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| **LESSON #1: Introduction to Tigris and Euphrates River Civilizations, Online Scavenger Hunt** | |
| **Theme** | Regions and People of the Eastern Hemisphere |
| **Strand** | History |
| **Topic** | Early Civilizations |
| **Content** **Statement** | 2. Early civilizations (India, 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. |
| **Objective**  Students will gain an understanding of the Mesopotamia civilization by researching some of the historical facts of the civilization.  **Expectations** **for** **Learning**  Students will be expected to use the internet to research the Tigris and Euphrates Rivers and Mesopotamia and record their findings on the handout. | **Instructional** **Strategies**   * “We are going to begin learning about the early civilization of Mesopotamia. In order to become familiar with this civilization, you are going to do a short online scavenger hunt to learn about the people and land of this area.” * Teacher will put students into partners and make sure each pair is set with a computer to do the research. * Provide each student with a scavenger hunt handout that provides the websites to visit along with questions to answer. (See handout at the end of the unit). * Teacher should circulate the room while students are ‘hunting’ to help answer any questions the students may have. * For the last 5 minutes of class, come back together as a class and discuss what information was found. What surprised them? What did they think was neat? Would they like to live in that time and location? * “For the next several days, we will be using the Mesopotamian early civilization to guide our learning. Keep your scavenger hunt paper in your social studies folder.”   **Instructional** **Resources**   * Handout * Computer with internet access * <http://www.factmonster.com/encyclopedia/world/tigris.html> * <http://www.factmonster.com/encyclopedia/world/euphrates.html> * <http://www.factmonster.com/encyclopedia/history/mesopotamia.html> * <http://mesopotamia.mrdonn.org/index.html> |
| **Essential** **Question**  How have ideas and events from the past shaped the Eastern Hemisphere today? | |

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| **LESSON #2: Map Creation (Geography Themes: Location and Place)** | |
| **Theme** | Regions and People of the Eastern Hemisphere |
| **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. |
| **Objective**  Students will learn the land, landforms, cities, and other areas of ancient Mesopotamia.  **Expectations** **for** **Learning**  The students will be expected to use the given websites to locate and name cities, landforms, and rivers on their map. | **Instructional** **Strategies**   * Working with their same partner as the day before, students will use the given websites to fill in locations on the blank map of Mesopotamia. (See handout at the end of the unit.) * “To have the best understanding of the area and people of the early Mesopotamia civilization, it is important for us to know the land, landforms, cities, and areas of the civilization. You and your partner can use different websites to help you fill in the missing information on your map.” * The teacher should circulate the room while students are working to answer any questions the students may have. * For the last 5 minutes, of class have each pair meet up with another pair to compare maps. If the pairs have discrepancies between them, have them discuss their findings to find out where the error may be. If a conclusion can’t be made, the teacher should help them determine the correct answer.   **Instructional** **Resources**   * Handout * Computer with internet access * <http://www.ancientmesopotamians.com/cities-in-mesopotamia.html> |
| **Essential** **Question**  How do we know what we know about the world today? | |

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| **LESSON #3: Timeline (Research)** | |
| **Theme** | Regions and People of the Eastern Hemisphere |
| **Strand** | History |
| **Topic** | Historical Thinking and Skills |
| **Content** **Statement** | 1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E. |
| **Objective**  Students will come up with a list of at least 10 different events/dates in the lives of Mesopotamians that have significance to be able to put on a timeline.  **Expectations** **for** **Learning**  Students will be able to use the internet to find at least 10 different events/dates relevant to the lives of ancient Mesopotamians. | **Instructional** **Strategies**   * “The Mesopotamian civilization was around for a long time. Each pair is going to be creating a timeline to show at least 10 different events or important dates from the early Mesopotamian civilization. Today you will be doing the research to find the 10 events or important dates and tomorrow you will be constructing your timeline. You and your partner can use sites that were given to you in past lessons or use a search engine to find more information. Be sure to make a list of the web sites that you gather information from! Here is one site to get you started, however there are many to search through.” * Allow students the rest of class time to find dates of important information. * Teacher should be available to answer any questions the students may have.   **Instructional** **Resources**   * Computer with internet access * <http://www.mesopotamia.co.uk/time/explore/frame_mes.html> |
| **Essential** **Question**  How have ideas and events from the past shaped the Eastern Hemisphere today? | |

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| **LESSON #4: Timeline (Creation)** | |
| **Theme** | Regions and People of the Eastern Hemisphere |
| **Strand** | History |
| **Topic** | Historical Thinking and Skills |
| **Content** **Statement** | 1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E. |
| **Objective**  Students will use today’s class time to create a timeline with the dates they have previously found on ancient Mesopotamians.  **Expectations** **for** **Learning**  Students will be able to navigate the website and create a timeline using the website with the information they have gathered. | **Instructional** **Strategies**   * “Today is the day to build your timeline! Use the dates you found during yesterday’s lesson and follow the directions on the website written on the board. If you have any questions, please ask. I would like each student to print a copy of the timeline to keep with their Unit information. Be sure to check with the teacher before you print!” * Allow students the rest of the class time to create the timeline using the website given. Answer questions as needed.   **Instructional** **Resources**  <http://timeline.thinkport.org/>  Research from previous lesson on important dates |
| **Essential** **Question**  How have ideas and events from the past shaped the Eastern Hemisphere today? | |

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| **LESSON #5: Mesopotamian number system (Geography Theme: Region)** | |
| **Theme** | Regions and People of the Eastern Hemisphere |
| **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). |
| **Objective**  Students will solving and writing math problems with a base 60 number system used in Mesopotamia.  **Expectations** **for** **Learning**  Students will be able to solve and create math problems using the base 60 number system used in Mesopotamia. | **Instructional** **Strategies**   * “The Mesopotamian’s developed a base 60 number system. Why do you think that is? Can you think of any types of numbers that we use today that have a connection with the number 60? The Mesopotamians even had a way of keeping place value, like we do. Look at the worksheet on Babylonian numbers. Let’s solve numbers 1 and 2 together. (Do the problems) Now that you have a good understanding of how the number system works, I would like you and your partner to come up with 3 math problems using the base 60 system. Be sure to make an answer key on another sheet of paper! When you are finished, bring your problems to me and we will switch with another group for you to solve their problems. Are there any questions?” * Allow time for students to work on creating the problems and then solving another group’s problems. * Have students put their created problems and answer key in their Unit folder.   **Instructional** **Resources**  Math Worksheet – 1-13 Challenge Worksheet from Houghton Mifflin Company |
| **Essential** **Question**  How does where you live influence how you live? | |

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| **LESSON #6: Hammurabi’s Laws – Debate (Geography Theme: Relationship Between Places and Movement)** | |
| **Theme** | Regions and People of the Eastern Hemisphere |
| **Strand** | Government |
| **Topic** | Roles and Systems of Government |
| **Content** **Statement** | 10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits on governmental authority. |
| **Objective**  Students will learn about Hammurabi’s Laws and be able to back up their thoughts and opinions about his set of laws for Mesopotamia.  **Expectations** **for** **Learning**  Students will be expected to engage in a debate with their peers that will help them to gain a better understanding of Hammurabi’s Laws. | **Instructional** **Strategies**   * Show the students on the SmartBoard all of Hammurabi’s Laws translated into English. Show that there are just under 300 laws. Read through a couple just so they get an idea of what the laws were about. * Show the students on the SmartBoard the short presentation about Hammurabi’s Code. Discuss the different laws in the presentation and what they mean. Discuss with the class that there were different punishments for different classes of people. * Divide the class into two groups. Tell one group that they are going to argue in favor of the different levels of punishment for classes and the other group that they are going to argue against having different punishments for different classes. * Give the groups several minutes to come up with a list of facts/comments to back up their side of the argument. * Return as a group in the last few minutes to discuss as a class how they feel about Hammurabi’s Code.   **Instructional** **Resources**  <http://www.phillipmartin.info/hammurabi/hammurabi_codeindex.htm>  <http://schools.nycenet.edu/region4/gchs/rocco/Global%20Studies/Global%201%20and%202/H1-Complete/Unit%2002%20-%20The%20Middle%20East/05%20-%20Hammurabi's%20Code/Presenter/index.htm> |
| **Essential** **Question**  How does governmental authority affect citizens’ rights? | |

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| **LESSON #7, 8, 9: Favorite aspect of river civilization – Partner Presentation Preparation** | |
| **Theme** | Regions and People of the Eastern Hemisphere |
| **Strand** | History |
| **Topic** | Early Civilizations |
| **Content** **Statement** | 2. Early civilizations (India, 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. |
| **Objective**  Students will create a presentation on an aspect of the ancient Mesopotamian civilization.  **Expectations** **for** **Learning**  Students will be expected to work with their partner and come up with an informative and engaging presentation on some aspect of the ancient Mesopotamian civilization. | **Instructional** **Strategies**   * “Now that you have learned several aspects of the Mesopotamian civilization, you and your partner need to create some type of presentation to share with the class on your favorite part of the civilization. This may mean that you may have to do some more research to be prepared for your presentation. You may choose to present in any way that you feel comfortable: video, PowerPoint, act out a play, make artifacts, etc. Make sure you have enough information to fully describe your choice. Be prepared to answer questions from the teacher and your classmates! You will have the rest of today’s class time and two more class times to complete your presentation.” * Allow students the rest of class time and lessons 8 and 9 for preparing the presentation. Help where needed.   **Instructional** **Resources**  Any materials the students may need for their presentations |
| **Essential** **Question**  How have ideas and events from the past shaped the Eastern Hemisphere today? | |

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| **LESSON #10: Favorite aspect of river civilization – Presentation and Explanation to the class** | |
| **Theme** | Regions and People of the Eastern Hemisphere |
| **Strand** | History |
| **Topic** | Early Civilizations |
| **Content** **Statement** | 2. Early civilizations (India, 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. |
| **Objective**  Students will present their learning of the ancient Mesopotamian civilization to the class. | **Instructional** **Strategies**   * Partners will do their presentations today. Students should be prepared to answer questions from the teacher and class.   **Instructional** **Resources**  N/A |
| **Essential** **Question**  How have ideas and events from the past shaped the Eastern Hemisphere today? | |

**UNIT EVALUATION**

* Teacher will collect and grade the handout packet that went with the Unit (Scavenger Hunt page, Map, Math Sheet, and Timeline).
* Students will earn points for participation in the debate and for the end of Unit presentation.

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Mesopotamia On-Line Scavenger Hunt

1. How long is the Tigris River? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What happened to make it hard to farm around the Euphrates River? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What were the boarders of the region of Mesopotamia? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. What is the meaning of the word ‘Mesopotamia?’ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. What were some of the crops farmed in Mesopotamia? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. What type of government did Mesopotamians have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Explain the writing systems of the Mesopotamians. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Describe two different inventions made by the Mesopotamians. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On the Map below, locate and label: Euphrates River, Tigris River, Zagros Mountains, Ur, Babylon, Erech, Assur, Assyria, Babylonia, Sumer, Caspian Sea, Black Sea, Mediterranean Sea, and Persian Gulf. Lightly color where the Fertile Crescent is located.

