

# Chapters 1 & 2: An Introduction to History & Geography ● Fertile Crescent: Cradle of Civilization

## Chapter Outline

Day	Learning activities	Assignment(s)/Notes
Thursday, August 25 <sup>th</sup>	<ul style="list-style-type: none"> <li>● PPT: Introduction to History &amp; Geography</li> <li>● Song: Continents &amp; Oceans</li> </ul>	○ Input/output
Friday, August 26 <sup>th</sup>	<ul style="list-style-type: none"> <li>● Textbook: Geography Facts 1</li> </ul>	<ul style="list-style-type: none"> <li>○ Input/output</li> <li>○ Skills Sheet 1A</li> </ul>
Monday, August 29 <sup>th</sup>	<ul style="list-style-type: none"> <li>● PPT: Beginnings of Human History</li> </ul>	○ Input/output
Tuesday, August 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>● PPT: Beginnings of Human History, cont.</li> </ul>	○ Input/output
Wednesday, August 31 <sup>st</sup>	<ul style="list-style-type: none"> <li>● Textbook: Geography Facts 2</li> <li>● Song: Seas of the Earth</li> </ul>	○ Skills Sheet 1B
Thursday, September 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>● Continent Study 1: Asia</li> </ul>	○ Fascinating Fact Notecards
Friday, September 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>● Textbook: Geography Facts 3</li> </ul>	<ul style="list-style-type: none"> <li>○ Input/output</li> <li>○ Skills Sheet 2</li> </ul>
Tuesday, September 6 <sup>th</sup>	<ul style="list-style-type: none"> <li>● PPT: Land of Beginnings</li> </ul>	○ Input/output
Wednesday, September 7 <sup>th</sup>	<ul style="list-style-type: none"> <li>● PPT: Sumer</li> </ul>	<ul style="list-style-type: none"> <li>○ Input/output</li> <li>○ Skills Sheet 3</li> </ul>
Thursday, September 8 <sup>th</sup>	<ul style="list-style-type: none"> <li>● PPT: Sumer, cont.</li> </ul>	<ul style="list-style-type: none"> <li>○ Input/output</li> <li>○ Journal: A Sumerian Farmer</li> </ul>
Friday, September 9 <sup>th</sup>	<ul style="list-style-type: none"> <li>● PPT: Sumer, cont.</li> </ul>	<ul style="list-style-type: none"> <li>○ Input/output</li> <li>○ Skills Sheet 4A</li> </ul>
Monday, September 12 <sup>th</sup>	<ul style="list-style-type: none"> <li>● PPT: Ur</li> </ul>	<ul style="list-style-type: none"> <li>○ Input/output</li> <li>○ Exploring Sumerian Culture Through Artifacts</li> </ul>
Tuesday, September 13 <sup>th</sup>	<ul style="list-style-type: none"> <li>● Textbook: Geography Facts 4</li> </ul>	<ul style="list-style-type: none"> <li>○ Input/output</li> <li>○ Skills Sheet 4B</li> <li>○ Sumerian “Signatures”</li> </ul>
Wednesday, September 14 <sup>th</sup>	<ul style="list-style-type: none"> <li>● Fertile Crescent Sugar Cookie Maps</li> </ul>	<ul style="list-style-type: none"> <li>○ In-class work</li> <li>○ Study for quiz</li> </ul>
Thursday, September 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>● Review</li> <li>● Song: The Middle East</li> <li>● Chapters 1-2 Quiz</li> </ul>	○ None

INPUT	OUTPUT
<p>CHAPTER 1: AN INTRODUCTION TO HISTORY AND GEOGRAPHY</p> <p>WHAT IS THE DIFFERENCE BETWEEN HISTORY AND GEOGRAPHY?</p> <ul style="list-style-type: none"> <li>■ _____ is the written record of mankind.</li> <li>■ Geography is the study of the earth's _____.</li> </ul> <p>This year we will be learning about the _____ World, the continents of Asia, Africa, Europe, Australia and Antarctica.</p> <p>GOD'S CREATION OF ADAM AND EVE MARKED THE BEGINNING OF HUMAN HISTORY</p> <ul style="list-style-type: none"> <li>■ Another important part of history is the promise God gave that He would send a Savior to take away the sins of the world. The coming of Jesus Christ to earth was such an important event in history that our dating system was centered on it.</li> <li>■ B.C. means before _____</li> <li>■ A.D. means anno Domini, which means "in the year of our _____"</li> </ul> <p>EVOLUTION: FALSE</p> <ul style="list-style-type: none"> <li>■ In our modern world, many people teach that man is a product of evolution, the false idea that man began as an _____ and slowly evolved into man.</li> <li>■ The _____ gives us the only true and reasonable record of where we came from and what our first ancestors were like.</li> <li>■ Human _____ is not the same as evolution. Progress is possible because man was made in the image of God, not because he evolved from animals. The greatest progress has always been seen in societies influenced by the Bible.</li> </ul> <p>GOVERNMENT: THE SETTING UP OF AUTHORITIES TO RULE A CITY, STATE OR NATION</p>	

■ Absolute Monarchy: An Absolute Monarch has absolute (complete) \_\_\_\_\_. They are usually born into power. Titles include king, sultan, czar, shah.

■ Dictatorship: A dictatorship is similar, but a dictator usually comes to power by \_\_\_\_\_. They are often military leaders.

■ Constitutional Monarchy: A Constitutional Monarchy has a ruler born into office, but they are limited in power. The leaders are other people, usually prime ministers, a premier, or Parliament.

■ Republic: The United States is a republic. A republic is government that is run by representatives of the people in which no particular group has all the power. The ruler is called a president.

TOWER OF \_\_\_\_\_: This was the beginning of the different languages of mankind.

Nation: a large body of people who think of themselves as one and are united under one ruler and subject to the same general \_\_\_\_\_

\_\_\_\_\_ : the land in which a nation dwells

Humanism: man's attempt to put himself in the place of or above \_\_\_\_\_

\_\_\_\_\_ : a unique way of life

## CHAPTER 2: THE FERTILE CRESCENT, CRADLE OF CIVILIZATION

■ The Bible is our only completely accurate record of ancient (very old) history.

### TWO IMPORTANT RIVERS

Tigris means "\_\_\_\_\_".

Euphrates means "that which makes fruitful"

Mesopotamia means "between the rivers"

Both of these rivers are found in the Fertile Crescent

### A LITTLE GEOGRAPHY FOR YOU

- Mt. Ararat is believed to be the mountain upon which Noah's Ark came to rest
- Northern Mesopotamia wasn't very inhabitable
- Southern Mesopotamia was where a civilization developed
- This civilization was called \_\_\_\_\_

A civilization is a country or a people who have developed to a great extent the natural abilities that God has given to them

### FACTS ABOUT SUMERIANS:

Sumerians had 2 main occupations, farmer and herdsman. Many of them were skilled workers like sculptors or metalsmiths.

They were known for inventions like the \_\_\_\_\_.

- They "invented" writing. Cuneiform- a form of wedge-shaped writing

Archaeologists (people who dig up and study the remains of ancient civilizations) discovered their writings.

ALTHOUGH THEY HAD MANY TALENTS, THEY WERE NOT WISE BECAUSE THEY TURNED AWAY FROM GOD.

- They became very superstitious. Superstition is a belief based on \_\_\_\_\_ and ignorance rather than on the truth.
- They build tall temples called ziggurats for worshipping their gods. On the top of the ziggurats they would build an altar.
- They were the first to use \_\_\_\_\_ and domes in their buildings
- The tomb of Lady Shubad revealed much about these people.
- Nanna was the Sumerian moon god.

- The southern part of Sumer was called Chaldea. Ur, the most important Sumerian city, was in Chaldea.

<ul style="list-style-type: none"> <li>■ Ur-Nammu was a powerful ruler who ordered the ziggurat built at Ur</li> <li>■ Abraham lived in Ur before being called out by God to inherit the land of Canaan.</li> </ul> <p>GEOGRAPHY FAST FACTS:</p> <ul style="list-style-type: none"> <li>■ The circumference of the Earth is _____ miles</li> <li>■ The diameter of the Earth is _____ miles</li> <li>■ The Eastern Hemisphere is the Old World</li> <li>■ The Western Hemisphere is the _____ World</li> <li>■ A globe is a world map in the shape of a sphere</li> </ul>	
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### **Fertile Crescent Assignment Descriptions**

Anytime social studies assignments are graded, I typically use this plan.

Historical Accuracy & Detail	55 points
Completeness	15 points
Effort & Creativity	15 points
Neatness & Color	10 points
Conventions (punc., caps., sp., grammar, etc.)	5 points

## Ongoing: Input/output

Fill in any blanks with the correct words in the “input” column. This is the information going “into” your mind.

The “output” column is what is coming “out” of your mind. It’s what you think about what we’re learning. Include at least six good outputs per page.

Your output column can include a variety of the following. Maybe you have other ideas, too!

- Pictures, maps, opinions, reactions, questions, show that something is important, emoticons and why, agree/disagree, connections, etc. etc.

## Ongoing: Timeline events

See the separate handout explaining this in detail.

## *Journal: A Sumerian Farmer*

Due to the fertile soil carried to the plains by the rivers and the constant water supply, Sumer became a prosperous farming area.

If you were a Sumerian farmer, what would your life be like? You can decide! A **journal entry** puts you into a historical character’s shoes! Pick a realistic date and record some of your thoughts, experiences, fears, victories, etc. from the day. Make it as personal as possible! Focus on one day, but you can write about memories from the past or anticipations of the future, too.

First complete this planning section.

1. **Where is your farm located? (Check one.)**

- \_\_\_\_\_ A small but fertile farm right next the Tigris that is prone to flooding
- \_\_\_\_\_ A medium-sized farm a couple miles from the river; has two irrigation ditches
- \_\_\_\_\_ A large farm 15 miles from the Euphrates; one small irrigation channel

2. **What crops do you raise? (Check three.)**

- \_\_\_\_\_ wheat
- \_\_\_\_\_ barley
- \_\_\_\_\_ dates
- \_\_\_\_\_ vegetables
- \_\_\_\_\_ figs

3. **What animals do you raise? (Check two.)**

- \_\_\_\_\_ sheep (wool, meat)
- \_\_\_\_\_ goats (milk, meat)
- \_\_\_\_\_ donkeys (carry burdens/heavy loads)
- \_\_\_\_\_ oxen (pull plows)

4. **What problems do you experience in your daily life? (Check two.)**

- constantly squabbling with neighboring villages about irrigation rights
- fear that you will displease one of the Sumerians' many "gods"
- struggle to learn the confusing new writing system, cuneiform
- worried one of your children will get run over by one of those crazy rolling wheels
- envious of neighboring farmers who have bigger irrigation ditches

5. **What do you do in your spare time? (Check two.)**

- mend your plow and other farming implements
- plan better irrigation systems
- have your wealthy nephew teach you to write cuneiform on a clay tablet
- learn metalworking from your friend Kalil, who is a metalworker

6. **What is your dream in life? (Check one.)**

- to climb to the top of the great ziggurat in Ur
- to see the mighty city of Babylon
- to own the largest herd of sheep in Sumer
- visit the Turkish mountains where the Euphrates begins

Now use a sheet of "ancient" paper to write a journal entry from the life of a Sumerian farmer from around 2900 B.C. Try to accurately reflect the feelings and activities experienced by your character. What are you doing, seeing, feeling, hearing, smelling, etc.? Be sure to include information you selected above but use your own words.

### *Exploring Sumerian Culture through Artifacts*

**Archaeology** is the study of ancient people by means of recovering, preserving, and evaluating remains from the past. Any item that **archaeologists** study is called an **artifact**. They find artifacts at excavation sites called **digs**.

Pretend you are an archaeologist exploring the area of the Fertile Crescent. Create an artifact (clay tablet) that you have "found" in your work. The clay tablet should be inscribed with cuneiform. You will first need to write an English translation of what you will "write" in the Sumerian language.

Your message should relate in some way to Sumerian religion, architecture, or transportation, or a combination. **If you write in cuneiform, be sure the syllable counts match up.** The handle of a paintbrush works very well for creating inscriptions. Be sure your cuneiform is large and deep enough to "read" easily.

Write your English message here first and get it approved. It should be at least four sentences long. You may want to refer to your input/output columns or textbook to find details to write about.

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After your artifact hardens, you will want to give it an aged look to appear accurate or could even create a miniature “dig” to place your artifact in! Also, either cut out the English translation above to include with your tablet or else neatly write or type up a separate translation.

### *Sumerian “Signatures”*

Pretend you are a wealthy Sumerian citizen. Create a seal that you would use to stamp your documents. For this project, you will make a cylinder seal. It has to actually work and you will need to demonstrate its usage in clay, etc.

1. Spray or brush the inside of a pill bottle with oil.
2. Pack the bottle **tightly** with clay. You might want to “cut” the top off so it is as nearly cylindrical as possible.
3. Slide/shake the clay out. You might want to place your seal on wax paper to make it easier to work with and to avoid leaving residue on your work surface.
4. Pat off any excess oil.

-You may need to now wait awhile so that the clay is wet enough to work with but dry enough that it keeps its form.

5. Etch or press your design into the seal. It should somehow connect with Sumerian culture (religion, crops, animals, inventions, architecture, etc. etc.) Ask the teacher if your design is used yet. The design should go all around the cylinder.
6. Let it begin to dry.
7. While it is still somewhat wet, bore a small hole through the seal and thread a string through it so it can be worn around the neck when dry.
8. Try it out!!!

### *Fertile Crescent Map*

With your group, create a map of the Fertile Crescent and surrounding area out of sugar cookie, frosting, and chocolate chips. Use green frosting for fertile land, leave dry land unfrosted, use chocolate chips for mountain(s), and use blue for water. You must represent the following features:

- Tigris River
- Euphrates River
- Mesopotamia
- Fertile Crescent
- Mediterranean Sea
- Persian Gulf
- Caspian Sea
- Mt. Ararat

You can decide if you’d like to represent smaller bodies of water and/or other mountains. You are not required to label features, but you may if you have the time and patience! However, each group member must be able to name the features if I stop by and ask.