**Author:** Melanie Wolfson

**Lesson Title:** The First Empires: The Akkadian and The Babylonian Empire

**Suggested Grade Level:** 6

**Estimated Lesson Time:**

90 minutes

**Abstract:**

Students will begin with a warm up questions to connect the previous lesson with this lesson. Students will then watch a video and take notes. Following the video, students will read the textbook content aloud. During the reading, questions will be asked and discussion will take place. A prezy presentation will help guide the students as well. After the chapter has been read and discussed aloud, students will use their knowledge to do a vocabulary worksheet and technology to present the knowledge. Lastly, the students will be able to explore internet resources on the subject and report on their findings.

**Student’s Prior Knowledge:**

Students should have recently been introduced to the Civilization of Sumer. This should include a discussion of the geography of Mesopotamia and an explanation of city- states during this time. Students should also have learned a little about Ur Nammu’s Code of law. This information will lead into this lesson.

**Standard:**

SOC.7-12.WC.1.3 Examine the major characteristics of the First Empires in Mesopotamia and understand their formation and decline

**Goals:**

Students will be able to define the characteristics of the First Empire and definitions related to the text as well as illustrate their meanings. Ultimately, they can use their knowledge to outline the time period and create and explain meaningful connections in regards to the empire’s formation, demise, and legacy.

**Learning Objectives:**

**Resources:**

**1) Video:** <http://video.nationalgeographic.com/video/kids/people-places-kids/iraq-mesopotamia-kids/>

**2) Prezy Presentation:** <http://prezi.com/wyz1jx07gtxd/the-firstempires/?auth_key=c4a085e5fff9fb450763d10b50875699862a65bd&rc=ref-14246441&kw=view-wyz1jx07gtxd>

**3) Vocabulary Board:** [www.twiddla.com](http://www.twiddla.com)

**4) Introduction, the inventions, students can see what was invented:** <http://mesopotamia.mrdonn.org/inventions.html>

**5) Link to learn more about writing in Mesopotamia:** <http://www.mesopotamia.co.uk/writing/explore/exp_set.html>

**6) Hammurabi's Code:** <http://www.phillipmartin.info/hammurabi/hammurabi_situation_index.htm>

**7) Link to learn about trade in Mesopotamia:** <http://www.mesopotamia.co.uk/trade/explore/exp_set.html>

**8) Geography:** <http://mesopotamia.mrdonn.org/geography.html>

**Procedures:**

1. As students arrive and they should answer 1-2 warm up questions individually. Post the questions on the board. The questions should be related to the most recent lesson taught and should have some relevance to this lesson. (5-10 min)
   1. For example:
      1. Fertile land between the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rivers supported the earliest known civilization.
      2. Recall one fact from the previous lesson.
2. Review the warm up with the class by calling on students to answer the questions. (5-10 min)
3. Show the students the video; the link is in the resources section. Have the students practice their note taking skills by providing them with a fill in the blank worksheet or questions to provoke thought. (3-4 min)
   1. For example:
      1. Mesopotamia is located by what modern country?
      2. Where does our knowledge of Mesopotamian civilizations come from?
      3. What did the irrigation systems provide?
      4. What did crop surpluses allow for?
      5. What was a significant invention from this time?
      6. Who was the King of Babylon?
      7. What did Hammurabi’s code cover?
4. Briefly discuss the video and the student’s thoughts on the video. (3 min)
5. You should now call on students to read each paragraph of the textbook. Have the Prezy Presentation on for students who are visual learners. Have the students pause after each paragraph is read. Discuss the paragraph with the class and ask questions such as the questions listed on the prezy. (30 min)
   1. When you get to the section on Hammurabi have the students discuss their thoughts on his code of law with their shoulder partner. Next, discuss this topic with the class as a whole.
6. Following the reading and discussion of the information, have the students begin their vocabulary assignments. Call on four students to draw one of the vocabulary words on twiddla.com. (15 min)
   1. Vocabulary Assignment: Illustrate, define, and use the word in a sentence/example for each of the following terms:
      1. Ally
      2. Cultural Trait
      3. Empire
      4. Hammurabi’s Code
7. Provide the students with 4-5 short questions from the prezy in which they must answer. (10 min)
8. Have the students explore the given resources on the internet and discuss what they learned with a partner. (15 min)

**Video of Procedures:**

[**http://www.youtube.com/watch?v=oqvDzcTYJcA**](http://www.youtube.com/watch?v=oqvDzcTYJcA)

**Assessment:**

Students will be graded based on participation and answering the questions.