



ANCIENT EGYPT – VEGA Teaching Scenario

Topic: UNDERSTANDING EGYPTIAN CULTURE

Subject(s): History

Age / Grade: 13 years 1º ESO

Learning outcomes:

Understand the way of life in ancient civilizations. Specifically Mesopotamian, Babylon, Sumerians

Get to know about society

Get to know about agriculture

Get to know about culture

Know about the clothing

Short description of the game:

The game is divided into three periods of Mesopotamian history: The Uruk Period (3300-3000 BC) when writing was first developing; the Ur III period (2100-2000 BC), a time of great cities and central organization; and the Neo-Assyrian period (1000-600 BC),

Discover Babylon is an educational video game that is set in Mesopotamia. It focuses on writing, mathematics, literature, and law. This game targets ages 8 -14. Its uses video game strategies and realistic digital environments to engage the learner in challenges and mysteries that can only be solved through delving into and understanding of Mesopotamian society, business, practices , and trade. This game is a good source to learn about history and historical concepts. The player will absorb historical information and become more familiar with museum and library resources. The player will navigate a series of different avatars through out the game, with some being set in ancient Mesopotamia and the other avatar set in present time. The story of the game is that a archaeologist named Dexter had figured out away to travel back in time and unknowingly altered the time line for the worst. So its your job to go back in time an fix it and find Dexter. The player will face different challenges. The game uses question and answer management tools to stimulate learning. This game doesnt have the best graphics but other then that game will keep the player engaged and entertained. Discover Babylon is a good educational game that will keep you playing because cause of the good hands-on interaction, and accurate historical information that is incoporated into the game.

Introduction to the scenario (*incl. possible applications, alternatives, and risks*):

It is a traditional period, widely used in the periodisation of human history, defined by the appearance and development of the first civilisations that had writing, thus called "ancient civilisations". It has traditionally been the initial period of history proper, beginning with the invention of writing, preceded by prehistory. Some periodical schemes consider that there is a stage called "protohistory", between prehistory and the Ancient Age, defined by the appearance of the first civilisations without writing.

During the Ancient Age, hundreds of major civilisations emerged and developed on all continents, many of which generated products, institutions, knowledge and values that are still present today, from Sumer (4th millennium BC) and Ancient Egypt, through the ancient Vedic civilisations in India, ancient China, ancient Greece and Rome, the Achaemenid Empire in Persia, ancient South America, among many others.

The aim is to work in depth on an ancient civilisation such as the Egyptian civilisation and to learn more about it.

Curriculum:

The ESO History curriculum is organised into different blocks. In this case, the contents belong to block 4: History.

- The first civilisations: Mesopotamia and Egypt.
- Notions related to historical time: chronological frameworks (millions of years, thousands of years, centuries), conventional ways of representing time, duration, simultaneous conventional ways of representing time, duration, simultaneity, change and succession

As for the evaluation criteria that adhere to these contents, they are as follows.

- Distinguish different time frames in Prehistory and Antiquity of the main processes of change by selecting the scale on the timeline used to represent them and showing the duration and simultaneity of the main processes of change. the scale on the timeline used to represent them and show the duration and simultaneity of these processes on one or more timelines. these processes on one or more historical timelines and maps.

This assessment criterion is related at a competence level to social and civic competences and to the competence of learning to learn.

With regard to the indicators of achievement related to the contents, they are:

- Distinguish different time frames in Prehistory and Antiquity related to the main processes of change (hominisation, formation of the first agrarian societies and ancient empires) when selecting the scale of the timeline (hundreds of thousands of years, thousands of years, centuries, etc.) used to represent them.
- Establishes chains of causes and consequences to explain the changes that led to the formation of early human societies of hunters and gatherers, agricultural societies, the emergence of religions, the creation of the first states and empires or the Greek and Roman expansions.
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Target group: basic

Number of pupils: Duration (estimated time/number of lessons): 20 pupils -

Prerequisites (necessary materials and online resources):

Computer with basic configuration (game is from 2008)

Before the program begins (preparatory work for teacher):

Introduce ancient civilisations in class. Dedicate a class to the introduction of the contents with audiovisual materials such as animation videos, documentaries, interactive games, etc.

The main part of the scenario (amount of lessons):

Lesson one (3 school days)

Preparations:

Downloading game from:

<http://fas.org/babylon/>

Installing game and understanding key commands:

SCREENSHOT

YOUTUBE

VISITING BABYLON – FIRST CITY

<https://www.youtube.com/watch?v=FTBHGfULSC8>

THE BABYLON EMPIRE

<https://www.youtube.com/watch?v=sJZtfUKNK7w>

DISCOVERING BABYLON GAMEPLAY

<https://www.youtube.com/watch?v=WlqafevXOWY>

DESCRIPTION

Following game instructions to solve quizz that you find on the way, you should walk arround Babylon, reading Text Boxes with information that you will need to answer questions in Key points.

After several days playing, we start a internal discussion with students asking about several parts of game to understand, comparatively how life was.

Lesson 1

ASSESSMENT	1	2	3	4	5
Content application	<p>The infographic is presented with incomplete information.</p> <p>The structure is not clear, mixing concepts and ideas.</p> <p>Photographs do not describe or support the content.</p> <p>The oral presentation is brief and even incomplete.</p>	<p>The infographic is presented with complete information.</p> <p>The structure is diffuse but concepts and ideas are differentiated.</p> <p>Photographs provide little support for the content.</p> <p>The oral presentation is brief.</p>	<p>The infographic is presented with complete information.</p> <p>The structure is clear where concepts and ideas are differentiated and presented in a coherent order.</p> <p>Photographs support the content.</p> <p>The oral presentation is of good length and clarity.</p>	<p>The infographic is presented with the complete information and some references or additional data are added.</p> <p>The structure is clear where concepts and ideas are differentiated and presented in a coherent order.</p> <p>Photographs support and describe the content.</p> <p>The oral presentation is of good length and clarity.</p>	<p>The infographic is presented with the complete information and some references or additional data are added.</p> <p>The structure is clear where concepts and ideas are differentiated and presented in a coherent order.</p> <p>Photographs support and describe the content, forming a creative design.</p> <p>The oral presentation has a good length and clarity and is original.</p>
Exercise resolutions	<p>They produce an incomplete infographic and presentation.</p>	<p>They produce a complete infographic and a short oral expression</p>	<p>They produce a full infographic and a good length and fairly comprehensive oral presentation</p>	<p>They produce a complete infographic, including additional information and an oral presentation with a good length and very complete content.</p>	<p>They produce a complete infographic, including additional information and with a creative design.</p> <p>They deliver an oral presentation with a good length, very complete in terms of</p>

					content and very original
Skills	No attitude towards the activity. Distorts group activity.	Has a resolute attitude. Work on an individual basis. Does not show motivation in the activity.	Has a resolute and assertive attitude. Develops his/her role in the group. Work cooperatively.	Shows motivation in the activity. Has a resolute and assertive attitude. Develops his/her role in the group.	Shows motivation in the activity. Has a resolute and assertive attitude. Develops his/her role in the group. Works creatively.
Observations of the teacher: <i>(feedback)</i>					

Summary (knowledge, skills, understanding), after this scenario...

1. ... students will know:

- Get to know Mesopotamian society
- Get to know Mesopotamian agriculture
- Get to know the Mesopotamian culture
- Know the clothing
- Know the Mesopotamian religion

2. ... students will be able to:

- Learn about Mesopotamian culture and compare with Egypt

3. ... Students will understand:

- Understand the way of life in ancient civilizations. Specifically Ancient Mesopotamian