

P.Cert.Grade 6 Create your own civilization

Content Area: **Gifted and Talented**
Course(s):
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students will create their own futuristic plan for a sustainable civilization.

Enduring Understandings

Innovations of early civilizations influence the modern world.

Democratic societies must balance the rights and responsibilities of individuals with the common good.

Geography influences needs, culture, opportunities, choices, interests, and skills.

Essential Questions

What must be established so that the needs of a civilization are met?

How do the basic needs in Maslow's Hierarchy being met *or* neglected affect the daily lives of people?

What makes a civilization?

Instructional Strategies & Learning Activities



Maslow's Hierarchy of Needs

Maslow (1943) stated that people are motivated to achieve certain needs. When one need is fulfilled a person seeks to fulfill the next one, and so on.

During the course of this project you will build a civilization based on the Maslow's Hierarchy of Needs pyramid.

Task 1: Physiological Needs; hunger and thirst

In this task you will decide where your civilization will be placed. You must choose a location that will allow

your inhabitants' physiological needs of hunger and thirst to be met. This will be the way they will SURVIVE. How will they get water to drink? What water source will it come from? What will they eat? Who will do the hunting/farming/transporting?

Task 2: Safety Needs; Security and Protection

In this task you will decide what you will implement in your civilization to make your inhabitants feel safe and protected. What laws will you establish to ensure safety and security? What will the punishments for breaking those laws be? Will there be a way to positively reinforce the law abiding citizens? How will children be kept safe?

Task 3: Social Needs; Sense of Belonging and love

In Task 3 you will create environments where your inhabitants will feel a sense of belonging and love. What organizations will your civilization have? Schools? Places of Worship? Community meetings of some sort? Think about how one would feel a part of this civilization and what type of organization would facilitate that.

Task 4: Ego/Esteem Needs; Self-esteem, recognition, status

This task will focus on how the members of your civilization feel valuable and recognized. Here you will talk about their occupations and place in society. What jobs will be needed in this civilization? What can individuals do to feel good about themselves? Hobbies? Place in society?

During the course of this project you will build a civilization based on the Maslow's Hierarchy of Needs pyramid. Before we begin we'll look at some of history's civilizations; what components they all share, and how they differ from one another. We'll compare and contrast, then you'll begin creating your own civilization based on what you want to imitate from others in history and what your brilliant mind can come up with today! The civilization you create will already have an established and developed, modern-day location.

There will be 4 tasks involved in the project. Each of the tasks will be based on the first four levels of the Maslow's pyramid. The 5th level of the pyramid, self-actualization, will be our goal for the inhabitants of our civilization. Each task will have a product at its completion that will represent the system in place to meet that need.

At the end of the 4 tasks you will compile them all to create ONE large visual of your civilization using technology of your choice.

Students will read Weslandia by Paul Fleischman. Students will discuss Wesley's civilization and the environment he created.

Students will view a Powerpoint about Maslow's Hierarchy of Needs. A classroom discuss will follow.

Students will use the brainstorming sheet to generate ideas for their own civilization.

Students will work in pairs to combine their unique ideas into one civilization.

Students will use Prezi, Minecraft or another computer program to generate a visual of their civilization. They must follow the outline for the project, so they are sure to include all of the hierarchical needs required for a society to thrive.

Students will present their final projects.

Integration of 21st Century Themes and Skills

CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Technology Integration

Students will interact with the lessons using the Smartboard, document camera and chromebooks.

TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

Interdisciplinary Connections

Science

Technology

Social Studies

Differentiation

The entire project is differentiated in that students have complete product and process choice.

Students may require help to learn a new computer program/software.

Modifications & Accommodations

Weekly check-in's to make sure they're including what needs to be in the project.

Assistance with computer program/software.

Formative Assessments

Initial brainstorming sheet will be used as a formative assessment. See below.

Project checklist will be used to keep students organized and on track.

Weekly conferences with each partnership.

Summative Assessments

Civilization Project Rubric

	4	3	2	1
Style	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation content.	Doesn't make use of font, color, graphics, effects, etc.

Organization	Content is well organized and flows logically and smoothly.	Content is mostly organized and flows logically and smoothly.? There may be one flaw.	There is an attempt to organize content, but it doesn't flow logically or smoothly.? There are many flaws.	There is no attempt to organize content.?
Hierarchy of Needs	All requirements are met and exceeded. Presentation clearly explains how the hierarchy of needs is met in the civilization.	Most requirements are met. Presentation explains how most of the hierarchy of needs is met in the civilization.	Some requirements were not completely met. Presentation doesn't explain how many of the hierarchy of needs is met in the civilization.	Requirements were not met.? Presentation does not explain how the hierarchy of needs is met in the civilization.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	There is little evidence of original or inventive thinking.	No evidence of original or inventive thinking.?
Graphics, Sounds and Animation	The graphics, sounds and/or animation assist in presenting an overall theme and enhance understanding of the content.	The graphics, sounds and/or animation assist the audience in understanding the content.	The graphics, sounds and/or animation do not assist the audience in understanding the content, or are distracting and detract from the content.	The graphics, sounds, and/or animations are unrelated to the content.
Use of class time	Used time well during each class period.? Focused on getting the project done.	Used time well during each class period. Usually focused on getting the project done.	There was some focus on getting the project done during class time, but more was needed.	Did not use class time to focus on project.

Name: _____ ?????????????? ?????????????? ?????????????? Grade: _____

Instructional Materials

Computer access

Westlandia book

Powerpoint presentation

handouts

Smartboard for final presentation

Standards

☰ NJ - Common Core State Standards (2010) (3 Items)

{LA.6.CCSS.ELA-Literacy.RL.6.4} Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

{LA.6.CCSS.ELA-Literacy.W.6.4} Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

{LA.6.CCSS.ELA-Literacy.W.6.6} Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

☰ NRC - NGSS Arranged by Topic (2013) (1 Item)

{MS-ETS1-1} Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.