



EMPIRES

A Simulation Exploring the First Civilizations of the Fertile Crescent

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The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. EMPIRES is a content-rich, standards-based program addressing National History, Social Studies, and English Language Arts Standards. The content and skills presented in this unit are the targets of most state frameworks for ancient history and language arts. EMPIRES provides many opportunities for performance assessment.

Throughout the simulation students demonstrate their understanding of the five basic elements of civilization: *Centralized Government; Organized Religion; Job Specialization and Social Classes; Arts, Architecture*, and Public Works, and *Writing*. Students participate in many activities that utilize Gardner's Multiple Intelligences including making timelines, building models and artifacts, drawing cartoons, creating a dance, and writing creatively. Applied Learning Standards are addressed throughout as student teams (clans) work cooperatively to complete tasks that advance their civilization and earn points to amass armies to control land and resources in the Fertile Crescent.

National Standards for History Standards in Historical Thinking

Standard 1: Chronological Thinking

- E. Interpret data presented in timelines and create timelines.

Standard 2: Historical Comprehension

- A. Identify the author or source of the historical document or narrative.
- E. Read historical narratives imaginatively.
- G. Draw upon data in historical maps.
- I. Draw upon the visual, literary, and musical sources.

Standard 3: Historical Analysis and Interpretation

- A. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- D. Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries. Compare different stories about a historical figure, era, or event.
- J. Hypothesize the influence of the past.

Standard 4: Historical Research

- B. Obtain historical data from a variety of sources.
- D. Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

Standard 5: Historical issues analysis and decision making

- A. Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

STANDARDS

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World History Standards

Era 2: Early Civilizations and the Emergence of Pastoral Peoples, 4000–1000 B.C.E.

Standard 1: Major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus Valley

- The student understands how Mesopotamia, Egypt, and the Indus Valley* became centers of dense population, urbanization, and cultural innovation in the fourth and third millennia B.C.E.
- The student understands how commercial and cultural interactions contributed to change in the Tigris-Euphrates, Indus*, and Nile regions.

**This simulation does not address the Indus Valley. It includes an in-depth study of Mesopotamia, and to a lesser extent Egypt. The development and characteristics of civilization were similar in all three cultures.*

Standard 2: How agrarian societies spread and new states emerged in the third and second millennia B.C.E.

Standard 3: The political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennia, B.C.E.

Standard 4: Major trends in Eurasia and Africa from 4000 to 1000 B.C.E.

Era 3: Classical Traditions, Major Religions, and Giant Empires, 1000 B.C.E.–300 C.E.

Standard 1: Innovation and change from 1000–600 B.C.E.: horses, ships, iron, and monotheistic faith

1A The student understands state-building, trade, and migrations that led to increasingly complex interrelations among peoples of the Mediterranean basin and Southwest Asia.

1B The student understands the emergence of Judaism and the historical significance of the Hebrew kingdoms.

1C The student understands how states developed in the upper Nile valley and Red Sea and how iron technology contributed to the expansion of agricultural societies in Sub-Saharan Africa.

Standard 5: Major global trends from 1000 B.C.E.–300 C.E.

Curriculum Standards for Social Studies

Strand 1: Culture

The learner can:

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.

Strand 2: Time, Continuity, and Change

The learner can:

- Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

Strand 3: People, Places, and Environments

The learner can:

- Locate and describe varying landforms and geographic features.
- Describe how people create places that reflect cultural values and ideals.
- Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.
- Describe ways that historical events have been influenced by, and have influence, physical and human geographic factors in local, regional, national, and global settings.

Strand 5: Individuals, Groups, and Institutions

The learner can:

- Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.
- Describe the various forms institutions take and the interactions of people with institutions.
- Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

STANDARDS

STANDARDS

STANDARDS

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Strand 6: Power, Authority, and Governance

The learner can:

- Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- Analyze and explain ideas and governmental mechanism to meet needs and wants of citizens, regulate territory, manage conflict and establish order and security.
- Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- Describe and analyze the role of technology in communications, transportation, information processing, weapons development, or other areas as it contributes to or helps resolve conflicts.

Strand 7: Production, Distribution, and Consumption

The learner can:

- Describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- Describe the role of specialization and exchange in the economic process.

Strand 8: Science, Technology, and Society

The learner can:

- Examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare.

Strand 9: Global Connections

The learner can:

- Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations.
- Describe and explain the relationships and tensions between national sovereignty and global issues, such as health, security, resource allocation, economic development, and environmental quality.

NCTE Standards for the English Language Arts

Standard 1: Students read a wide range of print and non-print texts to build an understanding of text, of themselves, and of the cultures of the United States and the world, to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate with different audiences for a variety of purposes.

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 8: Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

California Applied Learning Standards

Standard 2: Students will understand how to solve problems through planning and organization. Students will plan and organize an activity.

Standard 3: Students will understand how to solve problems through teaching and learning. Students will develop and implement a teaching-learning program.

Standard 6: Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

Standard 8: Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.

STANDARDS

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Within traditional world history courses students study empires, but rarely see them from the inside. In EMPIRES, students learn about the ancient civilizations of the Fertile Crescent, and apply what they learn to create their own empires. As members of clans, they learn the basic elements of civilization, then work cooperatively to increase their clan's wealth and power. They compete with other clans and make strategic decisions in response to Fate situations. As they participate students create a variety of projects that reinforce their understanding of achievements that led to the development of civilization. Strategic planning and cooperative decision making enhance high levels of critical thinking.

Specifically, by participating in EMPIRES your students will benefit in the following ways:

Knowledge

- Elements of civilization (centralized government; organized religion; job specialization and social classes; arts, architecture, and public works; and writing)
- How empires are created
- History of the Fertile Crescent
- Geography of the Middle East
- Basic motivators and factors of historic and future empires
- Basic economic principles of trade, including supply and demand

Skills

- Create a variety of projects (written, drawn, 3-D, oral etc.)
- Enhance problem-solving skills
- Practice critical and strategic thinking
- Enhance map-reading skills
- Apply computational skills by completing daily records
- Work cooperatively to plan strategy, make decisions, and complete tasks

Attitudes

- Recognition of individual and group accomplishments as simulation progresses
- Appreciation that to understand history enables us to understand the present
- Satisfaction of completing selected projects
- Appreciation for cooperatively working towards a common goal
- Respect for the ideas of others (as they make strategic decisions and respond to fates)
- Personal growth through cooperation, risk-taking, and self and group evaluation

EMPIRES
PURPOSE

OVERVIEW

OVERVIEW

Working within cooperative groups (clans) students learn the history of the ancient Fertile Crescent, the essential elements of civilization, and the factors that gave rise to the birth of empires. Clans move through successively higher levels of civilization while attempting to expand their own civilization. Clans continually compete with other clans of the ancient Fertile Crescent for land and resources.

Basic Elements of Civilization

Each cooperative learning group is a clan within the Babylonian, Hittite, Phoenician, Median, or Persian civilizations. Within their clans, students complete Tasks that draw upon the multiple-intelligences. These Tasks center upon five key elements of ancient civilizations (centralized government; organized religion; job specialization and the development of social classes; the arts, architecture, and public works; and writing). When completing Tasks students may choose to create posters, models, poems, or speeches that answer questions about these elements of ancient civilizations. At each level of civilization, the clans acquire Civilization Points for the satisfactory completion of these varied Tasks. Point values for Tasks increase as clans progress to the next higher level of civilization.

Strategy and Competition

Access to land and resources became limited as early civilizations expanded. To satisfy their growing needs and ensure their survival, the people of the Fertile Crescent battled for control of scarce resources. Within the simulation clans also compete to accumulate resources and territory. Students participate in a variety of activities—completing Tasks, facing Challenges, responding to Fate dilemmas, trading resources with other clans, making strategic military decisions, and vying with other clans in kinesthetic competitions.

Culmination

Students create illustrated timelines and clans exhibit their best Tasks for evaluation by other students. Students participate in a debriefing discussion and complete a written assessment (use the provided question prompts or devise your own). Each clan converts all earned wealth to Civilization Points. The civilization that amasses the highest number of Civilization Points will be crowned the creator of the *Greatest Civilization and Empire of the Ancient World*.

Differentiated Instruction

Like all Interact units, EMPIRES provides differentiated instruction through its various learning opportunities. Students learn and experience the knowledge, skills, and attitudes through all domains of language (reading, writing, speaking, and listening). Adjust the level of difficulty as best fits your students. Assist special needs students in selecting activities that utilize their strengths and allow them to succeed. Work together with the Resource Specialist teacher, Gifted and Talented teacher, or other specialist to coordinate instruction.

ELEMENTS OF THE SIMULATION TWO COMPONENTS

In EMPIRES, students work simultaneously on two components of the simulation. Study the following summary of the elements of this simulation. The Setup Directions and the Student Guide explain how these elements fit together. Study the Daily Directions and reproducible masters for specific examples of Tasks, Challenges, Fates, and Competitions.

1. **Rising to Higher Levels of Civilization**

First, clans attempt to rise to higher levels of civilization by completing specific Tasks.

- a. Students begin as members of nomadic clans.
- b. By successfully completing Tasks, a clan attains the level of Tribe, then Village, then City-state, and finally Empire.
- c. The Tasks offer a variety of creative activities that appeal to diverse learning styles and aptitudes.
- d. Students have approximately four days to complete Tasks at each level of civilization.
- e. TASK AND FATE FACTS include background information that will help students prepare their Tasks. These short essays target individual roles and students should begin each day by reading their facts sheet. Since students rotate roles, every clan member will read every fact sheet more than once.

2. **Creating a Powerful Empire**

Second, clans seek to create an Empire through conquest/control of land squares and resources on the **Fertile Crescent Map**.

- a. Clans make strategic decisions about purchasing armies and investing in the infrastructure of civilization.
- b. Clans make strategic decisions about deploying armies to conquer and control *Province* and *Resource* squares.
- c. Rival clans battle for contested *Province* and *Resource* squares.

DAILY DIRECTIONS

DAY 1

Day 1

Introduce the Simulation

Objectives

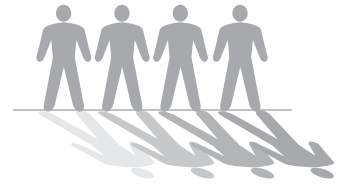
- Introduce the simulation
- Organize clans
- Distribute **Clan Folders**

Materials

- Student Guides — *class set*
- FERTILE CRESCENT FACTS — *class set*
—**Clan Folders**—
- ANCIENT CIVILIZATIONS — *one per member*
- TASK AND FATE FACTS — *one per role*
- FERTILE CRESCENT MAP — *one*
- RESOURCES NEEDED — *one*
- STRATEGIC MOVES LOG — *one*
- TASK RECORD — *one*
- TRIBE TASKS — *one (or one per member)*
- VILLAGE TASKS — *one (or one per member)*
- CITY-STATE TASKS — *one (or one per member)*
- EMPIRE TASKS — *one (or one per member)*
- WEALTH TALLY — *one*
- TASKS EXAMPLES — *one (optional)*
- Sealing plastic baggie — *one (for RESOURCE COUPONS)*
— **Teacher Reference** —
- **Civilization Score Sheet**
- **Fertile Crescent Map**

Procedure

1. Place students in one of the five groups (each group represents one of the civilizations in the simulation). Tell the students that they are now members of a clan within an ancient civilization.
2. Distribute **Clan Folders** to each clan. Have each clan write the name of its designated civilization on the front of their folder.
3. Distribute copies of the Student Guide to each student.
4. Read aloud the introductory essay on page 1 and the first paragraph on page 2 (to **Fertile Crescent Map**).



Cooperative Groups



*Prior to class enlarge and post a display/working version of the Fertile Crescent Map. See Setup Directions #9. **Classroom Environment** on page 14 for more information.*

Consider awarding coins or Civilization Points to clans who decorate their folders with appropriate artwork or designs.

DAILY DIRECTIONS

DAY 1

5. Call students' attention to the FERTILE CRESCENT MAP in their **Clan Folders**. Using the posted classroom map, explain its significance and how the students will use it.
 - a. The map represents ancient Mesopotamia (the area between the Tigris and Euphrates Rivers) and the surrounding areas.
 - b. The map is divided into 80 sections by a numbered and lettered grid. This grid allows students to identify any specific land square on the map.
 - c. Each land square has a numerical value on it. This is the monetary value of the square. A clan in control of a square earns coins in that amount each day.
 - d. Point out that some squares are marked as *Home* squares or by symbols of resources.
 - e. Point out to each group where its *Home* square is located.
 - f. Refer the students to the **Fertile Crescent Map** paragraph in their Student Guides (page 2). Have them follow the directions found in that paragraph.

6. Read with students the **Resources** paragraph in the Student Guide (page 2).
 - a. Tell the students that there will be three Trade Days during the course of the simulation. On these Trade Days they will attempt to acquire resources that their civilization needs. Inform them that successful trading will result in large bonuses for their clan.
 - b. Each civilization will need some amount of the ten resources. These amounts are different for each clan. Have the students look at the RESOURCES NEEDED list in their Clan Folder. **Warn students to not share these lists with rival clans.**
 - c. Instruct the students that these are the amounts of each of the ten resources they try to acquire on Trade Day. Tell them that to get credit for successful acquisition of a particular resource, they must have at least the amount shown on the RESOURCES NEEDED list (they can exceed the amount, they just can't have less than the required amount).
 - d. Advise students that in the three days prior to Trade Day, they should try to control as many *Resource* squares as possible. They will receive five RESOURCE COUPONS for each day that they control a particular *Resource* square. Tell your students that these coupons will not only help them meet their quota for that particular resource, it will also allow them to build up surpluses which they can use to acquire resources they do not control on Trade Day.



Expect Resource squares to be the most hotly contested squares on the board. The uneven distribution of resources provides a good teaching moment to discuss how some civilizations have easier access to needed resources than do others. Discuss how competition over resources has caused conflict since the beginnings of human existence and was a prime motivation for the building of empires.

Stress to students how important controlling Resource squares will be throughout the simulation. Their success at trading will be in large part due to the amount of surplus resources they have at their disposal to trade. Encourage them to go after Resource squares right away.

DAILY DIRECTIONS DAY 1

- e. Inform the students that if no civilization occupies a *Resource* square at the end of a particular day, (either no clan tried to occupy it or two clans cancelled each other out in a battle) then those RESOURCE COUPONS will not be distributed. That will make the coupons that have been distributed that much more valuable (supply and demand).
7. Read with students the **Strategic Moves and Empire Building** paragraph in the Student Guide (page 2).
- a. Have the eight colored pushpins already located in the *Home* square of each clan. Let them know their color and the colors of their rival clans.
 - b. Tell them that when they begin they will have these eight armies and 20 moves for free. Each day after this they must purchase armies and earn any moves.
 - c. Instruct the students that they will want to control as much land as possible. They must locate at least two pushpins (armies) of their color in a *Province* square to control it. They receive the numerical (coin) value of that square for each day that they control it. If it is a *Resource* square, they will also get the five RESOURCE COUPONS for that square daily.
 - d. Inform the students that they will use the moves that they earn daily to send armies out to occupy and control *Province* or *Resource* squares.
 - e. Instruct the students that one army moving one square equals one move. A clan moving two armies to a square two spaces directly below their current space requires four moves. Inform them that they may not move armies diagonally (this simulates the difficulty of travel in the ancient world).
 - f. Have the students get the STRATEGIC MOVES LOG from their **Clan Folders**. Give them instructions to complete these logs. Tell them that their armies will make many moves during each class period and that they must record each move. The students may request additional STRATEGIC MOVES LOG when needed, or use their own paper.
 - g. Inform the students that very often two different civilizations will occupy the same *Province* or *Resource* square after all clans have made their strategic moves. This will result in a battle. Explain to your students how the outcomes of battles are determined. (See **Elements of the Simulation #7, Battles**, on page 7 for more information.)



Fewer than 15 RESOURCE COUPONS might be distributed prior to Trade Days because of vacancy or battles. This can't be helped and makes Trade Day more challenging. Reinforce for your students the concept of supply and demand.



Use an overhead or the board to chart examples of hypothetical moves that could be entered on a STRATEGIC MOVES LOG. Emphasize the importance of moves right away. Without wise strategic moves, clans will have difficulty acquiring land and resources.

DAILY DIRECTIONS

DAY 1



Students may use supplemental materials from the library (or provided in the classroom) or from the Internet, but it is not necessary.

Stress that completing Tasks is one area of the simulation that the clan completely controls. Their effort alone determines how quickly and successfully they will rise through the civilization levels.

Stress that they may earn additional points, moves, or coins through exceptional work.

The TASK RECORD helps keep the clans organized and allows you to hold students accountable. By looking at the TASK RECORD, you will know what each student is supposed to be doing.

Some students will finish their Tasks at a given level before others in their clan finish their Tasks. Allow the students who are finished to proceed to the Tasks sheet for the next level. (You never want students sitting there with nothing to do). Do not award any bonus moves for the clan until the preceding level is completed. In this way, a clan does not have to stop all work while waiting for one member's completed Task.

8. Read with students the **Tasks** paragraph in the Student Guide (page 3).
 - a. Have them take the ANCIENT CIVILIZATIONS and TASK AND FATE FACTS readings from their **Clan Folders**. Explain that the readings include all the information they need to complete their Tasks.
 - b. Have students turn to page 8 of the Student Guide and read **Tasks Build an Empire** and **This is How it Works**. Briefly review the **Tasks on Five Key Elements of Civilization** and the four levels of civilization within each.
 - Note that each level of civilization has a specific question to answer.
 - Explain that all clans begin at the Tribe level and must satisfactorily finish one Task per element of civilization at that level before they advance to the next level.
 - c. Have students take TRIBE TASKS out of their **Clan Folder**.
 - Read through the five questions under the five elements of civilization.
 - Stress to the students that they have several choices about how to answer each question. It is up to them to decide how to proceed.
 - d. Emphasize that in scoring Tasks, you will look for:
 - Information which answers the question
 - Evidence of student effort
 - e. Have students get their TASK RECORD from their **Clan Folder**.
 - Instruct the students that each clan member will be responsible for completing Tasks.
 - They sign up for a Task on their TASK RECORD.
 - When they finish one Task, it is up to them to volunteer for or get a new assignment.
 - Each day the Priest updates the TASK RECORD.
 - f. Discuss with the students the importance of moving to higher levels of civilization. Make sure that they understand that they will receive more points for each Task at each higher level. Also emphasize that they earn daily bonus moves as they attain higher levels of civilization.
 - g. Point out the **Civilization Score Sheet** posted for all clans to see. Explain how you will mark off completed Tasks and that all clans can compare their progress to that of other clans at any time.

DAILY DIRECTIONS DAY 1

9. Go over the **From Clan to Empire** and **Earning Civilization Points, Moves, and Coins** charts in the Student Guide (page 3).
 - a. Tell students that they will start every day (except Trade Days) with a challenge. These Challenges (which are a combination of cooperative group activities and quizzes) can earn their clan as many as 40 moves in a day. Remind them that they will get to add their Tasks bonus moves to any moves they earn through Challenges.
 - b. Give each student a copy of FERTILE CRESCENT FACTS with the 30 questions on it. Inform them that they will have three quizzes for moves (and grades if you choose to do so) based on these questions. Tell them that the first quiz will cover the first 10 questions, the second quiz will cover the first 20 questions, and the third quiz all 30 questions.
 - c. Inform the students that you will read a Fate that will require critical thinking on the part of the clans following each challenge.
10. With the students, read and discuss **Roles and Responsibilities** in the Student Guide (pages 4 and 5).
 - a. After explaining the roles, allow the clans to assign students to roles.
 - b. Ensure that students understand the system for role rotation.
 - c. Note that some role responsibilities require more work and time.
 - d. Recommend that the clan members with less demanding roles take the opportunity to complete tasks since they will rotate into a more demanding role every other day.
11. If any time remains, allow clans to determine their assignments regarding the Tasks and allow students to begin work on Tasks.
12. Decide if you will collect **Clan Folders** and Student Guides daily, or if clans will store them in one certain area of the classroom. Stress to students the importance of keeping track of the **Clan Folders** and the study materials inside, as well as completed Tasks. The Artisan has responsibility for the **Clan Folder** and clan materials.



By giving the students the FERTILE CRESCENT FACTS in advance you can encourage them to study at home.