

## **Mesopotamia Project: Design a City-State Map or Diorama**

Pretend that you are a city planner for a city-state in the ancient Middle East. Consider all of the people who live in the city, their occupations, beliefs, etc., and plan your city. The first step is to review the 8 features of civilizations and write your plan.

### **Planning:**

Describe your city-state and its different features. Include the following:

- The name of your city-state
- the location of your city-state with geographical references to rivers, seas, deserts, mountains other major cities, etc.
- the civilization to which your city belongs (Sumer, Babylonia)
- why your people chose to settle here
- the economy, and trade-imports, exports, trade routes, etc.
- the type of government and its leader as well as your opinion of this leader
- the social classes and their rights or privileges
- the religion(s) in your city and the various religious practices
- arts and crafts for which your city is famous
- science developments and other achievements of your city

Once you have reviewed and recorded all of this information, you are ready to map/build your city.

### **Designing Map or Diorama:**

1. Draw/Design your city plan on a sheet of large white paper or Diorama box. Include the following:
  - a city wall and gate with roads leading into the city
  - farmlands and homes for farmers outside the city walls
  - a main temple, ziggurat, and lesser temples and monuments
  - a palace for the king and other royalty
  - a marketplace and an area for the artisans and craftworkers
  - government buildings
  - military barracks
  - homes for the upper class, middle class, and lower class
2. Label everything
3. Outline and color your city-state.
4. Write your name and the name of your city-state on the front.
5. Share the map/diorama of your city with the class.

**Extension:** Write a commercial to encourage others to come to your city. Give a brief presentation of your commercial to the class, describing the features of your city. Are you able to persuade others to move there?

CATEGORY	10	8	6	4
<b>Title</b>	Title tells the purpose/content of the map/diorama, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map.	Title tells the purpose/content of the map/diorama and is printed at the top of the map.	Title tells the purpose/content of the map/diorama, but is not located at the top of the map/diorama.	Purpose/content of the map/diorama is not clear from the title.
<b>Labels &amp; Features - Neatness</b>	90-100% of the labels/features can be read easily.	89-80% of the labels/features can be read easily.	79-70% of the labels/features can be read easily.	Less than 70% of the labels/features can be read easily.
<b>Scale</b>	All features are drawn to scale and the scale used is clearly indicated.	Most features are drawn to scale and the scale used is clearly indicated.	Many features are NOT to scale even though a scale is clearly indicated.	Many features are NOT drawn to scale AND/OR there is no scale marker.
<b>Labels - Accuracy</b>	At least 90% of the items are labeled and located correctly.	80-89% of the items are labeled and located correctly.	79-70% of the items are labeled and located correctly.	Less than 70% of the items are labeled and located correctly.
<b>Presentation</b>	Student will present will no reminders or help from teacher and maintain eye contact with the audience. They will speak at a volume where all students can hear and comprehend. Student is able to answer all questions asked with no hesitation.	Student will present with few reminders or help from teacher and mostly maintain eye contact with audience. They will speak at a good volume and answer most question asked.	Student will present with frequent reminders and help from teacher and limited eye contact with audience. They will speak at a volume that is not acceptable and or will not answer most questions asked.	Student is not prepared to present and is unable to answer questions asked by teacher or students.
<b>Color Choices</b>	Student always uses color appropriate for features (e.g. blue for water; black for labels, etc.) on map.	Student usually uses color appropriate for features (e.g. blue for water; black for labels, etc.).	Student sometimes uses color appropriate for features (e.g. blue for water; black for labels, etc.).	Student does not use color appropriately.
<b>Knowledge Gained</b>	The student can rapidly and accurately label at least 10 features.	The student can rapidly and accurately label 8-9 features.	The student can rapidly and accurately label 6-7 features.	The student can rapidly and accurately label fewer than 6 features.
<b>Spelling/Capitalization</b>	95-100% of words on the map/diorama are spelled and capitalized correctly.	94-85% of the words on the map/diorama are spelled and capitalized correctly.	84-75% of the words on the map/diorama are spelled and capitalized correctly.	Less than 75% of the words on the map/diorama are spelled and/or capitalized correctly.
<b>Planning (X2)</b>	All categories complete and 8 features of civilizations are presented	Most categories are complete and 6+ features of civilization are presented	Few categories are complete and 4+ features of civilizations are presented.	No planning is apparent and less than 4 features of civilizations are presented.

<b>Total:</b>				
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