

# GEOGRAPHY: UNIT 6 PLAN

Elena García Marín

<b>TITLE</b>	<b>THE FIRST CIVILIZATIONS: MESOPOTAMIA AND ANCIENT EGYPT</b>
<b>GROUP</b>	<b>1º ESO</b>
<b>HISTORY TEACHER</b>	Elena García Marín
<b>CONTENTS</b>	<ul style="list-style-type: none"><li>- The passage from Prehistory to History: the invention of writing and the first complex societies.</li><li>- From cities to empires: strong political power and highly developed administration..</li><li>- The development of the Mesopotamian state: the Sumerian cities and the Assyrian Empire.</li><li>- First urban societies: the organisation of work, the increase in trade and greater economic activity.</li><li>- Mesopotamian society: social groups and their function.</li><li>- Mesopotamian polytheistic religion: gods and rituals.</li><li>- Mesopotamian art: architecture and sculpture</li><li>- Significance of the Nile : source of resources and communication route.</li><li>- The pharaoh and privileged groups in possession of power.</li><li>- Society of peasants: ways of life of subjected groups.</li><li>- Politheistic religion: main gods, beliefs and rituals.</li><li>- Egyptian art: characteristics and main works</li></ul>
<b>ENGLISH AIMS</b>	<ul style="list-style-type: none"><li>- Learning specific terminology: king, civilization, empire, dynasty, architecture, sculpture, reliefs, arch, vault, aristocracy, priests, peasants, craftsmen, slaves, merchants, servants, mummy, tomb, pharaoh, scribe, hieroglyphs, palace, polytheists, temple, Ziggurat, cuneiform writing, gods, goddesses, statue, afterlife, pyramids, mastaba, hypogeum, sarcophagus,</li><li>- The past tense. Students should be able to construct the past tense correctly. Verbs in the past tense can be regular and irregular.</li></ul>
<b>LEARNING</b>	<ul style="list-style-type: none"><li>- Consider writing as a significant factor in the passage from Prehistory to History.</li><li>- Analyse early civilizations, their contexts of time and space, and their political and social characteristics.</li><li>- Learn the process by which Neolithic towns grew and expanded to become true empires.</li></ul>

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- Analyse the creation of Mesopotamia.
- Explore the first urban societies and their differences with regard to Neolithic communities.
- Thoroughly study the configuration of Mesopotamian cities and their social structure.
- Analyse the origin of literature, sciences and the role of schools in the transmission of knowledge.
- Understand the social importance of the scribe and how scribes helped in the correct functioning of the administration.
- Explain the characteristics of Mesopotamian art, paying special attention to raw materials and types of works of art
- Describe the area where the Egyptian civilization emerged and the influence of the River Nile on its development.
- Know the historical periods of ancient Egypt.
- Distinguish the groups of Egyptian society and explain their differences and position in the social hierarchy
- Imagine the ways of life of Egyptian social groups.
- Analyse the form of government of ancient Egypt and the civil servants who made up the administration.
- Become aware of the problem of slavery and deprivation of human rights in Egyptian society.
- Explain the development of the trade and craftsmanship in Egypt.
- Analyse Egyptian religion and its influence on the social structure.
- Understand the concept of immortality in Egyptian religion and its representatiopn in art.

## **ACTIVITIES/ COGNITIVE SKILLS/ TASKS**

- Interpreting maps and timelines.
- Reading and interpreting historical texts.
- Analyses of pictures.
- Interpreting charts.

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## RESOURCES AND MATERIALS

Analyses of works of art.

- Schemes on the blackboard.
- Presentations with the computer.
- Internet (pictures, interactive exercises...)
- Educational films.
- Visit: <http://www.ieslamadraza.com/elena/websociales/geographyandhistory1ESO/egypt/egypt.html>

## EDUCATION VALUES

- Promote an interest in historical research in order to get to know the past and understand the present.
- Show a critical attitude towards social inequality in Mesopotamia and Egypt, especially slavery and the submission of the majority of the population to a minority.
- Show a concern for preserving our cultural and artistic heritage
- Preserve the archaeological remains as a manifestation of different cultures and develop personal initiatives.
- Value the inventions of man as important steps towards our current knowledge.
- Show respect for the communities currently living in the first civilizations.

## ASSESSMENT

- Written test in first language / second language