



## COLLECTING EVIDENCE ON THOSE ERAS

**Learning Objectives:** The students will...

1. Review key events, people, and characteristics of eras of history studied during the year.
2. Work cooperatively with a group to prepare a bag of evidence representing the political, economic, social, and cultural characteristics of an era of history.
3. Analyze evidence bags to identify a selected era of history.

**TEKS:** WH 1A, WH 1B, WH 1C, WH 1D, WH 1E, WH 1F

**Materials Needed:** A set of the Era Cards for world history, brown paper lunch sacks for each era, magazines and other materials to use for preparing artifacts for the sack, a copy of the Evidence Analysis sheet for each person.

**Teaching Strategy:**

1. Explain to the class that they are going to participate in a year-end review activity that will help them analyze and identify distinguishing characteristics of the eras of history studied during this year. NOTE—This artifact bag can also be made at the end of the study of each era and then saved for the end of the year and used in review. There are also blank cards if the teacher wants to create a card for another category.
2. Divide the class into 12 groups and have each group draw one of the era cards.
3. Instruct each group to brainstorm key events, people, as well as the political, social, economic, and cultural characteristics of the era on the card they drew.
4. After the brainstorming is complete, the students should prepare a minimum of 15-20 artifacts that tell the story of that era of history. These artifacts can be pictures or key words from magazines or made from the art supplies provided by the teacher, but they need to include examples from the **political, social, economic, and cultural** characteristics of the era.
5. Take the bags up and randomly number them on the outside of the bag. Pass them out to the groups being sure that the group doesn't get the bag they prepared this first time. Give them time to explore the artifacts in the bag and have each person fill out the evidence sheet on that bag based on the group's conclusions.
6. At a time designated by the teacher, rotate the bags and continue the analysis. Repeat the process until the groups have completed the evidence analysis sheet on all of the eras. NOTE—Since this sheet can serve as a review of the year, when the group gets their own bag, they should fill the evidence analysis sheet so they have the necessary information for review.
7. After they have analyzed all of the bags and their sheet is complete, have them complete the last question individually before they turn the sheet in.

## ***Evidence Analysis Sheet***

**Name:**

<b>Bag Number</b>	<b>5 Most Significant Artifacts (at least one from each category—Political, Social, Economic, and Cultural)</b>	<b>Era of History Represented</b>	<b>Reasons for Conclusion</b>

Individual Conclusions:

1. My favorite era of history studied this year was \_\_\_\_\_ because  
(three concrete reasons):
  - A.
  - B.
  - C.
2. What two eras are most alike? What are the reasons for the similarities?
3. What two eras are most different? What are the reasons for the differences?
4. What are two examples of how one era led to another?

River Valley  
Civilizations



Western Classical  
Civilizations



Eastern Classical  
Civilizations Ages



Golden Ages Outside  
of Europe



European Middle  
Ages



Age of Absolutism,  
Exploration, and the  
Rise of the Nation  
State



Renaissance and  
Reformation



Age of Revolutions—  
Scientific



Age of Revolutions—  
Political



Rise of the Isms—  
Imperialism,  
Industrialism, and  
Nationalism



The World Wars



Post World War II



WORLD HISTORY

