

Yale 2016 PIER Summer Institute: Ancient Cities, Modern Inquiries

Terror and Antiquity

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School: Washington Middle School, Meriden, CT

Subject Area(s): Social Studies

Grade Level(s): Middle School grades 6 or 7

Time Allotment: 2 to 3 class periods

Lesson Description: *Include- why is this important for students to know?*

This lesson is important for students because it fosters comprehension of global perspective and an understanding of the impact of our early civilizations/antiquity. Some of our earliest human discoveries are from Mesopotamia, a region located in the modern countries of Iraq, Syria, and parts of Iran and Turkey. Over the centuries humans have studied early human artifacts from Mesopotamia. In 18th and 19th European/foreign archaeologists/colonizers excavated countless antiquities. These artifacts were seen as valuable to Europeans and subsequently priceless artifacts were placed in museums across Europe.

In modern time, antiquities are symbol of national and cultural identity for Iraqis and Syrians. However, it is important to know that priceless artifacts have been stolen or fake antiquities have been created to sell on the black market.

It is also important for students to know this region has had constant conflict. This has created an environment of significant political, social and economic unrest, as well as rise of terrorist groups. Terrorist groups like Isis and Isil have destroyed many ancient antiquities/landmarks and have damaged museums in an effort to erase history and inspire fear.

Learning Context: *How does this lesson/unit fit within the context of the the larger unit or other units?*

This lesson is a part of a larger middle school social studies unit on the human geography/history of Southwestern Asia and the MENA region. In the context of this unit, this lesson will utilize inquiry based instruction and evidence based writing to

allow students analyze and evaluate the impact of power and authority on cultural, social, political processes, as well as make a clear claim to respond to the compelling question. Students will also display their summative knowledge in a call to action presentation. Background knowledge of the political countries and physical geography of Southwest Asia, specifically Iraq and Syria are an important requirement before beginning this lesson.

Compelling Question(s): *What question(s) will guide student inquiry during the lesson/unit?*

- Whose responsibility is it to protect artifacts from Antiquity?
- When it comes to what we find in the ground.... who should get ownership or display rights?
- Should antiquities be removed from Syria and Iraq to help to keep them safe?

Content Standards: *What standards are addressed through the teaching of this lesson/unit?*

NCSS standards

CCSS.ELA-LITERACY.RH.6-8.1

CCSS.ELA-LITERACY.RH.6-8.2

CCSS.ELA-LITERACY.RH.6-8.6

CCSS.ELA-LITERACY.RH.6-8.7

CCSS.ELA-LITERACY.RH.6-8.8

Lesson Objectives/Learning Intentions:

Students will be able to....

- *Cite* specific **textual evidence** to support **analysis** of **primary** and **secondary sources**.
- *Produce* a well **written response**, in which the **development, organization** and **style** are appropriate to the **task, purpose** and **audience**.

- *Evaluate* a **claim(s)** with a logical **reason(s)** and relevant **elaboration** using at least two **different mediums** such as **visual or textual evidence**.

Lesson Vocabulary:

Content Vocabulary	Skill/Process Vocabulary
Artifacts Antiquity Isis Isil Terrorism Terrorist Black market Excavation Archeologists Colonization	Cite Elaborate Evaluate Analyze Judge Multiple mediums

Supporting Questions: *These questions are intended to contribute knowledge and insights to the inquiry behind the compelling question. These questions should provide students with the opportunity to explore content essential to advance the inquiry. Supporting questions should also serve to support development of formative assessment tasks (progress monitoring) and teacher or student selection of resources/teaching materials.*

Supporting Question
<i>Whose responsibility is it to protect antiquities?</i>
Formative Assessment
<p>Students will be provided with an evidence based prompt (See Appendix A). Students will analyze, evaluate and cite specific mediums to support their claim (s). This formative assessment must respond to the compelling question in a well written, organized response with evidence at least two different mediums (See Appendix B). For students who require a scaffolded approach there is a graphic organizer to support differentiated learning (See Appendix C). The goal of this formative assessment is to provide educators with feedback to assist with the improvement of instruction. At the same time, students can use this assessment to monitor their learning and identify their strengths and weaknesses in the field of evidence based writing and can target areas that need work. If your students are new to evidence based writing the graphic organizer (See Appendix C) can also be utilized to instruct</p>

evidence based written response for the first time. Educators should have an awareness of their students specific learning needs and can/should provide leveled news articles for struggling readers. Students who are gifted and talented can be encourage to seek out their own mediums to responds to the compelling question.

Materials/Resources

- Computers/web access
- Prompt (Appendix A)
- Scoring Rubric (Appendix B)
- Scaffolded graphic organizer (Appendix C)
- Websites for inquiry/evidence based work

<http://www.cnn.com/2015/03/09/world/iraq-isis-heritage/>

<http://www.iraqmuseum.org/>

http://www.britishmuseum.org/visiting/galleries/middle_east/room_7-8_assyria_nimrud.aspx

<http://www.aljazeera.com/news/2015/03/full-story-isil-takeover-mosul-museum-150309053022129.html>

<http://www.al-monitor.com/pulse/originals/2013/08/school-curricula-debate-sectarianism-nationalism-iraq.html>

http://www.nytimes.com/2014/12/23/world/middleeast/iraqis-rally-around-many-flags-as-a-national-identity-falters.html?_r=0

Summative Assessment/Performance Task:

Students will participate in a call to action summative assessment whereby they will display their findings and encourage others to support their claim(s)/cause(s). Student summative presentations will demonstrate an understanding of our compelling question, “Whose responsibility is it to protect antiquities.” Student summative work can be shared independently or in a collaborative group. Student presentations must follow performance task rubric (See Appendix D). Depending the needs of your students, the educator can pre arrange student grouping either hetero or homogeneously. Materials required for the summative performance task include computer/web access or post board if student or group of students opt to do poster

presentation. Student will also need to reflect on their written response from the evidence based formative assessment.

Lesson Activities:

Appendix A

Evidence based writing prompt

The United Nations has recently invited the United States and major world powers to sit on committee to decide the fate of priceless antiquities from Syria and Iraq. The United Nations security council reports that ISIL in association with other terror groups has been generating income from either the direct or indirect looting of cultural heritage items from archaeological sites, museums, libraries, archives and other sites in Iraq and Syria. The money generated from these acts is being used to support recruitment efforts and strengthen terror groups across region.

Fearing these inequities would be lost forever, United Kingdom has offered to house the remaining antiquities in their country and state that many Middle Eastern antiquities are already safely housed in their museum. However, locals feel removing the artifacts only further damages their cultural identity and continues to support terror.

The members of the United Nations security council are calling on the US and other world powers to help them decide, whose responsibility it is to protect the inequities? Should the antiquities stay in their homeland to be cared and protected by local nationals or should the artifacts be relocated to Europe or the US? Write a well written, formal, organized letter that cites evidence from at least two different multiple medium sources to state your claim (s) and offer a solution to the United Nations council.

Continued...

Appendix B

Evidence Based Writing Rubric

Score point: 3

Student produces clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience.

Student writing has a claim(s) with a logical reason and relevant response using at least two mediums that demonstrate an understanding of the topic.

Score point: 2

Student writing is clear, organization is mostly maintained and is mostly appropriate to the task

Student writing mostly supports a claim(s) with a logical reason and mostly relevant response or used only one medium to support claim.

Score point: 1

Student writing is unclear or confusing or the written response drifts from the purpose audience or task

Student claim is not supported with relevant evidence, ideas may be randomly ordered, does not mention a specific medium for evidentiary support.

Score point: N/A

Student writing is off topic, text has been copied, writing is off purpose, writing is unintelligible

Continued...

Appendix C

Evidence based graphic organizer

TTQA....The purpose of my response is to show...

I say this because in the _____(video, text, map, picture) it shows/states_____

To elaborate on my first piece of evidence I think...

I say this because in the _____(video, text, map, picture) it shows/states_____

To elaborate on my first piece of evidence I think..._____

In summary, in my response I stated...

Continued...

Students does your response include... (place an X)

-An opening statement, “claim” that answers the question ____

-Evidence from a multimedia source (video, text, map, picture) with elaboration/details ____

-Evidence from a multimedia source (video, text, map, picture) with elaboration/details ____

-A conclusion sentence that summarizes my evidence _____

-Grammar and spelling rules are followed ____

Appendix D

Elements of Performance Task

Task	Possible Points	Points Earned	Comment
Presentation demonstrates a clear claim	20		
Presentation includes imagery, text, or sound that adds to the message and content of presentation	20		
Presentation is organized	20		
Spelling and grammar are correct	20		
Conclusion - a paragraph is included that summarizes information	20		
Online sources are cited	20		

Student/group content score _____ Total points (120)

Continued...

Element	Possible Points	Points Earned	Comments

You stand tall and face the audience during the presentation	25		
Your voice is clear and strong	15		
You seem enthusiastic/engaged in your topic	15		

Individual score: _____ 55 points total