduction</p> <p><i>Both Ancient Egyptian civilizations and the civilization of Ancient Greece faced the challenge of pleasing the gods. They responded to this challenge in similar ways. They responded by having ceremonies and festivals, building temples and statues and through offerings and worship. Pleasing the gods is still a challenge today. We are responding in ways similar to Ancient Greece and Ancient Mesopotamia.</i></p> <p>Both Ancient Egyptian civilizations and the civilization of Ancient Greece faced the challenge of pleasing the gods. They responded to this challenge in similar ways. They responded by having ceremonies and festivals, building temples and statues and through offerings and worship. Pleasing the gods is still a challenge today. We are responding in ways similar to Ancient Greece and Ancient Mesopotamia.</p>	<p>polytheistic</p> <p>in modern civilizations</p>

Connection to Current Time

<p>Aboakyir festival <i>Aboakyir festival - May each year This Festival is celebrated by the people of Simpa</i></p>	<p>Citation: <i>Africaguide.com. ED. 2012 Web. 18 April 2012.</i></p>
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<p><i>or Winneba in the Central Region of Ghana. The festival is a celebration to mark the migration of these people from the ancient Western Sudan Empire where they were led by 2 brothers and a god called Otu. Upon consulting their god, they were instructed by their traditional priest or mediator between the people and the god to sacrifice a young member of the Royal family every year to their god.</i></p> <p>In the central region of Ghana, people please their gods by hosting a festival to celebrate the migration of people who were led by 2 brothers and the god Otu. They also sacrifice a young member of the royal family to their god.</p>	
<p>Dance</p> <p><i>The recital began with the customary pushpanjali with the dancers offering flowers to the guardian gods of the eight directions followed by obeisance to the guru, the musicians and finally to the audience. The dancers then brought alive the ten incarnations of Lord Vishnu by performing to writer Jayadevâ€™s Dashavataram. This was followed by a piece depicting the divine dance Lord Shiva performed to capture river Ganga in his jataa, so that she could flow out only in the form of a trickle and benefit mankind. The dancers then went on to praise Lord Krishna by performing to the mythical Meeraâ€™s bhajanâ€™“Hari Tum Haro, whereby they portrayed the lord coming to the rescue of Draupadi during cheerharan, the elephant Gajendra when caught by a crocodile, and devotee Prahlad from his demon father Hiranya Kashipu.</i></p> <p>One connection to current time is in South India for the religion Hindu, they worship the gods by holding dance ceremonies to praise the Gods. They also worship the gods by offering flowers to the guardian gods of the eight directions.</p>	<p>Citation:</p> <p><i>Adak, B. (n.d.). <I>Pleasing the Gods through Dance</I>. Retrieved April 17, 2012, from Deccan Herald: http://www.deccanherald.com/content/216191/pleasing-gods-through-dance.html&nbsp;</i></p>
<p>May Day</p> <p><i>Offerings sometimes included animal or human sacrifice. Gifts were offered in the hope that pleasing the gods would lead to fertility for the people and their livestock. The Maypole, a tall pole festooned with colored ribbons, was a part of Beltane. The</i></p>	<p>Citation:</p> <p><i>Catalogs.com.ED. 2007. 18 April 2012.</i></p>

<p><i>dancers would weave in and out around the Maypole, each holding ribbons that would be intertwined by the time the dance ended.</i></p> <p>Another way people please the gods is by celebrating May Day. Some people celebrate May Day by offering gifts to the gods in hope that pleasing the gods will lead to fertility for people and their livestock. They also sometimes offer humans or animals.</p>	
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Offerings and Worship

<p>Egypt: Mummification</p> <p><i>Ancient Egypt used mummification as a way to please the gods by placing special charms inside the wrapping. This pleased the gods because they believed that the charms helped them pass through the weighing of the heart and other events to get into the land of the dead and continue living in their tomb.</i></p> <p>Ancient Egypt used mummification as a way to please the gods by placing special madalions inside the wrapping. This pleased tyhe gods because they believed that the charms helped them pass through the weighing of the heart and other events to get into the land of the dead and continue living in your tomb.</p>	<p>Citation:</p> <p>Spielvogel,Jackson. <i>Journey Across Time</i>. New York: Mc Grawhill, 2005. Print</p>
<p>Egypt: Offerings of food</p> <p><i>In ancient Egypt, the people made offerings of food to the gods. When they offered food, they also asked the gods to help prevent future disaster from happening and they asked the gods to give them good fortune.</i></p> <p>In ancient Egypt, the people made offerings of food to the gods. When they offered food, they also asked the gods to help prevent future disaster from happening and they asked the gods to give them good fortune.</p>	<p>Citation:</p> <p>Living History: Living in Ancient Egypt.Prod. Ancient Lights.Ancient Lights, 2000. Discovery Education. Web. 10 April 2012. <http://www.discoveryeducation.com/>.</p>
<p>Greece: feasts</p> <p><i>One example of a way they pleased the gods was during feasts, they made offerings to the gods. After dinner during the symposium before they drank wine themselves, they made three offerings of wine known as libations to the gods.</i></p> <p>One example of a way they pleased the gods was during feasts, they made offerings to the gods. After dinner during the symposium before they drank wine themselves, they made three offerings of wine known as libations to the gods.</p>	<p>Citation:</p> <p>Lacey, Bill.&nbsp; Greece: A Simulations of ancient Greek culture.&nbsp; Carsbad, CA: Interact, 2007.</p>

<p>Greece: Gifts <i>The ancient Greek civilization responded to the challenge of pleasing the gods by giving the gods gifts. They gave gifts such as food or other things they thought the gods might need or like. They gave these gifts to the priests who brought them to the temples. They believed that if they brought the gods gifts , then the gods would be happy and give them good fortune.</i></p> <p>The ancient Greek civilization responded to the challenge of pleasing the gods by giving the gods gifts. They gave gifts such as food or other things they thought the gods might need or like. They gave these gifts to the priests who brought them to the temples. They believed that if they brought the gods gifts , then the gods would be happy and give them good fortune.</p>	<p>Citation: Lacey, Bill. Greece: A Simulations of ancient Greek culture. Carsbad, CA: Interact, 2007.</p>
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Temples and Statues

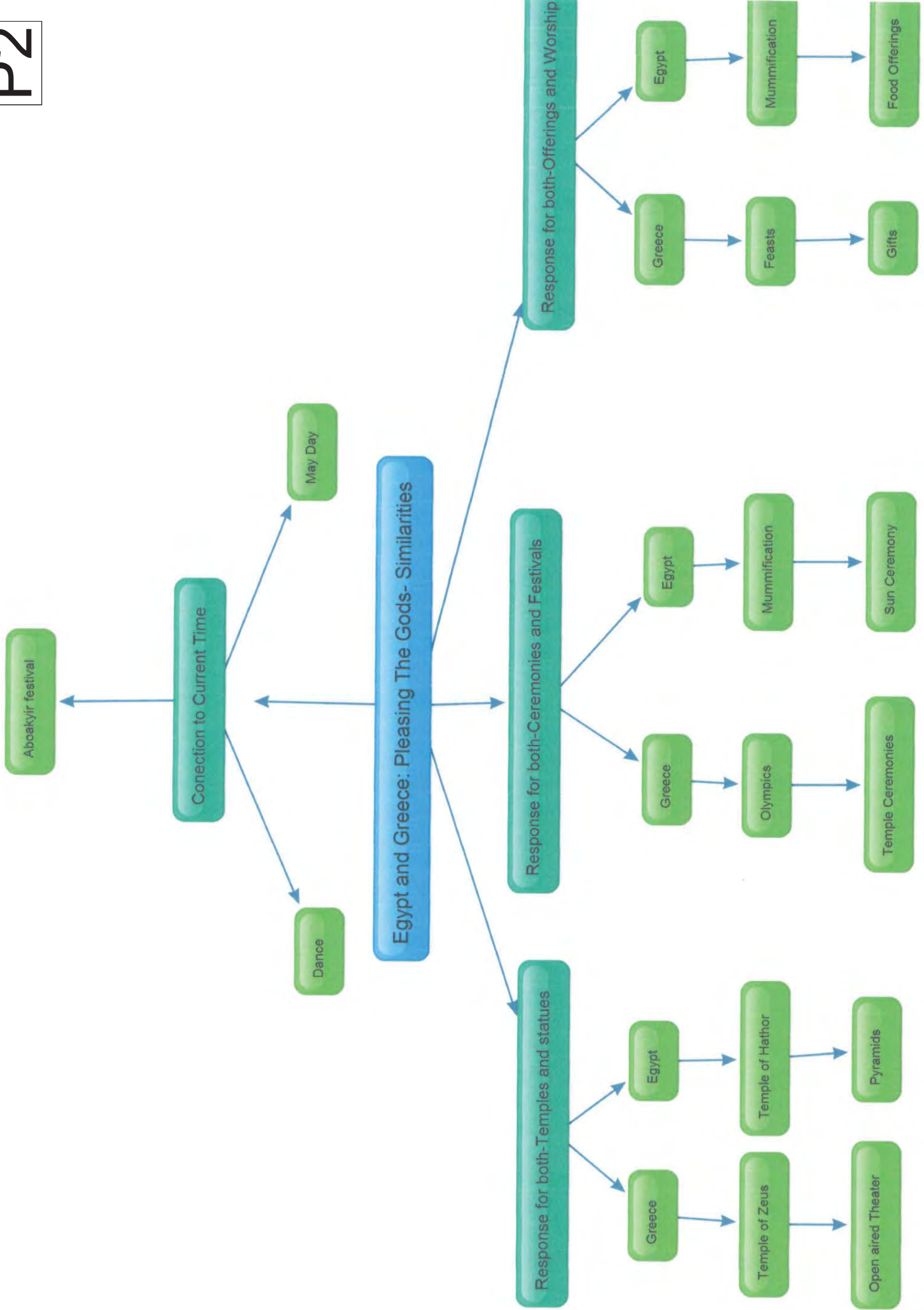
<p>Egypt: pyramids <i>The Egyptians built pyramids on the west side of the Nile for the pharoahs. They were built as resting places for the pharoah who was the living god on Earth. He was the conection point between the people and the gods so if he lived into the afterlife, the gods would be pleased. The people believed that the pharoah could protect them and their land.</i></p> <p>The Egyptians built pyramids on the west side of the Nile for the pharoahs. They were built as resting places for the pharoah who was the living god on Earth. He was the conection point between the people and the gods so if he lived into the afterlife, the gods would be pleased. The people believed that the pharoah could protect them and their land.</p>	<p>Citation: Malcolm, Marcia Sargent & Vivian. Egypt: A Simulation of ancient Egyptian civilization. Carlsbad, CA: Interact, 1997</p>
<p>Egypt: Temple of Hathor <i>The Egyptians built many temples such as the temple of Hathor. These temples were sacred palaces where the gods spirit lived. People also went to the temples to worship the gods. Many people went to the temple of Hathor to to please her because she was the goddess of love and they would then have good fortune</i></p> <p>The Egyptians built many temples such as the temple of Hathor. These temples were sacred palaces where the gods spirit lived.</p>	<p>Citation: Living History: Living in Ancient Egypt. Prod. Ancient Lights. Ancient Lights, 2000. Discovery Education. Web. 10 April 2012. <http://www.discoveryeducation.com/>.</p>

<p>People also went to the temples to worship the gods. Many people went to the temple of Hathor to to please her because she was the goddess of love and they would then have good fortune</p>	
<p>Greece: open aired theater <i>The Greeks held plays in the open aired theater to please Dionyses, the god of wine. Some of the plays were religous festivals to worship Dionyses. The people that attended were expected to thank Dionyses for gifts.</i> The Greeks held plays in the open aired theater to please Dionyses, the god of wine. Some of the plays were religous festivals to worship Dionyses. The people that attended were expected to thank Dionyses for gifts.</p>	<p>Citation: Lacey, Bill.&nbsp; Greece: A Simulations of ancient Greek culture.&nbsp; Carsbad, CA: Interact, 2007.</p>
<p>Greece: Temple of Zeus <i>One of the most important temples in ancient Greece was the Temple of Zeus. It is located in the middle of Olympia. They believed that Zeus was the King of all gods so if he was happy, then all of the gods would be happy.</i> One of the most important temple in ancient Greece was the Temple of Zeus. It is located in the middle of Olympia. They believed that Zeus was the King of all gods so if he was happy, then all of the gods would be happy.</p>	<p>Citation: Living History: Living in Ancient Greece.&nbsp; Prod. Ancient Lights.&nbsp; Ancient Lights, 2000. Discovery Education. Web. 10 April 2012. <http://www.discoveryeducation.com/>.</p>

CBA Note Organizer

Challenge: Pleasing the Gods

<p>Intro: Egypt <i>The ancient Egyptians believed in many different gods and goddesses. Each one with their own role to play in maintaining peace and harmony across the land. The ancient Egyptians believed that it was important to recognize and worship these gods and goddesses so that life continued smoothly</i> Egypt felt pleasing the gods was important because they believed the gods restored peace and harmony. They also believed it was important so that life continued smoothly.</p>	<p>Citation: <http://www.ancientegypt.co.uk/gods/home.html>, ED. 2012, April, 23</p>
<p>Intro: Greece <i>Religion was important to the ancient Greeks because they believed that it would make their lives better while they were living. They also believed the gods would take care of them when they died. The Ancient Greeks believed in many different gods and goddesses. The Greeks believed that these gods and goddesses controlled everything in their lives and the environment. There was a god for every aspect of their lives. It was important to please the gods; happy gods helped you, but unhappy gods punished you. People had special places in their homes where they could pray to the gods. There were also public shrines in all sorts of places where people could pray and leave presents.</i> Greece felt pleasing the gods was important because they believed the gods would make their lives better. They also thought the gods would take care of them when they were dead. The people believed that if the gods were happy then they would help you but if they were unhappy, they would punish you.</p>	<p>Citation: <<http://www.woodlands-junior.kent.sch.uk/Homework/greece/greekgods.htm>>, ED>. by: Mandy Barrow 2012, April, 23</p>



CBA Outline

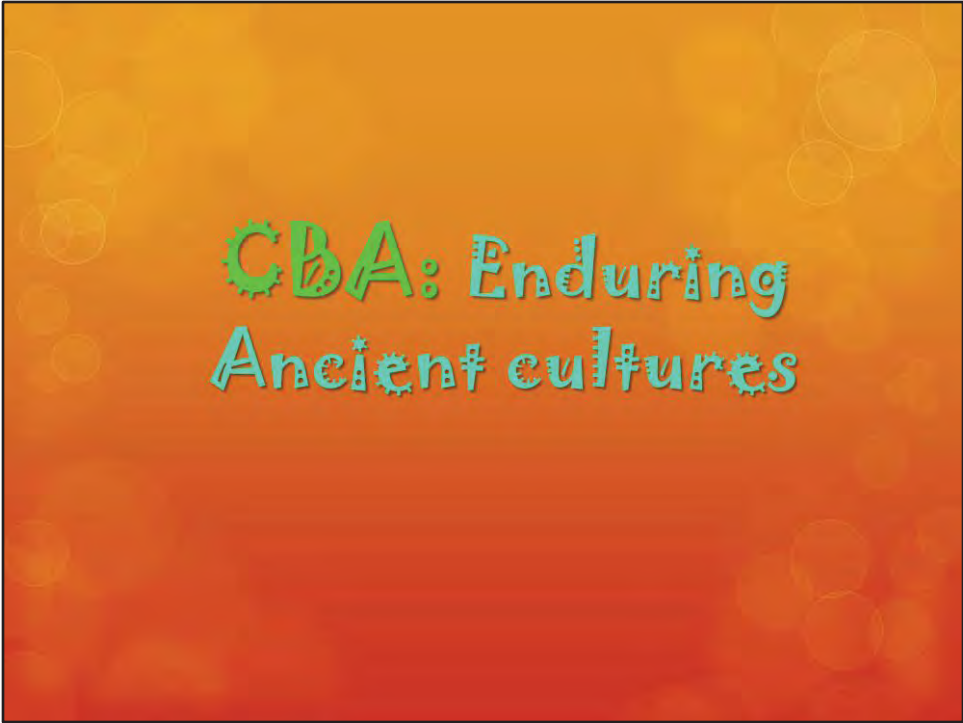
1. Challenge: Pleasing the Gods
 - a. Introduction

2. Ceremonies and Festivals
 - a. Egypt and Greece: C+F intro
 - b. Egypt: mummification
 - c. Egypt: Sun Ceremony
 - d. Greece: Olympics
 - e. Greece: Temple ceremonies

3. Offerings and Worship
 - a. Egypt and Greece: O+W intro
 - b. Egypt: Mummification
 - c. Egypt: Offerings of food
 - d. Greece: feasts
 - e. Greece: Gifts

4. Temples and Statues
 - a. Egypt and Greece: T+S intro
 - b. Egypt: pyramids
 - c. Egypt: Temple of Hathor
 - d. Greece: open aired theater
 - e. Greece: Temple of Zeus

5. Connection to Current Time
 - a. Aboakyir festival
 - b. Dance
 - c. May Day



Challenge: Pleasing the gods

- Both the civilizations Ancient Egypt and Ancient Greece faced the challenge of pleasing the gods.
- Polytheistic
- Egypt believed that pleasing the gods was important because
 - They restored peace and harmony
 - So life continued smoothly
- Greece believed that pleasing the gods was important because
 - They would make their lives better
 - They would take care of them when they were dead
 - If the gods were happy, they would help you

Both Ancient Egyptian civilizations and the civilization of Ancient Greece faced the challenge of pleasing the gods. They were both polytheistic. Ancient Egypt felt pleasing the gods was important because they believed the gods restored peace and harmony. They also believed it was important so that life continued smoothly. Ancient Greece felt that pleasing the gods was important because they believed the gods would make their lives better. They also thought the gods would take care of them when they were dead and they believed that if the gods were happy, then they would help you.

Similar Responses for Ancient Egypt and Ancient Greece

- Ancient Egypt and Ancient Greece responded in similar ways
- Holding ceremonies and festivals
- Building temples and statues
- Offerings and worship
- Pleasing the gods is still a challenge today
 - Celebrating May Day
 - Dancing
 - Aboakyir festival

They responded to this challenge in similar ways. They responded by hosting ceremonies and festivals, building temples and statues and through offerings and worship. Pleasing the gods is still a challenge in modern societies today. We are responding by holding an festival, dancing and celebrating May Day.

Similar Response: Holding Ceremonies and Festivals

- ✿ Response for both
- ✿ Sometimes for only 1 god
- ✿ Greece
 - ✿ Olympics
 - ✿ Temples
- ✿ Egypt
 - ✿ Mummification
 - ✿ Sun ceremony



crystalinks.com

First of all, both Egyptian and Greek civilizations responded to the challenge of pleasing the gods by hosting ceremonies and festivals for the gods. Sometimes they were dedicated to only one god. Greece hosted the Olympics and had temple ceremonies. Egypt hosted the sun ceremony and performed mummification.

Holding Ceremonies and Festivals Egypt

- Mummification
- Mummified pharaoh
- Living God on Earth
- Live into afterlife



Clip art

The illustration shows a pharaoh in profile, wrapped in white mummy bandages. A priest with a black and white headdress and a red and white striped kilt is standing behind him, holding the mummy. The background is a gradient of orange and red with faint circular patterns.

One example of a ceremony in ancient Egypt was mummification. This pleased the gods because they mummified the pharaoh who was the living god on Earth. This way he could live into the afterlife.

Holding Ceremonies and Festivals Egypt

- Sun Ceremony
- Pleased sun god Ra
- Would make sun too hot
- Crops grow better



Clip art

Another important ceremony Ancient Egypt held was a ceremony to bring out the sun. This pleased the sun god Ra. They believed that if Ra was happy then he wouldn't make the sun so bright and the Egyptians would not have a super, super hot day which meant their crops wouldn't die as fast.

Hosting Ceremonies and Festivals Greece

- Olympics
- To please Zeus
- Only men
- Get headdress made of Zeus's favorite flower



lyricsdog.eu

One ceremony that the Greeks hosted was the Olympics. This was an annual festival that was meant to please Zeus and make him happy if they won. Only men could play and if you won, you received a headdress made of Zeus's favorite flower.

Holding Ceremonies and Festivals Greece

- Temple ceremony
- Priests gave food offerings
- Washed the statues with special oils
- Asked gods to prevent disaster



Clip art

Finally, in ancient Greece, an important ceremony was performed by the priests inside of the gods temples. During this ceremony, the priests gave the food offerings to the gods and washed the statues inside the temples with special oils. The priests also asked the gods to help prevent disaster and bring good fortune to the people.

Offerings and Worship

- Response for both
- Gods grant good fortune
- Greece
 - Wine offerings
 - Gave gifts
- Egypt
 - Mummification
 - Food offerings



bibleandscience.com

Another way both Egyptian and Greek civilizations responded to the challenge of pleasing the gods by giving offerings to the gods and worshiping the gods. Both Ancient Egypt and Ancient Greece believed that if they gave the gods offerings and worshiped them, then the gods would grant them good fortune. Greece

Offerings and Worship Egypt

- Food offerings
- Asked gods to prevent disaster
- Asked to have good fortune



Clip art

In ancient Egypt, the people made offerings of food to the gods. When they offered food, they also asked the gods to help prevent future disaster from happening and they asked the gods to give them good fortune.

Offerings and Worship Egypt

- Mummification
- Put in special charms
- Charms helped them get to the underworld
- Continue living in Land of the Dead



Clip art

The illustration shows a mummy wrapped in white bandages with black markings, lying inside a brown sarcophagus. The mummy is wearing a yellow head covering and a red headband. The background is a gradient of orange and red with faint circular patterns.

Another response Ancient Egypt used to please the gods was mummification. They placed special charms inside the wrapping of the mummy. This pleased the gods because they believed that the charms helped them pass through the weighing of the heart and other events to get into the land of the dead and continue living in their tomb.

Offerings and Worship Greece

- Giving gifts
- Gave food
- Priests brought them to temples
- Gods would give them good fortune



Clip art

The ancient Greek civilization responded to the challenge of pleasing the gods by giving the gods gifts. They gave gifts such as food or other things they thought the gods might need or like. They gave these gifts to the priests who brought them to the temples. They believed that if they brought the gods gifts, then the gods would be happy and give them good fortune.

Offerings and Worship Greece

- Wine offerings
- During feasts
- Before they drank
- Symposium
- 3 offerings known as libations



Clip art

Another example of a way Ancient Greece pleased the gods was during feasts, they made offerings to the gods. After dinner during the symposium before they drank wine themselves, they made three offerings of wine known as libations to the gods.

Building Temples and Statues

- Response for both
- Temples to offer gifts
- Egypt: Temple for god's home
- Priests cleaned
- Greece: Temple for happy lives
- Temples to worship
- Greece
- Egypt



Clip art

Another response to the challenge of pleasing the gods that ancient Greece and ancient Egypt used was building temples and statues. Both ancient Egypt and ancient Greece built statues to offer their gifts to the statues instead of giving them directly to the gods. They both built temples but for different reasons. Ancient Egypt built temples as a home for the gods and goddesses. The priests gave daily temple rituals and cleaned the temple. Ancient Greece built temples so that the gods would be pleased and effect their lives in good ways. People also went to the temples to worship the gods.

Building Temples and Statues Egypt

- Pyramids
- West side of Nile
- Resting places for pharaohs
- Connection point between gods
- Pharaoh protected land



Clip art

The Egyptians also pleased the gods by building pyramids on the west side of the Nile for the pharaohs. They were built as resting places for the pharaoh who was the living god on Earth. He was the connection point between the people and the gods so if he lived into the afterlife, the gods would be pleased. The people believed that the pharaoh could protect them and their land.

Building Temples and Statues Egypt

- Temple of Hathor
- Gods spirit lived here
- Worshipped at temples
- Goddess of love
- Bring good fortune



Clip art

The Egyptians built many temples such as the temple of Hathor. These temples were sacred palaces where the gods spirit lived. People also went to the temples to worship the gods. Many people went to the temple of Hathor to please her because she was the goddess of love and they would then have good fortune

Building Temples and Statues Greece

- Open aired theater
- Please Dionysus
- Religious plays
- Thank Dionysus



Clip art

The Greeks also held plays in the open aired theater to please Dionyses, the god of wine. The open-air theater was very similar to a temple. Some of the plays were religious plays to worship Dionyses. The people that attended were expected to thank Dionyses for gifts.

Building Temples and Statues Greece

- Temple of Zeus

- In Olympia

- If Zeus was happy, all gods were




Clip art

One of the most important temples in ancient Greece was the Temple of Zeus. It is located in the middle of Olympia. They believed that Zeus was the King of all gods so if he was happy, then all of the gods would be happy.

Connection to Current Time

- Dance
- Praised the gods
- South India
- Religion Hindu
- Gave flowers



Clip art

One connection to current time is in South India for the religion Hindu, they worship the gods by holding dance ceremonies to praise the Gods. They also worship the gods by offering flowers to the guardian gods of the eight directions.

Connection to Current Time

- Aboakyir festival
- Region of Ghana
- Celebrate migration
- Sacrifice member of royal family



africaguide.com

Another response to the challenge of pleasing the gods in current time is in the central region of Ghana, people please their gods by hosting a Aboakyir festival to celebrate the migration of people who were led by 2 brothers and the god Otu. They also sacrifice a young member of the royal family to their god.

Connection to Current Time

- May Day
- Offer gifts
- Gods give fertility
- Offer animals



theholidayspot.com

Finally, a way people please the gods today is by celebrating May Day. Some people celebrate May Day by offering gifts to the gods in hope that pleasing the gods will lead to fertility for people and their livestock. They also sometimes offer animals.

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Assignment name: -CBA

Due: 04/30/2012

Assignment Goals:

how did the civilization in ancient Greece and egypt respond to challeng of pleasing the gods in simalur ways, and how are people still responding to the challeng.

Draft Format:

PowerPoint Presentation

Final Draft Length:

as long as it takes to complete all tasks in the rubrick

Number of sources required:

at least 4 sources and 2 digital.

Types of sources required:

Image, Textbook, Website.

Tasks

Task description	Due date
Note Cards	04/19/2012
Outline	04/20/2012
Rough Draft	04/23/2012
Source List	04/24/2012
Assignment Due	04/30/2012

-CBA Note Organizer

ceramonies and festafulls

<p>ceramonies in the greek <i>The holidays corresponded to festivals for the various deities. Since there were male and female deities, it was common for men to predominate in the festivals for male deities and women to predominate in the festivals for female deities.</i> they performed partys and ceramonies where holidays inn the ancient greek world</p>	<p>Citation: Ancient Greek Religion.<i>ThinkQuest.org</i>, 2012. 20 of April Library.<i>ThinkQuest.org/28111/newpage 2.htm</i>.</p>
<p>Connections with us <i>many rituals and celebrations to reverence the gods that they loved and feared in order to ensure harmony with them.</i> We also celabrate parties with our god as well so that is in commen with the ancient greece because they celabrated with them as well.</p>	<p>Citation: Ancient Greek Religion.<i>ThinkQuest.org</i>, 2012. 20 of April Library.<i>ThinkQuest.org/28111/newpage 2.htm</i>.</p>
<p>Death burial <i>The ancient Egyptians had an elaborate set of burial customs that they believed were necessary to ensure their immortality after death.</i> they had a burial site to confirm the immotally after death</p>	<p>Citation: Ancient Greek Religion.<i>ThinkQuest.org</i>, 2012. 20 of April Library.<i>ThinkQuest.org/28111/newpage 2.htm</i>.</p>
<p>Holidays <i>they had many holidays. The holidays corresponded to festivals for the various deities.</i> ancient greece had a long list of holidays</p>	<p>Citation: Ancient Greek Religion.<i>ThinkQuest.org</i>, 2012. 20 of April Library.<i>ThinkQuest.org/28111/newpage 2.htm</i>.</p>

challeng:pleasing the gods

<p>Death ceramonies <i>All the death ceremonies that were practiced by the Greeks were aimed at the after life. They had death rituals right from the sixth century B.C</i> all Greek deaths were practice to go to the after life and have a good one in the after life.</p>	<p>Citation: Ancient Greek Religion.<i>ThinkQuest.org</i>, 2012. 20 of April Library.<i>ThinkQuest.org/28111/newpage 2.htm</i>.</p>
<p>Living <i>reek religion and much emphasis was placed on pleasing the Gods in order to live a life free of oppression and hardship.</i> they had to please the gods in order to live a good life in ancient greece</p>	<p>Citation: Ancient Greek Religion.<i>ThinkQuest.org</i>, 2012. 20 of April Library.<i>ThinkQuest.org/28111/newpage 2.htm</i>.</p>
<p>Religious Belief system <i>Egyptian religious belief system was based primarily on the concept of pleasing the</i></p>	<p>Citation: <http://www.fjkluth.com/festival.html></p>

<p><i>gods.</i> the religious system was based on the concept of pleasing the gods.</p>	
<p>roll of pleasing the gods <i>The intermediates between the people of Egypt and their gods were the priests who were considered community leaders at the time as they used to practice magic and sorcery and the kings used these priests to keep the people under their mercy and their rulings.</i> they had to first practice it with a priest and then go to a real one and do it fir real.</p>	<p>Citation: Ancient Greek Religion.<i>ThinkQuest.org</i>, 2012. 20 of April Library.<i>ThinkQuest.org/28111/newpage 2.htm</i>.</p>

connection to current events

<p>conection to us now days <i>Egyptian civilization coalesced around 3150 BC (according to conventional Egyptian chronology)[1] with the political unification of Upper and Lower Egypt under the first pharaoh.[</i> they would worship there god and we worship our god these days as well</p>	
<p>connection with the city state <i>Mediterranean region and these units became increasingly common to different city states.</i> they thought that the medaterainean was changing and we do as well</p>	
<p>the pantheon ancient greece <i>standards. One thing that seems to stay consistence within all groups of ancient Greeks</i> The greece people had to keep a standerd in there life or the gods would be very mad</p>	<p>Citation: <http://www.theoi.com/Pantheon.html></p>
<p>Today's objects <i>Objects such as the toothbrush, toothpaste, locks and keys, makeup, combs, wigs, deodorant and scissors.</i></p>	

Teamples and Statues

<p>Greece-The panthanon The panthanon is a temple in Greece created for the god</p>	<p>Citation: <http://www.theoi.com/Pantheon.html></p>
<p>Sphinx <i>Great Sphinx of Giza is the most famous Egyptian sphinx. It was built near the Giza Pyramids around 2500 BC by the pharaoh Khafre.</i></p>	<p>Citation: Ancient Greek Religion.<i>ThinkQuest.org</i>, 2012. 20 of April Library.<i>ThinkQuest.org/28111/newpage 2.htm</i>.</p>

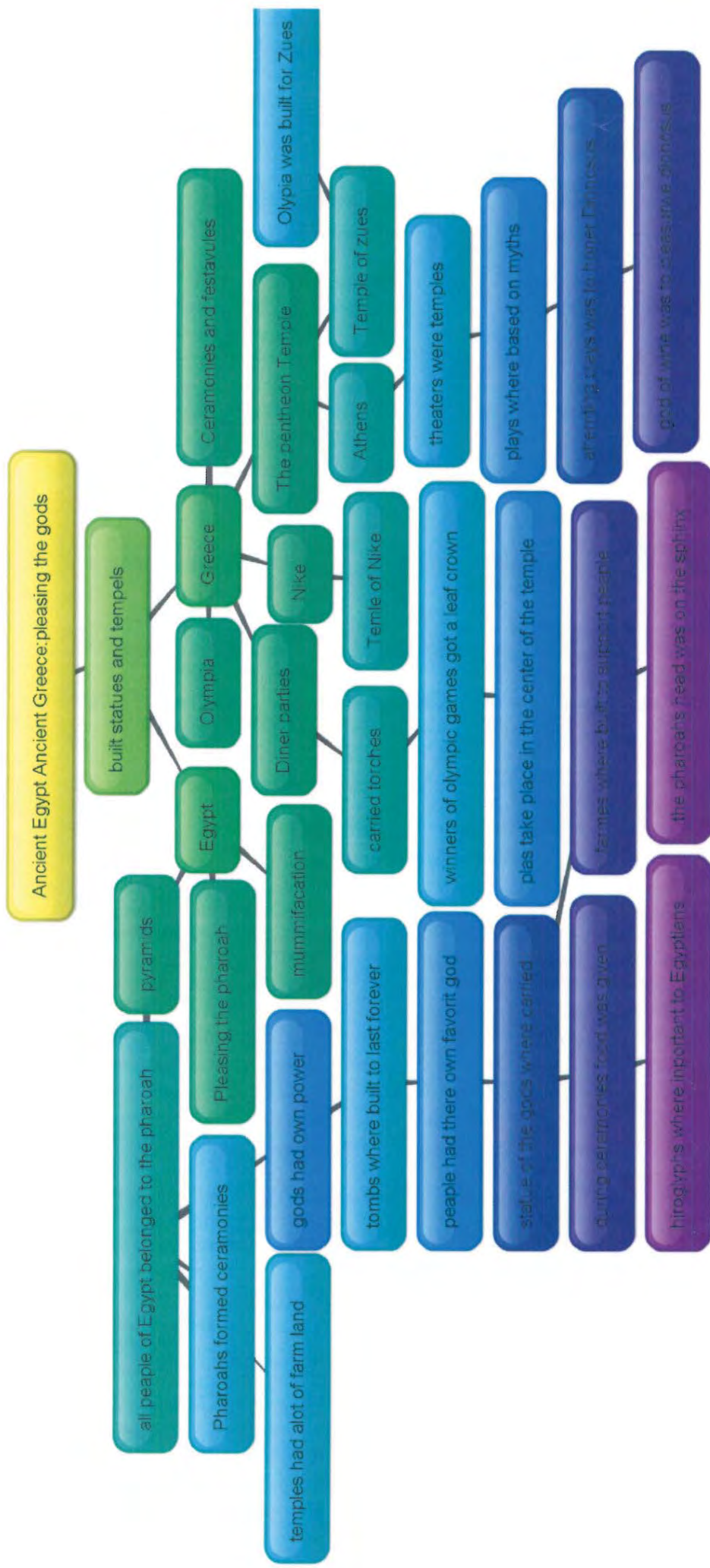
<p>The sphinx was a important statue in egypt and sponserd the pharoah</p>	
<p>Temples in Egypt <i>The ancient Egyptians believed that temples were the homes of the gods and goddesses</i> Egyptians beleved that the temples in ancient egypt where the home of the gods</p>	

warship and prare

<p>Greek Gods <i>Many Greek people recognized the major gods and goddesses: Zeus, Poseidon, Hades, Apollo, Artemis, Aphrodite, Ares, Dionysus, Hephaestus, Athena, Hermes, Demeter, Hestia and Hera though philosophies such as Stoicism and some forms of Platonism used language that seems to posit a transcendent single deity</i> they thoght that the gods where philosophers</p>	
<p>WARSHIPPING THE GREECE GODS <i>concepts of earlier forms of Paganism, such as Druidism, both ancient and Modern and Witchcraft and Wicca. It was polytheistic, consisting of the worship of many Gods.</i> THE GREECE PEAPLE HAD TO warship the gods by doing many things to list a few Paganism,Druidism, and others</p>	
<p>worshipping gods in egypt <i>Egyptian religion has over 700 gods and goddesses with a variety of beliefs depending on the time period of Egyptian history which is being studied</i> they had diff beleiafs over 700 of them</p>	
<p>worshipping the gods in the egy <i>The myths about these gods were meant to explain the origins and behavior of the forces they represented. The practices of Egyptian religion were efforts to provide for the gods and gain their favor.</i> they would practice the favotits in worshiing the gods and each person had a diffrent flavor</p>	

Uncategorized

<p>Greece statues <i>Greek sculpture was in the form of wooden cult statues, first described by Pausanias as xoana.[1</i> the scupsures was made out of wood and they where very carful with them</p>	<p>Citation: <http://www.statue.com/site/greek-goddess-statues.html></p>
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-CBA Outline

- I. challeng:pleasing the gods
 - A. Death ceramonies
 - B. Living
 - C. Religious Belief system
 - D. roll of pleasing the gods
- II. ceramonies and festafulls
 - A. ceramonies in the greek
 - B. Connections with us
 - C. Death burial
 - D. Holidays
- III. Teamples and Statues
 - A. Greece-The panthanon
 - B. Sphinx
 - C. Temples in Egypt
- IV. warship and prare
 - A. Greek Gods
 - B. WARSHIPPING THE GREECE GODS
 - C. worshipping gods in egypt
 - D. worshipping the gods in the egypt
- V. connection to current events
 - A. conection to us now days
 - B. connection with the city state
 - C. the pantheon ancient greece
 - D. Today`s objects
- VI. Uncategorized
 - A. Greece statues



Challenge: Pleasing the Gods

Both in ancient Egypt and ancient Greek responded to the challenge of pleasing the gods.

Pleasing The Gods

Both cultures thought this was important because the gods were in charge of everything that happened in their lives.

Still have ceremonies for their happiness.

Priests who were considered community leaders.



Both cultures thought this was important because the gods were in charge of everything that happened in their lives.

Pleasing The Gods

Build temples and statues, and would hold special ceremonies and festivals in their honor.

At the time as they used to practice magic and sorcery and kings used these priests to keep the people under their mercy and their rulings.

They would give offering and worship there gods with magic.



The intermediates between the people and there gods were the priests who were considered community leaders at the time as they used to practice magic and sorcery and kings used these priests to keep the people under their mercy and their rulings. They would give offering and worship, build temples and statues, and would hold special ceremonies and festivals in their honor.

Pleasing The Gods

They got ruled by the gods the gods ruled everything in the ancient times in ancient Greece and Egypt.

Still have ceremonies for their happiness. They got ruled by the gods the gods ruled everything in the ancient times in ancient Greece and Egypt. They would control the whole city tribe even the whole entire creation they ruled the most.

many rituals and celebrations to reverence the gods that they loved in order to ensure harmony with them.



still have ceremonies for their happiness. They got ruled by the gods the gods ruled everything in the ancient times in ancient Greece and Egypt. They would control the whole city tribe even the whole entire creation they ruled the most

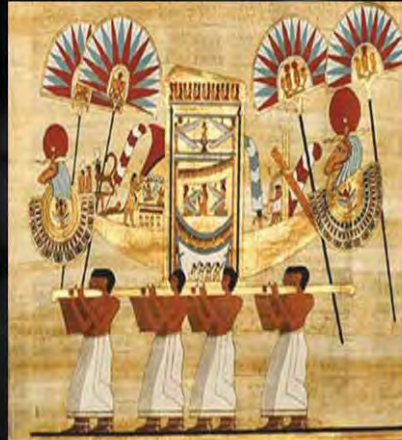
Ceremonies And Festivals

They celebrated to reverence the gods that they loved in order to ensure harmony with them.

The death burial was also a part of ancient Greece and Egypt.

They celebrated each death and had a set of rituals that they thought were necessary.

To ensure their immortality after death so they could go into the after life and have the things they wanted to have in the after life.



<http://www.google.com/imgres?q=ceremonies+and+festivals+in+ancient+egypt&hl=en&safe=active&sa=X&rls=com>

they wanted to worship the gods because they had to in order to live very good life in there time if not they would get punished and get treated very badly. Also celebrate parties with there gods.

Ceremonies And Festivals

They had a burial site to confirm the immortality after death as well.

They had many holidays as well.

The holidays corresponded to festivals for the various deities.



<http://www.google.com>

The death burial was also a part of ancient Greece and Egypt; they celebrated each death and had a set of rituals that they thought were necessary to ensure their immortality after death.

Ceremonies And Festivals

Ancient Greece had a long list of holidays.

They celebrated parties because they wanted to worship the gods.

Because they had to in order to live very good life.



Next, they had a burial site to confirm the immortality after death as well. They had many holiays.The holidays corresponded to festivals for the various deities.

Ceremonies And Festivals

they wanted to worship the gods because they had to in order to live very good life in there time if not they would get punished and get treated very badly.

In the ancient Greece and Egypt they had to give offering to get treated good by the gods.

They celebrated parties because they wanted to worship the gods because they had to in order to live very good life in there time if not they would get punished and get treated very badly.

Temples And Statues

The pantheon is a temple in Greece created for the god.

The sphinx was important statue in Egypt and sponsored the pharaoh.

Ancient Egyptians believed that temples were the homes of the gods and goddesses.



The pantheon is a temple in Greece created for the god. The great sphinx of Giza is the most famous Egyptian sphinx. It was built near the Giza pyramids around 2500 BC by the pharaoh Khafre. The sphinx was important statue in Egypt and sponsored the pharaoh. The ancient Egyptians believed that temples were the homes of the gods and goddesses. The pharaoh was most important out of the living gods they made a statue out of it that is how important it really is that statue is called the sphinx.

Temples And Statues

The pharaoh was most important out of the living gods they made a statue out of it that is how important it really is that statue is called the sphinx.

Egyptians believed that temples were the homes of the gods and goddesses. The pharaoh was most important out of the living gods they made a statue out of it that is how important it really is that statue is called the sphinx.



The pharaoh was most important out of the living gods they made a statue out of it that is how important it really is that statue is called the sphinx.

Temples And Statues

It was built near the Giza pyramids around 2500 BC

they made a statue out of it that is how important it really is that statue is called the sphinx. The Pyramids of Egypt were very important they were the home of the ancient Egypt gods



Egyptians believed that temples were the homes of the gods and goddesses. The pharaoh was most important out of the living gods they made a statue out of it that is how important it really is that statue is called the sphinx.

Worship And Prare

The pantheon is a temple in Greece created for the god.

Many Greek people recognized the major gods and goddesses: Zeus, Poseidon, and Hades, Apollo, Artemis, Aphrodite, Ares, Dionysus, Hephaestus, Athena, Hermes, Demeter, Hestia, and Hera.

Many Greek people recognized the major gods and goddesses: Zeus, Poseidon, and Hades, Apollo, Artemis, Aphrodite, Ares, Dionysus, Hephaestus, Athena, Hermes, Demeter, Hestia, and Hera. Though philosophers such as stoicism and some forms of Platonism used language that seems to posit a transcendent single deity.

Worship And Prare

The Greece people had to warship the gods by doing many things to list a few Paganism, Druidism, and others.

Concepts of earlier forms of paganism such as druidism both ancient and modern and witchcraft and Wicca. It was polytheistic, consisting of the worship of many gods.

Worship And Prare

In Egypt and sponsored the pharaoh.

Egyptian religion has over 700 gods and goddesses.

With a variety of beliefs depending on the time period.



The great sphinx of Giza is the most famous Egyptian sphinx. It was built near the Giza pyramids around 2500 BC by the pharaoh Khafre. The sphinx was important statue in Egypt and sponsored the pharaoh. The ancient Egyptians believed that temples were the homes of the gods and goddesses. The pharaoh was most important out of the living gods they made a statue out of it that is how important it really is that statue is called the sphinx.

Worship And Prare

The myths about these gods were meant to explain the origins.

And behavior of the forces they represented.

The practices of Egyptian religion were efforts.

of Egyptian history which. The myths about these gods were meant to explain the origins and behavior of the forces they represented. The practices of Egyptian religion were efforts to provide for the gods and gain their favor. They would practice the favorites in worshipping the gods and each person had a different favorite. is being studied. They had different beliefs and over 700 gods that is a lot.

Connection To Current Events

One thing that seems to stay consistent within all groups of ancient Greeks is the objects we use.

Like the toothbrush, toothpaste, locks, keys, makeup, combs, wigs, deodorant, and scissors.

One thing that seems to stay consistent within all groups of ancient Greeks is the objects we use. Like the toothbrush, toothpaste, locks, keys, makeup, combs, wigs, deodorant, and scissors. They use the same items that we use now. Actually, that is where many items we use today come from.

Connection To Current Events

The political unification.

Next, we also celebrate parties with our gods as well so that is in common because they celebrated with their gods as well as we did.

Considered community leaders at the time as they used.



we still offer other stuff, and we still have ceremonies for their happiness. They got ruled by the gods the gods ruled everything in the ancient times in ancient Greece and Egypt. They would control the whole city tribe even the whole entire creation they ruled the most.

Connection To Current Events

keep the people under their mercy and their rulings.

Hold special ceremonies and festivals in their honor.

We still offer other stuff, and we still have ceremonies for their happiness.

keep the people under their mercy and their rulings. They would give offering and worship, build temples and statues, and would hold special ceremonies and festivals in their honor.

Connection Top Current Events

Many rituals and celebrations to reverence the gods that they loved.

They celebrated with their gods as well as we did.

<http://www.freemaninstitute.com/RTGhistory.htm>



considered community leaders at the time as they used to practice magic and sorcery and kings used these priests to keep the people under their mercy and their rulings. They would give offering and worship, build temples and statues, and would hold special ceremonies and festivals in their honor.

Bibliography

Ancient Greek Religion.ThinkQuest.org,2012. 20 of April
Library.ThinkQuest.org/28111/newpage2.htm.

Clip art.com

<http://www.freemaninstitute.com/RTGhistory.htm>.

<http://www.fjkluth.com/festival.html>

<<http://www.theio.com/Panthanon.html>>

<http://www.statue.com/site/greek-goddess-statues.html>

keyword search is when

it is easier for you (whitman
massacre
↑
to search easier to look (breton
territory))

in staff

The owners

how to exclude things you
don't want to see.

1. Spellers

2. Put quotations

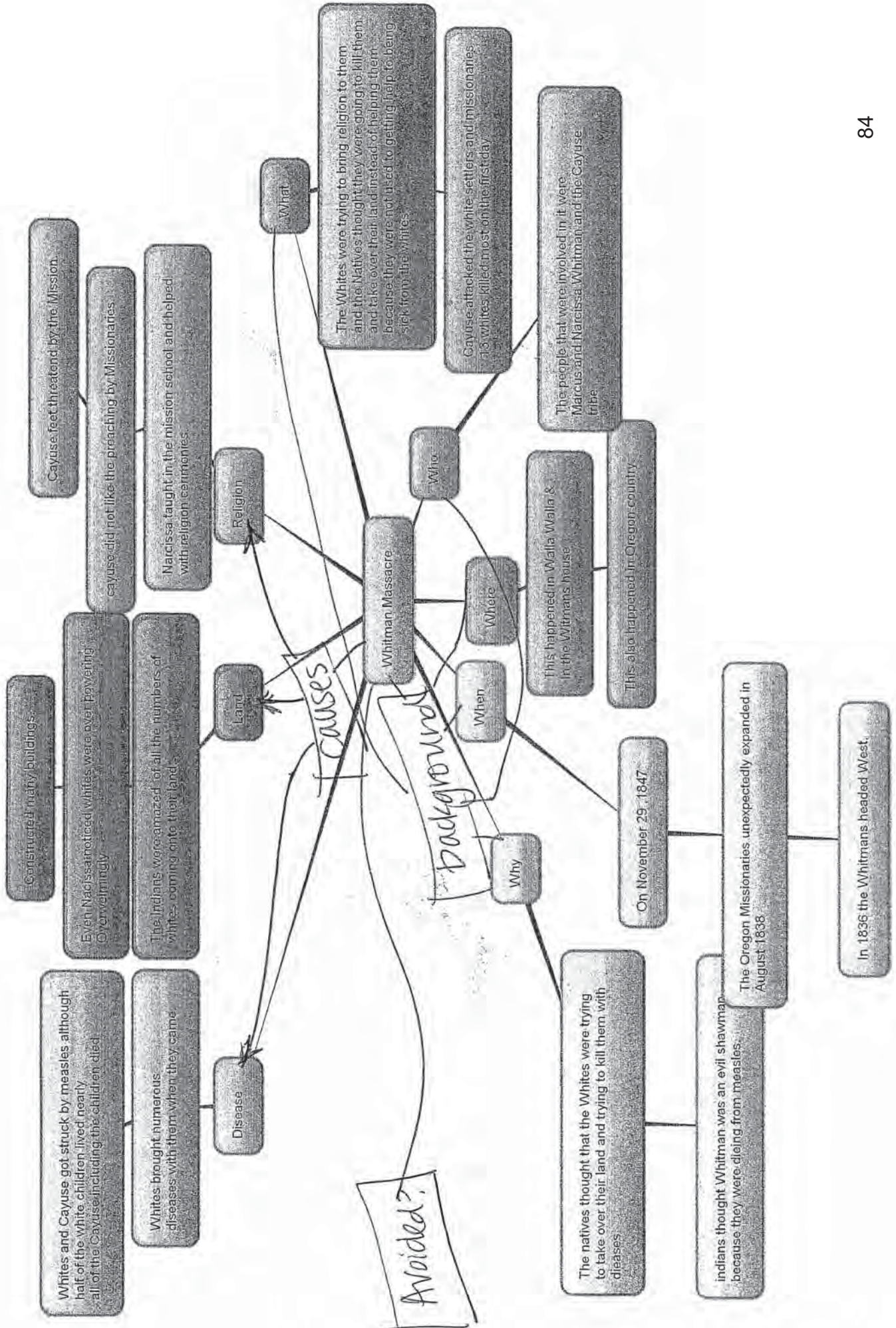
3. Excluding things

you don't want to

see. 4. Short not

long 5. keyword
search.

Item #71999



CBA

The Whitman Massacre took place in Walla Walla, Oregon Territory, on November 29, 1847.

A group of Cayuse Indians killed thirteen Missionaries, including Marcus and Narcissa Whitman. A conflict arose between the Native Americans and the Whitman Missionaries because of land disputes, religion, and disease that were associated with missionaries and settlers.

Land issues were the cause of the Whitman Massacre. The Whitmans just plain took their land. The Indians got mad because the Whitmans gave the Cayuse no warning or anything. Also the Whitmans over populated the Indians land. Even Narcissa Whitman noticed the overwhelming number of whites coming on to the Indians land.

Another reason for the Whitman Massacre is, religious disputes. The whites made the

Coyuse practice Christianity. The Coyuse did not like that very much because they believed in many gods not one god. Also the whites outlawed native religious practices. They did so because they wanted them to only believe in one god not multiple.

The most important part of The Whitman Massacre was disease. The whites brought numerous amounts of diseases with them. The natives thought the whites were trying to kill

them with diseases. Also the whites and Natives got struck by measles and most of the Natives died. The Natives thought bad of this because most of the Natives died and most of the whites lived.

The Whitman Massacre could have been avoided if they accepted the Nez Perce invitation. Nez Perce wanted them to come convert and teach them Christianity. If they would have accepted it the

the Whitman Massacre would not have happened. A conflict arose between the Native Americans and the Whitman Missionaries because of land disputes, religion, and disease that were associated with Missionaries and settlers.

Works Cited

- Jeffrey, Julie Roy. "The Whitman Massacre." *Home*. Oklahoma Press, Norman Oklahoma, 1997. Web. 23 Mar. 2012. <<http://www.mman.us/whitmanmassacre.htm>>.
- "Marcus and Narcissa Whitman." *PBS*. PBS, 2001. Web. 22 Mar. 2012. <http://www.pbs.org/weta/thewest/people/s_z/whitman.htm>.
- Weiser, Kathy. "Whitman Massacre National Historical Site." *WASHINGTON STATE LEGENDS*. Nov. 2011. Web. 17 Mar. 2012. <<http://www.legendsofamerica.com/wa-whitmanmassacre.html>>.
- Wilma, David. "Cayuse Attack Mission in What Becomes Known as the Whitman Massacre." Feb. 2003. Web. 14 Mar. 2012.

Assignment name: 6th grade CBA

Due: 03/27/2012

Draft Format:

PowerPoint Presentation

Final Draft Length:

15-20 slides

Number of sources required:

three

Types of sources required:

Textbook, Website, Other.

Tasks

Task description	Due date
Outline Due	03/15/2012
Note Cards Due	03/16/2012
Source List Due	03/19/2012
Rough Draft Due	03/24/2012

Evaluating Sources 6th-8th Grade

Select Search Engine or Directory

- Expert Space: Grolier Online
- Proquest
- Discoverer
- CultureGrams
- eLibrary
- Discovery United Streaming
- Encyclopedia Brittanica Online
- Google
- Bing
- Yahoo
- Other _____

Select Type of Source

- Website
- Online Journal, Newspaper, or Magazine article
- Video
- Book
- Journal, Newspaper, or Magazine article
- Other _____

Preview the Source

1. What is your research question?
Compare/contrast 3 challenges that Egypt/china had and their responses.
2. What are some key words for your research topic?
China, Egypt, problems, ancient
3. Do a search with the Key Words (make sure you spell the words correctly).
4. How many results did you get? 2,790 results
5. Read the titles of the first three results.
 - a. Do any of the titles look like the site will provide information on the topic
 YES NO
6. Read the preview of information from the sites.
 - a. Does any of the information provided seem like the site will provide useful information on the topic?
 YES NO
7. Do you need to narrow your search to get results that match your research topic?
YES NO
8. If you need to narrow your search, what are some key words or synonyms you could use in your search to get better results? N/A

9. Read the titles of the first three results and the preview of information to determine whether you have the results you need, or if you need to continue narrowing your search. Before moving to the next step, did you find a site that may be useful for your research?

YES NO (if you answer no, continue to search)

- 10. Choose the best web site to visit according to the above preview of information.
- 11. Fill out the Identifying High Quality Sites Evaluation on the website.
- 12. According to the evaluation of the website, explain whether this site would be a valid and reliable source to use for research:

It is valid because it has the info that I need.
It is reliable because it is an official site that can't
be changed.

13. Continue this process until you find the valid and reliable sites needed for your research.

Citing Sources

- 14. What tool will I use to cite my sources?
 - Expert Space: Notetaking & Bibliography tools
 - Microsoft Word: Manage Sources (Look under Reference tab)
 - Son of Citation Machine
 - EasyBib
 - Other _____

Name _____ Date _____

Title of Site www.ChinaTravel.com URL http://www.chinatravel.com/forts/china-over-view/china-rivers/grand-canal/

Site Evaluation Form

Purpose of the Site	Circle one	Add details to explain
Can you tell if the site is fact or opinion? (If the information seems one-sided, or biased, you will have to go elsewhere to hear the other side of the issue.)	<input checked="" type="radio"/> yes <input type="radio"/> no	It is fact because it does not give sides and only informs.
Is the site free of advertising?	<input type="radio"/> yes <input checked="" type="radio"/> no	It has sites like yahoo! advertised as links.
If there are ads, is it easy to tell the difference between ads and content?	<input checked="" type="radio"/> yes <input type="radio"/> no	It has ad's in separate sections
Is the site sponsored by any organizations?	<input checked="" type="radio"/> yes <input type="radio"/> no	Cats, PATA, USTA, ASTA
Is it clear who the site is for? (for example, college students or young children)	<input checked="" type="radio"/> yes <input type="radio"/> no	It is for all ages and does not have specific info.
Is the tone calm and fair? (Sites that are hateful and angry may not be good sources of information.)	<input checked="" type="radio"/> yes <input type="radio"/> no	Does not change mood and calmly tells facts.
Is the site open to everyone? (no age requirements, fees, passwords, or registration)	<input checked="" type="radio"/> yes <input type="radio"/> no	you can simply click on it to get in.

Trustworthiness of the Author	Circle one	Add details to explain
Is the author identified by name?	<input type="radio"/> yes <input checked="" type="radio"/> no	because it's made by a company.
Is the place the author works or the organization he/she belongs to given?	<input checked="" type="radio"/> yes <input type="radio"/> no	Tells the name of the place.
Is the site's domain .edu, .net, .org, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site.)	<input type="radio"/> yes <input checked="" type="radio"/> no	It is a .com
Has the author or site received any respected awards?	<input type="radio"/> yes <input checked="" type="radio"/> no	There are no awards that I can find.
Was this site recommended by a site you trust? (for example, by a homework help site)	<input type="radio"/> yes <input checked="" type="radio"/> no	Not recommended by a site
Are sources given for statistics?	<input type="radio"/> yes <input checked="" type="radio"/> no	Sources not given for statistics.

Name _____ Date _____

Trustworthiness of the Author (continued)

Circle one

Add details to explain

Can the author be contacted if you have questions? (E-mail address, street address and phone number)

yes no

email is: marketing@chinatovel.com

Is the site without spelling, typographical, and grammatical errors?

yes no

There are NO errors,

Usefulness of Information

Circle one

Add details to explain

Does this site have enough information for your research?

yes no

It has some, but not all info I need.

Is most of the information useful for your research? (If not, it may be hard to find what you do need.)

yes no

It tells about my topic.

Up-to-Date Information

Circle one

Add details to explain

Is the date the article, page, or site was created given?

yes no

was made in 1998

Is the date last revised given?

yes no

The date last revised is no given.

Do all the links lead to active pages? (no dead links)

yes no

All links are active

Ease of Use

Circle one

Add details to explain

Is the text understandable?

yes no

easy to read

Is the type easy to see?

yes no

not too big or small

Do the titles and headings give a clear idea of the content?

yes no

clear topic

Is there a "what's new" feature?

yes no

no feature of the soft

Is there a site map?

yes no

there is a site map

Is there a tool for searching the site?

yes no

there is a searchbar

Do pages load quickly?

yes no

within 3-7 sec.

Are links labeled clearly?

yes no

labeled clearly

How many yeses did you circle ? 19 out of 28 total.

Evaluate Web Sites

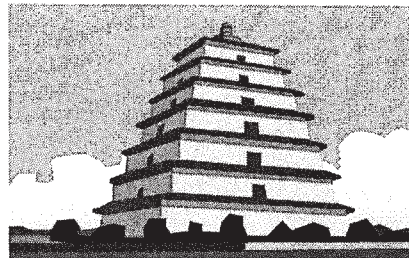
Short Form

P5

1. Do a keyword search of the topic and look at the site name, preview, and URL
 - c. Choose the site that looks most relevant and reliable.
 - i. Site Name: EXPERT 21
 - ii. Site URL: <https://h100000469.education.scholastic.com/sms/edu>
2. Who is the author, and is the author reliable?
 - a. Author: EXPERT 21
 - b. Explain: useful info, not 1-sided, and recommended by teachers
3. Does the site have the information you need and can understand?
 - a. Explain: It has the info I need and I can understand it.
4. Is the site up to date and do the links work?
 - a. Date: N/A
 - b. Explain: Links work because they go straight to link.

6th grade CBA Outline

- 1.a. Title Page.
- b. Thesis statement.
- 2.a. Culture 1/ Egypt challenge .
 - b. Culture 1 response.
 - c. Steps 1.a-b 2 more times.
- 3.a. Culture 2/ China challenge.
 - b. Culture 2 response.
 - c. Steps 3.a-b 2 more times.
- 4.a. 2 cultures challenge similarities.
 - b. Step 4.a 2 more times.
- 5.a. Challenge differences.
 - b. Step 5.a 2 more times.
6. Generalization/ Summary.
7. References page.



6th grade CBA Note Organizer

6th grade CBA notes

China prob.

Uncategorized

<p>China prob. with river <i>Flooding along the Yangtze caused several hundred thousand deaths in the 20th century alone.</i> the ysngstze river was a great challeng for ancient china and caused several hundred thousnd deaths in the 20th century</p>	<p>Citation: Chan, James. "Yangtze River." Grolier Multimedia Encyclopedia. Grolier Online, 2012. Web. 16 Mar. 2012.</p>
<p>China probs. in word all other Egypt and China problem and response note are in my computer in the 6 grade folder into the tech lab folder into the 6th grade CBA folder</p>	<p>Citation: Chan, James. "Yangtze River." Grolier Multimedia Encyclopedia. Grolier Online, 2012. Web. 16 Mar. 2012.</p>



Welcome to my 6th grade CBA. Please enjoy.

Thesis Statement

- ❑ Both culture had similar challenges but also different
- ❑ In god's, river floods, and attacked by enemies



Both ancient Egypt and China had problem. And also their responses. But in in the challenges, such as floods, and gods. As well as attacking armies. They Were similar but different. In this PowerPoint, I will give back round about the topic.

China problem 1

- ❑ Mongolians constantly attacked from the North
- ❑ Killed many people



China was constantly attacked from the North. These were the Mongolians. Their attacks killed many people. Mongolians were very feared. Attacks also destroyed crops. But luckily China came up with some solution.

China response 1

- ▣ Built the Great wall of China
- ▣ Strengthened armies and fought back



Up above are several responses that China had. Now I will give more detail. China began to built the Great Wall to block invaders off. But that would take to long so they also strengthened armies. They also had natural defenses. Such as rivers and mountains.

China problem 2

- ▣ Flooding of the Yangtze river and Huang He and killed many people



These rivers were very dangerous. Floods of the Yangtze Rivers was very dangerous. As well as the Huang He. This problem often caused people to move out of he are. Or even killed them before they could flee from the dangers of these rivers. But there are always solutions.

China response 2

- ❑ Dug basins and made canals to redirect flow of the river
- ❑ Used soil left rich from floods to become successful farmers



Here are some responses that China had to their problem. One was that they dug basins to stop the water from flowing over. They also used canals to redirect the flow away from the towns. Also, they used the soil left from the floods. Soil from the floods were left very rich and could be successfully farmed on. But unfortunately only 1/10 of the land could be farmed.

China problem 3

- ❑ If not respected gods, spirits, and ancestors brought bad luck



China believed in many things. Such as god's and ancestors. As well as spirits. They thought that if not respected, the spirits brought bad luck. Such as ruined crops. Or losing a battle.

China response 3

- ❑ Made shrines
- ❑ Made temples and often worshipped
- ❑ Put much effort to respecting ancestors



China also had solutions to this problem. Such as making shrines. They also made temples and sacrifices. Much effort was put into these things. As well as daily worship. Even though they did this, bad things still sometimes happened and so they worked even harder to please the god's.

Egypt problem 1

- ❑ Flooding of the Nile, was dangerous.
- ❑ Killed people



Now we are on Egypt. Their problems are the same as China. But some not as dangerous. The first is flooding. Floods of the Nile was dangerous. And could very well kill people as well.

Egypt response 1

- ❑ Flooding of the Nile, was dangerous.
- ❑ Killed people



Here are Egypt's responses. One was to make canal like China. But they also used irrigation to help farm. This solution was a good one. It also worked better. Such as that the problem could also benefit them.

Egypt problem 2

- ▣ Attacked often by enemies.



Egypt was constantly attacked by armies. Such as the Assyrians. Or the Kushites. They constantly tried to take over more of Egypt land. So Egypt was forced to come up with solutions.

Egypt response 2

- ▣ Strengthened their armies. Had many natural barriers that helped in defense.
- ▣ learned how to fight better.
- ▣ Hired other armies



One of the solutions was to strengthen their armies. Which was simple enough. But the Egyptians also had many natural barriers. Such as deserts and rivers. They also learned to fight better. As well as hiring other armies to help, train, or fight for them.

Egypt problem 3

- ▣ Believed that the gods controlled stuff and brought bad luck when not pleased.



Here it the 3rd problem. Like China, the Egyptians believed that gods controlled all things. Like rivers. And would bring bad luck when not pleased. Such as storms. And even death.

Egypt response 3

- ❑ Made many temples. Also made sacrifices.
- ❑ They worshiped daily.
- ❑ Constructed shrines.



Here are the responses that the Egyptians developed. One was to make shrines. Or to construct temples. They also worshiped daily. This might have stopped some disasters. But some bad things still happened.

Problem 1 similarities

- ▣ Strengthened their armies
- ▣ Both cultures responded in similar ways by
- ▣ fought back



The reason that I chose problems that both cultures shared was to be able to relate but also signify their differences. Like that both cultures responded similarly in strengthening their armies. Or such as fighting back against their enemies. These two seemed to work best. But they also had their own natural barriers. Which worked more or less depending on the situation.

Problem 1 differences

- ❑ Egypt had natural defenses
- ❑ Egypt hired other armies
- ❑ China built Great wall of China



More details about the differences of the two cultures area that Egypt had natural defenses such as deserts. As well as rivers and cataracts. Egypt also hired armies to train or fight with/ for them. Whereas China singly fought by themselves and did not hire anyone else. And unlike Egypt, Chins constructed the Great Wall of China. Which was effective but could not completely block off invaders as well as Egypt's natural barriers.

Problem 2 similarities

- ▣ Both cultures used basins and canals to redirect rivers
- ▣ Used leftover land to farm

These are 2 more things that both cultures had in common between their responses. Such as basins and canals. Which they used to redirect flows of rivers. They also used leftover land from the floods to farm very well. Unfortunately for China, only about 1/10 of the land left over from the floods could be farmed. But Egypt could farm almost all the land.

Problem 2 differences

- ❑ Egypt used irrigation to farm even better
- ❑ Egypt's Nile River was much less dangerous
- ❑ Egyptians could actually settle at the river

There are many reasons why this problem was different. So here are a few. One was that Egypt used irrigation to farm even better. They could also settle down near or at the river. Or that the floods of the Nile were much less dangerous, And finally, Egypt could also farm much more of the land from the floods./

Problem 3 similarities

- ▣ Both cultures worked hard to please gods in similar ways such as shrines and temples
- ▣ Worshipped daily

Now for the 3rd challenge similarities. Both cultures worked very hard to please their gods. Such as making shrines. And as well as temples. They also worshipped daily to their gods. Any less they believed would bring bad luck.

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Problem 3 differences

- ❑ Culture had different gods
- ❑ China believed spirits were everywhere in nature
- ❑ Egypt did not worship ancestors China believed that kings received power from spirits

Both cultures had similarities in this particular problem. But also their differences. One is that Egypt and China had different gods. Also, China believed that spirits inhabited many things in nature. Unlike Egypt. Lastly, Egypt did not worship ancestors. And China believed that their kings received power from the spirits.

Generalization

- ❑ Both cultures had similar problems
- ❑ Responded in different/similar ways
- ❑ Such as different techniques or methods in solving problem
- ❑ Cultures were successful



In conclusion, both cultures had their similarities. As well as differences in god's, and flood's. And also attacking armies. They were different but similar in their methods to solve these problems. I believe that both cultures were very successful.

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