Time Allotment
Six 50-minute class periods

Overview
Playing the commercial computer game, Civilization III (Windows PCs only), students learn about ancient Greek, Roman, Egyptian, Babylonian, Indian, and Chinese civilizations. Students learn how geography helped shape these early civilizations, examining the relationships between physical, cultural, and political geography. Students also learn about the important technical discoveries of the ancient world, and see how these developments affect history. In addition to playing the game, students make maps and timelines to show how their civilization grew and to help them reflect on their game play. At the end of the unit, students present their civilization to their classmates on poster boards, which can also be used for discussion and debriefing activities.

Grade Levels
Grades 5-8

Subject Matter
Social Studies: birth and growth of civilizations; river valley communities; history of technology

Learning Objectives
Students will be able to:
• Name the ancient civilizations, locate their location on maps, and explain why they arose in that region
• Identify connections between physical, cultural, and political geography, explaining how geography helped shape the development of ancient civilizations
• Identify and explain the significance of the early technologies on ancient civilizations
• Analyze the importance of trade in ancient civilizations, describe the natural resources that were the basis of trade, and describe the global networks of commercial exchange that connected the ancient world
• Analyze ways in which chariot transport and warfare affected ancient Asian societies
• Identify, explain, and locate on maps the strategic resources (i.e. horses, iron) of the ancient world, and explain their role in shaping history
• Identify the underlying causal mechanisms driving history and identify how these same patterns affect modern life (i.e. technologies, trade networks, isolationism, natural resources)

Standards

History Standards:
From The National Center for History in the Schools
http://www.sscnet.ucla.edu/nchs/

1. Standard 1: The 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 BCE. Analyze how the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shaped the early development of civilization.
   Standard 1B: The student understands how commercial and cultural interactions contributed to change in the Tigris-Euphrates, Indus, and Nile regions.

2. Standard 2: How agrarian societies spread and new states emerged in the third and second millennia BCE. The student understands how civilization emerged in northern China in the second millennium BCE. The student is able to explain the fundamentals of bronze-making technology and assess the uses and significance of bronze tools, weapons, and luxury goods in the third and second millennia BCE.
Student is able to compare the climate and geography of the Huang He (Yellow River) valley with the natural environments of Mesopotamia, Egypt, and the Indus valley.

3. **Standard 3:** The political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE. The student understands how population movements from western and Central Asia affected peoples of India, Southwest Asia, and the Mediterranean region.

4. **Standard 4:** Major trends in Eurasia and Africa from 4000 to 1000 BCE. The student is able to explain the various criteria that have been used to define “civilization” and the fundamental differences between civilizations and other forms of social organization, notably hunter-gatherer bands, Neolithic agricultural societies, and pastoral nomadic societies. The student is able to identify areas of Eurasia and Africa where cities and dense farming populations appeared between 4000 and 1000 BCE and analyze connections between the spread of agriculture and the acceleration of world population growth. Compare conditions under which civilizations developed in Southwest Asia, the Nile valley, India, China, and the Eastern Mediterranean and analyze ways in which the emergence of civilizations represented a decisive transformation in human history. The student can explain why geographic, environmental, and economic conditions favored hunter-gatherer, pastoral, and small-scale agricultural ways of life rather than urban civilization in many parts of the world.

**Geography Standards:**
From *Mid-Continent Research for Education and Learning*
http://www.mcrel.org

**The World in Spatial Terms**
1. Understands the characteristics and uses of maps, globes, and other geographic tools and technologies
The Birth of Civilizations

2. Knows the location of places, geographic features, and patterns of the environment
3. Understands the characteristics and uses of spatial organization of Earth's surface

Places and Regions
1. Understands the physical and human characteristics of place
2. Understands the concept of regions
3. Understands that culture and experience influence people's perceptions of places and regions

Physical Systems
1. Understands the patterns and networks of economic interdependence on Earth's surface
2. Understands the patterns of human settlement and their causes
3. Understands the forces of cooperation and conflict that shape the divisions of Earth's surface

Environment and Society
1. Understands how human actions modify the physical environment
2. Understands how physical systems affect human systems
3. Understands the changes that occur in the meaning, use, distribution and importance of resources
4. Understands how geography is used to interpret the past

Media Components
Digital Computer Game:
Civilization III, developed by Firaxis, published by Infogrames Interactive. Civilization III is a turn-based strategy game where players can lead a civilization from 4000 BCE to the present. This lesson uses a custom scenario made by Kurt Squire, which is available from his Web site at http://cms.mit.edu/games/education/civilization/, and will soon be commercially available through Scholastic.
Web Sites:
Hyper History Online
http://www.hyperhistory.com/online_n2/History_n2/a.html
Hyper History Online is a set of hyperlinked online maps and timelines that trace the evolution of human society from antiquity to modern times. Recommended by the History Channel and The Discovery Channel, The Hyper History Project is unique in that it helps students see connections among events. Hyper History also has a companion book, The World History Chart, which can be ordered from the Web site:
http://www.hyperhistory.com/online_n2/History_n2/contact.html

Optional: Egypt’s Golden Empire:
http://www.pbs.org/empires/egypt/
Includes PBS Video. Tape can be shown as a part of extension activities.

Prep for Teachers
1. The most critical thing to do in preparation is to be sure and play Civilization III for at least 8-12 hours on your own time before playing with the students. The game is very complex, and can take hundreds of hours to master. I suggest blocking out some time over a vacation to really dig into the game.

2. Install Civilization III on each student’s computer. You will need to give each student a copy of a saved game file to let them play on the historically accurate, custom scenarios. These scenarios can be found on my Web site at http://cms.mit.edu/games/education/civilization/ . Download the saved games by right clicking on each game and saving it to your computer. The games need to be saved in the “saved games” folder (Where this folder is located will depend on what version of Windows you run). Generally, the game should be found in: C:Program Files/Infogrames Interactive/Civilization III/Saves. You can find this folder by using Windows’ search feature.

3. Obtain a projector to display the game from your computer.

Materials

Days 1-4
- Projector
- Copies of Civilization for every computer (Windows only)
- Saved game files
- Student information packets: 1 per student

Day 5
- Poster board
- Glue
- Ruler, markers
- Large paper (although 8-1/2x11 will do)
- Students’ log sheets and maps

Day 6
- Posters
- Online computer labs, to use http://www.hyperhistory.com/online_n2/History_n2/contact.html - if lab is not available, the World History Chart book will suffice
4. Make one photocopy of the student information packet for each student.

**Day 1 Introductory Activity: Choosing a Civilization**

1. Introduce Unit. Suggested introduction: “Over the next few days, we will be using the game *Civilization III* to learn about ancient civilizations. Why did the ancient civilizations begin along river valleys? Why did one civilization grow faster than others? What were the important technologies in ancient civilizations? We’ll be using *Civilization III* to learn more about these issues.”

2. Pass out maps and student log sheets. Suggested introduction: “We’ll be using these log sheets to help us learn from the game. Mark where you think the first civilizations started on your map.”

3. Discuss the birth of civilizations. Discuss the following questions with students. There are no real write or wrong answers, but encourage students to discuss the following points through follow-up questions.
   - What is a civilization?
     - Who were the first civilizations? (Babylon, Egypt, China, India, maybe Nubia).
     - Based on this information, how do you think Historians decide who the first civilizations were?
     - What does the word civil mean? (citizens, city dwellers).
     - Most historians define civilizations as the first city-states, where human societies began giving up nomadic life and started domesticating animals and crops, and forming cities.
   - What makes a civilization great?
     - What is the role of religion? Art? Military? Philosophy? Quality of Life?
     - Does it matter how long a civilization lasts?
   - Where do you think civilizations started? Why?
The Birth of Civilizations

- River valleys
  - Animals, water, irrigation
- Access to natural resources
  - Animals that could be domesticated
  - Grains that could be harvested
  - Growing seasons that last long enough to support people through winters

4. Demonstrate game with projector. Suggested introduction: “We will be using the game Civilization III to learn about these issues in greater depth. We will study relationships among geography, history, and politics. At the end of the unit, you will make posters of your civilization and presentations to one another about what you learned.” Demonstrate the following steps:
   a. Show “map” screen
      - Move units
      - Explain that settlers build cities; build city
      - Explain that workers build roads, irrigate, and mines; build road
   b. Show “city” screen
      - Build warrior to defend city
      - Build warrior to explore
   c. Meet another civilization
      - Trade technologies, if possible
      - Make peace

5. Introduce log sheets. Provide FOCUS FOR MEDIA INTERACTION by telling students to take notes on all major events from their games on their log sheets, including wars, treaties, technologies discovered, and cities founded; they will use these to create timelines later.

6. Provide FOCUS FOR MEDIA INTERACTION by listing four goals on the board.
   a. Build a city
   b. Build a road
   c. Build a warrior to defend city
   d. Build a warrior and explore
7. As students play their games remind them to fill out their log sheets.

8. Before you collect the worksheets, ask students to mark on map where they think their civilization was located. The goal of this activity is to encourage them to build connections between their games and geography and give you feedback on how much they know about ancient history.


10. Optional: Pages 3-5 of the Student Information Packet can be homework.

**Day 2 Learning Activity**

1. Introduce today’s activity: “Today, we will learn about the first civilizations, where they formed, and how geography affected their growth.” Discuss any notes that you noticed from students’ responses on their worksheets (such as misconceptions about where civilizations started).

2. Turn to Page 6 of the student learning packet. Read through the civilizations as a class. Explain that these were some of the oldest civilizations we know of right now. You may want to emphasize that there may also be lost civilizations that we have no archeological record of.

3. Have students locate the civilizations on a world map (or their sheets if a map is not available).

4. Ask students: “What patterns do you notice? Where did most civilizations form?
   a. Mention river valleys, moderate climate conducive to farming, animals that could be domesticated.
   b. Trade routes

5. Open game for demonstration.
6. Open city screen. Show food icons on resource window. Click on different squares to see which ones get more food, which ones less. Show effects of irrigation. Show trade. Talk about trade along waterways.

7. Introduce other game variables, connecting to yesterday’s culminating activity
   a. Food → Affects population growth → Improved by irrigation
   b. Commerce → Affects Gold, Science, Luxuries → Improved by roads
   c. Resource Production (shields) → Affects building → Improved by mines
   d. Cultural influence → Affects borders → Improved by city improvements

8. Show students how to right click on a square to find out more information about that land type.

9. Review the log sheet with students. The log sheet provides a focus for media interaction by helping them notice important events and reflect on their activities. Remind them to carefully record all major game activities. Students can keep their logs or you can collect them for review.

10. Students play their game. Most students’ activities will involve:
    a. Building cities
    b. Defending against barbarians
    c. Choosing among technologies
    d. Deciding what to build
    e. Deciding how many resources to spend on science vs. taxes
    f. Deciding what type of relationship to pursue with other civilizations

11. Pass back maps as students play. Tell students to mark all of the cities they meet from all civilizations on the map.
Students can keep their maps or you can collect them for review.

**Day 3-4 Introductory Activity: Government, Religion, Happiness, and Technology**

1. Begin class by setting up a projector to demonstrate aspects of the game that are giving students difficulty and answering students’ questions. Ask students if they are having difficulty with any portions of game. Review any game concepts that are giving students difficulty.

2. Click on Civilopedia. Show students that they can look up any concept in the Civilopedia. Look up government types. Read about despotism.

3. Click on Domestic Advisor. Show students how to adjust tax rate and luxury rate.

4. Open city screen to show students how to create entertainers. Some students may have problems with cities in civil disorder by now. Explain that the player is a chief of their tribe, and they need to help keep their people happy. Explain that happiness is shown by the faces at the bottom of the city screen. Turn one laborer into an entertainer by clicking on the laborer until he or she turns into an entertainer, producing a smiley face.

5. Show students how to build roads to bring luxuries to civilization. Ask students what luxuries they have.

6. Show students how to build temples to make people happy.

**Day 3 Learning Activity**

1. Provide a FOCUS FOR MEDIA INTERACTION by reminding students to record important events on their log sheet and mark down where cities form on their maps.

2. Students play games. During the game play, walk around the room and observe students’ games. Look for “teachable moments” where you can give “just-in-time lectures” about
concepts. Frequently, these talks are in response to students’ questions. Today, these concepts might include:

a. What is despotism?

b. The role of specific luxuries in history, such as furs in America

Encourage students to learn from one another when they have difficulty.

Day 4 Learning Activities: Comparing Civilizations

1. Show students how to view the advisor and city information screens. Provide focus for their media interaction by telling them to notice their population size, as well as four other statistics that they think will help them describe their game in their final report.

2. Have students find another student playing a different civilization. Have the students compare games and answer the two reflection questions on the log sheet.

3. Students play games.

4. Students fill out log sheet and mark on map any new information.

5. At the end of the game, they can retire, and learn more about how their civilization compared to others in the game. Pass out the “End of Game Log Sheet” and have students record information such as their literacy rate and average life expectancy.

Day 5 Culminating Activity: Comparing Civilizations

1. Pass out posterboards, and timeline materials (rulers, markers). Announce that students will be making poster of their civilization. Poster will include:

   a. Timeline of their civilization, including 10 major events.
   b. Three maps of their world. One at 4000 BC, one at a date of their choosing, and one at the end of the game
   c. One paragraph about how they think their civilization was different from the ones in history.
d. A chart or table displaying facts from their civilization taken from the “end of game log sheet.”

2. OPTIONAL: This work could be done as homework, and the class period could be used for discussion.

3. Students divide into groups, according to what civilization they played (Egyptians get together, Babylonians get together)

4. Students prepare a five to seven minute presentation on their civilization. Students report on what they learned about that civilization through playing the game. Presentations should cover:
   a. Geography, including luxuries
   b. Politics, including other rivaling civilizations
   c. Brief history of the civilization – where they were and for how long.
   d. How their games differed from history, and why they think this was true.

5. Using Hyper History, http://www.hyperhistory.com/online_n2/History_n2/a.html they look up their civilization, and examine how their games differed from history.
   a. How were the borders similar or different?
   b. Were there similar wars or struggles over resources?
# Sample Rubric for Presentations

<table>
<thead>
<tr>
<th>ITEM</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td>No flow, logic; Poor use of time</td>
<td>Few key points; Lacking coherence; time poorly managed</td>
<td>Storyline exists; time budgeted well; Shows some important relationships</td>
<td>Coherent flow, uses time effectively, main points represented clearly and creatively</td>
</tr>
<tr>
<td><strong>GAME COMPARISONS and SYNTHESIS</strong></td>
<td>Does not include information from all members’ games; Comparisons between games are superficial or inaccurate.</td>
<td>Draws lessons from one or two games; Provides few relevant insights; Misses others.</td>
<td>Focuses on several important areas from across all games, but misses one or more key areas.</td>
<td>Integrates comparisons and examples across all games. Makes several original insights.</td>
</tr>
<tr>
<td><strong>HISTORICAL ACCURACY</strong></td>
<td>Fails to question facts or concepts presented in game, or integrate historical concepts from class into presentations.</td>
<td>Touches upon a few historical facts and concepts, but does not deal with many important concepts or does not deal with them systematically</td>
<td>Captures a majority of the important facts or concepts from class or other resources; Offers some critique of where the game is accurate and not.</td>
<td>Ties lessons learned to known social studies facts and concepts. Uses games to go beyond information given in books. Critiques the “game model.”</td>
</tr>
<tr>
<td><strong>DEPTH OF SOCIAL STUDIES THINKING</strong></td>
<td>Focuses on the game and not social studies. Reports information from texts without connections to game events.</td>
<td>Makes connection to social studies facts, but lacks any clear arguments. Makes little connection between geography, history and politics. Shows little processing of information.</td>
<td>Makes arguments, but may be refuted easily. Makes some connection between history, geography, politics, and economics.</td>
<td>Shows connections between history, geography, economics and politics; Makes reference to historical events. Makes strong arguments (i.e. Babylon’s centrality as a trade location both hindered and helped its development as a civilization). Poses exciting new social studies questions.</td>
</tr>
</tbody>
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Cross-Curricular Extensions

History of technology:
Students might use the Civilopedia to examine the history of technologies. As a class, make a timeline of where each invention came from, and in what year it started. Using butcher’s paper, have each student choose 5-6 technologies to research. The class could also make a Web site with this same information.

Language Arts:
Students write a history of their civilization. Using student’s timeline, describe the major events in the civilization’s history. What caused the major events, such as wars or revolutions? Using the retirement screen, find out facts like the average life expectancy or education level. Try to imagine what life was like for your citizens. Be sure to pick people from different social classes.

Community Connections
Where are they now?
Although the ancient civilizations are long gone, the descendents of those early peoples still live on today – some maybe in your neighborhood! Have students find and interview someone descended from the culture they studied. Find out how they look back on their heritage. Are they proud of their roots? Have they been to their home country? What is the landscape like? Are there ruins from these ancient times remaining? How long can they trace back their roots? Can they tell any family stories or traditions that might help you learn more about the culture? If you live in a big city, heritage or cultural centers may help you out.

You may also find someone in the community who studies this culture, or has traveled there extensively and may have pictures, slides, or stories from the culture to share.

Students might also use the Internet to find students from the civilization they are studying, who may be able to tell students more about the geography, history and culture of the land. Perhaps they have visited archeological sites, or have other pictures that they can share with students.
CIVILIZATION III STUDENT PACKET

KURT SQUIRE, MASSACHUSETTS INSTITUTE OF TECHNOLOGY
INTRODUCTION TO CIVILIZATION III

Overview
Civilization III is a turn-based strategy game developed by Sid Meier at Firaxis and published by Infogrames. You, the player, are the supreme leader of the civilization of your choice. You lead this civilization from the year 4000 BC to the present. You decide where cities will begin, how your civilization will grow and evolve, what technological discoveries to pursue, how to balance your economy, and how to manage trade, wars, and peace treaties.

Winning the Game
There are six ways to win Civilization III, but this unit focuses on the most common four ways to win:

• Space Race. One of the peaceful methods of victory in Civilization III is to be the first to colonize another planet called Alpha Centauri. In order to achieve this victory, the player must build the Apollo Program, build a spaceship (which has 10 parts), and then launch the ship before the other civilizations.
• Political Diplomacy. Get voted the head of the United Nations. To be a you must do all of the following:
  1. Have built the UN.
  2. Control at least 25% of the world's territory.
  3. Control at least 25% of the world's population.
  4. If only one civilization is eligible, then the second candidate is the civilization with the largest population.
• Cultural Domination. Have 66% of the world's land surface within your borders. You will need to have a strong culture to do this.
• Conquest. A purely military solution: conquer the world, civilization by civilization. To win the vote, you will need to be popular with the other civilizations.

We will not have time to complete the game in class. But, you can make your own goals for the game. How you play the game will depend on what you think makes a civilization great. Several challenges you might consider include:

• How many cities can you build?
• How much technology can you discover?
• Can you build a strong culture?
• Can you build a powerful army?
• Can you make all of your citizens happy?
• Can you make your city rich?
Agriculture

July 12, 2001 - BBC News

Modern farming is based on 13000 years of experience. Modern humans began farming centuries earlier than thought, a new study claims. The move from collecting wild grains to growing crops was one of the biggest changes in human history.

“This was the other great change for humanity after the mastery of fire. We began to imagine ourselves masters of the environment,” explained Professor Gordon Hillman of University College London, UK.

He spent 27 years looking at the remains of a settlement in modern Syria and now believes that growing cereal crops had already begun around 13,000 years ago, 1-2,000 years earlier than previously thought. Professor Hillman believes the first farmers may have been a small community of hunter-gatherers originally tempted to settle in one place by good food growing wild.

"It was all very rosy for them. It was getting warmer and wetter and they had a food base so good that they were tempted to settle. But then suddenly things changed," he told BBC News Online. The weather suddenly began to get colder and drier, and the hunter-gatherers were faced with a choice: either move on and face the possible wrath of other hungry communities elsewhere or stay put and start farming. They chose to stay and start farming, and as they did so, they changed the way that they harvested.

Some of the first seeds of civilization sprouted when people stopped chasing dinner and started raising it. Settlers formed villages. Landowners gained power. And a boom in leisure time eventually led to gourmet delis and Internet cafes. But who shepherded the first lamb or watered the first asparagus crop?

Goats were likely the first to give up their wild ways, according to archaeologist Melinda Zeder of the National Museum of Natural History in Washington, D.C. Scientists are also on the trail of the first domesticated corn, beans, carrots, and garlic. One group recently announced dating the first domesticated maize, from a cave in Oaxaca, to about 6,300 years ago. Other work is revealing corn's genetic transformation from an unappetizing, unwieldy plant to the easily harvestable and succulent crop of modern times.
**CIVILIZATIONS IN 4000 BCE**

**Hunter Gatherers**

15,000 years ago, people were hunter-gatherers. They followed wild animals for food, or moved where they could find wild plants to eat. They lived in relatively small groups (or tribes) that were ruled by a single leader (who was usually male). Most people all hunted or gathered food. There is some debate about this, but many people think that men and women shared roles in ancient societies.

**The Birth of Civilization**

Around 10,000 BCE, people in the Middle East invented agriculture (farming) and began domesticated animals like goats, pigs, and cows. Most archeologists agree that this new way of gathering food led to the birth of civilizations. Now, people had to stay in one place, so they built up settlements with permanent buildings. With permanent homes, people could create and collect more tools, and pottery. In turn, this let people specialize in tasks, such as farming, making pottery, creating laws, or making tools. About this same time, “Native American” hunters and gatherers were reaching South America.

**The Spread of Civilization**

The invention of agriculture and domesticated animals spread throughout Mesopotamia by 9000. It reached Europe, Egypt, India, and China by 6000 BCE. By 4000 BCE, the city of UR was founded in Mesopotamia (which is the Middle East).

**Why start Civilization in 4000 BC?**

Firaxis probably started Civilization in 4000 BCE because the Mesopotamian city of UR was founded in 4000 BCE (probably the first city). Many historians think that the Bible starts in about 4000 BCE. Between 4000 and 3000 BC, Egyptians developed writing, and cultures flourished in India and China as well.

**Native American Civilizations**

“Civilizations” were a little slower to develop in the Americas. Native Americans only came over the Bering Strait at around 13,000-10,000 BCE. So, people living in Mesopotamia had a thousands of years head start in trying to raise crops. The Americas were rich with wild game, so there was less incentive to try the “civilized” lifestyle. It also turns out there are far less “crops” and animals that can be domesticated that are native to the Americas. Most of our grains and animals (like pigs and cows) come from the Middle East. Finally, civilizations in the Americas were so spread out that they couldn’t trade as easily.

**Civilization III as a Simulation**

Overall, people about to start civilizations were in settlements throughout the world by 4000 BCE. For fun, we will imagine that in 4000 BCE, any of these groups could have become a civilization. I gave the older civilizations, like the Babylonians and the Egyptians, bonuses. The Babylonians have more food on their map (to reflect the invention of agriculture there), and each group also gets some bonus discoveries, to reflect their “head start.”
CHOOSING A CIVILIZATION

Think about what Civilization you want to play. Each one has different geographical advantages and challenges. In addition, the game gives each civilization a "natural strength" based on its culture. You might think of this as the game's way of accounting for the difference in values across cultures. Each civilization has one free Advance and one rules advantage as outlined below:

1. **Commercial** -- The center city squares of all cities produce extra commerce and less corruption.
2. **Expansionist** -- The civilization starts the game with a scout and can build more later. Barbarians are friendlier.
3. **Industrious** -- Workers complete tasks faster and the center city square of all cities produces extra shields in cities.
4. **Militaristic** -- It is easier to build military improvements (barracks, for example), and combat experience is gained more quickly.
5. **Religious** -- Civilizations do not experience periods of anarchy during revolutions, and religious city improvements (temples, for instance) are easier to build.
6. **Scientific** -- Scientific city improvements (like research labs) are easier to build and the civilization receives a free Civilization Advance at the start of every era.

What is a Civilization?

“Civilization” is a loaded word. When people say something is civilized, they usually mean that it is cultured, refined. In this unit, we use the term “civilization” more loosely, meaning “settlements and cities.” When historians talk about the birth of civilizations, they usually just mean the start of cities.

Barbarians

The Chinese, Greeks, and Romans all thought that anyone different from them was non-civilized and called them barbarians. Barbarians were nomad hunters and gatherers. They were illiterate and did not settle into civilizations. Many think that the word is biased toward Greek, Roman, or Chinese culture. The barbarians lived in most of Europe, including Germany, Russia, and France. Many Americans are surprised to find that for hundreds of years the “civilized” world was around the Mediterranean, including the Middle East and Africa. The English, French, or Germans would have been seen by “civilized” people as racially inferior. If there is a lesson to be learned from the barbarians, it may be that many cultures have treated anyone who is different as “barbaric,” but this may not always be true.

Barbarians in Civilization

In Civilization, Barbarian tribes inhabit every continent of the world and there are two types: Passive and Aggressive. Passive barbarians reside in small villages. When you send a unit into one of these villages, several things can happen -- some good and some bad. Possible results range from learning a new Civilization Advance to enraging the residents and having to battle them. Aggressive tribes also live in villages on the map, but they send out raiding parties to fight your units and pillage your cities and towns. By destroying a tribal village you can stop the raids from that village. But the survivors will move to a new site in explored or unexplored territory and begin raiding from there.
CIVILIZATION TYPES

AZTECS
The Aztecs are one of the most successful civilizations in the Americas. At their height, they rivaled the brilliance of the Old World cultures. They ruled over 500 smaller states, and ruled over most of Mexico. They created great buildings, invented corn, and developed many cultural traditions.

THE BABYLONIANS
The oldest known city was Ur of the Sumerian civilization. Sumeria is in the Middle East covering what is now Syria and Iraq. The first writing was developed in Sumeria. Hammurabi, a Babylonian ruler took over Sumeria around 1700 BCE. The great city of Babylon was lost around 1 AD and was only rediscovered in the late 1800s.

CHINESE
The Chinese are one of the oldest civilizations on Earth and probably the first to develop a unified “identity.” China is surrounded by oceans and mountains, so it was isolated for thousands of years. The Chinese developed their own language and many unique technologies, such as gunpowder.

EGYPTIANS
Some archeologists argue that the Egyptians are one of the first civilizations in history. They developed their own writing, the Pyramids, an enduring religion, and mathematics. The Egyptians were a very organized, productive society.

GREEKS
Many scholars have said that the Greeks are the founders of Western Civilization. Much of Western art, literature, and philosophy has its roots in the Greece. Ancient Greece was really a group of city states. They developed a powerful empire around 1000 BCE.

INDIA
The Indians are another of the world’s oldest and most influential civilizations. Indians developed agriculture around 5000 BCE, and India has contributed many of the world’s great religions, philosophers, and art. They also have a strong tradition of democracy.

ROMANS
The Romans (now in Italy) rose to power around 500 BCE. Their empire covered the Mediterranean for centuries. They borrowed many ideas from the Greeks. Roman philosophy, art, and religion were also an important part of Western Civilization.
Civilization Log Sheet Day 1

Name___________________________ Date______________________________

Civ___________________________

Starting Date___________________ Ending Date_______________________

What did you accomplish today?

How did you build cities?

What did you do with your worker?

Mark on your map where you think you started playing. If your mind changed on where you think the first civilizations started, you can put these changes on the map, too.
Civilization Log Sheet Day 2

Name________________________ Date____________________________
Civ__________________________ Government______________________
Starting Date__________________ Ending Date______________________

<table>
<thead>
<tr>
<th>Event</th>
<th>Name</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>New Cities</td>
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<tr>
<td>Lost Cities</td>
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<tr>
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<td>War Declared</td>
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<tr>
<td>Great Wonders</td>
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</tbody>
</table>

Civilization is made up of three main variables, or factors, that drive your civilization. Can you name them? For a bonus, name the “fourth” factor that we have not yet talked about.

1.________________________  3._________________________
2.________________________  4._________________________

Which of your cities grow the fastest? Why do you think this is?
Civilization Log Sheet Day 3

Name________________________ Date________________________
Civ__________________________ Government__________________
Starting Date__________________ Ending Date__________________

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</table>

Natural resources are an important way to keep your citizens happy. What luxuries are found around your civilization?

1. Bonus Resources (like cattle, wheat, or gold) _______________________

2. Luxuries (like gems, dye, silk) ___________________________________

3. Strategic Resources (like horses or iron) ___________________________

Which of your cities grow the fastest? Why do you think this is?
Civilization Log Sheet Day 4

Name_________________________ Date___________________________

Civ___________________________ Government_____________________

Starting Date___________________ Ending date_____________________

What differences do you notice between you and your partner’s games? Why do you think this is?

What do you think would be similar and what would be different about being an ordinary citizen in each of your civilizations?

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Civilization End of Game Log Sheet

Name____________________ Date____________________________
Civ____________________ Ending Date______________________

Record the following statistics from your game:

Population Size _______ Military Service _______
Literacy Rate _______ Family Size _______
Pollution Level _______ Manufacturing _______
Average life span _______ Disease _______

Describe the average citizen of your population. Is he/she rich? Poor? What do you think life is like in your civilization?

Would you want to be a citizen of one of your cities? Why or why not?
The Birth of Civilizations

2002-03 MASTER TEACHER KURT SQUIRE