

International Consortium for Multilingual Excellence in Education



Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at icmee@unl.edu.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Amanda McLaughlin** in collaboration with Lauren Gatti and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

English Language Proficiency

- 6-8.1 English learner can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
- 6-8.2 English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
- 6-8.3 English learner can speak and write about grade-appropriate complex literary and informational texts and topics.
- 6-8.4 English learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence.
- 6-8.7 English learner can adapt language choices to purpose, task, and audience when speaking and writing.
- 6-8.8 English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.
- 6-8.9 English learner can create clear and coherent grade-appropriate speech and text.
- 6-8.10 English learner can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Math

- MA.6.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percent, and integers within the base-ten number system.

Social Studies

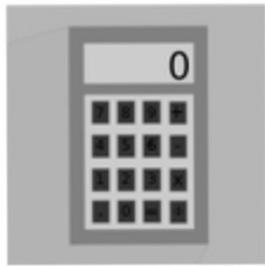
- SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface.
- SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.
- SS 6.4.1 Analyze patterns of continuity and change over time in world history.
- SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.
- SS 6.4.4 Interpret and evaluate sources for historical context.

Science Standards and Cross-Cutting Ideas

- SC.6.12.4 Gather, analyze, and communicate evidence of factors and interactions that affect weather and climate.

6th grade • English Level 3

Learning PACKET #1



Theme: Mesopotamia

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your student to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your student (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

6th-12th grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.

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- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- Packet 1 Focus: The world's earliest recorded civilization, Mesopotamia. Students will learn about the life of ancient Mesopotamians through a variety of reading, writing, science, and creative activities.
- Math Concept: Fractions. Each day students will have a short math activity to practice and build skills.
- Vocabulary: Mesopotamia, civilization, city-state, empire, code, ziggurat, fertile, drought, floodplain, silt, irrigation, plow

We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Amanda McLaughlin** in collaboration with Lauren Gatti and Alexa Yunes.

Answer Keys

Activity 2

1. C
2. B
3. A
4. A
5. Answers Vary

Activity 3

1. Zagros Mountains
2. Euphrates River
3. Tigris River
4. Assur
5. Caspian Sea
6. Fertile Crescent
7. Syrian Desert
8. Persian Gulf
9. Ur
10. Mediterranean Sea

Activity 4

1. 3/4
2. 5/8
3. 2/8
4. 1/3, 1/8, 1/2, 1/6, 1/4

Activity 5

<p>Down:</p> <ol style="list-style-type: none"> 1. ziggurat 2. Mesopotamia 6. silt 8. irrigation 10. empire 	<p>Across:</p> <ol style="list-style-type: none"> 3. drought 4. floodplain 5. city-state 7. civilization 9. fertile 11. plow
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Activity 8

1. Fertile
2. Plow
3. Tigris

Activity 12

1. B
2. A
3. D
4. B
5. C

Activity 13

1. $\frac{1}{2}$ $\frac{2}{4}$ $\frac{3}{6}$ $\frac{4}{8}$
2. 1
3. $\frac{6}{8}$
4. $\frac{2}{3}$
5. $\frac{1}{4}$

International Consortium for Multilingual Excellence in Education



15 de agosto del 2020

Queridas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de Kínder a 5to grado crearán un Amigo para su paquete. Esta es la primera actividad en el paquete y está destinada a ayudar a su estudiante a tener a alguien con quien hablar sobre el trabajo que está haciendo en el paquete. Hemos incluido imágenes de posibles "amigos" para que su estudiante puede elegir. Sugerimos que elijan un amigo, lo personalicen e inclusive le pongan un nombre. A lo largo de las actividades del paquete, se le pedirá a su estudiante que hable con su amigo o incluso que le haga preguntas. Con este compañero, su estudiante podrá trabajar de forma independiente sin necesidad de su tiempo y atención para tener éxito al trabajar en el paquete.

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Sin embargo, también alentamos a su estudiante a hablar con usted u otros miembros de la familia cuando estén disponibles. Además, su estudiante puede elegir un animal de peluche o muñeca o alguien más como su amigo. No tienen que usar uno de los amigos que ofrecemos, pero deben planificar quién será su amigo cada vez que trabajen en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). Esto podría ser algo en lo que necesitarán su ayuda para poder comprender.

En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante capte palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- **Diario:** Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas cortos de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- **Enfoque del paquete 1: Mesopotamia,** la primera civilización registrada en el mundo. Los estudiantes aprenderán sobre la vida de los antiguos mesopotámicos a través de una variedad de actividades de lectura, escritura, ciencias y manualidades creativas.
- **Concepto de Matemáticas: fracciones.** Cada día, los estudiantes tendrán una breve actividad matemática para practicar y desarrollar habilidades.
- **Vocabulario: Mesopotamia, civilización, ciudad-estado, imperio, código, zigurat, fértil, sequía, llanura aluvial, limo, riego, arado**

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
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Share your learning!

Share a picture of any of your work by using **#MultilingualProud** on social media.

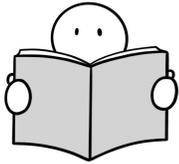
We'd love to see what you've done with this packet!



Instructions Key



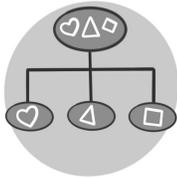
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- lựa chọn



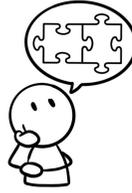
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy

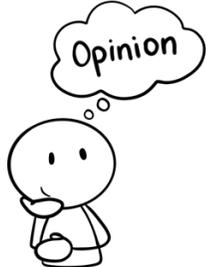
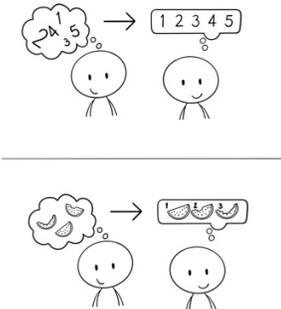


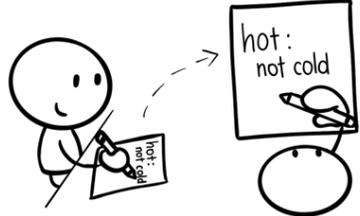
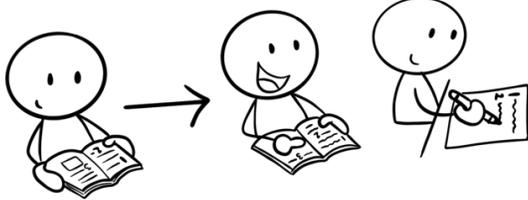
- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Thinking Skills Glossary – Level 3 English

Word	Definition	Picture
Fact 事实 Hecho	something we know, without question 我们知道的毫无疑问 Algo que podemos comprobar	
Opinion 意见 Opinión	something we think or believe 我们认为或相信的事情 Algo que pensamos	
Compare 相比 Comparar	think about how two or more things are the same or different 考虑一下两个或多个事物是相同还是不同 Pensar en qué se parecen y en qué son diferentes dos o más cosas	
Sequence 序列 Secuencia	to put things in the right order from first to last 从头到尾正确地安排事情 Poner las cosas en orden , del primero al último	
Classify Sort Categorize 分类 Clasificar Organizar	to put things into groups by how they are the same 通过相同的方式将事物分组 Agrupar cosas por cómo se parecen	

Word	Definition	Picture
Define 限定 Definir	Write the meaning 写出意思 Escribir el significado	Define "hot" 
Retell 复述 Recontar	To tell again, in your own words 再说一遍，用你自己的话 Volver a contar en tus propias palabras	
Think Imagine Reflect 认为 想像 反映 Piensa Imagina reflexiona	Talk to yourself in your mind 畅所欲言 Hablar contigo mismo	
Brainstorm 头脑风暴 Lluvia de ideas	think of many ideas about one question 想出关于一个问题的许多想法 Pensar en varias ideas sobre la misma pregunta	

Word	Definition	Picture
Predict 预测 Predecir	Think about what will happen next 想想接下来会发生什么 Pensar y adivinar lo que va a pasar	
Main idea 大意 Idea principal	One big idea about the story 关于这个故事的一个大想法 Una idea mas importante de la historia	
Find Locate 找 Encontrar	Look for something 寻找东西 Buscar algo	

iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



Tweet: write one sentence
推特：写一句话
Tweet: escribe una oración



Post on Facebook: write a few sentences
在Facebook上发布：写几句话
Publica en Facebook: escribe algunas oraciones



Post on Instagram: write a sentence and draw a picture
在Instagram上发布：写一个句子并画一幅画
Publica en Instagram: escribe una oración y dibuja



Write an email: write a paragraph
写一封电子邮件：写一个段落
Escribe un correo electrónico: escribe un párrafo

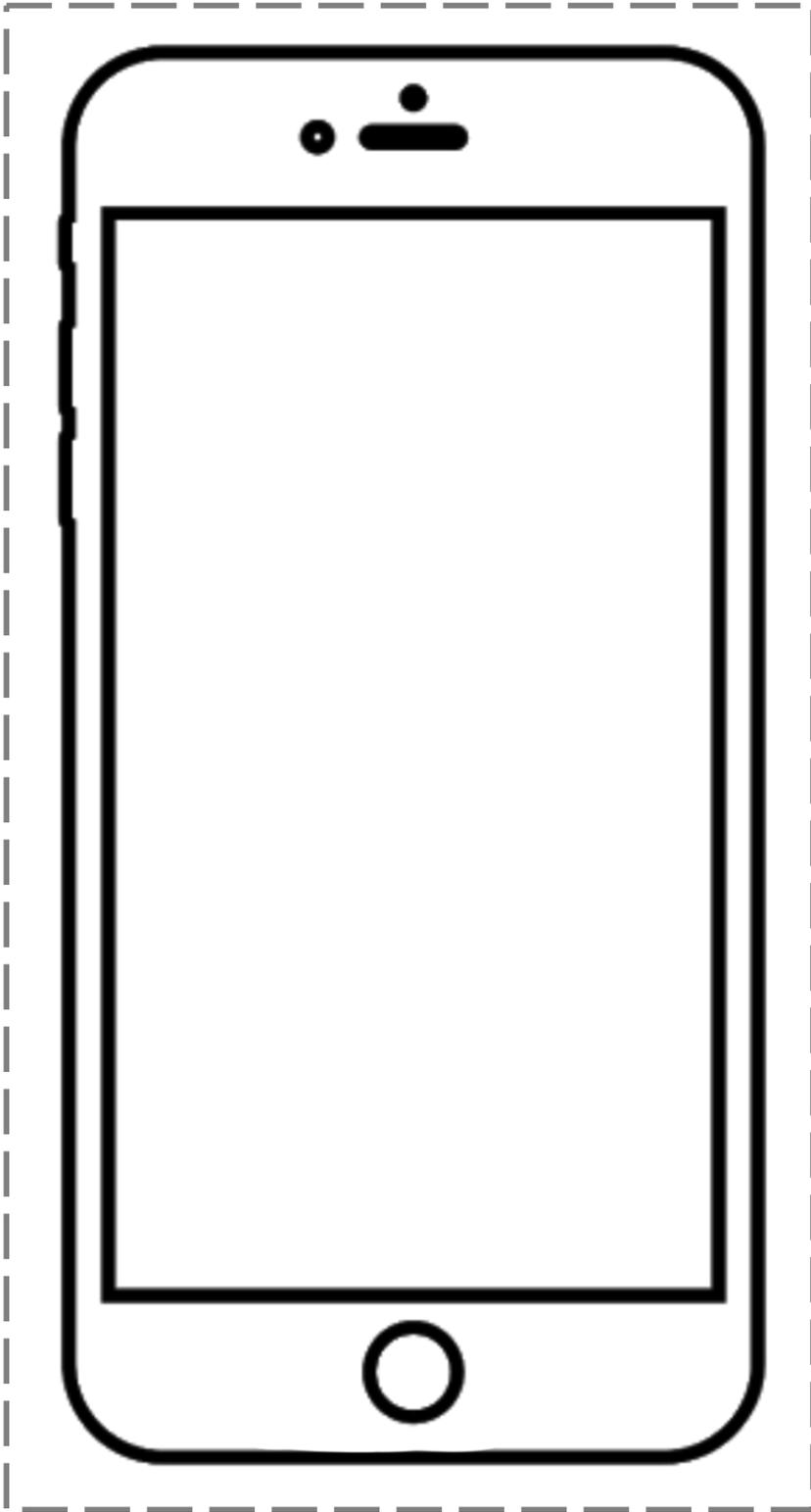


Record a voice message
录制语音留言
Graba un mensaje de voz



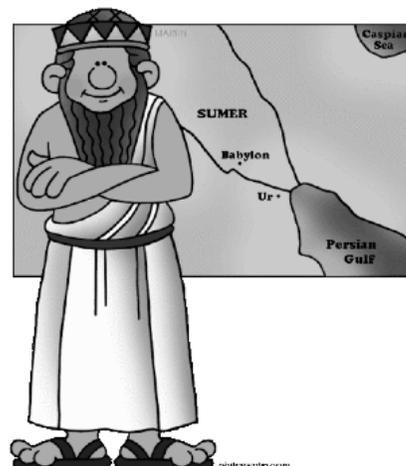
Make a phone call
打个电话
Haz una llamada





Packet 1 Introduction

Welcome! During these 10 weeks, you will travel through time learning about ancient civilizations and their impact on our world today. For week 1, you will begin by discovering Mesopotamia, the first recorded civilization in history.



Checklist

Day 1 <ul style="list-style-type: none">✓ Vocabulary✓ Intro reading✓ Map✓ Fractions	Day 2 <ul style="list-style-type: none">✓ Vocabulary✓ Primary source✓ Inventions✓ Sumerian writing✓ Fractions
Day 3 <ul style="list-style-type: none">✓ Secondary source✓ Inventions✓ Creative writing✓ Fractions	Day 4 <ul style="list-style-type: none">✓ Reading✓ Meals✓ Creative writing✓ Fractions
Day 5 <ul style="list-style-type: none">✓ Vocabulary✓ Timeline✓ Fractions✓ Reflection	

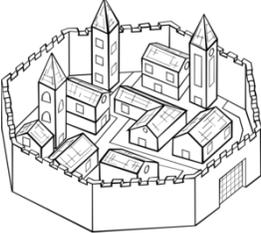


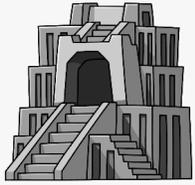
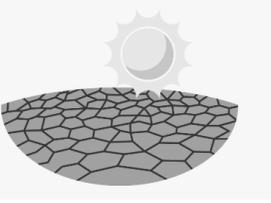
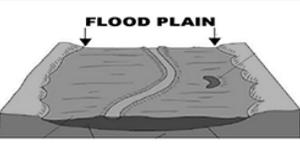
Day 1

Mesopotamia Vocabulary

Directions: Study the vocabulary notes for ancient Mesopotamia. Then, write a way you will remember the word (home language, connection, drawing). After, cut out the cards to play a memory game. Place all cards face down, so you cannot see the information. Choose two cards at a time to look at and read aloud. If it is a match, you keep the cards! Take turns choosing cards with someone or play alone and see how fast you can find all the matches!

Objective: I can **define** vocabulary words for ancient Mesopotamia.

Word	Definition	Visual	How I Remember This Word
Mesopotamia	The "land between two rivers", referring to the region between the Tigris and Euphrates rivers in the Middle East.		
Civilization	A well organized and developed area where people live.		
City-state	A self-governing city and the lands surrounding it.		
Empire	Different groups of people living in one large area of land under one ruler.		
Code	A set of rules or laws written for a group of people to obey.		

Ziggurat	A large temple built by the ancient Sumerians to honor their gods and goddesses.		
Fertile	Land that is good for farming.		
Drought	A long period of dry weather.		
Floodplain	An area along a river that forms from soil that is deposited when the river overflows its banks.		
Silt	A mixture of fertile soil and tiny rocks that can make land ideal for farming.		
Irrigation	A man-made way to supply crops with water. Usually using pipes or channels dug into the ground.		
Plow	A piece of farm equipment that is used to dig into and turn over soil, especially to prepare the soil for planting.		

Mesopotamia	Civilization	City-state
Empire	Code	Ziggurat
Fertile	Drought	Floodplain
Silt	Irrigation	Plow

<p>Land that is good for farming.</p>	<p>A mixture of fertile soil and tiny rocks that can make land ideal for farming.</p>	<p>Different groups of people living in one large area of land under one ruler.</p>
<p>The "land between two rivers", referring to the region between the Tigris and Euphrates rivers in the Middle East. Mesopotamia was the birthplace of Sumerian and Babylonian civilization.</p>	<p>A long period of dry weather.</p>	<p>A man-made way to supply crops with water. Usually using pipes or channels dug into the ground.</p>
<p>A set of rules or laws written for a group of people to obey.</p>	<p>A well organized and developed area where people live.</p>	<p>An area along a river that forms from soil that is deposited when the river overflows its banks.</p>
<p>A piece of farm equipment that is used to dig into and turn over soil, especially to prepare the soil for planting.</p>	<p>A large temple built by the ancient Sumerians to honor their gods and goddesses.</p>	<p>A self-governing city and the lands surrounding it.</p>

Life in Sumerian Times in Mesopotamia

Directions: Read the passage introducing the ancient civilization of Mesopotamia. Then complete the comprehension quiz to.

Objective: I can **identify** details about life in Mesopotamia.



The reconstructed facade of the Neo-Sumerian Ziggurat of Ur, near Nasiriyah, Iraq.

By Cynthia Stokes Brown, Big History Project Published:07/18/2017

Ancient Sumer had many firsts. Its people invented the first writing system, the first plow for farming and the first sailboat. They even created the first calendar based on the moon.

The cities of Sumer began along the Tigris and Euphrates rivers in what is now Iraq. The Sumerians began to build their walled cities and invent many things about 5,500 years ago.

The Sumerians ruled the area for about 1,500 years, until another ancient people, called the Babylonians, conquered them. Sumerian culture and technology did not disappear. Instead, the Babylonians kept them.

Mesopotamia in modern-day Iraq

Sumer was located in Mesopotamia, the area between the Tigris and Euphrates. Mesopotamia means "the land between the rivers" in ancient Greek. Sumeria was a group of independent cities in the south, and most Sumerian cities were located along the two rivers.

The environment has been pretty much the same for about 10,000 years. The landscape is flat and marshy. The ground is mainly made up of sand and silt, with no rock. The climate is very dry, with less than seven inches of rain falling per year, or about 17 centimeters. There is

very little vegetation and the palm is the only native tree. In the spring, the rivers overflow their banks, sometimes violently, and cause much destruction. They leave behind a rich layer of silt that is excellent for growing crops.

The cradle of civilization

Surprisingly, the environment was part of what made civilization possible.

The silt carried by the rivers provided rich fertilizer for growing crops. The constant sunshine was also good for crops. Without water, though, they would have easily dried up and died. The farmers in each city built irrigation systems of canals and dams to water the crops. Before long, the desert was blooming with barley, dates and other crops.

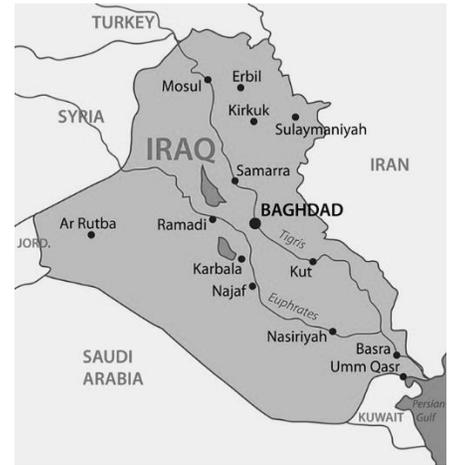
Crops grew so easily that not everyone had to work the land. People became artisans, merchants and craftspeople. They helped build the cities and traded with neighboring societies like Lebanon and the Indus Valley.

A writing system

Because of the extra grain, the Sumerians cities grew rich. The government grew large enough to hire many officials and priests. It could pay thousands of workers to build canals, city walls and ziggurats, which were large brick buildings with flat roofs used as religious temples. It also paid Sumerians to defend them. People were paid in barley. The grain was collected as a tax from the farmers. Farmers also had to give some time to the government to work on projects. Slaves and hired workers also were used.

The government and economy grew larger and more complex. Officials and merchants required a better writing system to record goods and purchases. Number markings came first. Then simple pictograms were invented, which were made up of pictures that represented an object or idea. A picture of the sun, for instance, meant the sun.

Eventually, the writing system began to use phonograms, or symbols representing sounds. These new forms were quicker to write. Other cultures began using them, even if they did not speak Sumerian.



The Tigris and Euphrates rivers flow through the middle of Iraq.

Sumerian wisdom

The Sumerians wrote on clay tablets. They used a reed pen called a stylus. These tablets dried and became hard. Fortunately for today's researchers, they lasted for thousands of years in the hot, dry climate.

Thousands of these tablets have been discovered. Some libraries have even been found with more than 10,000 of these clay tablets. Most of these tablets contain records of sales and goods. However, some contain myths, stories and letters. These documents have provided much information about the culture and history of the Sumerian people.

The Sumerian people also were the first people to use the plow, and they invented the sailboat. They were the first people to design a calendar based on the phases of the moon. Their calendar had 12 months, like ours. They also developed a numerical system, based on the number 60, that is still used to measure seconds and minutes.

The Sumerians led the way for other societies that came after.

Source: Newsela.com



Sumerians used a stylus to write on clay tablets. The modern-day stylus used to write on phones and tablets is based on this ancient invention!

Comprehension Quiz

1. Read the section titled "The cradle of civilization." Which sentence from the section shows why people were able to take on new jobs?
 - a. Surprisingly, the environment was part of what made civilization possible.
 - b. The farmers in each city built irrigation systems of canals and dams to water the crops.
 - c. Crops grew so easily that not everyone had to work the land.
 - d. They helped build the cities and traded with neighboring societies like Lebanon and the Indus Valley.
2. Read the following selection from the section "Mesopotamia in modern-day Iraq." Sumer was located in Mesopotamia, the area between the Tigris and Euphrates. Mesopotamia means "the land between the rivers" in ancient Greek. Sumeria was a group of independent cities in the south, and most Sumerian cities were located along the two rivers. Which of the following is the MOST accurate explanation of this paragraph?
 - a. There were few rivers in the area besides the Tigris and Euphrates.
 - b. The location between two rivers aided the growth of Sumer.
 - c. There were few settlements in northern Mesopotamia.
 - d. The Greeks took over Mesopotamia after the Babylonians.
3. According to the introduction [paragraphs 1-3], why did many aspects of Sumerian civilization continue after it was conquered?
 - a. Later civilizations thought that much of Sumerian culture was useful.
 - b. There were few other civilizations in the area for thousand of years.
 - c. Later civilizations based their government on the Sumerians'.
 - d. There were similar civilizations that grew along rivers.
4. What effect did the growing economy have on the development of writing?
 - a. New methods of record keeping and communication were needed to keep up with business.
 - b. Merchants wanted to trade with other people who spoke different languages.
 - c. Government officials had to show citizens that taxes had been collected from farmers.
 - d. People wanted to record the history and culture of those they bought goods from.

5. What is one lasting effect the Sumerians had on the world? What effect does it have on your own life?

One last effect of the Sumerians is _____.

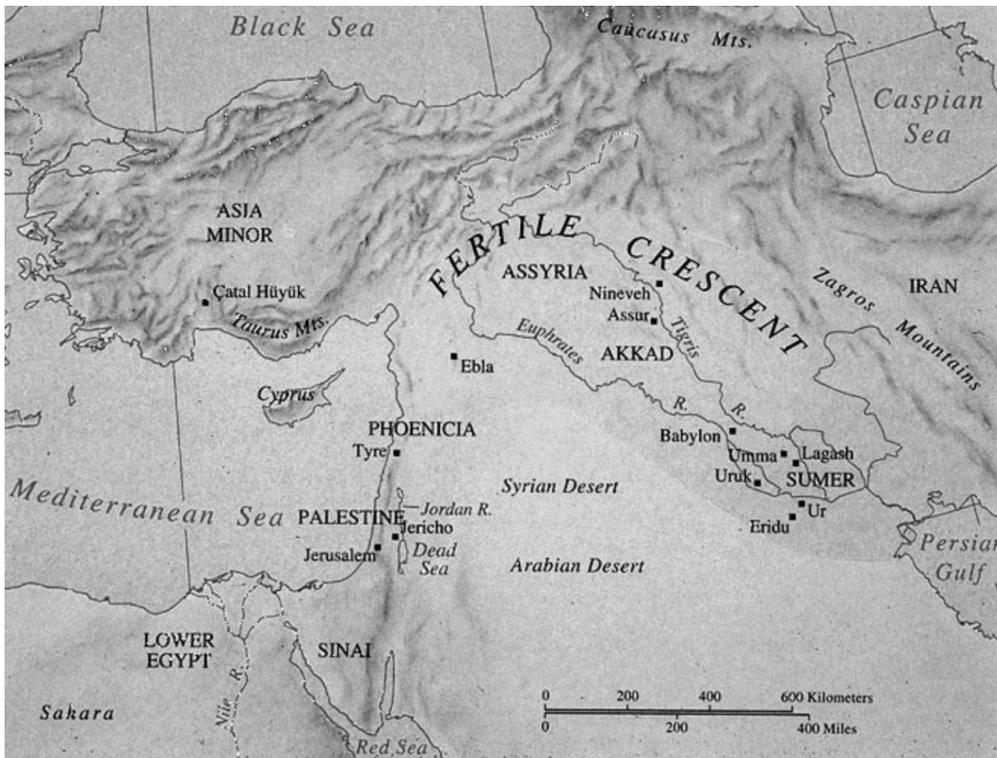
_____ has an effect on my life because _____

_____.

Map of Mesopotamia Scavenger Hunt

Directions: Read each clue describing a landform, body of water, or city in ancient Mesopotamia. Use the map to find the correct answer.

Objective: I can **interpret** a map of ancient Mesopotamia.



1. Tall, east of the Tigris River, a mountain range... _____
2. Skinny, east of Ebla, a river... _____
3. Curvy, next to the Euphrates River, a body of water... _____
4. Next to the Tigris River, south of Ninevah, a city... _____
5. Above Iran, east of the Caucasus Mountains, a sea... _____
6. Flat land, north of the Syrian Desert, able to grow crops... _____
7. Dry and hot, south of the Fertile Crescent, NOT Arabian... _____
8. Connected to a river, southeast of Mesopotamia, NOT a sea... _____
9. In the Fertile Crescent, north of Eridu, next to the river... _____
10. Large, north of Egypt, around Cyprus... _____

Intro to Fractions

Directions: Read through the notes about fractions and complete the practice items.

Objective: I can **define** fractions. I can **create** fractions that represent shapes.

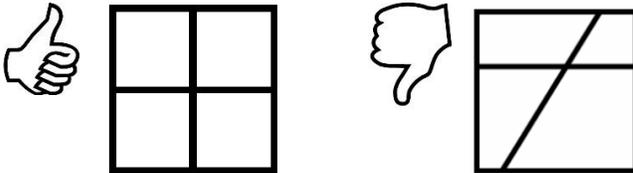
What is a fraction?

A fraction is an equation that represents a part of a whole.

Example: 1 piece of a pizza, 1 cookie out of a dozen



To have a fraction, you must have equal parts.



The numbers within a fraction have names.

- Numerator –The number on top that tells how many equal parts are described in the fraction.
- Denominator–The quantity below the line in a fraction. It tells the number of equal parts into which the whole is divided.

$$\frac{1}{3}$$

Certain fractions have common names that we call them

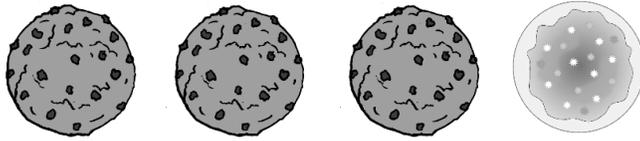
Example: one half $\frac{1}{2}$ three quarters $\frac{3}{4}$

Others are referred to by the numbers within them

Example: one third $\frac{1}{3}$ five sixths $\frac{5}{6}$ seven tenths $\frac{7}{10}$

Practice Items

1. I have 4 cookies. 3 are chocolate chip and one is sugar. Create a fraction to represent how many chocolate chip cookies I have.



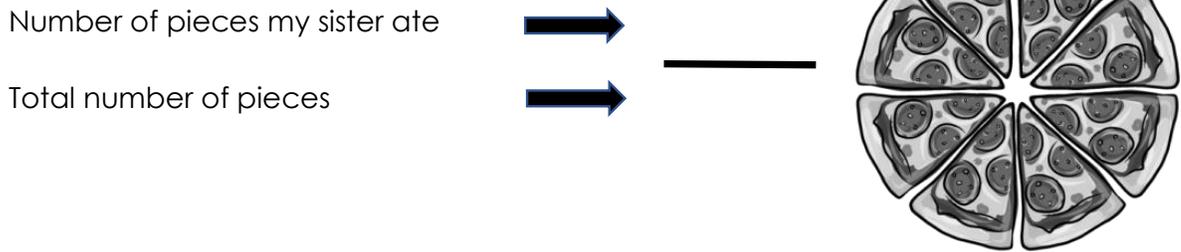
Number of chocolate chip cookies \longrightarrow _____
 Total number of cookies \longrightarrow _____

2. What fraction of the stars are shaded?



Number of shaded stars \longrightarrow _____
 Total number of stars \longrightarrow _____

3. I ordered a whole pizza and cut it into 8 slices. My sister ate 2 slices. What fraction of the pizza did my sister eat?



Number of pieces my sister ate \longrightarrow _____
 Total number of pieces \longrightarrow _____

4. What fraction represents the shaded parts of each shape?

$\frac{\square}{\square}$	$\frac{\square}{\square}$	$\frac{\square}{\square}$	$\frac{\square}{\square}$	$\frac{\square}{\square}$

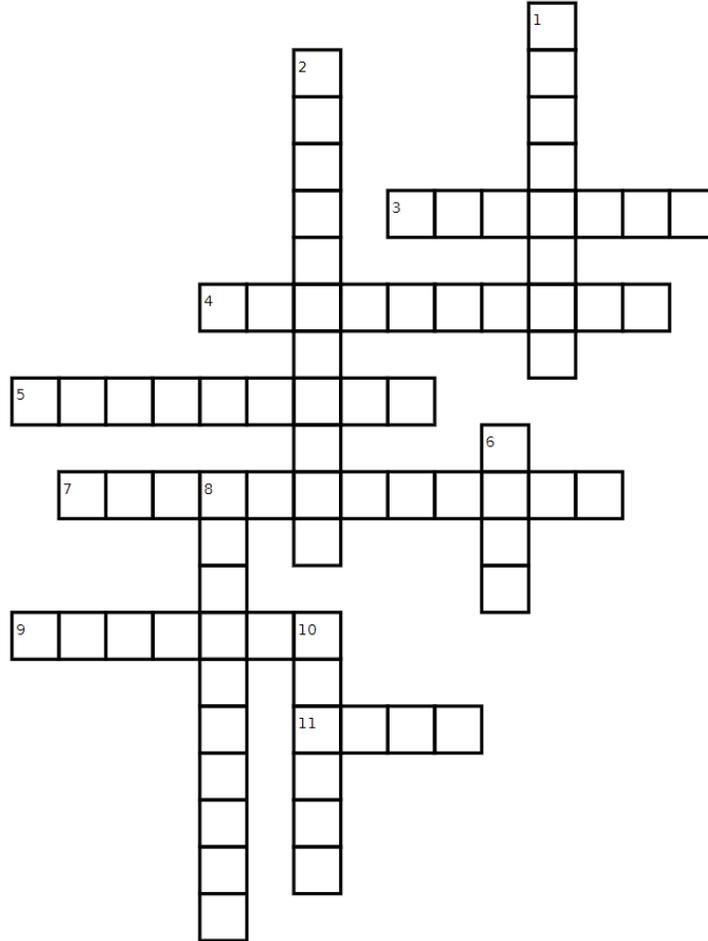


Day 2

Vocabulary Crossword Puzzle

Directions: Use your notes from yesterday to complete the puzzle. Write the vocabulary word that matches each definition. Make sure to spell all words right or the puzzle will not work!

Objective: I can **match** vocabulary words to the correct definition.



Down:	Across:
<p>1. A large temple built by the ancient Sumerians to honor their gods and goddesses.</p> <p>2. The “land between” two rivers”, referring to the region between the Tigris and Euphrates rivers in the Middle East.</p> <p>6. A mixture of fertile soil and tiny rocks that can make land ideal for farming.</p> <p>8. A man-made way to supply crops with water. Usually using pipes or channels dug into the ground.</p> <p>10. Different groups of people living in one large area of land under one ruler.</p>	<p>3. A long period of dry weather.</p> <p>4. An area along a river that forms from soil that is deposited when the river overflows its banks.</p> <p>5. A self-governing city and the lands surrounding it.</p> <p>7. A well organized and developed area where people live.</p> <p>9. Land that is good for farming.</p> <p>11. A piece of farm equipment that is used to dig into and turn over soil, especially to prepare the soil for planting.</p>

Primary Source: Code of Hammurabi

Directions: Read the two primary sources. Then, **compare and contrast** the meaning of the two using the chart on the next page.

Objective: I can **compare and contrast** two primary sources.

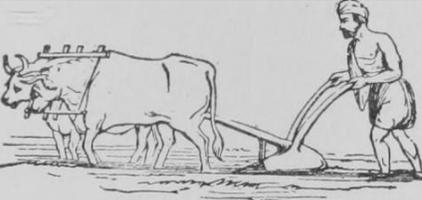
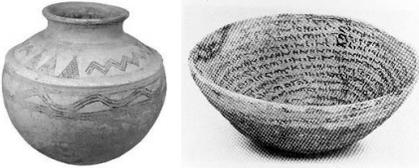
<u>Code of Hammurabi</u>	<u>Ten Commandments</u>
<p>Background: A list of 282 laws written around 1754 BC and enforced by the 6th King of Babylon, Hammurabi. (Paraphrased)</p>	<p>Background: A list of 10 rules used first in the Jewish religion and later Christianity. The date of creation is unknown, but possibly between 1700-750 BC. (Source: King James Bible)</p>
<p>6. If any one steal the property of a temple or of the court, he shall be put to death, and also the one who receives the stolen thing from him shall be put to death.</p> <p>17. If anyone finds a runaway slave in the open country and brings the slave back to his master, the master of the slaves shall pay him two shekels of silver.</p> <p>110. If a religious woman opens a tavern, or enters a tavern to drink, then this woman shall be burned to death.</p> <p>127. If any one "point the finger" (slander) at a sister of a god or the wife of any one, and can not prove it, this man shall be taken before the judges and his brow shall be marked. (by cutting the skin, or perhaps hair.)</p> <p>195. If a son strikes his father, his hands shall be chopped off.</p> <p>196. If a man puts out the eye of another man, his eye shall be put out.</p> <p>197. If he breaks another man's bone, his bone shall be broken.</p> <p>202. If any one strikes the body of a man higher in rank than he, he shall receive sixty strikes with an ox-whip in public.</p> <p>209. If a man strikes a free-born pregnant woman so that she lose her unborn child, he shall pay ten shekels for her loss. If the woman dies, his daughter shall be put to death.</p> <p>218. If a physician make a large incision with the operating knife, and kills the patient, or opens a tumor with the operating knife, and cuts out the eye, his hands shall be cut off.</p> <p>282. If a slave say to his master: "You are not my master, and I will not do what you say!" his master shall cut off his ear.</p>	<p>1. You shall have no other gods other than me. You shall not make any kind of statue, or any likeness of any thing that is in heaven above, or that is in the earth beneath, or that is in the water under the earth.</p> <p>2. You shall not bow down and worship any statues or images, for I, God, am a jealous God, and whenever there is a father who does wrong against me, I will punish his children and grandchildren, up to the third or fourth generation; I will show mercy to the thousands of them who love me and obey my commandments.</p> <p>3. You shall not use the name of God as a curse word.</p> <p>4. Remember the sabbath day, to keep it holy. Six days a week, you should labor, and do all your work. But the seventh day is the sabbath of the LORD thy God: in it you should not do any work, neither you, nor your son, nor your daughter, nor your servants, nor your cattle, nor anyone who might be visiting your home.</p> <p>5. Honor your father and your mother: if you do this, God will allow you to live a long, long life.</p> <p>6. You shall not kill.</p> <p>7. You shall not commit adultery.</p> <p>8. You shall not steal.</p> <p>9. You shall not lie.</p> <p>10. You shall not wish that you had your neighbor's house, your neighbor's wife, nor his servants, nor his livestock, nor any thing that is thy neighbor's.</p>

<u>Code of Hammurabi</u>	<u>Both</u>	<u>Ten Commandments</u>
1.	1.	2.
2.	2.	2.
3.	3.	3.
4.		4.
5.		5.

Inventions of Mesopotamia: Part 1

Directions: Read about each ancient Mesopotamian invention. Then, identify how we still use each invention today.

Objective: I can **apply** my knowledge of ancient Mesopotamian inventions to modern day.

Invention	Example	How we use it today
<p>Wheel: This invention allowed people to create vehicles, like a wagon or chariot, to move people and goods on land for longer distances in shorter time. Wheels were also used to create pottery.</p>		
<p>Sailboat: This invention allowed people to communicate and trade goods with other people far away. They could travel across rivers and other large bodies of water.</p>		
<p>Plow: This invention was usually tied on the back of a large, strong animal. When the animal walked, the plow broke up the dirt and made it easier to plant crops.</p>		
<p>Pottery: This invention gave people a place to store things, mostly food or liquids. Smaller pottery was also created to use when eating.</p>		
<p>Calendar: This invention was created mainly for farmers to keep track of the seasons and weather patterns. It was created around the patterns of the moon.</p>		
<p>Clock: Before this invention, people only knew time by light and dark. The clock allowed people to calculate time in 60 minute increments to prepare for the end of the day.</p>		

Sumerian Writing

Directions: Study the translation of the Cuneiform alphabet, used by the Sumerians in ancient Mesopotamia. Then, translate the words back into the English alphabet. Finally, answer the questions by translating your answer into Cuneiform.

Objective: I can **translate** words between the ancient Cuneiform alphabet and the English alphabet.

A Cuneiform "Alphabet"			
A	▶▶	N	▶▶▶▶
B	◀▶	O	▶
C	▶▶	P	▶▶▶
D	▶▶▶▶	Q	▶▶▶▶
E	▶▶▶▶	R	▶▶▶▶▶
F	▶▶▶	S	▶▶▶▶
G	▶▶▶▶	T	▶▶▶▶▶
H	▶▶▶▶▶	U	▶▶▶▶▶▶
I	▶▶▶▶▶▶	V	▶▶▶▶▶▶▶
J	▶▶▶▶▶▶▶	W	▶▶▶▶▶▶▶▶
K	▶▶▶▶▶▶▶▶	X	▶▶▶▶▶▶▶▶▶
L	▶▶▶▶▶▶▶▶▶	Y	▶▶▶▶▶▶▶▶▶▶
M	▶▶▶▶▶▶▶▶▶▶	Z	▶▶▶▶▶▶▶▶▶▶▶

1.



2.



3.



4. What is your name?

5. What is your favorite color?

6. What city do you live in?

Comparing Fractions

Directions: Read through the vocabulary notes. Then, complete the practice items.

Objective: I can **compare** fractions.

> **Greater than:** The number on the **left** is larger.

Example: $\frac{4}{8} > \frac{2}{8}$

< **Less than:** The number on the **left** is smaller.

Example: $\frac{2}{8} < \frac{7}{8}$

= **Equal to:** Both numbers are the same.

Example: $\frac{1}{8} = \frac{1}{8}$

Review

Practice with whole numbers!

$1 > 0$

$3 < 5$

$10 = 10$

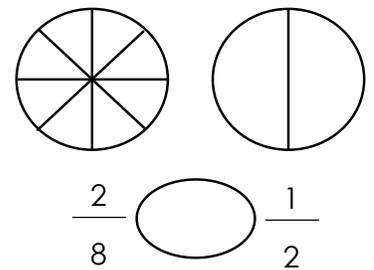
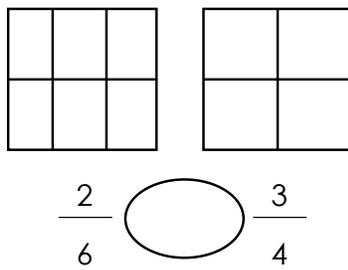
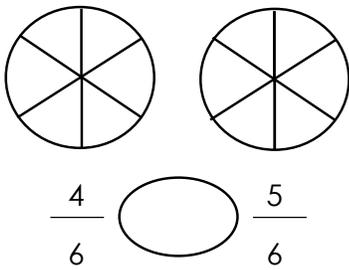
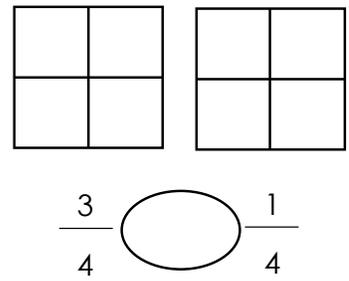
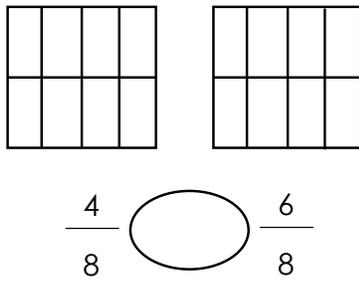
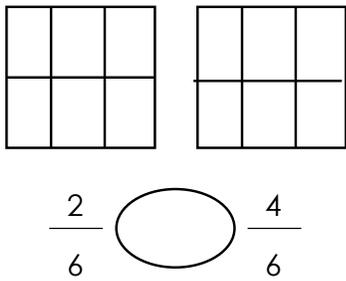
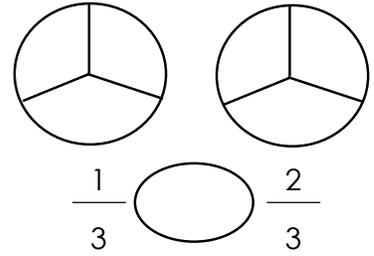
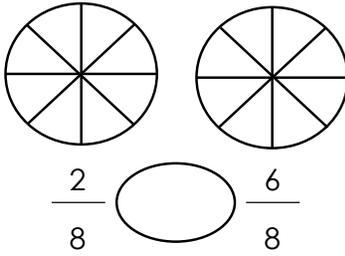
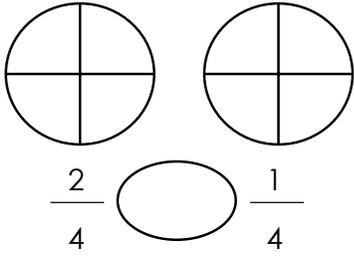
2 ○ 9

8 ○ 8

6 ○ 4

Practice Items

Shade in the fraction shown, then write use $>$, $<$, or $=$ to compare the two fractions.





Day 3

Secondary Source: Hanging Gardens of Babylon

Directions: Read the information about the Hanging Gardens of Babylon and view the images. Then, answer the viewing questions.

Objective: I can **analyze** a secondary source with viewing questions.

Background Information: King Nebuchadnezzar (605 B.C.) updated the city of Babylon with lush greenery, bright flowers, fountains, marble columns, and statues. He did this because his wife was homesick for the countryside. Greek historians claimed the gardens were 400 ft wide, 400 ft long, and over 80 ft tall, all hiding within the city. It is considered one of the Seven Wonders of the ancient world. Some say they never existed because no clay tablets mentioning the gardens have ever been discovered. Today in Iraq, only ruins remain.

A Painting of the Hanging Gardens of Babylon by Maerten van Heemskerck



Ruins of Babylon (Iraq 2012)



Viewing Questions

1. Who built the hanging gardens? What was their reason?

_____ built the hanging gardens because _____

_____.

2. Describe what you see in the first image.

In the first image, I see _____.
I also see _____
_____.

3. Describe what you see in the second image. Where is it located?

In the second image, I see _____.
I also see _____.
_____ is located in _____.

4. Do you think the hanging gardens were real? Why or why not?

I _____ that the hanging gardens were real. _____

_____.

Inventions of Mesopotamia: Part 2

Directions: Look back at your notes about ancient inventions from yesterday. Which invention do you think is most important? Choose one invention to create an advertisement for. Remember, an advertisement is usually for a new product that you want someone to buy. Include a lot of details about why this invention is important and why people need it! Also make sure to include a large, clear drawing of the invention.

Objective: I can **design** an advertisement for an ancient Mesopotamian invention.

Options: wheel, sailboat, plow, pottery, calendar, clock

Name of invention	
Price	
Use in Mesopotamia	
Reason to buy #1	
Reason to buy #2	
Reason to buy #3	
Sketch	

Create your advertisement in the box below!



The Epic of Gilgamesh: Part 1

Directions: Read the text below, then answer the comprehension questions.

Objective: I can **interpret** an ancient Sumerian tale.

Background: *The Epic of Gilgamesh* is one of the oldest written stories in the world. An “epic” is a long poem. Gilgamesh was a real person and he was a king of the city Uruk. People believed that he was part human and part god, making him a superhuman!

(An Excerpt From) The Epic of Gilgamesh

By Vickie Chao

1 A long, long time ago, there was a kingdom called Uruk. Its ruler was Gilgamesh.

2 Gilgamesh, by all accounts, was not an ordinary person. He was actually a superhuman, two-thirds god and one-third human. As king, Gilgamesh was very harsh. His people were scared of him and grew wary over time. They pleaded with the sky god, Anu, for his help. In response, Anu asked the goddess Aruru to create a beast-like man who had the same strength as Gilgamesh. He called the wild man Enkidu and let him roam free in the forest.

3 At first, nobody knew about Enkidu. But then, a hunter spotted him near a waterhole three days in a row. He was terrified and ran home to tell his father what he saw. His father urged him to go to Uruk and relay the story to Gilgamesh. So he did. Just as the father had predicated, Gilgamesh gave the young man a beautiful woman named Shamhat and asked him to use her as bait. After the young man returned, he and Shamhat went to the forest to wait for Enkidu. When Enkidu finally showed up, Shamhat made him fall in love with her. This made Enkidu a changed man, and the animals felt it, too. For the first time, they did not welcome him to their crowd. Worse yet, he could no longer run alongside them as he used to do. Turning around, he went back to Shamhat. She comforted him. She told him that she would take him to Uruk. She would show him how to eat, speak, and dress properly. She would introduce him to Gilgamesh. And she promised him that Gilgamesh was the only man worthy of his friendship.

4 True to her words, Shamhat taught Enkidu everything she knew. The only thing she did not count on was the terrible clash between Enkidu and Gilgamesh. When Enkidu met Gilgamesh the first time, he found the man appalling. Right away, he challenged the king and engaged him in a fierce fight. But he lost. After the defeat, Enkidu accepted Gilgamesh’s superiority. They hugged and became best friends.



⁵ Always eager to build a name for himself, Gilgamesh wanted to have an adventure. He wanted to go to the Cedar Forest and slay its guardian demon, Humbaba. Enkidu did not like the idea. He knew Humbaba from his days running wild in the forest. He tried to talk his best friend out of it. But Gilgamesh refused to listen. Reluctantly, Enkidu agreed to go with him.

⁶ After several days of journeying, Gilgamesh and Enkidu at last reached the edge of the Cedar Forest. Their intrusion made Humbaba very angry. But thankfully, with the help of the sun god, Shamash, the duo prevailed. They killed Humbaba and cut down the forest. They fashioned a raft out of the cedar trees. Together, they set sail along the Euphrates River and made their way back to Uruk. The only shadow cast over this victory was Humbaba's curse. Before he was beheaded, he shouted, "Of you two, may Enkidu not live the longer, may Enkidu not find any peace in this world!"

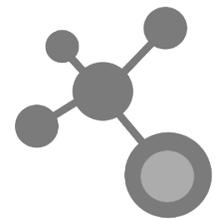
⁷ When Gilgamesh and Enkidu arrived at Uruk, they received a hero's welcome. The goddess of love, Ishtar, saw how handsome Gilgamesh was. She wanted to be his girlfriend. But Gilgamesh refused and taunted her. With her pride bruised, Ishtar went to see her father, Anu. She begged him to let her use the Bull of Heaven to destroy Gilgamesh and his city. She threatened to smash the gates of hell if Anu did not give in to her wish. Seeing no other option, Anu agreed and unleashed the Bull of Heaven. As mighty as the Bull of Heaven was, it was still no match for Gilgamesh and Enkidu. Once again, the two teamed up and slew the beast.

⁸ After that episode, Enkidu fell sick. To his dismay, he found out that his illness was a punishment from the gods. As it turned out, the gods held a meeting among themselves. They wanted to hold somebody responsible for the death of Humbaba and the Bull of Heaven. Since Gilgamesh was two-thirds god, he was forgiven. That meant Enkidu must die for insulting the deities.



Culture Connection

The Epic of Gilgamesh is the oldest epic, but not the only! Many cultures have their own epic poems, such as Greek *The Odyssey* or the Old English *Beowulf*. Retell the story of Gilgamesh to a family member and ask them if there are any similar stories from your culture?



Comprehension Quiz

1. Which kingdom was Gilgamesh the king of?
 - a. Ur
 - b. Uruk
 - c. Babylon
 - d. The Fertile Crescent

2. Why was Enkidu created by Aruru?
 - a. The people of Uruk were scared of Gilgamesh.
 - b. Gilgamesh created him because he wanted a friend.
 - c. Ishtar wanted a husband.
 - d. To protect Shamhat.

3. How would you describe Gilgamesh in paragraph 5?
 - a. Shy
 - b. Happy
 - c. Thoughtful
 - d. Proud

4. What do Humbaba and the Bull of Heaven have in common?
 - a. They are friends with Gilgamesh.
 - b. They were defeated by Gilgamesh.
 - c. They were killed by the gods.
 - d. They were weak.

5. Which theme matches this story?
 - a. Love
 - b. Growing up
 - c. Friendship
 - d. Equality

Equivalent Fractions

Directions: Label each square with the correct fraction and complete the practice items. Make sure to keep this chart safe to use to help with future assignments.

Objective: I can **label** equivalent fractions. I can **create** equivalent fractions.

1

$\frac{1}{2}$	—
---------------	---

$\frac{1}{3}$	—	—
---------------	---	---

$\frac{1}{4}$	$\frac{1}{4}$	—	—
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—	—	—	—	—
---	---	---	---	---

$\frac{1}{6}$	—	—	—	—	—
---------------	---	---	---	---	---

$\frac{1}{7}$	—	—	—	—	—	—
---------------	---	---	---	---	---	---

$\frac{1}{8}$	$\frac{1}{8}$	—	—	—	—	—	—
---------------	---------------	---	---	---	---	---	---

—	—	—	—	—	—	—	—	—
---	---	---	---	---	---	---	---	---

$\frac{1}{10}$	—	—	—	—	—	—	—	—	—
----------------	---	---	---	---	---	---	---	---	---

Practice Items

Remember! Some fractions have more than one equivalent fraction. Write as many as you can find!

1. $\frac{5}{10} =$

2. $\frac{7}{7} =$

3. $\frac{3}{4} =$

4. $\frac{4}{6} =$

5. $\frac{2}{8} =$



Day 4

Daily Sumerian Life

Directions: Read each passage describing daily Sumerian life. **Summarize** each paragraph in the blank box in 1-2 sentences.

Objective: I can **summarize** a paragraph in 1-2 sentences.



Reading	Summary
<p>Clothing: The Sumerians wore clothes made mainly of wool or flax. Flax is a plant that can be woven into cloth. Men were bare-chested and wore skirt-like pieces of clothing that they tied at the waist. Women wore gowns that covered them from shoulder to ankle usually leaving their left or right arm and shoulder uncovered. During special occasions, they would wear bright, precious stones. Hair is worn in a wide variety of styles, in braids or wrapped around the head, with a decorative headband, or topped by a short, helmet-like hat.</p>	
<p>Education: Boys of wealthy families attend school, while girls are educated at home. The school is located next to the royal palace and is a part of the building because the main object of education is to provide the king with more government officials. In the Sumerian world there is no safety net for failures, so they take their work seriously. To be able to be a government official when they are older will be the best possible start to their adult lives.</p>	
<p>Homes: The average Sumerian house was a one-story structure made from mud-brick. The house consisted of several rooms. Wealthier citizens lived in two-story brick structures. Typical rooms included reception rooms, bathrooms, kitchens, servants' quarters, and a private chapel. Floors and walls were covered with reed mats and animal skins.</p>	

Mesopotamian Meals

Directions: Using the list of foods available in ancient Mesopotamia to **create** a menu for meals that could be served for breakfast, lunch, and dinner.

Try to think of foods that can go together for each meal, or meals that can be made using multiple available ingredients. Be creative!

Objective: I can **create** 3 meals using only foods available in ancient Mesopotamia.

Meats:	
<ul style="list-style-type: none">• Beef• Fish• Pig• Sheep	
Fruits:	
<ul style="list-style-type: none">• Apples• Apricots• Figs• Grapes• Melons• Mulberries• Pears• Plums	
Vegetables:	
<ul style="list-style-type: none">• Barley• Beans• Dates• Eggplant• Garlic• Lentils• Lettuce• Olives• Onions• Peas• Wheat	
Other:	
<ul style="list-style-type: none">• Honey• Salt	
	

Breakfast

Lunch

Dinner

The Epic of Gilgamesh: Part 2

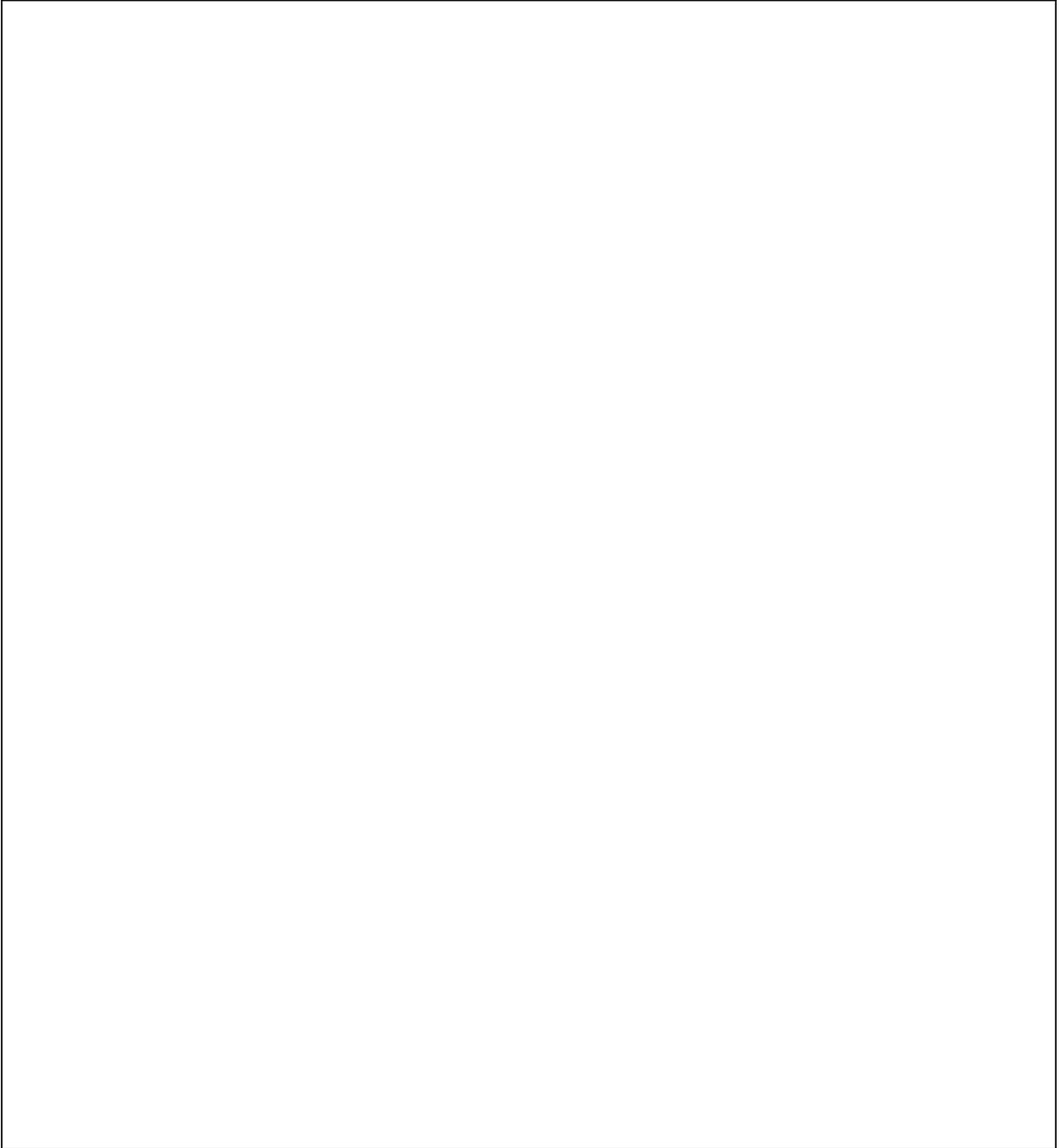
Directions: Yesterday you read an excerpt from *The Epic of Gilgamesh*. Today, you will **write** your own story about the friends, Gilgamesh and Enkidu. Your story needs to be **at least one complete paragraph** (5-7 sentences). First, complete the graphic organizer. Next, write your story. Finally, draw an illustration to go with your story.

Objective: I can **write** a tale based on *The Epic of Gilgamesh*.

Background: *The Epic of Gilgamesh* is one of the oldest written stories in the world. An “epic” is a long poem. Gilgamesh was a real person and he was a king of the city Uruk. People believed that he was part human and part god, making him a superhuman!

Characters	
Setting	
Problem	
Solution	
Main Events	1. 2. 3.

Illustration

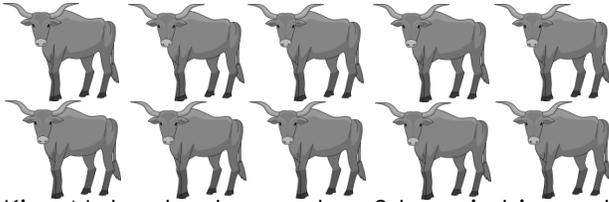


Fraction Word Problems

Directions: Read each problem and draw a picture to represent the problem. Then, write the correct fraction to represent the problem.

Objective: I can **create** fractions to represent real world problems.

1. A farmer in Mesopotamia has 10 oxen. He uses 6 of the oxen to pull plows. What fraction of the oxen pull plows?



10

2. King Nebuchadnezzar has 8 trees in his garden. 3 of the trees grow bananas. What fraction of the king's trees are banana trees?

3. A Sumerian trader lives 5 miles from the Tigris River. This morning he walked 3 miles. What fraction of the walk does he have left?

4. Gilgamesh faced 3 beasts on his latest adventure. He defeated all 3 beasts. What fraction of the beasts did he defeat?

5. Last week a family in Babylon bought 6 bags of salt. This week they used 1 bag. What fraction of the bags do they have left?



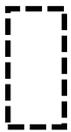
Day 5

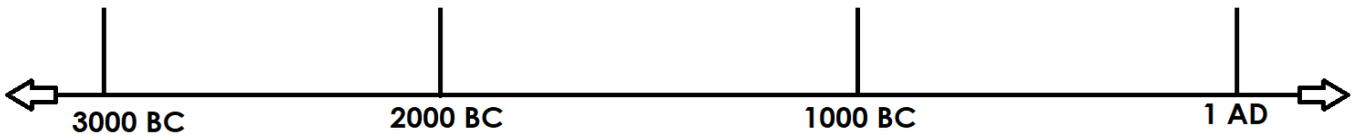
Mesopotamia Timeline

Directions: There were five major civilizations in ancient Mesopotamia. Some lasted for a long time, some only a short time. Some replaced another, while some coexisted. Using the information given, cut out each bar and write the name of the civilization it represents on it. Then, attach the bar on the matching timeline to represent the length of each civilization.

Objective: I can **analyze** data to create a timeline representing ancient Mesopotamian civilizations.

CUT ON THE DOTTED LINES

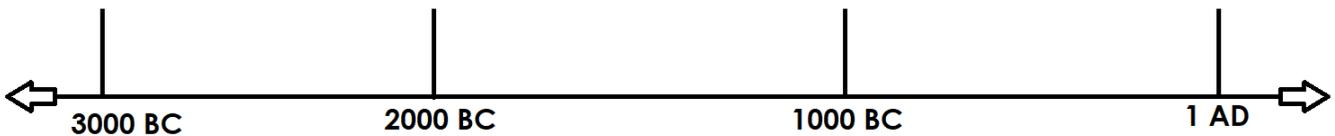




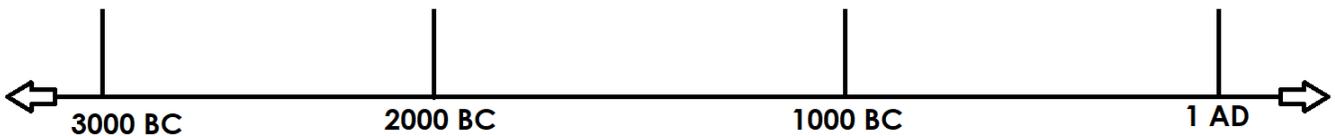
1. Sumer~ 3500–1900 BC



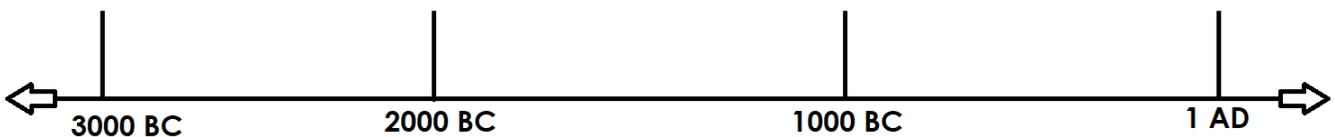
2. Akkadia~ 2334–2155 BC



3. Babylonia~ 1900–539 BC



4. Assyria~ 2500–605 BC



5. Persia~ 550–334 BC

Fractions Mystery Picture

Directions: Shade all boxes that have an equivalent fraction to $\frac{1}{2}$. Then, identify the mystery picture.

Objective: I can **identify** equivalent fractions.

$\frac{5}{6}$	$\frac{4}{6}$	$\frac{7}{10}$	$\frac{3}{9}$	$\frac{2}{6}$	$\frac{8}{10}$	$\frac{1}{7}$	$\frac{2}{2}$	$\frac{5}{8}$	$\frac{5}{6}$
$\frac{1}{3}$	$\frac{3}{9}$	$\frac{2}{6}$	$\frac{8}{10}$	$\frac{2}{3}$	$\frac{1}{5}$	$\frac{1}{1}$	$\frac{2}{8}$	$\frac{9}{10}$	$\frac{1}{3}$
$\frac{2}{3}$	$\frac{1}{5}$	$\frac{3}{3}$	$\frac{2}{4}$	$\frac{1}{2}$	$\frac{4}{8}$	$\frac{3}{6}$	$\frac{5}{6}$	$\frac{4}{6}$	$\frac{2}{3}$
$\frac{4}{4}$	$\frac{2}{7}$	$\frac{5}{10}$	$\frac{5}{7}$	$\frac{4}{6}$	$\frac{2}{3}$	$\frac{9}{10}$	$\frac{4}{8}$	$\frac{1}{9}$	$\frac{4}{4}$
$\frac{2}{5}$	$\frac{3}{6}$	$\frac{3}{4}$	$\frac{2}{7}$	$\frac{1}{5}$	$\frac{1}{1}$	$\frac{8}{9}$	$\frac{6}{8}$	$\frac{5}{10}$	$\frac{2}{5}$
$\frac{1}{2}$	$\frac{7}{8}$	$\frac{6}{8}$	$\frac{4}{8}$	$\frac{5}{9}$	$\frac{2}{3}$	$\frac{2}{4}$	$\frac{5}{6}$	$\frac{5}{6}$	$\frac{1}{2}$
$\frac{2}{4}$	$\frac{2}{2}$	$\frac{5}{5}$	$\frac{1}{9}$	$\frac{3}{7}$	$\frac{2}{8}$	$\frac{1}{3}$	$\frac{8}{9}$	$\frac{3}{10}$	$\frac{2}{4}$
$\frac{2}{4}$	$\frac{5}{6}$	$\frac{5}{10}$	$\frac{1}{4}$	$\frac{2}{5}$	$\frac{4}{4}$	$\frac{2}{7}$	$\frac{5}{10}$	$\frac{1}{3}$	$\frac{2}{4}$
$\frac{4}{8}$	$\frac{3}{10}$	$\frac{1}{5}$	$\frac{1}{2}$	$\frac{2}{3}$	$\frac{9}{10}$	$\frac{1}{2}$	$\frac{1}{6}$	$\frac{3}{4}$	$\frac{4}{8}$
$\frac{6}{8}$	$\frac{2}{4}$	$\frac{2}{7}$	$\frac{1}{4}$	$\frac{3}{6}$	$\frac{4}{8}$	$\frac{3}{4}$	$\frac{2}{7}$	$\frac{3}{6}$	$\frac{6}{8}$
$\frac{5}{5}$	$\frac{4}{5}$	$\frac{3}{6}$	$\frac{5}{6}$	$\frac{4}{6}$	$\frac{2}{3}$	$\frac{9}{10}$	$\frac{2}{4}$	$\frac{7}{8}$	$\frac{5}{5}$
$\frac{5}{6}$	$\frac{5}{9}$	$\frac{2}{3}$	$\frac{5}{10}$	$\frac{1}{2}$	$\frac{4}{8}$	$\frac{4}{8}$	$\frac{1}{4}$	$\frac{2}{5}$	$\frac{5}{6}$
$\frac{3}{10}$	$\frac{3}{7}$	$\frac{2}{8}$	$\frac{1}{3}$	$\frac{3}{10}$	$\frac{2}{2}$	$\frac{3}{4}$	$\frac{4}{5}$	$\frac{5}{9}$	$\frac{3}{10}$

Reference Sheet

LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

TIME

1 year = 365 days
1 year = 12 months
1 year = 52 weeks
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds



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