Lesson Plan

Date: 10/8/09, Stephanie Burr, JRHS

Grade/Class/Subject: World History I

Unit/Theme: Civilization as a Concept; Ancient Sumer (Mesopotamia)

Standards: WHI.3a (The student will demonstrate knowledge of ancient river valley civilizations, including Mesopotamia, by locating these civilizations in time and place.)

Content Objective(s):
- The student will be able to (TSWBAT) list the six characteristics of a civilization;
- TSWBAT compare a Neolithic settlement (Catal Huyuk) and a civilization (Sumer);
- TSWBAT locate Mesopotamia on a map.

Language Objective(s):
- TSWBAT verbally compare the sites of Catal Huyuk and Sumer;
- TSWBAT read and identify (in writing) the characteristics of a civilization, using Catal Huyuk and Sumer as examples.

Key Vocabulary
- polytheism
- Mesopotamia
- Tigris and Euphrates Rivers
- irrigation

Supplementary Materials
- World History I textbook (Contemporary's World History)
- Map of Mesopotamia (paper and transparency)
- "Neolithic Settlement or True Civilization?" worksheet
- "Ancient Sumer" and "Catal Huyuk" fact sheets
- Placards (these are various images from Catal Huyuk and Sumer)

SIOP FEATURES

Preparation
- Adaptation of content
- Links to background
- Links to past learning
- Strategies incorporated

Scaffolding
- Modeling
- Guided practice
- Independent practice
- Comprehensible Input

Group Options
- Whole class
- Small groups
- Partners
- Independent

Integration of Processes
- Reading
- Writing
- Speaking
- Listening

Application
- Hands-on
- Meaningful
- Linked to objectives
- Promotes engagement

Assessment
- Individual
- Group
- Written
- Oral

Lesson Sequence:
- Direct the class to take out the World History textbook and turn to Chapter 1, Lesson 3. Ask for volunteers to read the section on the characteristics of the civilization; as they read, prompt the students to recall what they read and write each characteristic on the board (or ask a student to write the characteristics on the board).
- Inform the class that they will be acting as archaeologists and, as such, will examine two sites to determine whether or not they are civilizations (you may give them the hint that one is a civilization and the other is simply a settlement). Divide the class into pairs, and give each pair a Catal Huyuk or Sumer folder, as well as a copy of one of the fact sheets (depending on which
folder they have).
- Before the students open their folder, they should read the corresponding fact sheet on their site and then label their map according to the directions. Direct the students to examine each piece of evidence in their folder carefully. As they look at each one, they should identify which (if any) characteristics of a civilization are shown in the image, and then they must write what they have discovered down on their “Neolithic Settlement or True Civilization?” sheet. Let them know that they will have up to 15 minutes to observe and record their information (these directions may also need to be posted in writing to keep students on task).
- After the 15-minute observation period has elapsed, ask each pair to form a group with another pair who examined a different site. Inform them that they will have about 5-10 minutes to share with each other what they discovered and determine, as a group, which site is a civilization and which site is a settlement.
- Discuss the comparative chart of Catal Huyuk and Sumer as a class. Prompt each group of four to indicate which site they thought was a civilization and which was a settlement. Once they have all shared and justified their answers, reveal which one was the civilization (Sumer).
- As a wrap-up or extension, create a Venn diagram that compares Catal Huyuk and Sumer; direct the students to copy the diagram into their notebooks. Ask the class to provide similarities and/or differences between the sites.

Reflections:
(I have done a version of these activities with my Leadership World History I students already, though I had to modify some of the information in order for it to be reading level-appropriate. This has worked fairly well with this class, as they are a very capable and enthusiastic group!)

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