

TOPIC: Social Studies
GRADE LEVEL: 4 - 6
TIME: Part I 40 min.
Part II 30 min.

THE "PEERING SCOPE" PLAN

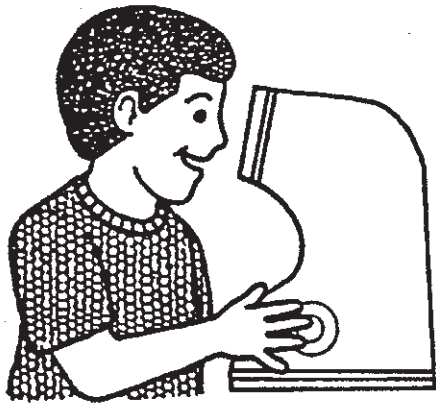
OBJECTIVE: The student will categorize specific information about three types of ancient cultures and plan an imaginary visit with one group.

MATERIALS NEEDED:

1. Copies of both Student Data Sheets for each member.
2. Copies of the Student Activity Sheets (optional) or students could make their own by following instructions and looking at an example.
3. Teacher Data Sheet.

PROCEDURE:

1. Read to, or with, the students the Student Data Sheets pages 1 and 2.
2. Be sure that the students understand the directions for activity 1. Ask them for additional example categories.
3. As the activity is being completed, circulate among the students making sure directions are being followed and assisting students as necessary.
4. Ask students to share responses to determine their similarities and differences.
5. If activity 2 is to be done, read the instructions on the Teacher Data Sheet.



The "PEERING SCOPE" Plan

You have found an amazing little device, a peering scope. By looking into it, you are able to see wondrous things. For example, you are able to "peer" into the settlements of three different groups of people during three different times in history and see how they live. If you were to make a list of things you see through your peering scope, it might look like this:

Settlement #1: Bushmen of the Kalahari Desert

Piles of branches and grasses

Thorn trees

About 30 Bushmen

All members of the same extended family

Bags made of animal skins hanging from trees

Ostrich eggshells

Plugs made from chewed grass

Bows and arrows

Beetles

Men telling stories

Wise old men who know the locations of water holes and hunting grounds

Long pointed sticks

Points made from antelope horns

Searching women

Roots

Berries on high bushes

Sacks on womens' backs

Grasshoppers

Toads

Lizards

Crouching men near waterholes

Dried spiders

Spears

Snake venom

Dead antelope

Sinew

Skins

Trap

Chase

Small twirling sticks pressed into small hole in a piece of wood

Fuzz from bird's nest

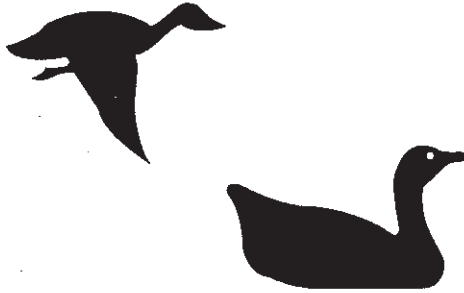
Traveling through the desert to another location

Scarce food supply

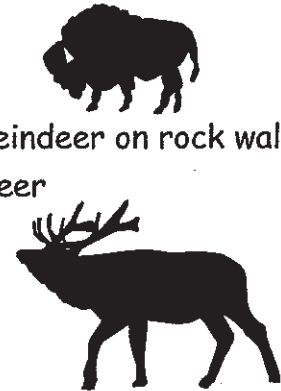


Settlement #2: Cave Dwellers of Southern Europe

Plants and flowers in valley that are dying
 Women searching for roots
 Ducks and geese flying south
 Caves
 Flint
 Hard rocks
 Animal skins
 Clothing
 Blankets
 Animal sinew



Buffalo skull
 Animal fat
 Outline of a reindeer on rock wall
 Herd of reindeer
 Torches
 Large stones
 Rows of fires
 Cliffs
 Spears
 Slight snow flurries beginning



Settlement #3: Farmers of the Middle East

Distant mountain peaks
 Mud buildings
 Village
 Dog
 Birds
 Stream
 Sheep
 Scattered fields of grain
 Clump of great oak trees
 Sickles
 Blades of flint
 Wooden ladles
 Wheat
 Barley
 Peas



Bushes
 Small axes
 Polished stone
 Forest
 Bows and arrows
 Slingshots
 Spears
 Wild pig
 Deer
 Wild ox
 Fluffy balls of wool
 Spindles
 Hanging animal skins
 Cheese
 Loom

Corn
 Stones
 Flour
 Water
 Mud Oven
 Wet clay
 Sun
 Council of elders
 Strange man dressed in skins appears
 Trader
 Shining black glass
 Seashells
 Necklaces
 rings
 Metal
 Trader leaves with objects made of clay



The "Peering Scope" Plan....Part 1

Now that you have "peered" into the settlements of these three groups of people, you are more aware of how man uses his physical environment to meet his basic needs.

Your task is to place the items from these lists into categories. Determine the similarities of these cultures. What basic categories do you find? For example, all three had food. What words from the lists would fit in that category? Fill in the category headings on this activity sheet. Use the back of the paper if you need more space. Then, place all of the words from all three lists in an appropriate category. Remember the basic needs of human life.

FOOD	

FOOD continued					
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After categorizing the similarities of these cultures, list at least ten differences.
(Example: they lived on different kinds of land.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Note to Teacher

The Peering Scope Plan
Part 2

This activity was designed for use after completion of The Peering Scope, Part 1, but it can be used independently by utilizing the student data sheet for Part 1.

Students are asked to choose one of the three cultures discussed on the data sheet and plan a three day visit with that particular group of people.

The data sheet provides only "clues" as to what possible things these people do in their settlement and how they provide for their basic needs.

After generating many possible ideas in a large group discussion as to the hows and whys involved in the development of a society, students should be able to list several different activities they might participate in during their imagined visit. Direct students to think in terms of categories. For example, what would they actually "do" with the people to find food, how could they be involved in making clothing, what would they do for recreation, etc. Students should plan to be involved in a variety of activities, not all from the same category.



The "Peering Scope" Plan....Part 2

Choose one of these groups of people and plan to go back in time to visit with them for three days. Using your Student Data Sheet from Part 1 to give you clues, decide what you will be doing with these people during your brief stay. You will want to be involved in many different activities since you want to experience as much of their culture as possible.

THINGS I PLAN TO DO

	Morning	Afternoon	Evening
D A Y 1	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
D A Y 2	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
D A Y 3	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>