

Distant Past

Activity 1

WRITE A NEWSPAPER ARTICLE

Materials: Paper, coloured pencils.

Directions: Distribute paper. Ask students to think up a headline and write a brief newspaper article explaining the events leading to the discovery of the Aztec Sun Stone. Tell students to illustrate their articles.

Activity 2

BIRTH DATE PARCHMENT

Materials: Light brown paper (one piece per student), crayons.

Directions: Distribute paper. Tell students that they are going to make a papyrus birth date parchment. Have students write their date of birth using Egyptian numerals.

Ancient Egyptian Number Symbols									
—	=	≡	≡≡	≡≡≡	≡≡≡≡	≡≡≡≡≡	≡≡≡≡≡≡	≡≡≡≡≡≡≡	≡≡≡≡≡≡≡≡
1	2	3	4	5	6	7	8	9	

Explain that to transcribe the year they were born in, students must write each number individually. Then, have students decorate their parchments and write their names. Display the parchments around the classroom and ask each student to choose and decipher the date of birth of their classmates.

Activity 3

EGYPTIAN MATHS

Materials: Paper.

Directions: Have students look at the Egyptian numbers in the previous activity. Distribute paper. Have students use the numbers to write equations: *adding, subtracting, multiplying and dividing*. Divide

the class into pairs. Have students swap papers and solve their partners' equations.

Activity 4

ROMAN NUMERALS

Materials: Paper, index cards.

Preparation: One per student: Write Roman numerals on separate index cards (*I, II, III, IV, V, VI, VII, VIII, IX, X, XX, XXX*).

Directions: Review Roman numerals with students. Check that they understand how they work. Give each student a Roman numeral card. Have students walk in a clockwise direction around the classroom. Shout out a number in English: *nine*. Students must make up the number, using their cards. They can do this individually or by joining other students. Students who do not form part of a number sit down. The last player left standing wins.

Activity 5

PAPER TEMPLES

Materials: Construction paper, bright coloured paints, cereal and tissue-paper boxes, pictures illustrating Aztec temples and designs.

Preparation: Four per student: Cut construction paper into strips (approx. 10 x 30 cm).

Directions: Show pictures of Aztec temples to the class. Distribute materials and tell students to glue their tissue-paper boxes on top of their cereal boxes to make a pyramid. Then, distribute strips of construction paper. Help students fold them to make steps leading to the top of the temple. Finally, have them paint the temples in bright colours and include Aztec designs.

Activity 6

AZTEC SUN CATCHER

Materials: Margarine tub lids (1 per student), white glue, beads, yarn, coloured markers.

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Directions: Have students pour just enough white glue into the margarine lid to completely cover it. Have them place a piece of yarn at the top to make a loop. When the glue is dry, ask students to peel it out of the lid. Then, encourage them to use markers to colour an Aztec design onto the glue. When the design has dried, tell students to hang their sun catchers in the window.



Optional: Have students add beads and clippings of yarn to the glue before it dries.

Activity 7

HOMES IN HISTORY

Materials: Paper, reference books about homes in history, the internet.

Directions: Write on the board: *What were the houses in our country like 200 years ago? What furniture did people have? What were the beds like? Did rich people have the same kind of furniture as poorer people? How did people light the house when it was dark? How did they heat the house? What did they use for lamps?*

Give each student a piece of paper. Ask students to copy the questions. Distribute reference books or take students to the school library or have students search the information on the internet. When they have the answers to the questions, they write them on their papers. Ask students to draw and colour a home from their country's history and write a short description of it. Make a class booklet called *Homes in History* and display it in the classroom.

Activity 8

COLUMBUS IN AMERICA

Materials: Paper, History books, the internet.

Directions: Have students write about Columbus's arrival in the American continent, describing the events in chronological order: *First, in 1492, Columbus reached what he thought was the West Indies. He got in contact with the local people. Next...*

Activity 9

THE WRIGHT BROTHERS

Materials: Paper, reference books about flight, the internet.

Directions: Distribute reference books and tell students to find out about the first powered flight. Have them make a fact sheet with the following questions as headings: *Who built the first powered plane? When did the first powered flight take place? Where did it take place?* Have students write the answers below each question. Then, ask them to write a title for their fact sheets and illustrate them. Display students' work on the classroom walls.

Activity 10

THE MARKET

Materials: Paper, beans, blankets or pieces of cloth, coloured markers.

Directions: Divide the class into groups and have them find information about the markets of Tenochtitlan. Then, distribute the materials and have students organise a stall in the marketplace. Ask them to draw the products and make signs with symbols to show what they are selling. Explain that, in Tenochtitlan, they used cacao beans and other products to exchange goods. Have students walk around the classroom looking at the other stalls and asking about the products they have. Finally, have the groups write a description of their marketplace and the products that there were in the stalls.

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Activity 11

NO-BAKE HIEROGLYPHIC COOKIES

Materials: Reference books on Egyptian hieroglyphs, 2 cups sugar, 1/4 stick softened margarine, 1/2 cup milk, 1/4 cup cocoa, 1 teaspoon vanilla, 3 cups uncooked oatmeal, 1/2 cup peanut butter (optional), saucepans, wax paper, large spoons.

Directions: Have students mix the sugar, margarine, milk and cocoa in a saucepan. Supervise students as they bring the mixture to a boil. Tell them to allow it to boil for about a minute, stirring carefully. Next, have students remove the mixture from the heat and add the vanilla, oatmeal and peanut butter (optional). Tell them to mix well and then, drop the mixture in spoonfuls onto the wax paper.

Distribute reference books. Have students choose hieroglyphs they like and mold their cookie mixture into the corresponding shapes. Allow the cookies to cool. Have students compare hieroglyphs and explain what they represent. Finally, tell them they can eat the cookies.

Activity 12

ROMAN MOSAIC

Materials: Construction paper scraps (different colours), paper.

Directions: Tell students that the Romans were famous for their beautiful mosaics. Explain briefly how a mosaic is made.

Then, tell the class that they are going to make their own mosaics. Distribute paper and invite students to draw a simple picture (a gladiator, a soldier, etc.) in pencil. Then, ask them to cut out small squares and triangles from the construction paper scraps.

Show students how to glue the coloured squares and triangles onto their pictures



to create a mosaic effect. Finally, display students' works around the classroom.

Activity 13

EGYPTIAN JEWELLERY

Materials: Heavy cardboard, string, glue, gold paint.

Directions: Explain to students that in Ancient Egypt both men and women wore jewellery. Distribute materials and tell students to cut out different shapes from cardboard and glue pieces of string onto them. The string can be curled to make decorative swirls. Then, ask students to paint their shapes gold. When dry, the shapes can be glued to a long piece of string to make bracelets and / or necklaces.



Activity 14

PYRAMID SOCIETY

Materials: Cardboard (white).

Preparation: Per student: Cut a triangle (with 30-cm sides) from cardboard.

Directions: Draw a large triangle on the board and divide it into four parts, horizontally. Tell students that in Ancient Egypt the community was shaped like a pyramid. Ask: *Who do you think was at the top?* Lead students in answering: *the pharaoh*. Write *Pharaoh* in the top section of the pyramid on the board. Then, distribute triangles and have students divide them into four parts. Write the words *farmers*, *slaves* and *merchants*, and encourage the class to explain their meanings. Then, tell students to complete the bottom three layers of the



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pyramid with the corresponding people and illustrate each section of their pyramids. Ask: *Why was the community shaped like a pyramid?* Encourage students to answer: *There was only a pharaoh. There were some merchants and there were a lot of farmers and slaves.*

Dinosaurs

Activity 1

FOSSILS IN OUR COUNTRY

Materials: Reference books, the internet.

Directions: Divide the class into groups and encourage them to find information about fossils found in their country. Write the following on the board to guide students:

Name:
Place where it was found:
Class:
Motion:
Special characteristics:
Diet:

When the groups have written down the information, invite them to share it with the rest of the class. Finally, encourage students to compare the dinosaurs; for example: *The Patagotitan mayorum was the biggest dinosaur of all.*

Activity 2

MATCH

Materials: Cards with dinosaurs' names and cards with the meanings of the names from *All Around New Edition 3 Student's Book*, page 55.

Directions: Stick the cards with the names of the dinosaurs and the cards with the

meanings of the names scattered on the board. Divide the class into groups and invite one group to match a card with a dinosaur's name with the card with the corresponding meaning. If the answer is correct, the group takes the cards. Continue with the same procedure until students match all the cards. The group with more cards wins.

Optional: When a group matches the dinosaur's name with its meaning, encourage the students to mention three characteristics that the dinosaur had.

Activity 3

DESCRIBE AND COMPARE

Materials: Pictures of dinosaurs.

Directions: Divide the class into groups and hand each group the pictures of two dinosaurs. Tell students to sit in a circle and have each of them say a sentence about the dinosaurs without repeating the information the other students in the group have mentioned; for example: *(The Oviraptor) walked on two legs. (The Oviraptor) was smaller than (the Stegosaurus).* The student who makes more correct sentences wins.

Activity 4

CLUES

Directions: Invite students to choose three dinosaurs and write three characteristics about them. Then, have the class work in pairs and tell them to take turns to read the clues aloud and identify the dinosaurs their classmates describe.

Activity 5

PICTIONARY

Directions: Invite the class to play *Pictionary* to revise vocabulary. Divide the class into groups and ask a volunteer to come to the front. Whisper a word and encourage the student to draw a picture on the board to represent it in one minute. The group that identifies the

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word gets a point. Then, invite a volunteer from another group to draw a picture.

Suggestions: *paleontologist, fossil, bone, omnivore, carnivore, herbivore, horn, skeleton, wing, tail, fossil collector.*

Activity 6

CLASSIFY

Materials: *All Around New Edition 3 Student's Book.*

Directions: Draw a table on the board with dinosaurs' names and some characteristics:

	Diplodocus	T-Rex	Oviraptor	Stegosaurus	Triceratop	Velociraptor
omnivore						
carnivore						
herbivore						
run						
walk on two legs						
walk on four legs						

Have students copy the table. Tell them to work in pairs and take turns to ask and answer about the dinosaurs' characteristics. Explain that they have to tick the corresponding boxes and then, check the information in the Student's Book. Finally, invite some volunteers to share the information with the class.

Life in the Colony

Activity 1

A HISTORICAL ACCOUNT

Materials: History books about your country, the Internet, magazines and encyclopedias. You can also use *Celebrating Our Heritage* (Richmond, 2009) for this purpose.

Directions: Have students write a short historical account, like the creation of the Argentinian flag or the discovery of America, for example.

Activity 2

WRITING A BIOGRAPHY

Materials: History books about your country, the Internet, magazines and encyclopedias. You can also use *Celebrating Our Heritage* (Richmond, 2009) for this purpose.

Directions: Have students write a short biography of a famous historic figure like Juan Manuel Belgrano or Domingo Faustino Sarmiento, for example.

Activity 3

THE CONGRESS OF TUCUMÁN

Materials: History books about your country, the Internet, magazines and encyclopedias. You can also use *Celebrating Our Heritage* (Richmond, 2009) for this purpose.

Directions: Divide the class into groups and tell students to write information about the Congress of Tucumán, such as why the Congress took place, how the congressmen travelled to Tucumán, how many congressmen attended the sessions, when the declaration of Independence took place, who was the owner of the house where the Congress took place, etc.

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Activity 4

EARLY IMMIGRANTS OF OUR COUNTRY

Materials: History books about your country, the Internet, magazines and encyclopedias. You can also use *Celebrating Our Heritage* (Richmond, 2009) for this purpose.

Directions: Have students find out who the early inhabitants and immigrants of our country were and write a short account of how our country was formed.

Activity 5

A DAY IN COLONIAL TIMES

Directions: Have students imagine they lived during Colonial Times. Encourage them to think about people's lifestyle at the time and the activities they did. Then, ask them to write a short description about a day in their life during Colonial Times. Have them work in pairs to read and check their descriptions. Finally, invite different volunteers to share their ideas with the rest of the class.