

**Domain-Based Unit Overview**

**Title of Domain: Mesopotamia, Grade 1**

**Learning Time: 7 days**

**Big Idea**

*Long ago, the ancient civilization of Mesopotamia developed in the land between the Tigris and Euphrates Rivers.*

**What Students Need to Learn**

1. Mesopotamia is an early civilization
2. Location and importance of the Tigris and Euphrates rivers
3. Importance of farming in the development of towns and cities
4. How the development of writing could help to spread ideas
5. Code of Hammurabi and the importance of rules and laws in a large community

**MN Academic Standards**

*1.8.2.2, 1.3.0.2, 1.8.4.4*

**Pre-Assessment**

1. Maps and globes: what they represent and how we use them
2. Rivers, lakes, and mountains: what they are and how they are represented on maps and globes
3. Identifying and locating the seven continents on a map and globe
4. Naming their continent, country, state, and community
5. Understanding that maps have keys or legends with symbols and their uses
6. Finding directions on a map: east, west, north, south
7. Identifying major oceans: Pacific, Atlantic, Indian, Arctic
8. Locating: Canada, United States, Mexico, Central America

<b>Domain Lesson 1</b>	Ancient Times
<b>MN Academic Standards</b>	1.8.2.2, 1.3.0.2, 1.8.4.4
<b>Objectives</b>	SWBAT: describe the relationship between farming and the growth of cities SWBAT: name one of the first civilizations and where it was located
<b>Vocabulary</b>	ancient, gathering, farm, farming, cities, civilization
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Introduce the words “long, long, ago” and explain what that means and how it relates to the word ancient. Give examples.</li> <li>2. Tell students they will learn about people that lived long ago in a place called Mesopotamia.</li> <li>3. Read Chapter 1: “Ancient Times,” pausing to ask questions and elaborate.</li> <li>4. Turn and Talk: What did people long, long ago learn how to do that changed how they lived?</li> <li>5. Activity: explore the extension book: <i>The 7 Great Cities of Ancient Mesopotamia</i></li> </ol>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Mesopotamia</i>
<b>Saying and Phrases</b>	
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 2</b>	The Land Between Two Rivers
<b>MN Academic Standards</b>	1.8.2.2, 1.3.0.2, 1.8.4.4
<b>Objectives</b>	SWBAT: Describe the importance of the Tigris and Euphrates rivers. SWBAT: Describe the different roles of people in Mesopotamia.
<b>Vocabulary</b>	protect, protection, enemies, flooded, rich soil
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Review where ancient Mesopotamia was located and show on a map.</li> <li>2. Read Chapter 2: The Land Between Two Rivers, pausing to ask questions and elaborate.</li> <li>3. Class discussion: Why were the Tigris and Euphrates Rivers important to the Mesopotamians?</li> <li>4. Activity: Map of Mesopotamia (AP 2.1)</li> <li>5. Activity: Sharing Daily Routines - Give each table 4-6 activities they do during the day (getting to school, packing lunch, homework, dismissal, lunch, shopping, etc). Divide squares on their table and have students draw/write the activity and who helps them accomplish that activity? Tables will share with the class.</li> </ol>
<b>Poetry</b>	<i>If Applicable</i>

<b>Nonfiction</b>	<i>Mesopotamia</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 3</b>	City Life in Ancient Mesopotamia
<b>MN Academic Standards</b>	<i>1.8.2.2, 1.3.0.2, 1.8.4.4</i>
<b>Objectives</b>	SWBAT: Identify the system of writing Mesopotamians used and why it was important
<b>Vocabulary</b>	reeds, cuneiform
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Review the location of Mesopotamia, the importance of the two rivers and how Mesopotamians depended on one another.</li> <li>2. Read Chapter 3: City Life in Ancient Mesopotamia, pausing to ask questions and elaborate.</li> <li>3. Activity: Clay Day - Use modeling clay, toothpicks and beads to create a mosaic tablet of cuneiform writing or pictures of their daily life.</li> </ol>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Mesopotamia</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 4</b>	King Hammurabi's Written Laws
<b>MN Academic Standards</b>	<i>1.8.2.2, 1.3.0.2, 1.8.4.4</i>
<b>Objectives</b>	SWBAT: state why written laws were important and needed SWBAT: identify who created the codes
<b>Vocabulary</b>	laws
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Review the previous read aloud and the importance of writing</li> <li>2. Read Chapter 4: King Hammurabi's Written Laws, pausing to ask questions and elaborate</li> <li>3. Activity: Code of Mrs. Smith's class. As a whole group, create a T-chart on chart paper that includes the "Laws" of that classroom and consequences if the laws are broken.</li> </ol>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Mesopotamia</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 5</b>	Gods, Goddesses, and Temples
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<b>MN Academic Standards</b>	<i>1.8.2.2, 1.3.0.2, 1.8.4.4</i>
<b>Objectives</b>	SWBAT: state what Mesopotamians believed their gods and goddesses did
<b>Vocabulary</b>	temples, gods, goddesses, ruins, half-god
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Introduce vocabulary: gods, goddesses, temples, monotheistic, polytheistic</li> <li>2. Read chapter 5: Gods, Goddesses, and Temples</li> <li>3. Class discussion: What did the Mesopotamians believe their gods and goddesses did?</li> <li>4. Activity: draw a picture of something you would see in Mesopotamia (Gate of Ishtar, temple, Tigris and Euphrates Rivers, cuneiform, kings and queens)</li> </ol>
<b>Poetry</b>	<i>If Applicable</i>
<b>Nonfiction</b>	<i>Mesopotamia</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>