

# Civics in World History

## Chapter 1 Additional Activities



### TALK IT OVER: What Is Government's Most Important Role?

(SL.7.1, SL.7.2)

30 MIN

Review what students read in the Student Volume about the purposes of government, including overseeing defense and safety, providing services, making and enforcing laws, and managing taxes. Depending on the country, governments may also be responsible for protecting the individual rights of citizens and providing for the general welfare.

Ask students to consider and then discuss or debate the following question:

- What is government's most important role?

Debrief by explaining that there is more than one correct answer to this question. What matters little to one citizen may matter more to another. What is important in one country may be more or less important in another. It is all right for students to have differing opinions on this topic, and their views may evolve over time as they become politically active and begin participating in elections.

## Chapter 2 Additional Activities

**Hammurabi's Code** (RI.8.1, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.7, RH.6-8.9, WHST.6-8.1, WHST.6-8.2, WHST.6-8.9, W.8.2, W.8.9)

45 MIN

**Materials Needed:** sufficient copies of UCI History Project's "[Where Were Laws Created by Hammurabi?](#)" lesson activity

**Note:** The activity is listed on the UCI History Project's page under the heading "4000–1000 BCE: Kingdoms and Innovations." Clicking on the lesson title will download the Word document containing the activity. Instructions for the activity are provided on the first page of the Word document. You may wish to preview the lesson ahead of time and adapt it as needed for your students and your available time.

Review what students read about Hammurabi and his laws. Remind students that Hammurabi, the ruler of Babylon, created a codified set of laws for his empire. Review with students the significance of his actions (stability, accountability, etc.). Explain that in this activity, students will explore Hammurabi's Code in more detail by examining two sources—one secondary source and one primary source.

Then follow the instructions outlined in the lesson overview on page 1 of the "Where Were Laws Created by Hammurabi?" Word document.

## Chapter 3 Additional Activities

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**Examining Athenian Democracy** (RI.8.7, W.8.2, W.8.4, W.8.8, SL.8.1, RH.6-8.2, RH.6-8.7)

UP TO 4 CLASS PERIODS

**Materials Needed:** Internet access; capability to display Internet in the classroom; sufficient copies of the [Frayer Model graphic organizer](#) (page 2) for students; a copy of the C3 inquiry on [ancient Greek democracy](#)

**Note:** The inquiry is available as a PDF or a Word document. We recommend previewing the lesson ahead of time and familiarizing yourself with the sources it uses. You may wish to bookmark these sources. After previewing the inquiry, you may also wish to adapt the inquiry as needed for your students and your available time. The C3 inquiry calls for a T-chart. You may choose to have students construct their own simple T-charts or draw a T-chart on the board for students to complete as a class.

Review with students the significance of ancient Greece as the birthplace of democracy. Present the Staging the Compelling Question section (page 4 of “Was Greek Democracy a Success?”) before implementing the remainder of the C3 inquiry.

## Chapter 4 Additional Activities

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**The Influence of the Magna Carta** (RH.6-8.7, SL.7.1, SL.7.2)

30 MIN

**Materials Needed:** Internet access; capability to display Internet in the classroom

Remind students that while European monarchs had absolute power, they were not invincible. Explain that in this activity, students will watch a video about the Magna Carta, or Great Charter, which limited the powers of King John of England and served as a framework for rights later enjoyed by all British citizens—rights that Americans enjoy today. Then, students will discuss the ideas in the video.

Display the British Library video [“800 Years of Magna Carta”](#) (04:11).

After the video, guide a class discussion around these questions:

- How did the Magna Carta become a powerful symbol of rights and freedoms?
- How has the Magna Carta influenced events and governments through time and around the world?

## Chapter 5 Additional Activities

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**What Caused the French Revolution?** (RH.6-8.7, SL.7.1, SL.7.2)

30 MIN

**Materials Needed:** Internet access; capability to display Internet in the classroom

Remind students that before the French Revolution, France was ruled by a king with absolute power, and French society was characterized by immense inequality. Invite students to share what they recall about the three estates.

Explain that in this activity, students will watch a video about the causes of the French Revolution. Then, students will discuss the ideas in the video.

Display the TED-Ed video “[What Caused the French Revolution?](#)” (05:38).

**TURN AND TALK**—After the video, have students discuss these questions in a Turn and Talk:

- In what ways was the third estate prevented from having power before the revolution?
- King Louis went from being revered to being beheaded. What actions did he take that contributed to his fate?
- How did the Jacobins betray the ideals of liberty, equality, and fraternity?
- What does the French Revolution teach us about rights, authority, and meeting people’s needs?
- What lessons can we apply from the French Revolution to efforts today to make society more equitable?

**Enlightenment Ideas Today** (RI.8.1, RH.6-8.1, SL.8.1, W.8.2, WHST.6-8.2, WH.6-8.4, WH.6-8.6)

30 MIN

**Materials Needed:** student Internet access or a class set of printed news sources, such as news magazines or newspapers

Remind students that Enlightenment ideas continue to influence the way people think and act today. Invite volunteers to share some of the Enlightenment ideas they learned about in the *Civics in World History* unit (social contract, natural law, separation of powers, etc.).

Instruct students to find a news report about a current event that reflects one of the Enlightenment ideas discussed in this unit. Students should write a one-paragraph summary of the event and how it connects to what they have learned about the Enlightenment.

Have students share their paragraphs in small groups, or invite several volunteers to share their paragraphs with the class.

**Domain Vocabulary: Chapters 1–5** (L.7.4, RI.7.4, RH.6-8.4)

30 MIN

Activity Page



AP 5.1

**Materials Needed:** sufficient copies of Domain Vocabulary: Chapters 1–5 (AP 5.1)

Distribute Domain Vocabulary: Chapters 1–5 (AP 5.1), and direct students to use the words in the word bank to complete the crossword puzzle.

This activity may be assigned for homework.