**Lesson Plan Design Template**

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| **Proficiency Level of Tasks in This Unit:** **Regular 6th Grade** |
| **Theme or Topic (s): Agriculture in Ancient Mesopotamia (Regular 6th Grade Classroom)** |
| **Essential Question (s):** * What agricultural products had their center of origin in ancient Mesopotamia?
* How did these agricultural products affect what the ancient Mesopotamians ate? (Extension Activity)
 |
| **Learning Target for Intercultural Communication*** **Culture:**

*Intercultural* [***Can-Do Statements***](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Components/Expectations-for-Learning)* **(Optional)**

**Communication:***Interpretive, Interpersonal and Presentational* [***Can-Do Statements***](http://education.ohio.gov/Topics/Academic-Content-Standards/Foreign-Language/World-Languages-Model-Curriculum-Draft-1/World-Languages-Model-Curriculum-Components/Expectations-for-Learning) | * I can define agriculture.
* I can describe the agriculture of early civilizations, specifically Mesopotamia for this lesson.
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| **Standards and Competencies*****NOTE: You do not need to do all of these in this one lesson****Grade levels:*  ***6th Grade*** | **HISTORY STRAND:** EARLY CIVILIZATIONS ~ 2. Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies/SSFinalStandards01019.pdf.aspx?lang=en-US> pg. 23. |
| **Formative Practice and Assessments:** *How/when will I check for understanding (interpretive, interpersonal, presentational, culture, vocab, grammar) and guide my instruction to ensure that students are progressing toward the learning outcomes for the unit? (IE activities, quizzes, bell ringers, games, exit tickets, etc.)**ATTACH ALL MATERIALS AT END OF LESSON PLAN* |
| Give a pre-quiz using Kahoot at the beginning of class:<https://create.kahoot.it/share/agriculture-in-mesopotamia/e48f5afa-5ca6-4296-b9fa-3ab7b121c3d2>Exit ticket at end of “Materials” Section.  |
| **Pre-Assessment of Prior Knowledge:** *How will students show what they already know about the topic of this unit? What activities will be used?* *ATTACH ALL MATERIALS AT END OF LESSON PLAN* |
| Give the pre-quiz using Kahoot. |
| **Activities** *(in class, in the target language) /* **Instructional Strategies and Resources:** *Overview of helpful instructional strategies for this unit (tech integration, native/heritage speakers, students with disabilities, gifted students, career connections, etc.)**NOTE: What audio, video or text will we use throughout this unit for practice?* *ATTACH ALL MATERIALS AT END OF LESSON PLAN* |
| 1. Give the Kahoot pre-quiz before the lesson begins. <https://create.kahoot.it/share/agriculture-in-mesopotamia/e48f5afa-5ca6-4296-b9fa-3ab7b121c3d2>
2. Begin the PowerPoint slide show. [Agriculture in Mesopotamia.pptx](file:///C%3A%5CUsers%5CKathy%5CDocuments%5CAgriculture%20in%20Mesopotamia.pptx)
3. If your students take notes or use an Interactive notebook, they will need to use them at this point for any definitions or notes you wish them to take.
4. After the PowerPoint slide-show, divide the students into 6 groups with 4 – 6 participants per group, depending upon the number of students in the class. (Make certain that students who have trouble reading are placed in groups with stronger readers.) Each group will need a secretary, a time-keeper, a presenter, and a materials’ manager.
5. Have the Materials’ Manager take to their group a writing implement and a clipboard with one of the following handouts: Fruits, Vegetables, Grains, Seeds, Nuts and Herbs, Beans/Legumes.
6. On the Smartboard, display the interactive map of the world from <https://blog.ciat.cgiar.org/origin-of-crops/> with West Asia Highlighted. (See example below.)
7. As team members read the interactive map, they need to decide which of the highlighted foods belongs under the category of their group’s handout. Give them about 3 - 5 minutes to complete this.
8. Have the presenter from each group read the finalized list to the other teams. Make sure to have them correct any misconceptions.
9. If class time allows, have samples of various foods on the list for students to try. Check Arab stores for some of the foods and in Columbus, OH, North Market may have quinces.
10. Give an exit ticket on what each student learned from this lesson.

\**Extension Activity**: For advanced or gifted students (homework), give them readings [found in the **Materials and Resources** section] to ascertain what the Mesopotamians made from the foods available to them. Then have each child present to the class their findings using whatever medium they would like to use: PowerPoint, Google Slides, or a poster.https://blog.ciat.cgiar.org/wp-content/uploads/map/imgs/westasia.png**\*The above chart is from:** <https://blog.ciat.cgiar.org/origin-of-crops/> |
| **Closing/Reflection Activity:** *How are students engaging with ideas from another culture? What it means for them? (in the target language)**ATTACH ALL MATERIALS AT END OF LESSON PLAN*  |
| Give the Exit ticket (found at end of “Materials” section).Reflection question: How did food that was original to Mesopotamia thousands of years ago, end up in Ohio today with us in the 21st century? |

**Resources and Materials**

**References**

* <https://blog.ciat.cgiar.org/origin-of-crops/>
* <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies/SSFinalStandards01019.pdf.aspx?lang=en-US> pg. 23.
* <https://www.dictionary.com/browse/agriculture>
* <https://www.healthline.com/nutrition/healthiest-beans-legumes>
* <https://www.history.com/news/sumerians-inventions-mesopotamia>
* <http://www.mesopotamia.co.uk/staff/resources/background/bg08/home.html>

**Resources for Extension Activity**

* <https://discovery.ucl.ac.uk/id/eprint/1349279/1/454702_vol1.pdf>

(I suggest only using pages 315 – 334, the Conclusion)

* <https://www.historyonthenet.com/what-did-ancient-mesopotamians-eat>
* <https://www.laphamsquarterly.org/roundtable/ancient-mesopotamian-tablet-cookbook>
* <http://www.mesopotamia.co.uk/staff/resources/background/bg11/home.html>

**Materials**

* Kahoot Pre-test ~ <https://create.kahoot.it/share/agriculture-in-mesopotamia/e48f5afa-5ca6-4296-b9fa-3ab7b121c3d2>
* PowerPoint ~ [Agriculture in Mesopotamia.pptx](file:///C%3A%5CUsers%5CKathy%5CDocuments%5CAgriculture%20in%20Mesopotamia.pptx)
* Group Handouts attached to clipboards
* Writing implement for secretary in each team
* Exit Ticket

**Team Member Names:**

**Fruits**

 **Team Member Names:**

**Vegetables**

 **Team Member Names:**

**Grains**

 **Team Member Names:**

**Seeds**

 **Team Member Names:**

**Nuts**

**Herbs**

**Team Member Names:**

**Beans/Legumes**

**Answer Key for Agriculture Sort:**

**Fruits:**

* cherries, dates, figs, gooseberries, grapes, melons, olives, pears, plums, quinces, and raspberries

**Vegetables:**

* asparagus, carrots, turnips, leeks, hops, lettuce, onions, and spinach

**Grains:**

* barley, rye, triticale, and wheat

**Seeds:**

* anise, castor oil, hempseed, linseed, safflower, and sesame

**Nuts:**

* almonds, chestnuts, hazelnuts, pistachios, and walnuts

**Herbs**

* chicory roots and peppermint

**Beans/Legumes**

* chickpeas, faba beans, lentils, peas, clover, and alfalfa

**Exit Ticket**

 **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. In a complete sentence, give the definition of ***agriculture***.

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1. How is the way crops were planted and grown in Mesopotamia different from the way we do it in the USA? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. On the back, write one food from each group that you would eat today. For example: Fruit – raspberries

**Exit Ticket**

 **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. In a complete sentence, give the definition of ***agriculture***.

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1. On the back, write one food from each group that you would eat today. For example: Fruit – raspberries

**Answer Key for Reflection Question**

The food we have today that was originally found in Mesopotamia travelled around the world through trade, people moving and taking familiar foods with them to plant or as animals, and eventually through importation and adaptation to the new environments. Changes in technology also greatly increased the spread of food types. Because of trucking, trains, and refrigeration, we know have foods in Ohio year-rounds that we couldn’t even access 100 years ago.

**Answer Key for Exit Ticket**

1. Agriculture is farming: how one prepares the land, plants, and harvests crops as well as the raising of livestock.
2. Crops in Mesopotamia were planted by hand after a farmer plowed the field with the help of oxen. Irrigation was done by a series of canals and dams. Today in the USA farmers use machinery to plow, plant, and harvest their crops. Irrigation is usually done with long spray mechanisms.
3. See individual answers.