GIVILIZATION

A **civilization** is a society with cities, a central government, workers who specialize in certain jobs leading to social classes, that has religion, writing, art and architecture.

There is no civilization without agriculture – societies need a stable food supply before they can develop.

A civilization is made up of many parts. We will use the acronym **G.R.A.P.E.S**. to remember them!

Geography – Where is the civilization? What sort of crops can they grow? What natural resources do they have?

Religion – What do the people believe? How do their beliefs affect their lives?

Achievements – What did they contribute to the world? What did they invent? What did they build (architecture)?

Politics - What was their government like? Who made the decisions in the society?

Economy – How did the society distribute their resources? Did they trade or use money? What did they sell or trade? What did they need to get from outside of their civilization?

Social Structures – What were their social class systems? Who was considered more important in their society? What was their art, music, recreation like?

GRAPES

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G.R.A.P.E.S. for Pilgrims arriving in Plymouth

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FIGURE 1.12 COLLECTING CLASSROOM EXAMPLES

Intelligence	Examples of Classroom Activities	Examples from My Classroom
Verbal- Linguistic	discussions, debates, journal writing, conferences, essays, stories, poems, storytelling, listening activities, reading	
Logical- Mathematical	calculations, experiments, comparisons, number games, using evidence, formulating and testing hypotheses, deductive and inductive reasoning	
Spatial	concept maps, graphs, charts, art projects, metaphorical thinking, visualization, videos, slides, visual presentations	
Bodily- Kinesthetic	role-playing, dance, athletic activities; manipulatives, hands-on demonstrations, concept miming	
Musical	playing music, singing, rapping, whistling, clapping, analyzing sounds and music	
Interpersonal	community-involvement projects, discussions, cooperative learning, team games, peer tutoring, conferences, social activities, sharing	
Intrapersonal	student choice, journal writing, self- evaluation, personal instruction, independent study, discussing feelings, reflecting	
Naturalist	ecological field trips, environmental study, caring for plants and animals; outdoor work, pattern recognition	

From Silver, Strong & Perini So Each May Learn ASCD, 2000