**MESOPOTAMIA SCHEDULE: Part One (8 blocks)**
culture develops into civilization, geography, early agriculture and flood stories

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<td>Do EQs in order. If you complete the entire EQ within the estimated time, work the optionals.</td>
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**EQ: What is culture?**

A. **Free Write:** Respond: What are some ways kids make birthdays special at FMS?

B. **Benchmark** Aspects of Culture **Copy** Twelve Aspects of Culture into notebook.

C. **Gather Information:** View Techbook 2.2 Explore p 1 Subsistence Needs. Put a box around the aspects of culture from your list above that represent subsistence needs and then label them as such.

D. **Optional:** Add data about the culture in the class on big paper. Record observations from each question in notebook.

**EQ: Why do humans form a civilization?**

A. **Benchmark** on highlighting

B. **Gather Information:**
   1) For each text below, set up notebook with topic of page. Then, highlight information in techbook as directed. Record bulleted notes into notebook.
   a. Read techbook 2.2 Explore p. 2 Specialization of Labor. Highlight jobs listed; there are 12.
   c. Read Techbook 2.2 Explore p. 6 Religion and Literature. Highlight reasons for religion.
   2. View “How and Why did Civilization Begin?” link on Schoolwires (4:45) and define civilization.

C. **Benchmark** on civilization- Answer EQ
**EQ: Why do humans form a civilization? continued**

D. **Optional:** Read “This is Culture” Techbook 2.2. Explore p. 3. Answer questions in notebook.

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**EQ: How did geography impact life in Mesopotamia?**

2+ blocks

### GEOGRAPHY

**A. Gather Information:**

1. **Create** a labeled map of Middle East. See instruction sheet. Use the maps on Techbook 3.1 Explore to help you.
2. **Read** Techbook 3.1 Explore pages 1-3 and answer the EQ
3. **Complete** River Exploration activity with table group. See Schoolwires.
4. **View** “Migration to the Fertile Crescent.” (1:24) Techbook 3.1 Explore p 3 and **list** of natural resources that were used by early farmers.
5. **View** “Mesopotamian Geography in Sumerian Society.” Techbook 3.1 Explore p 3 (1:00) 2x.
   a. **List** foods eaten.
   b. **Make** a flowchart (a list of ideas, showing cause and effect with arrows.) showing the effects of the geography in Mesopotamia. Start with the mountains and end with food.

**B. Vocabulary:** **Define** Fertile Crescent, drought, famine Use dictionary.com

**C. Optional:** **Read** “Floods in the Fertile Crescent” on Techbook 3.1 Explore p. 4 and **answer** questions 1-3.

### Farming

**D. Gather Information:**

1. **View** “Agricultural Technology” Techbook 3.1 Explore p. 4. **Draw & Label** a bird’s-eye-view of a farm. Include: river, field, canal, levee and dam or gated ditch. **Define** levee and dam.
2. **Read** Techbook 3.1 Explore pp. 4-6. **Define** silt, irrigation and seeder. **Create** a t-chart listing problems the people faced with agriculture and their solutions.
Page Three  Mesopotamia Part One
Do EQs in order. If you complete the entire EQ within the estimated time, work the optionals.

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**EQ: How did geography impact life in Mesopotamia? .... Continued**

**E Optionals:**
2. Read “The Development of the Wheels” on Techbook 3.3 Explore p. 5. Answer questions 1-3.

**F. Benchmark** on farming

**EQ: What were the beliefs of the people of Mesopotamia? (religion)**

**A. Freewrite:** Describe how you believe our earth was formed. From where did you get this belief?

**B. Gather Information about the ziggurat using split page notes:**
1. Make a t-chart labeled “question” and “answer”. List questions skipping 3 spaces: Who went inside the ziggurat? What happened inside the ziggurat? Where were the ziggurat built? When were the ziggurat built? How did the ziggurat look? Why were the ziggurat built? Then, Read Techbook 3.2 Explore page 1 “Religion in Mesopotamia”. Highlight answers to these questions and record answers in notebook.

**C. Optionals:**
1. Read the “Ziggurat” Techbook 3.2 Explore page 1. Answer questions 1-3.
2. Complete “Mesopotamia Gods and Goddesses...Webquest” using www.mesopotamia.co.uk. Webquest is a Google Doc or pdf on the Schoolwires page.

**E. Benchmark** on polytheism: word web.
### EQ: What can we learn about cultures from their stories? (knowledge)

A. **Vocabulary:** Use dictionary.com to define epic, immortality and deity.

B. **Gather Information:**
      Complete 1 O/R/Q.
   2. Listen and read along: “The Epic of Gilgamesh” and “The Biblical Story of Noah.” Schoolwires
   3. List facts learned about a culture from its stories.

C. **Benchmark:** Create t-chart in notebook comparing aspects of the story


### EQ: How can archaeological evidence prove/disprove an ancient story? What evidence exists of the floods?

A. **Gather Information:** Create a double t-chart with these headings: “document; evidence found; what it proves”.
   1. Do a CLOSE read of 2 articles/ websites reporting on archaeological research of the ancient flood. See Schoolwires.
   2. Complete the chart. Collect at least 4 pieces of evidence.

B. **Optional:** Read an additional article/website and complete chart.

**Assessment:** Write DBQ essay (graded) Due Date ____________________________