**CHW3M Unit 2 - Mesopotamian Dragon’s Den Assignment**

**Purpose:**

This fun activity will allow students to investigate the value and importance of the innovations created by Mesopotamians. This activity will also introduce students to the historical thinking concept of **historical** **significance**.

**Instructions:**

1. Each group will select an innovation from the following list (1 per group):

* Cuneiform script (written language) – Sumerians
* Science (astronomy – advised about adding extra month to calendar) – Babylonians
* Agricultural improvements (irrigation through canal/dyke system, seeder plow)
* Wheel
* Ziggurats – Sumerians first, then others
* Written Law Code (Hammurabi’s) – Babylonians
* Assyrian weaponry
* Math (base 60) –Babylonians

1. One group of 3-5 students chosen by the teachers will be the permanent Dragons. Their job during this time is to fill in their PERSIAT for Mesopotamia worksheet like everyone else. During the rest of the research phase the Dragons can read about and take notes on the various innovations in order to adequately judge the presentations. Did the presenters omit any key information?
2. For the historical thinking concept of **significance**, please consult your Historical Thinking Concepts package. We will focus on these **critera** only: i) how many people were affected and ii) how deeply Mesopotamian life was affected by the changes brought on by the innovation. We will **not** be focusing on long-term legacies or effects of these innovations, however important they may be.
3. Groups begin research on their innovation using the available books and other materials. You are welcome to use computers if you have them. While preparing, make sure that you avoid presentism (judging the past by today’s values). **You will take notes using the templates Ms. G gives you.**
4. Prepare your presentation (5 minutes max). Its components should be:

* Brief summary of your innovation (what it did, what it was like before it, when it was invented, by whom).
* Analysis of how your innovation is significant, incorporating **criteria**: how many affected by it, how deeply.
* Request for bids for investment. No need to refer to any specific monetary values. (super brief)

1. While other groups present, you will take notes. These notes will be useful for you in writing the follow-up. **These notes will be handed in**.
2. While the Dragons are deciding who won, the groups will rank all of the innovations using the significance criteria. **It will be handed in.**
3. **Write-Up**: written reflection – see rubric. Also, see tips on the blog. T, A, C. Please abide by the page limit.

Prep Days: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Presentation Day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write-Up Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CHW3M Mesopotamian Dragons Den: Rubric

*Please write a personal reflection that shows what you have learned about the historical thinking concept of significance through study of Mesopotamian innovations.*

*You may include reference to your own innovation and others and the ranking you assigned to others. Always explain – don’t just summarize*

**Writing Style:**You may write in first person (using “I”).

**Length**: At least two pages, maximum three, double-spaced in length, typed.

**Please make sure you submit photos of your research notes and presentation notes on the Google Classroom.**

**See the blog for specific details about what should go in each of the three paragraphs identified below.**

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| --- | --- | --- | --- | --- | --- |
|  | **Level 4**  **Very well** | **Level 3**  **Considerable** | **Level 2**  **To some extent** | **Level 1**  **To a limited degree** | **SCORE** |
| **Paragraph 1**  **Thinking - quality and quantity of details about at least 2 innovations**  When determining historical significance, student identifies **details** of ***how***innovations resulted in change. This means describe in detail what the innovations did. | Consistently uses historical details about the innovations to prove change  Includes own and one or more other innovations in equal detail | Mostly uses historical details about the innovations to prove change  Includes own and refers to other innovations | Uses some historical details about the innovations but mostly general ideas  Includes own and attempts to use other innovations but with minimal detail | Uses few if any historical details about the innovations  Only includes your own innovation, or mere mention of others |  |
| **Paragraph 2**  **Application of HTC**  When determining historical significance, student identifies the degree of impact of change made by innovations on:  1. how many people were affected (name specific groups)  2. how profoundly (deeply) they were affected (effect on their lives, explained, not just listed) | Analyzes in a highly effective manner by directly applying criteria:  Sophisticated, thorough explanations of impact of change on specific groups of people | Analyzes with considerable effectiveness by referring to criteria:  Acceptable explanations but not quite deep or thorough enough | Analyzes with some effectiveness by referring to some criteria:  More stated than explained | Analyzes with little effectiveness: by referring to little if any criteria:  Reliance on simple personal preference as the basis for historical significance  No use of criteria = below level 1 |  |
| **Paragraph 3**  **Communication without and about presentism**  1. When writing student avoids **presentism** — the imposition of present ideas (values, beliefs) on the past.  2. Student explains why it is important to avoid presentism in writing about past innovations. | Avoids presentism  Thoroughly, directly and clearly explains why it is important to avoid presentism using a relevant example | Generally avoids presentism  Generally addresses why it is important to avoid presentism  Could be somewhat deeper and use an example | Attempts to avoid presentism  May include some presentism without knowing why this is problematic. Needs an example. | May assume that people in the past had the same ideals, values, worldviews, technologies and practices that we have today  Showing no awareness of why presenting should be avoided = below level 1. Lacking an example. |  |
|  |
| **SCORES** | 4++=100, 4+=95, 4=88, 4-=82, 3+=78, 3=75, 3-=72, 2+=68, 2=65, 2-=62, 1+=58, 1=55, 1-=52, below level 1=49-0. | | | | |

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**Curriculum Expectations**: A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500; B2. Social, Economic, and Political Context: analyse key social, economic, and political structures and/or developments in … emerging cradles of civilization, …, and explain their impact on people’s lives. B2.3 describe various types of innovation in early societies *…* and assess their importance to these societies…