Tigris River Civilization

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| **Your Name: Amy Hoffmeister & Morgan Gaus** | **Grade Level:** 6 |
| **Lesson Topic:** Intro-Place | **Day \_1\_\_\_ of \_\_9\_\_** |

**Essential Question**

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| How can our understanding of ancient Mesopotamia influence the way we live our lives today?. |

**Lesson Summary / Rationale**

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| This is students’ first exposure to the Tigris River Civilization.  This lesson provides an introduction to the content we will be looking at more in detail through a WebQuest activity.  Students will also create dictionaries to keep important vocabulary words that will be added throughout the unit |

# Strands, Content Statements, Objectives

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| Strand: History  Topic: Early Civilizations  Content Statement #2: Early civilizations (Indian, Egypt, China, and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics.  The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.  Common Core Literacy Standards  Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  **Objective**  Students will begin to recognize various aspects of ancient Mesopotamia through the use of an overview WebQuest activity.  They will define key vocabulary terms and be able to locate this civilization on a map. |

**Resources**

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| WebQuest activity adapted from: Mrs. Kirsch’s World History. *Mesopotamia*  *WebQuest*. Retrieved from: http://kirschworldhistory.blogspot.com/  2011/09/mesopotamia-webquest.html  Idea for intro adapted from: University of North Alabama, Department of Geography:  http://www.una.edu/geography/statedepted/themes.html  11x17” construction paper  Dictionary sheets  WebQuest worksheet (see attached at the end of the lesson) |

**Procedures**

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| **I.  Intro  *(Engage)***  On the board, teacher will have 4 columns (river, civilization, Middle East, Mesopotamia) and will record students’ responses to the following words—look for overlaps, similarities, differences   * Give students 1 minute to think of anything they can that has to do with the word “river” * Record a handful of responses * Give students 1 minute to think of anything they can that has to do with the word “civilization” * Record a handful of responses * Next, give students 1 minute to think of anything they can that has to do with the words “Middle East” * Record a handful of responses * Next, “Mesopotamia”   + It is okay if students do not have an idea about this word yet   ·         Hold a brief discussion where students note similarities and differences in their responses to the words you had them think about.  **II.  Lesson Focus:  *(Explore, Explain, Extend)***    Students will be participating in a WebQuest which provides a good overview and introduction to this unit.  They will be answering questions about and searching for information about the following topics: agriculture, writing, pottery, government, and Hammurabi.  Students will work in pairs to complete the WebQuest.  Teacher will walk around and monitor/offer assistance if needed  As students finish their WebQuest, students will begin creating their “Ancient Mesopotamia Dictionaries”  Each student receives a piece of construction paper and the following instructions will be on the board:  On your construction paper, write “Ancient Mesopotamia Dictionary” as well as your name and class period  Then, based on the information you have gathered from the WebQuest, illustrate your cover with something about Mesopotamia.  Take 5 Word Mapping sheets and put them in your new Ancient Mesopotamia Dictionary  Leave in a pile on the front table on your way out.  **III. Closure to Lesson**  With 5 minutes remaining in the class period, debrief students on what they have learned.  Students write a 3 sentence reflection on what they learned in the WebQuest.  One sentence must be an interesting fact they learned.  **IV. Assessment/*Evaluation:* Assessment here if not embedded in plan.**  Students will turn in their WebQuest worksheets.  This will allow the teacher to evaluate how they were able to navigate the internet WebQuest while answering questions about Mesopotamia in an introductory way.  The Ancient Mesopotamia Dictionary will lead to an assessment at the end of the unit.  After learning these words, students will have to include them correctly in their travel brochure (unit project to be explained in the next lesson) as they describe the place their travelers will be visiting. |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Mesopotamia WebQuest Worksheet**

*Questions follow along with the numbers on the WebQuest found at*

<http://kirschworldhistory.blogspot.com/2011/09/mesopotamia-webquest.html>

1) What two rivers bordered Mesopotamia?

2) How did the development of agriculture allow people to support themselves?

3) What developed from the surplus of food brought about by irrigation systems?

4) Why did people develop writing and what was the earliest form of writing?

5) Why did people develop pottery?

6) Why did early people create multiple burial chambers?

*From the reading:*

7a) When did the Sumerian Civilization begin?

b) What were some of the Sumerian’s early inventions?

c) What was the government of ancient Mesopotamia like?

8) Write two sentences to describe the ancient writing system in Mesopotamia. (See link at 7 G-H)

9) Translate your name using cuneiform (See link for 7 I)

10) What was Hammurabi famous for? (See link for 8 A-C)

11) Help Hammurabi solve his problems. Go to the site listed on the WebQuest. Record first what YOUR punishment would be in the USA, then record what Hammurabi’s punishment was.

12) Which one of the 7 Wonders of the Ancient World was built in Mesopotamia? Why was it built? Look specifically at what it was built out of. (See link for #12)

**Word**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Definition** | **Context in which you found the word** |
| **Other words to help you remember it** | **Picture or mnemonic device** |

Tigris River Civilization

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| **Your Name: Amy Hoffmeister & Morgan Gaus** | **Grade Level:** 6 |
| **Lesson Topic:** Region: Pottery & Cuneiform | **Day \_2-3\_ of \_9\_\_\_** |

**Essential Question**

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| How can our understanding of ancient Mesopotamia influence the way we live our lives today?  .  What can we learn about civilizations through looking at artifacts? |

**Lesson Summary / Rationale**

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| This 2-day lesson will focus on the Geographical theme: Region.  The region between the Tigris and Euphrates Rivers is known for the development of the first writing system as well as for its many uses for pottery.  Students will explore both of these defining features of this region.  This lesson will be in collaboration with the art teacher, who will assist with the pottery portion of this lesson.  She has agreed to come to the classroom and help students create pieces of pottery. This lesson will also incorporate Mesopotamian religion and the significance of the Code of Hammurabi. Students will develop a greater understanding of the laws and religious ideas within this culture and they will write the laws on their pieces of pottery, with the assistance of the art teacher. |

# Strands, Content Statements, Objectives

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| Strand: History  Topic: Early Civilizations  Content Statement #2: Early civilizations (Indian, Egypt, China, and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics.  The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.  Strand: Geography  Topic: Places and Regions  Content Statement #5: Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic)  Common Core Literacy Standards  Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  **Objective**  Students will develop an understanding of the importance of pottery in Mesopotamia, as well as, the importance of the Code of Hammurabi. Students will produce a model of a Mesopotamian art form and discover how Mesopotamians developed and used their writing system. |

**Resources**

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| Idea adapted from: *Hands-On! The Invention of Writing-Write on Clay in an Ancient*  *Script.*The Oriental Institute Museum.  Chicago, IL  <http://oi.uchicago.edu/OI/MUS/ED/TRC/MESO/writing_a.pdf>  Idea adapted from: *Hammurabi and His Code of Laws*. Awesome Stories.  <http://www.awesomestories.com/biographies/hammurabi/story-preface>  *Ancient Mesopotamia for Kids*-*Cuneiform*.  Retrieved from  <http://mesopotamia.mrdonn.org/cuneiform.html>  Cuneiform alphabet & paper explaining how to hold a stylus and write in clay  Clay or Crayola® Model Magic  Stylus (reed or wooden rod) |

**Procedures**

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| **I. Intro *(Engage)***  Students will be shown a slideshow of different pieces of pottery.  At the end of the slideshow will be a message written in cuneiform.  This will grab students’ attention and they will be interested in trying to decode the message.  Students will be shown the website described above (*Hammurabi and His Code of Laws).* The teacher will present the website and allow time for small group discussion between the introduction and religion sections.  **II. Lesson Focus: *(Explore, Explain, Extend)***  In pairs, students will read the article *Ancient Mesopotamia for Kids-Cuneiform*.  They will highlight 3 important facts that they learned from the article and they think will help their classmates in their understanding of what cuneiform is and how it was used and developed in Mesopotamia.    Students report their findings to the class, and compile a definition of what cuneiform is. Have students pull out their Ancient Mesopotamia Dictionaries and add the word Cuneiform.  Students will pick a sentence from the article that has this word along with context clues that will help them build a definition and fill out their word mapping sheets.    The art teacher has covered Mesopotamian pottery with students, including uses, specifically as water and food storage containers.  She helped them create appropriate pieces of pottery that would have been used during this time period.   Students will bring their still-soft pottery pieces to class in order to practice the art of writing in cuneiform. Students will discuss the various laws as stated in the Code of Hammurabi which deal with religious ideas. Each student will be able to choose a law from the religion section of the code and will use the stylus to write the code on their pottery.  **III. Closure to Lesson**  After the students complete writing the laws on their pottery, they will be given time to reflect on this activity. Students will be asked to compare the writing that took place in Ancient Mesopotamia to the writing the occurs today. How is it the same? How is it different? Students will complete this activity in their journals.  **IV. Assessment/*Evaluation:* Assessment here if not embedded in plan.**  The teacher can collect the journals, which will serve as an assessment to the activity. |

Tigris River Civilization

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| **Your Name: Amy Hoffmeister & Morgan Gaus** | **Grade Level:** 6 |
| **Lesson Topic:** Movement: Technology & Inventions | **Day \_4\_ of \_\_9\_\_\_** |

**Essential Question**

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| How can our understanding of ancient Mesopotamia influence the way we live our lives today?  How do inventions impact the way people live and work?  How does technology affect the way people live? |

**Lesson Summary / Rationale**

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| Students will be engaging in content about Mesopotamian technology and inventions.  They will view a video which gives an overview of these inventions and contributions to society and then choose one to research for their brochure/podcast.  This information will be included in their brochures and podcasts to inform their audience of important inventions during this time.  They may choose from irrigation, canals, or wheels. |

# Strands, Content Statements, Objectives

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| Strand: History  Topic: Early Civilizations  Content Statement #2: Early civilizations (Indian, Egypt, China, and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics.  The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.  Strand: Geography  Topic: Human Systems  Content Statement #7: Political, environmental, social and economic factors cause people, products, and ideas to move from place to place in the Eastern Hemisphere in the past and today.  Common Core Literacy Standards  Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  Integration of Knowledge and Ideas: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.  **Objective**  Students will research different inventions/technologies of Mesopotamia and note the major impact they have had on society today. |

**Resources**

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| “Canals on the Plain” (1999). Retrieved from [http://mygeologypage.ucdavis.edu/](http://mygeologypage.ucdavis.edu/cowen/~gel115/115CH17oldirrigation.html)  [cowen/~gel115/115CH17oldirrigation.html](http://mygeologypage.ucdavis.edu/cowen/~gel115/115CH17oldirrigation.html).  Fagan, B. (2004). *The seventy great inventions of the ancient world*. London:  Thames &Hudson.  “Inventions and Discoveries in Ancient Mesopotamia” (2008).  Retrieved from  <http://www.youtube.com/watch?v=s2lL20SBiIk>  *Irrigation Handout*.  Retrieved from [http://www.mitchellteachers.net/WorldHistory/](http://www.mitchellteachers.net/WorldHistory/MrMEarlyHumansProject/PDFs/SumerianAchievements/IrrigationInfo.pdf)  [MrMEarlyHumansProject/PDFs/SumerianAchievements/IrrigationInfo.pdf](http://www.mitchellteachers.net/WorldHistory/MrMEarlyHumansProject/PDFs/SumerianAchievements/IrrigationInfo.pdf)  Leick, G. (2001). *Mesopotamia: The Invention of the City*. New York, NY: Penguin  Books.  Steele, P & Farndon, J. (2007). *DK Eyewitness: Mesopotamia.*  New York, NY: DK       Publishing, Inc.  Tomecek, S. & Stuckenschneider, D. (2003). *What a great idea!: inventions that*  *changed the world.*  New York, NY: Scholastic.  *Wheel Handout*.  Retrieved from [http://www.mitchellteachers.net/WorldHistory/](http://www.mitchellteachers.net/WorldHistory/MrMEarlyHumansProject/PDFs/SumerianAchievements/WheelInfo.pdf)  [MrMEarlyHumansProject/PDFs/SumerianAchievements/WheelInfo.pdf](http://www.mitchellteachers.net/WorldHistory/MrMEarlyHumansProject/PDFs/SumerianAchievements/WheelInfo.pdf)  Inventions graphic organizer |

**Procedures**

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| **I. Intro *(Engage)***  Teacher will ask students to imagine life without the invention of the wheel.  They must pick one type of technology they use on a daily basis that uses the wheel and imagine if it did not have wheels.  They must write about how they might adapt the technology to have it not use a wheel as part of its method for moving.  **II. Lesson Focus: *(Explore, Explain, Extend)***  Add “irrigation” to their Ancient Mesopotamian Dictionaries.  Students will view a somewhat humorous yet informative video about 3 different inventions during Mesopotamia.  They will be given a graphic organizer that will allow them to record notes that they learned from the video that they can include in their brochure and podcast.  After they have finished viewing the video, they must will select one technology to research in more detail.  There will be resources provided for students to look through, including books, and each will have a one page article they can read and use as a source.  This is a good chance for students to evaluate what sources are reliable and practice finding information within a book or other sources.  Students will choose book or find an internet source.  After researching, students will compile their information and write a short paragraph to explain what the invention is and how this invention benefitted society. They must use at least 3 supporting details from their research. They must also include a picture.  **III. Closure to Lesson**  One member from each group (irrigation, canal, wheel), will briefly report on an interesting fact they found from their research, as well as how this invention impacted the way people lived their lives, both in the past and now.  **IV. Assessment/*Evaluation:* Assessment here if not embedded in plan.**  Ask students to choose which ancient Mesopotamian invention (irrigation, canal, wheel, or writing) they feel was the most important—either to the world at large or to themselves in particular. Have them write a paragraph supporting their choice with facts, details, and examples. They might want to include pictures from newspapers or magazines to show how their invention is still making an impact today.  Adapted from: Activity Ideas: Science & Inventions. *Life In Ancient Mesopotamia* |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On the back of this page, record your research for your specific technology. Be sure to specifically look at how this invention helped the progress of people and how it impacted their lives.

Wheel

Canals

**Ancient Mesopotamian Inventions**

Tigris River Civilization

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| **Your Name: Amy Hoffmeister & Morgan Gaus** | **Grade Level:** 6 |
| **Lesson Topic:** Human/Environment Interactions: Ziggurats | **Day \_5\_ of \_9\_\_\_** |

**Essential Question**

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| How does geography affect the development of a civilization?  What can we learn about civilizations by looking at artifacts? |

**Lesson Summary / Rationale**

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| This lesson will focus on the Geography theme: Human/Environment Interaction. It will also incorporate math standards.  A ziggurat is a large temple, which is built in Mesopotamian towns on top of mud-brick platforms. This lesson will allow for collaboration among students and the use of inquiry. Students will read about ziggurats and will work towards the completion of a challenge. After the challenge has been completed, students will create their own ziggurat within their small groups. |

# Strands, Content Statements, Objectives

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| Social Studies Standards  Strand: History  Topic: Early Civilizations  Content Statement #2: Early civilizations (Indian, Egypt, China, and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics.  The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.  Strand: Geography  Topic: Human Systems  Content Statement #7: Political, environmental, social, and economic factors cause people, products, and ideas to move from place to place in the Eastern Hemisphere in the past and today.  **Math Standards**  6.G.1: Find the area of right triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.  6.G.4: Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apple these techniques in the context of solving real-world and mathematical problems.  **Objective**  Students will develop an understanding of ziggurats and they will be able to apply their knowledge and create their own model representation of a ziggurat. |

**Resources**

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| Idea adapted from: *Ziggurats*.  <http://www.mesopotamia.co.uk/ziggurats/story/sto_set.html>  Computer for each group (3 students per group)  125 sugar cubes for each group  Cardboard  (3 pieces, 12in x 12in per group)  Ziggurat examples |

**Procedures**

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| **I. Intro *(Engage)***  Students will be broken up into groups of three. Each group will be given a model of a ziggurat (different from the models that will be created in the following lesson). After the different models have been passed among the various groups, students will be given time to discuss in their groups what they notice about the models. This will engage the students and get them excited for the activity that will take place.  **II. Lesson Focus: *(Explore, Explain, Extend)***  Give students time to add the word “ziggurat” to their Ancient Mesopotamian  Dictionaries  In the groups of three, students will begin reading the various stories associated with the ziggurats (from the website discussed about). Students will be given a graphic organizer to keep track of the significant information. After students read the stories from this website, the will click on the ‘challenge’ tab, which will allow students to think about the necessary tools and ideas that go into creating a ziggurat. After students successful complete the challenge, they will begin creating their own ziggurat in their small groups.  **III. Closure to Lesson**  When students have completed and shared their ziggurats with the rest of the class, they will write a two-paragraph reflection on the importance of ziggurats.  **IV. Assessment/*Evaluation:* Assessment here if not embedded in plan.**  Students will turn in their reflections, which will show the teacher whether or not students are on-track with their thinking. On-track responses can be read aloud to the class to refresh students on the importance of ziggurats as the unit progresses.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Ziggurats Reading**  Detail:  Detail:  Detail:  Main Idea:  Detail: |

Tigris River Civilization

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| **Your Name: Amy Hoffmeister & Morgan Gaus** | **Grade Level:** 6 |
| **Lesson Topic:** Location: Maps & Brochures | **Day \_6-7\_ of \_\_9\_\_** |

**Essential Question**

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| How does geography affect the development of a civilization?  How does location have an impact on the way people live? |

**Lesson Summary / Rationale**

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| This lesson will focus on the Location theme of geography. Students were introduced to the location of Mesopotamia and the Tigris River back on the first day of the unit, during the WebQuest, However, this lesson will have students looking deeper at maps of the region, creating their own maps, and beginning to compile information into their brochures. The introduction provides a good overview of what they have learned so far. |

# Strands, Content Statements, Objectives

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| --- |
| Social Studies Standards  Strand: History  Topic: Early Civilizations  Content Statement #2: Early civilizations (Indian, Egypt, China, and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics.  The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.  Strand: Geography  Topic: Spatial Thinking and Skills  Content Statement #3 Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.  Strand: Geography  Topic: Spatial Thinking and Skills  Content Statement #4: Latitude and longitude can be used to identify absolute location.  Strand: Geography  Topic: Places and Regions  Content Statement #5: Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).  Common Core Literacy Standards  Integration and Knowledge of Ideas: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  **Objective**  Students will extend their knowledge of the location of Mesopotamia. Students will apply the knowledge they have gained throughout the unit to create an authentic travel brochure for individuals who may be traveling to the region. |

**Resources**

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| *Mesopotamia, 2400BC.* Retrieved from <http://www.eduplace.com/kids/socsci/ca>  /books/bkf3/imaps/AC\_03\_079\_mesopotamia/AC\_03\_079\_mesopotamia.html  Guided notes  Travel brochure project handout  Travel brochure project rubric  Any information they have gathered throughout the week: webquest handout, writing information, maps, notes, paragraphs they have written. |

**Procedures**

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| --- |
| **I. Intro *(Engage)***  On the SmartBoard or projector, there will be an interactive map of Mesopotamia displayed. A student will be the teacher’s assistant and will click through the interactive map. Students will be following along with guided notes.  **II. Lesson Focus: *(Explore, Explain, Extend)***  Bring up Google Earth map of present day Iraq and the Tigris River. Ask student to note key topographical features on the map, such as the river, mountains, plains, etc.  Based on what you know, where would you choose to put a city? Write 5 sentences to explain why.  Students will draw a map of ancient Mesopotamia that they will use in their brochures.  During the rest of this class period and the next day, students will be working on their  brochures. They will have today and the next few days to work on this or their  podcasts, using any classroom resources available to help them with additional  research if needed (see handout attached for requirements).  **III. Closure to Lesson**  **IV. Assessment/*Evaluation:* Assessment here if not embedded in plan.**  Students’ brochures will be assessed at the end of the unit (See attached rubric) |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mesopotamia Map Guided Notes

The \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rivers flow through a region called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The name means “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the mountains caused the rivers to swell almost every year. As they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ down the mountains to the \_\_\_\_\_\_\_\_\_ \_\_\_\_\_, the rivers picked up a fine soil called \_\_\_\_\_\_\_\_ and carried it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The \_\_\_\_\_\_\_ was deposited onto the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the flat land around the banks of the rivers. The silt was \_\_\_\_\_\_\_\_\_\_\_\_, which means it was good for growing crops.

Because the land was \_\_\_\_\_\_\_\_\_\_\_\_\_, people didn’t have to search for food and were able to settle in villages. Villages grew into cities with \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_. These cities formed the world’s first civilization in \_\_\_\_\_\_\_\_\_\_\_\_, a region in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mesopotamia.

The Sumerian cities became \_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_--communities that included a city and its nearby farmlands. There were at least 12 city-states, located mostly near the \_\_\_\_\_\_\_\_\_of the Tigris and Euphrates rivers.

Sumerian civilization included inventions such as \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_, the first \_\_\_\_\_\_\_\_, and a form of government in which each city-state ruled \_\_\_\_\_\_\_\_. Sumerian culture and innovations spread throughout Mesopotamia.

Over time, soil \_\_\_\_\_\_\_\_\_\_\_\_\_ filled in the area where the Tigris and Euphrates rivers emptied into the \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_. Today the coastline is over a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ miles \_\_\_\_\_\_\_\_\_ of its location during the Sumerian civilization.





ATTENTION! Your help is needed! The local travel agency had a fire and lost many of their maps. They are recruiting you to recreate their travel brochures for the region of Mesopotamia to give to customers. They are in need of your expert knowledge about Mesopotamian life and culture, in order to make recommendations for tourists traveling to this region.

In your brochure, you must include the following:

1) A map of the region, labeling:

* the Tigris and Euphrates River
* the area known as the Fertile Crescent
* at least 2 ancient cities: Babylon, Ur, Uruk, Nineveh, etc.

2) How will you read the signs when you are traveling to Mesopotamia

3) The transportation you will be taking

4) The type of accommodations you will be staying in

5) The type of money you will use to trade for goods and food

6) The typical weather of the region

7) At least 3 activities you can participate in while you are there

Because this is a brochure, your descriptions do not need to be long, but they do need to incorporate facts and information you have gathered throughout this unit.

Additional Requirements:

* At least 3 citations and 3 facts from the information gathered during the unit.
* A one-paragraph insert that will be put in your brochure, explaining why they location of the river is so important to civilization. Connect it to the information in your brochure.

HAVE FUN!

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Travel Brochure Rubric**

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| --- | --- | --- | --- | --- |
| **CATEGORY** | **10-9** | **8-6** | **5-3** | **2-0** |
| Content | All required information noted on the handout is in the brochure, including paragraph insert. Information is accurate and cited  User friendly & written for audience of tourists. | 2-3 requirements for the brochure are missing. Some information is inaccurate. Citations are missing or incorrectly cited.  Mostly user friendly & audience can be identified. | 4-5 requirements for the brochure are missing. Much of the information is inaccurate. Citations are missing or incorrectly cited. Not very user friendly. | Most or all information is missing. Any information presented is inaccurate. |
| Rationale | Strong connections are made to why the location along the river is so important.  Ties in themes of geography. | Some connections are made to why the location along the river is so important. A few themes of geography are brought in. | Few connections are made to why the location along the river is so important. No themes of geography are used in explanation. | No connections are made to why the location along the river is so important |
| Design | Brochure is neat and easy to read. Pictures are included. | Brochure is somewhat neat. A little difficult to read. Few pictures are included. | Brochure needs some work. Difficult to read.  1 picture is included. | Brochure is sloppy and looks as if it was thrown together. Very difficult to read. No pictures. |
| Spelling/Grammar | Words are spelled correctly and grammar does not take away from meaning of the content | Some mechanical errors, still does not take away from the meaning of the content | Many mechanical errors. Takes away from the meaning of the content | Poorly written, no evidence of proofreading. |

Total Score:\_\_\_\_/40

Comments:

|  |  |
| --- | --- |
| *Tigris River Civilization* | |
| **Your Name: Morgan Gaus & Amy Hoffmeister** | **Grade Level:** 6 |
| **Lesson Topic:**       Final Project Work Time | **Day \_8-9\_ of\_9\_** |

**Essential Question**

|  |
| --- |
| * How can our understanding of ancient Mesopotamia influence the way we live our lives today? * What can we learn about civilizations through looking at artifacts? * How do inventions impact the way people live and work? * How does technology affect the way people live? * How does geography affect the development of a civilization? |

**Lesson Summary / Rationale (as required by instructor)**

|  |
| --- |
| Today will be spent creating the podcasts and brochures. These items will serve as the summative assessment for the Tigris River Civilization Unit. Successful completion of the tasks will demonstrate understanding of the subject manner. |

**Strands, Content Statements, Objectives**

|  |
| --- |
| Theme: Regions and People of the Western Hemisphere   * Strand: History   + Topic: Early Civilizations     - Content Statement #2: Early civilizations (Indian, Egypt, China, and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics.  The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. * Strand: Geography   + Topic: Places and Regions     - Content Statement #5: Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic)   + Topic: Human Systems     - Content Statement #7: Political, environmental, social, and economic factors cause people, products, and ideas to move from place to place in the Eastern Hemisphere in the past and today.   Objective  Students will create a podcast, as well as, a brochure discussing the many themes discussed within the Tigris River Civilization. |

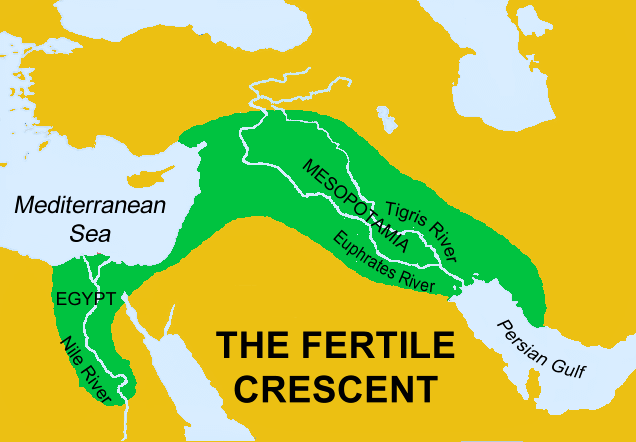
**Resources**

|  |
| --- |
| \*Project Introductions  \*Project Rubrics  \*Project Checklist |

**Procedures**

|  |
| --- |
| **I.  Intro  *( Engage)***  Discuss as a class ways to be successful in completing the final project. Discuss the layout for the next two days.  **II.  Lesson Focus:  *(Explore, Explain, Extend)***  Allow students to work independently while creating their projects. Setup scheduled break times for full class and small group discussion to discuss what is going well and ways to help struggling students.  **III.  Closure to Lesson**  Begin sharing projects.  **IV.  Assessment/*Evaluation:* Assessment here if not embedded in plan.**  Students will turn in their final projects which will serve as the summative assessment for the unit. |

**Ancient Mesopotamia Unit Project**



**WHAT:** The end project for our Ancient Mesopotamian Unit will be a podcast focusing on the many themes discussed within the unit. You will be creating commercials in an attempt to persuade people to move to Mesopotamia. You must include the following themes in your commercial:

* Location
* Place
* Human/Environment Interaction
* Movement
* Regions

\*\*Remember: You want to persuade people to move to Mesopotamia. Think about the properties involved with the themes posted above. Why should people move to Mesopotamia?

**WHO:** Although there will be many opportunities for collaboration, the end project will be an independent assignment. Each of you will turn in your own commercial/podcast. Once you have finished your podcast you must have a classmate review it and listen to any suggestions he/she may have. Complete the peer feedback form after viewing one another’s work.

**HOW:** To create our commercials we will be using Podcast Producer on our class set of laptops. Before you begin making your commercial you must make a script/outline of what you want to include in your commercial. You must get your outline approved before beginning your commercial.

**Good Luck and Have Fun!**

**Peer Feedback Form**

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **What did you like about your partner’s podcast?**
2. **What can your partner add to make their podcast even better?**
3. **What did you learn from your partner?**

**Mesopotamia Podcast Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| Script | The script discusses the commercial in great detail. | The script discusses the commercial in some detail. | The script is weak and does not showcase the commercial. | The script is a poor representation of the commercial. |
| Content | The commercial discusses 5 of the themes. | The commercial discusses 4 of the themes. | The commercial discusses 3 of the themes. | The commercial discusses 2 or fewer themes. |
| Point of View - Purpose | Establishes a purpose early on and maintains a clear focus throughout. | Establishes a purpose early on and maintains focus for most of the presentation. | There are a few lapses in focus, but the purpose is fairly clear. | It is difficult to figure out the purpose of the presentation. |
| Design | Excellent use of technology. Keeps in mind the titles, fonts, colors, pictures are professional looking. It is apparent that much thought and planning went into the look. | Good use of technology. Most of the presentation looks professional and time and consideration were put into the titles, fonts, and pictures. | Fair use of technology, but the presentation lacks a professional look. Little time and thought were put into the overall look. | Basic use of technology yet presentation is not professional looking. Presentation shows little thought or planning about the overall look. |

Total Score: /16

Comments: