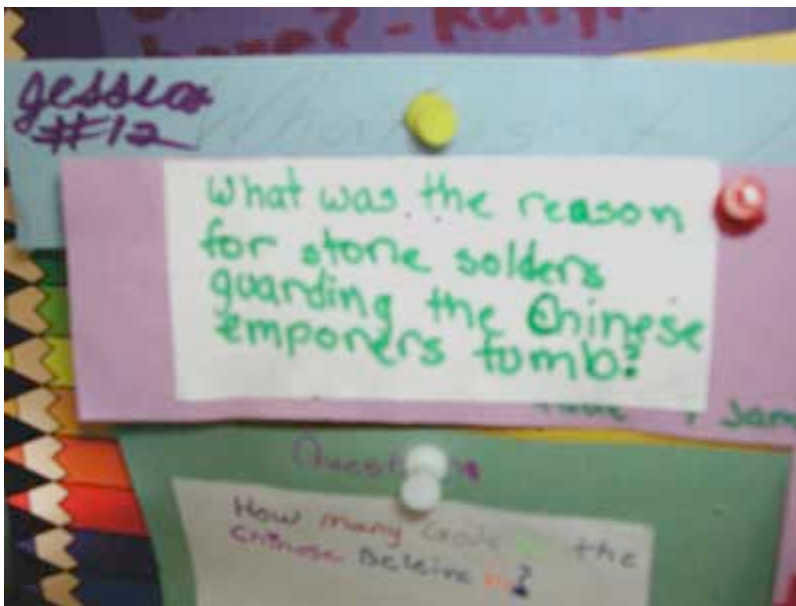


Student Work

Students generate questions for each unit and put them on the Concept/Question Board. Students can refer to this board when they are thinking about questions to investigate.



How did the Anasazi
grow enough food
out in the open
desert?

the Anasazi people
used for drinking and
g all year round



This is a bronze age skeleton from
about 4,000 years ago. It was found
in Turkey on the Black sea coast. >

Amanda + Christina

How did
the Anasazi
learn the
use of
medicine?

By: Berelope

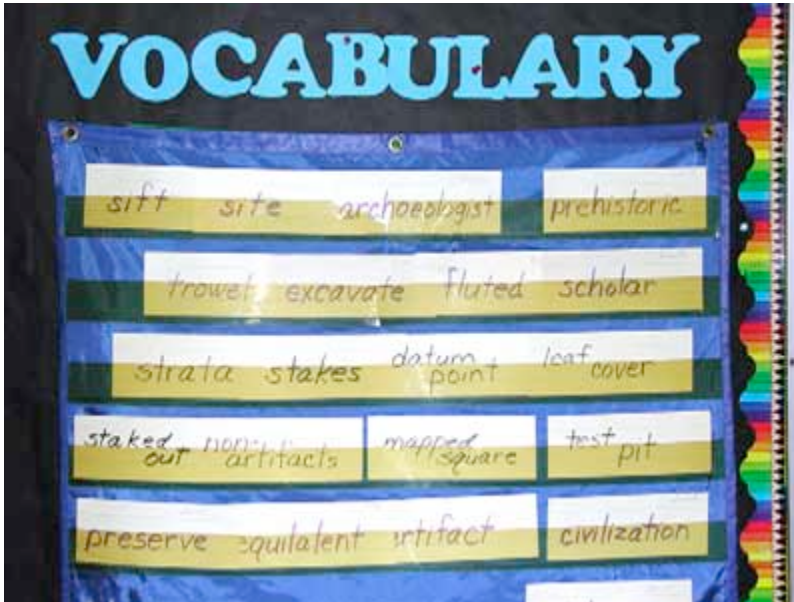
Concept
Why were the Gods
so important to
the Egyptians?
— Christina

What kind
did the



Students are making connections between what they are learning in school and what they are reading outside of school in the newspaper. They post articles like this one on the Concept/Question Board.

Vocabulary



Mrs. Bunting keeps a list of unit-related vocabulary terms in a pocket chart.

Inquiry Journals

Students complete pages in their *Inquiry Journals* as they work through their investigations.

Name _____ Date _____

UNIT 2 Ancient Civilizations

Investigating a Problem

A good problem to investigate:

How have women rights changed over time in Rome?

Why this is an interesting problem:

because men had alot of power and women didnt.

Some other questions about this problem:

How were women treated in Rome?

20 UNIT 2

Investigating a Problem • Inquiry Journal

Students begin to investigate problems or questions on *Inquiry Journal* page 20.

Name _____ Date _____

UNIT 2 Ancient Civilizations

Investigating the Group's Problem

My group's problem:

How did all these civilizations
have similar pyramids?

What our research will contribute to the rest of the class:

The knowledge of
pyramids.

Some other questions about this problem:

How were they built?
What were they used for?
What are the similarities?

On *Inquiry Journal* page 22, the students identify their problems or questions and how their research will contribute to the rest of the class. Students complete this page in Teaching Example 2: Refine the Question or Problem.

Name _____

Date _____

Recording Conjectures

Our problem:

How were different civilizations able to make similar temples/pyramids?

Conjecture (my first theory or explanation):

There are several different conjectures for my question. I think groups of people accidentally traveled there over centuries, not meaning to teach another civilization. Then they saw the pyramid, and over thousands of years went back to their civilization and made their own version of pyramids and temples. Another conjecture is one I found in a book. Ancient people believed that if they buried a king in a pyramid or temple, the spirits will shoot through the top, straight to the sky.

As you collect information, your conjectures will change. Return to this page to record your new theories or explanations about your investigation.

Students record their conjectures on *Inquiry Journal* page 27. They begin making conjectures in Teaching Example 3: Formulate a Conjecture. Note that students within the same group may make different conjectures.

Name _____

Date _____

Recording Conjectures

Our problem:

How were different civilizations able to make similar systems

Conjecture (my first theory or explanation):

my conjecture is that the civilization never concluded. I think they thought that it was very strong, sturdy and it was very durable to the weather in their country. my second conjecture is it looks nice and very spacious.

As you collect information, your conjectures will change. Return to this page to record your new theories or explanations about your investigation.

Inquiry Journal, page 27: Recording Conjectures

Name _____

Date _____

Recording Conjectures

Our problem:

How were different civilizations able to
make similar temples/pyramids.

Conjecture (my first theory or explanation):

My conjecture is that they thought it is a
very strong structure. It can withstand weather
and other disasters that could happen.
My other conjecture is from a book I read
with Matt that if it was built up like a
triangle the persons soul would shoot straight
to the heavens.

As you collect information, your conjectures will change. Return to
this page to record your new theories or explanations about your
investigation.

Inquiry Journal, page 27: Recording Conjectures

Name Christina #5

Date 1-24-02

Ancient Civilizations UNIT 2

Recording Conjectures

Our problem:

How have women's rights changed
in the Roman Society from the beginning
to now, when the society fell?

Conjecture (a first theory or explanation):

There had to be atleast a few
women that fought for their rights,
but I don't think that they changed at
all in that period because up until the
1900's women were still fighting for
their rights.

As you collect information, your conjectures will change. Return to this page to record your new theories or explanations about your investigation.

Inquiry Journal, page 27: Recording Conjectures

Preliminary Work

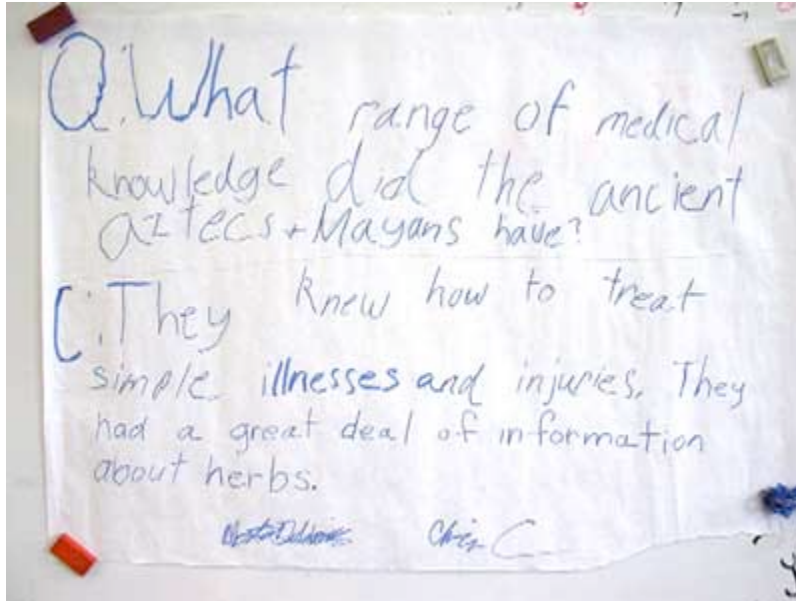
Subjects	women	men
Jobs	<ul style="list-style-type: none">• Most women stayed home to cook and clean.• Rich women could be priestesses.• A woman had jobs like hairdressers or midwives.	<ul style="list-style-type: none">• Men kept most of the professions to themselves.• They could be doctors, farmers and government officials.
Daily Life	<ul style="list-style-type: none">• Women and girls stayed home.• Rich women could be priestesses.• A woman had jobs like hairdressers or midwives.	<ul style="list-style-type: none">• Boys went to school.• Men went to their jobs.• Rich men quit work at noon.• Men had unlimited bathing time.

Daily Life	<ul style="list-style-type: none">• Women and girls stayed home.• Rich women could be priestesses.• A woman had jobs like hairdressers or midwives.	<ul style="list-style-type: none">• Boys went to school.• Men went to their jobs.• Rich men quit work at noon.• Men had unlimited bathing time.
Ability to Participate in government	<ul style="list-style-type: none">• No vote on laws or government.• No part in the government or society.	<ul style="list-style-type: none">• Men could vote if they were citizens.• Men could run for office.• Men could work for the government.

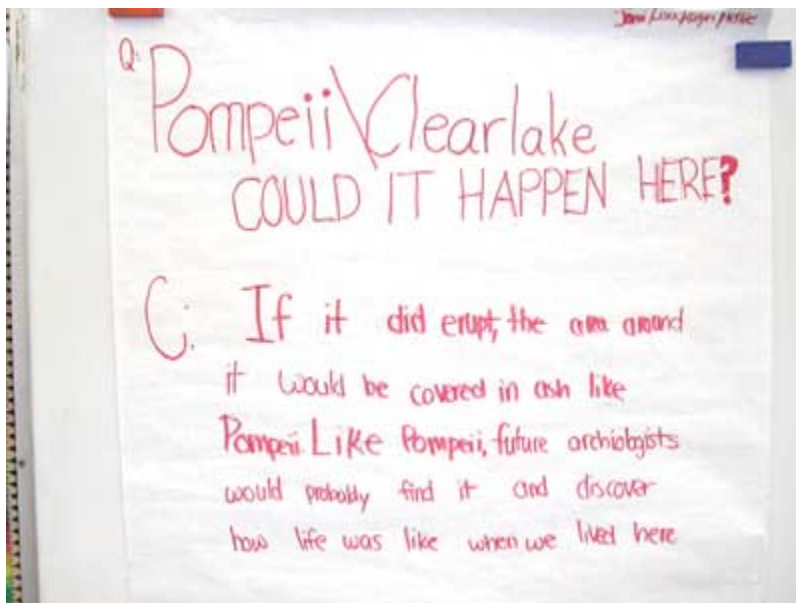
Students in this group put together a chart to help them organize their information.

Questions and Conjectures

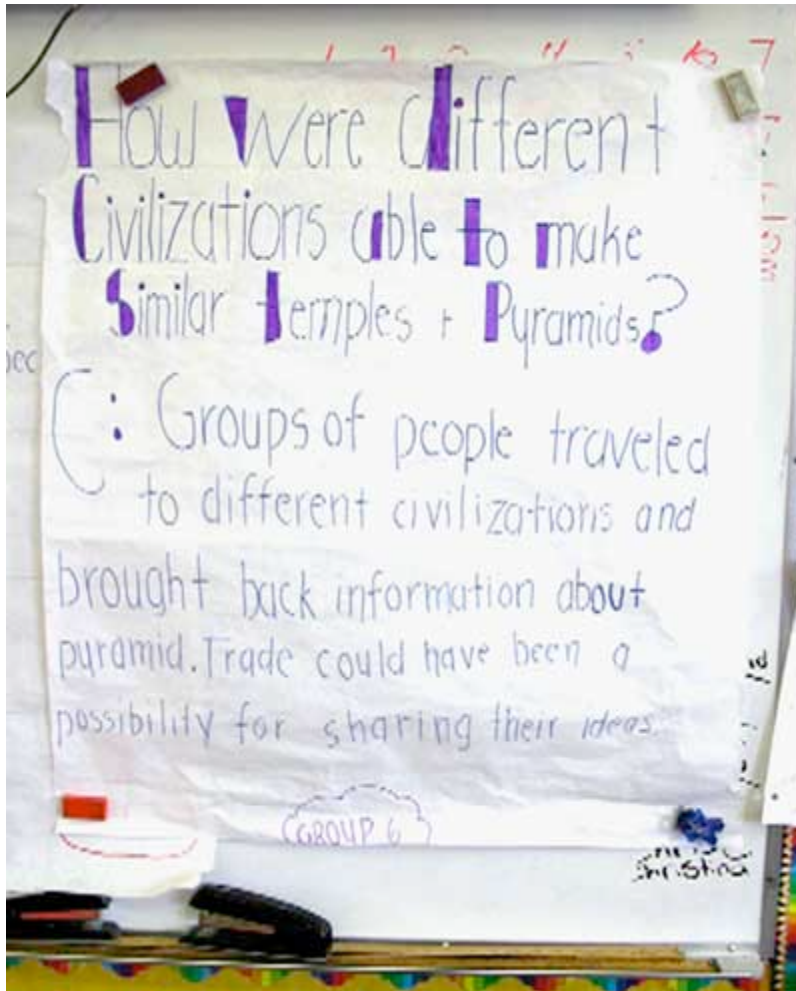
Students may refine their questions and conjectures a number of times. Each time they gather new information, they may refocus their investigations by altering their research questions and conjectures.



What range of medical knowledge did the ancient Aztecs and Mayans have?



Pompeii/Clear Lake: Could It Happen Here?



How were different civilizations able to make similar temples and pyramids?