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| --- | --- | --- | --- |
| **Day** | **Activity** | **Authentic Assessment** | **Geography Theme** |
| 1 | Introduction | Exit Slip | Introduction to all themes. |
| 2 | Map overview of the Middle East.  | Map with proper current and ancient locations. | Location, Place, and Region |
| 3 & 4 | Cuneiform Webquest & Write your own tablet.  | Web Quest Activity Sheet and Clay tablets.  | Movement |
| 5 | Gilgamesh | Hero Story | Movement |
| 6 | Ziggurat | Ziggurat Model and written description. | Relationship Between Places |
| 7, 8, & 9 | Artifact Box | Artifacts, Box, and Report | Location, Place, Region, Movement, and Relationship Between Places.  |

**Ohio Standards Covered:**

*Social Studies Content Standards:*

History:

6.1 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.

Geography:

6.3 Globes and other geographic tools can be used to gather, process and report information about people, places, and environments.

6.4 Latitude and longitude can be used to identify absolute location.

6.6 Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter their physical environment.

*Language Arts Common Core:*

[CCSS.ELA-Literacy.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-Literacy.RH.6-8.8](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/) Distinguish among fact, opinion, and reasoned judgment in a text.

**Unit Rationale:**

This unit covers the history of Mesopotamia with some focus on the history that occurred around the Euphrates River. Throughout this unit the students will use authentic activities and assessments to understand the rich history of the Mesopotamian river civilization. The students will be able to apply, understand, and to connect the five themes of geography (region, location, place, movement, and the relationship between places) to the Mesopotamian river culture. This begins by giving the students a strong base in the location of Mesopotamia in the modern world. Identifying important places and locations in both the modern and ancient worlds. Addressing how communication and writing helped to form the ancient and current worlds. Also looking at the relationship of important sites in the ancient and comparing them to their location. Students will also discover how the Mesopotamians made innovations in farming, technology and economy that are still seen today.

This unit was created by use of the backwards design model. To accomplish this the unit began by creating essential questions that needed to be covered in this unit. Then determining the best types of assessment to assess the students over those essential questions. Then designing learning strategies that best align with those assessments. The learning was designed by using the “Best Practices” group one model to allow for the student to make personal correlations to the subject matter by applying the learned information in creative, and authentic ways. Thus, allowing for each student to reflect on, and understand, the material in their own way while covering the intended concepts.

**Essential Questions:**

• How has the Mesopotamian culture affected the modern world?

• Why was the Eurphates River so important to Mesopotamia, and how was the river used? (Allow for the students to pursue in the final assignment)

• How has the Mesopotamian area of the world changed today?

• How did Mesopotamia deal with religion?

• How did the Mesopotamians communicate with each other, and how has that form of communication affected us today?

• How does the location of Mesopotamia affect the climate, resources, and location of cities today?

**Student Objectives:**

• Students will make correlations between learned information about the Middle East and Mesopotamia.

• Students will make correlations between current political boundaries and landforms, and past locations and landforms.

• Students will be able to locate Mesopotamia on both a current and historic map.

• Students will be able to identify important land formations and natural barriers that existed around Mesopotamia.

• Students will learn the importance of the cuneiform writing in Ancient Mesopotamia, and how it affected how we communicate today.

• Students will be able to encode and decode basic cuneiform writing.

• Students will learn the importance oral story telling and communication.

• Students will be create their own stories that resemble the story of Gilgamesh.

• Students will explore the importance of the Ziggurat to the Mesopotamian culture.

• The students will create their own Ziggurat modeling ancient building techniques and design.

• The students will draw a correlation between the Mesopotamian Ziggurat and the Egyptian Pyramid.

• Students will draw conclusions and make connections between their artifacts and what they represent.

**Authentic and key Assessments:**

* Daily Project Rubrics
* Exit Slips
* Map of modern and ancient Mesopotamia
* Model and description of a Ziggurat
* Web quest worksheet
* Creation of clay tablets and cuneiform writing
* Creation of a story about a student created Hero.
* Oral presentations
* Artifact Box

Many forms of assessments are used throughout the unit in order to collect many different types of data to gauge how will the students are meeting the state standards. These assessments include various types of informal and formal methods in order to gather a broad amount of data. The rubrics will be used to assess the success of the completed work after each project. The final rubric will assess a several different standards in order to get an overview of the individuals learning outcome.

**Resources: (Used Throughout)**

Ascalone, Enrico. *Mesopotamia: Assyrians, Sumerians, and Babylonians.* Berkley, CA:

 University of California Press. 2007. Print.

• A text that gives an in-depth look at all the ancient Mesopotamian cultures, religions, daily living, and cuneiform.

Brains, Paul. *Map Quiz 1.* Washington State University. n.d. Web. August 1, 2013.

 <<http://public.wsu.edu/~brians/wcsyllabus/maps/map1.html>>

• Blank Map of the Middle East.

Donn, Lin. *Ancient Mesopotamia for Kids.* n.p 2009. Web. August 3, 2013.

 <http://mesopotamia.mrdonn.org/index.html>

• An overview of ancient Mesopotamia given in a kid friendly way. Also has many lessons, activities, and presentations available for teachers to use to teacher about Mesopotamia.

Donn, Lin. *Gilgamesh.* PowerPoint n.p 2007. Web. August 3, 2013.

• A kid friendly version of the story of Gilgamesh.

Gandy, S. Kay. (2007).  Developmentally Appropriate Geography.  *Social Studies and the*

*Young Learner*.  Retrieved July 10, 2012, from [<https://elearning.bgsu.edu/courses/1/2125.EDTL.6430-501W.LEC.41717.WB.GC/content/\_3905739\_1/Appropriately%20Developmental%20Geography.pdf?bsession=77639883&bsession\_str=session\_id=77639883,user\_id\_pk1=92001,user\_id\_sos\_id\_pk2=1,one\_time\_token=](https://elearning.bgsu.edu/courses/1/2125.EDTL.6430-501W.LEC.41717.WB.GC/content/_3905739_1/Appropriately%20Developmental%20Geography.pdf?bsession=77639883&bsession_str=session_id=77639883,user_id_pk1=92001,user_id_sos_id_pk2=1,one_time_token=) >

• A overview of methodologies to teach social studies effective to different age groups.

Kerrigan, Michael. *Ancients in Their Own Words: Mesopotamians.* New York, NY: Marshall

 Cavendish. 2011. Print.

• A series of stories of from Mesopotamian writers about ancient heroes, gods, and goddesses.

Marks, Joshua. *Mesopotamia: The Cradle of Life.* Mr. Marks Website. 2013. Web. July 31, 2013.

• Some basic foundation information about the ancient Mesopotamia’s culture, economy, daily life, religion, and geographical location.

Mehta-Jones, Shilpa. *Life in Ancient Mesopotamia.* New York, NY: Crabtree Publishing

 Company. 2005. Print.

• In depth archeological overview of ancient Mesopotamia and how it past affected today.

Mountjoy, Shane. *The Tigris and Euphrates Rivers.* Philadelphia, PA: Chelsea House Publishers.

 2005. Print.

• In depth archeological overview of ancient Mesopotamia and how it past affected today.

Oates, Joan. *Babylon.* London, England: Thames & Hudson Ltd. 2008. Print.

• A collection of pictures of artifacts, descriptions, maps, and correlations between the ancient world and today.

Rostankowski, Cynthia. *The Epic of Gilgamesh.* San Jose State Univeristy. 2011. Web. August 3,

2013.<http://www.sjsu.edu/people/cynthia.rostankowski/courses/119a/s4/The%20Epic%20of%20Gilgamesh.pdf >

• The complete translated story of Gilgamesh for use with advanced students.