

<b>Class/Subject: World History “A”</b>	<b>Day 10: Mesopotamia</b>														
<b>Objective(s)</b> <b>SWBAT...apply the criterion to what constitutes a civilization to Ancient Mesopotamia. SWBAT to prepare for their assessment tomorrow.</b>	<b>GLCE/CCS</b> <b>Topic: WHG F2: <u>Systems of Human Organizations</u></b> - Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none"> <li>• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements</li> <li>• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze</li> <li>• Classical China or India (Han China or Gupta empires)</li> <li>• Classical Mediterranean (Greece and Rome)</li> </ul>														
<b>Materials: List of eleven commonly used terms in world history, PowerPoint on 4 River Valley Civilizations.</b>	<b>Procedure/Activities:</b> <ul style="list-style-type: none"> <li>• News/History</li> <li>• Quiz- “7 Criterion for a civilization”, lecture to what this is so</li> <li>• PowerPoint- lecture/notes</li> <li>• Pair up to hypothesize how the Code of Hammurabi ruled on laws and how students would rule.</li> <li>• Share what the Code of Hammurabi actually said.</li> <li>• Summation- connecting Mesopotamia to the civilization criterion</li> <li>• Give out study guide and field questions from the students.</li> </ul>														
<p style="text-align: center;"><b><u>Strategies (check all that apply)</u></b></p> <table> <tr> <td><input checked="" type="checkbox"/> Direct Instruction/lecture</td><td><input checked="" type="checkbox"/> Summarizing &amp; Note taking</td></tr> <tr> <td><input type="checkbox"/> Guided Practice</td><td><input checked="" type="checkbox"/> Cooperative Learning</td></tr> <tr> <td><input checked="" type="checkbox"/> Teacher Demo (How to do a Frayer Square)</td><td><input type="checkbox"/> Identifying Similarities &amp; Differences</td></tr> <tr> <td><input type="checkbox"/> Group Discussion</td><td><input type="checkbox"/> Nonlinguistic Representations</td></tr> <tr> <td><input checked="" type="checkbox"/> Graphic Organizer (Frayer Squares)</td><td><input type="checkbox"/> Setting Objectives</td></tr> <tr> <td><input type="checkbox"/> Technology Integration</td><td><input checked="" type="checkbox"/> Generating &amp; Testing Hypotheses</td></tr> <tr> <td><input checked="" type="checkbox"/> Independent Practice</td><td><input type="checkbox"/> Other(explain)</td></tr> </table>		<input checked="" type="checkbox"/> Direct Instruction/lecture	<input checked="" type="checkbox"/> Summarizing & Note taking	<input type="checkbox"/> Guided Practice	<input checked="" type="checkbox"/> Cooperative Learning	<input checked="" type="checkbox"/> Teacher Demo (How to do a Frayer Square)	<input type="checkbox"/> Identifying Similarities & Differences	<input type="checkbox"/> Group Discussion	<input type="checkbox"/> Nonlinguistic Representations	<input checked="" type="checkbox"/> Graphic Organizer (Frayer Squares)	<input type="checkbox"/> Setting Objectives	<input type="checkbox"/> Technology Integration	<input checked="" type="checkbox"/> Generating & Testing Hypotheses	<input checked="" type="checkbox"/> Independent Practice	<input type="checkbox"/> Other(explain)
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<b>Assessment: Students will receive a participation grade for today and be assessed tomorrow on days 6-10.</b>	<b>Notes</b>														