

Chapter 6. People Create Civilizations: The Urban Wave

Chapter 6. B. Activities

You probably have noticed that there are numerous suggestions for activities in the study questions. In addition, I have listed a number of activities below that I believe will help explain the materials in more depth and engage students in more “hands on” learning.

Introduction

1. Make a chart to show population increases in the Urban Wave. Conduct additional research to add more information than is in the book.
2. Make a diagram showing the travels of one of the cedars of Lebanon logged during the Urban Wave to its final destination.

Part I

1. A Farm

Recreate a farm in Mesopotamia or among the Mayans. What were their practices? Through your research, suggest ways that more conservation methods could have been employed for more sustainable agriculture.

2. Daily Life

Make murals of the daily life of peasants in an Urban Wave setting in different areas of the world: Europe, China, Egypt, and Maya.

3. Technological Innovations

Conduct additional research to find pictures or diagrams of technological innovations in the Urban Wave. Make a display or collage of these for all classmates to see.

4. The Economy

Scenario. Have the following groups interact to see what kind of economic system they would create based on the situation during the Urban Wave. Merchants, king, nobles, urban commoners, peasants.

5. Luxury Goods

Collect pictures, drawings (or make your own) of the luxury goods traded during the Urban Wave. Where were the luxury goods made? Who made them? Who bought them? How did they buy them? Trace trade routes on a map.

6. Guilds in Europe

Recreate a guild system in Europe during the Urban Wave.

- a. Who were all the players in the guild system (guild owner, guild family, apprentice, consumers, competitors, the community, other guilds, merchants, the king)?
- b. What function did each perform?
- c. Who benefited from guilds? Why?
- d. Who did not benefit from guilds? Why?
- e. Do you think guilds should be incorporated into our economic system today? What would be the benefits? Drawbacks? Use systems thinking in this activity. How did all the components of the system interact?

7. Agricultural Productivity

Design a flow chart or feedback systems chart to understand the ramifications of an increase in agricultural productivity. Who was affected? What changes occurred? Was it enough change to spark a transition to a new wave?

8. Prior to Marriage

Recreate all the components of the events prior to marriage taking place in the Urban Wave.

- a. What civilization are these events taking place in?
- b. Was there courtship?
- c. Who arranged marriages?
- d. Did the couple have a choice in selecting their future marriage partner?
- e. Did courtship differ in class?
- f. What other questions do you think would be interesting to research?
- g. Have students research different civilizations to come up with answers to some of these questions. Make a chart comparing these different customs.

9. Marriage

Recreate all the components of a marriage taking place in the Urban Wave.

- a. What civilization is the marriage taking place?
- b. Who are the couple?
- c. Why are they getting married?
- d. Was the marriage arranged? Who arranged it?
- e. What class are they from?
- f. What is the role of a marriage broker?
- g. What is the ceremony like?
- h. Are there vows that must be taken? If so, what are those vows?
- i. Who performs the ceremony?
- j. Who is invited?
- k. What do they wear?
- l. What takes place after the ceremony?
- m. Have students research different civilizations to come up with answers to some of these questions. Make a chart comparing these different customs.

10. Women.

A cross-cultural examination of the subjugation of women in the Urban Wave. Practices such as foot-binding, purdah, genital mutilation, veiling, sequestering, virginity, arranged marriages, were all aspects of patriarchal control.

- a. Describe each of the practices listed above.
- b. Where did these practices take place? Place these different practices on a map.
- c. Why were these practices enacted?
- d. How were these practices enforced?
- e. How did women react to this subjugation?
- f. What other practices would be labeled as patriarchal? Conduct research to find other practices.
- g. Make a cross cultural chart to show how the subjugation of women played out in different civilizations and societies during the Urban Wave.
- h. Are there remnants of patriarchy in our modern society? What are they?

11. Children

A cross-cultural examination of the role of children in the Urban Wave.

- a. Were children treated differently in different civilizations/societies?
- b. Generally, how were children treated?
- c. What responsibilities or duties did children have?

- d. What was the life expectancy of children?
- e. Did the treatment of children differ according to class? Explain.
- f. Did the treatment of children differ according to gender? Explain.
- g. How many children did families have?
- h. What form of education did children have?
- i. Include other questions you may find interesting about children in the Urban Wave.

12. Slavery

- a. Why did slavery develop in the Urban Wave?
- b. Examine the practice of slavery in different areas of the world.
- c. How were practices different? How were practices the same?
- d. Did some areas of the world not practice slavery during the Urban Wave? What areas? Why?
- e. How were slaves treated? Did this differ around the world?
- f. What work did slaves perform?
- g. Was there a difference between the way women, children, and men were treated as slaves?
- h. Divide students into groups, have each group select a different area of the world to examine slavery in that region. After the projects are complete and information has been shared, have students construct a comparison chart to show the similarities and differences in slavery in different civilizations and regions of the world. Some of the categories for comparison could be the questions posed above or others you wish to compare.

13. Leadership

- a. Conduct research to find different notable leaders in different urban societies.
- b. What did they do as leaders?
- c. What skills or personal attributes did they possess as leaders?
- d. What were some of the commonalities among the leaders?
- e. What distinguished them as leaders?
- f. Make a comparison chart of leaders from different regions.

14. Law Codes

Keep in mind these are law codes in the Urban Wave, not modern society.

- a. Make your own Hammurabi's Code. You can even etch it into stone if you wish.
- b. What categories of law would you need to devise (property ownership, theft, etc.)?
- c. What are some of the specific rules you would need to devise. Remember you are using a holistic approach, so it would not be in keeping with the society at the time to have equality for women as a law.
- d. What laws would be different than today's laws in your country?

15. Warfare.

Look at the different practices of warfare in different civilizations or regions.

- a. Put together pictures, power point of different military practices and campaigns.
- b. Why did they fight?
- c. Who did they fight?
- d. What role did women play?

16. Religion

Conduct additional research to find out different examples of the transition of deities from goddesses (female) to gods (male) in religious expressions during the Urban Wave. Or from folk religions to universal religions.

- a. Why did this occur?
- b. I have an example in my own state of New Mexico. Today a Catholic Church stands atop an old Native-American sacred site in Chimayo, New Mexico. Indigenous people at the time thought the site had special healing powers, the Catholic Church today believes the same.

17. Conduct additional research into the Axial Age and each of the universal religions.

18. Communication

What is your reaction to the statement: "The development of writing ushered in a change of consciousness, from a non-rational, non-linear all encompassing spirituality to ways of knowing based on human inquiry, rational thought, and segmented logical analysis?"

- Do you agree or disagree with this statement?
- In what ways do you think this shift was expressed (or not expressed)?
- Conduct an Experiment. Communicate with a person in written form. For example request their cooperation in helping perform a certain task. Then communicate with that same person by just talking. How are the two forms of communication different?

19. Leisure Activities

- What leisure activities and forms of entertainment were found in the cities?
- In the countryside?
- In different regions?

20. Civilization Commonalities

Civilization have both unique characteristics and underlying commonalities.

- Conduction additional research and study 3 or 4 civilizations.
- What are their underlying commonalities? See chart for example on organizing your information.
- Have students research different civilizations and share their information with the class.

21. Timeline

- Form 3 groups.
- Have each group make a chronological timeline of one of the three eras in the Urban Wave: ancient classical, or post-classical.
- Place the city-states, kingdoms, states, empires, and civilizations that were studied on the appropriate timeline.
- Can experiment with making other type of "timelines" such as circular representations, (a circle would be proportional to the number of years the civilization was thriving). Or I strongly suggest a development "timeline" that we have studied in this holistic world history.

22. World Map

- Form groups of students
- Display three world maps to represent the three eras of the Urban Wave.
- Locate the city-states, kingdoms, states, empires, and civilizations studied on the world map.
- Assign a particular color to each city-state, kingdom, state, empire, and civilization.
- Outline in a color the territory they encompassed during their rule.
- Identify boundary areas where city-states, kingdoms, states, empires, or civilizations collided
- Option: Place notable individuals associated with the city-state, kingdom, state, empire, or civilization on the map as well.

23. Civilization Comparisons

- Form groups of 4 or 5 students each.
- Have each group select 2,3,4, or 5 different city-states, kingdoms, states, empires, or civilizations to compare (perhaps a comparison of 2 in each of the political categories)
- The comparison chart can be helpful in organizing the essential characteristics of each different city-state, kingdom, state, empire, or civilization.
- Post their charts where other classmates can see.
- Have a time to share each groups' findings with other classmates.

24. Universal Religions/Worldviews Comparison Chart

- a. Form small groups or individuals can work independently.
- b. Compare universal religions/worldview.
- c. Use the chart to help students organize their work.
- d. Identify other religions they would like to add.
- e. Identify common themes that all the religions share. In other words is there a "golden rule" that all advocate.

25. Comparison of Agriculture and Urban Wave

- a. Compare essential characteristics of the Agriculture and Urban Wave
- b. See the chart to help organize your thoughts

26. Written Play

- a. Form groups of students.
- b. Have each group of students select a different urban center for their play.
- c. Research characteristics of the following groups in the Urban Wave
- d. Write a play that shows the interaction of these different groups in some type of daily setting.

urban unskilled laborer

skilled artisan

merchant

elite man

elite woman

slave

prostitute

elite child

commoner child

peasant farmer

landowner

priest

government official

others you may think of