

ADAPTED FOR ADHD (TEACHER READ ALOUD)

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Lesson: Sumer and *Epic of Gilgamesh* Read Aloud

Length: One Period/50 minutes

Grade Level Intended: 10th Grade (World History and Civilization)

Academic Standard:

WH.9.2 Locate and **analyze primary sources** and secondary sources **related to an event or issue of the past.**

WH.2.3 **Differentiate hierarchies in the social structures of early civilized peoples and explain the influence of religious belief systems upon ancient governmental systems.** (Sociology)

Objective:

Students will be assessed in the unit test on their understanding of the *Epic of Gilgamesh* with 75% of students answering the question correctly.

Students will be assessed in the unit test on their understanding of Mesopotamian social structure with 75% of students answering the question correctly.

Students will create an epic of their own after listening to the read aloud of the *Epic of Gilgamesh* with a 90% based on the rubric provided.

Assessment:

Students will be assessed on their completion of the guided notes. The guided notes are over a brief PowerPoint lecture that gives background to the *Epic of Gilgamesh*. Students will then participate in a read aloud that is led by the teacher. The read aloud will cover an excerpt from the *Epic of Gilgamesh*. The students will be assessed at the end of the unit with an exam. They will be expected to answer questions regarding the *Epic of Gilgamesh* and Sumerian social structure with 75% accuracy.

Advanced Preparation by Teacher:

1. PowerPoint
2. Guided note handout
3. Excerpt to be read from the *Epic of Gilgamesh*
4. Writing prompt

Procedure:

Introduction/Motivation: The class will begin with the teacher asking the class if they know what an epic is (Blooms-Knowledge)? Explain that an epic is a story centered on a heroic figure taking place in extraordinary events. Ask if the students can think of an epic (Blooms-Application)? The teacher will then show the movie previews to *Forrest Gump* and *Harold and Kumar Go to White Castle* on Youtube. Explain to the class that these are both examples of epic film. They involve a heroic character experiencing extraordinary events. Today we'll be looking at the Mesopotamian version of *Harold and Kumar*; it is called the *Epic of Gilgamesh*. To better understand this epic poem we will first need to gain a better understanding of life in Mesopotamia at the time of the *Epic of Gilgamesh's* creation.

Step by Step Plan:

1. Hand out the guided notes that follow the PowerPoint.

2. Lecture briefly through the PowerPoint. I see this taking no more than 10 minutes. Ask the following questions throughout the PowerPoint.
 - a) What does Urban mean (Bloom-Knowledge)?
 - b) Is Wabash a city-state (Bloom-Comprehension)?
 - c) Why are rivers important for the development of city-states (Bloom-Analysis)?
3. The teacher will then ask the students to get up out of their seats and make a giant circle out of their desk. Tell them that they can sit on the floor or sit their desk just make a giant circle and get comfortable.
4. Introduce the reading by explaining that this section of the epic covers a quest that Gilgamesh goes on with his friend Enkidu. Their friendship is the “bromance” that I talked about in the PowerPoint. They are on a quest to get wood from the West or modern day Lebanon, because obviously there is very little wood in the deserts of Mesopotamia. While on the trip Gilgamesh has a series of dreams which Enkidu interprets, and then they battle a great monster together.
5. Read the excerpt of the *Epic of Gilgamesh*.
6. Then assign the writing prompt. The students should create an epic of a journey that could take place in their own lives. It needs to be two paragraphs made up of 4 to 5 sentences long. Have fun with it! Remember it can be as simple as a trip to a fast food restaurant or a walk down your driveway to get the mail, but make it epic! (Bloom-Synthesis) (Gardner-Linguistic, Intrapersonal)
7. Hand out a print out with the instructions and simple grading rubric.
8. If time, allow students to begin writing their epic.

Conclusion: Remind students that they need to finish their epic at home if they did not have time to finish it in class. They will be turned in at the beginning of tomorrow’s class. Tomorrow we will continue to look at Mesopotamia, focusing on different empires that arose during the period.

Adaptations/Enrichment:

ADHD: The guided notes are designed to help the student focus through the lecture. The filled in notes will also make the sections of importance pop out for the student when studying. Asking the students to get up and move during the transition from lecture to read aloud was meant to specifically allow ADHD students to quickly burn a little energy.

Self-Reflection:

Did the students seem to understand what an epic is after the introduction? Was the lesson timed as I envisioned? How did the students respond to the read aloud? Did they seem to follow the story of the epic poem? Did the students seem excited to write an epic of their own? Did they put a good amount of effort and imagination into their epics?

Mesopotamia Notes

Sumer

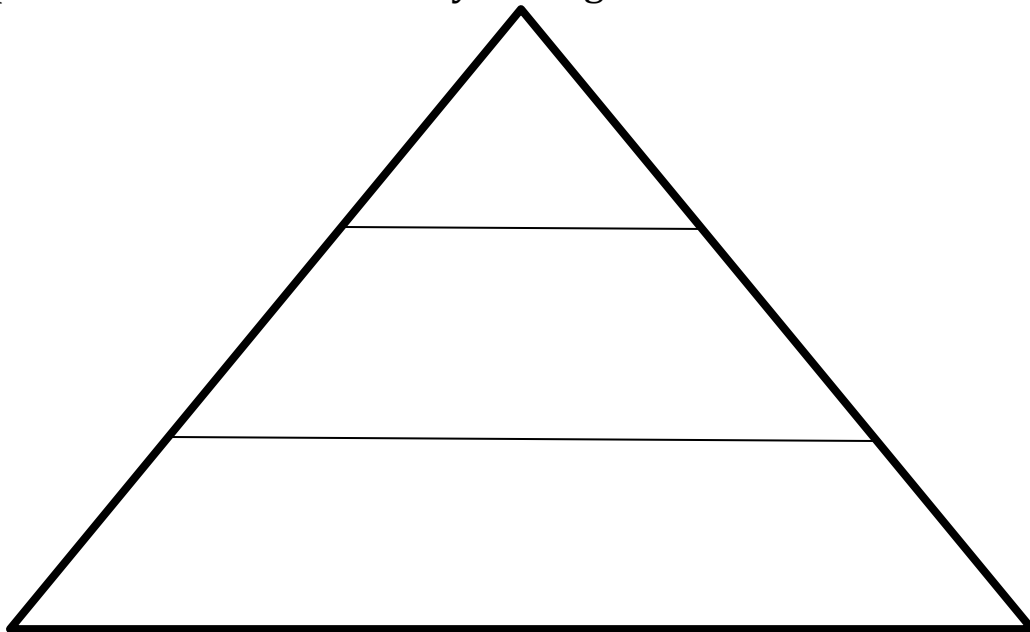
- Urban Revolution –
-
-
-

- City-states develop (Map pg. 31)
 - Ur (Population 35,000)
 - Uruk (Population 70,000)
 - Lagash (Population 20,000)
 - Wabash, IN (Population 10,000)

Tigris and Euphrates

- Sumer developed around two rivers: the _____ and the _____
- Mesopotamia means “ _____ ”

Mesopotamian Social Hierarchy Triangle



Social Structure

- Ruling Class –

- Commoners
 - Upper level: Scribes, generals, merchants, artisans
 - Lower level: Peasant farmers
- Slaves
 - NOT based on _____
 - _____
 - Were not slaves for life

Religion

- Polytheistic –

- Gods control all aspects of life, especially nature
- Sumerians believe that highest duty is to make the gods and goddesses happy

Epic of Gilgamesh

- A collection of tales about Gilgamesh, the real-life king of Uruk
- “Standard Version” formed from a number of different sources
- Why we study

- Provides _____

- Connections _____

The Epic of Gilgamesh

Tablet IV

At twenty leagues they broke for some food,
at thirty leagues they stopped for the night,
walking Fifty leagues in a whole day,
a walk of a month and a half.

On the third day they drew near to the Lebanon.
They dug a well facing Shamash (the setting sun),
Gilgamesh climbed up a mountain peak,
made a libation of flour, and said:

"Mountain, bring me a dream, a favorable message from
Shamash."

Enkidu prepared a sleeping place for him for the night;
a violent wind passed through so he attached a covering.

He made him lie down, and... in a circle.

they... like grain from the mountain...

While Gilgamesh rested his chin on his knees,
sleep that pours over mankind overtook him.

in the middle of the night his sleep came to an end,
so he got up and said to his friend:

"My friend, did you not call out to me? Why did I wake up?

Did you not touch me? Why am I so disturbed?

Did a god pass by? Why are my muscles trembling?

Enkidu, my friend, I have had a dream--

and the dream I had was deeply disturbing(?)

in the mountain gorges...

the mountain fell down on me (us?) ...

Wet(?)... like flies(?)...

He who was born in the wilderness,

Enkidu, interpreted the dream for his friend:

"My friend, your dream is favorable.

The dream is extremely important.

My friend, the mountain which you saw in the dream is

Humbaba.

"It means we will capture Humbaba, and kill him

and throw his corpse into the wasteland.
In the morning there will be a favorable message from Shamash.

They continue to walk around the desert, and again Gilgamesh asks for a dream and receives one.

Enkidu, my friend, I have had a dream,
besides my first dream, a second.
And the dream I had--so striking, so...,so disturbing!" I was grappling with a wild bull
of the wilderness,
with his bellow he split the ground, a cloud of dust...to
the sky.
I sank to my knees in front of him.
He holds... that encircled(?) my arm.
(My?) tongue(?) hung out(?) ...
My temples throbbed(?) ...
He gave me water to drink from his waterskin."
"My friend, the god to whom we go
is not the wild bull? He is totally different?
The wild bull that you saw is Shamash, the protector,
in difficulties he holds our hand.
The one who gave you water to drink from his waterskin
is your personal) god, who brings honor to you, Lugalbanda.
We should join together and do one thing,
a deed such as has never (before) been done in the land."

The duo continues on their quest through the desert. During that time Gilgamesh has more and more dreams. After the fifth dream Gilgamesh and Enkidu finally battle the great monster Humbaba.

While Gilgamesh rested his chin on his knees,
sleep that pours over mankind overtook him.
,, in the middle of the night his sleep came to an end,
so he got up and said to his friend:
"My friend, did you not call out to me? Why did I wake up? Did you not touch me?
Why am I so disturbed?
Did a god pass by? Why are my muscles trembling?
Enkidu, my friend, I had a fifth(?) dream,
and the dream I had was deeply disturbing (?).
...His tears were running in the presence of Shamash. 'What you said in Uruk...,
be mindful of it, stand by me... ?'"

Gilgamesh, the offspring of Uruk-Haven,
Shamash heard what issued from his mouth,
and suddenly there resounded a warning sound from the sky.
"Hurry, stand by him so that he (Humbaba) does not enter
the forest,
and does not go down into the thickets and hide (?)
He has not put on his seven coats of armor(?)
he is wearing only one, but has taken off six."
,, They (Gilgamesh and Enkidu)...
They lunge at each other like raging wild bulls...
One name he bellowed full of...
The Guardian of the Forest bellowed ...Humbaba like...
..."One alone cannot
'Strangers ...
'A slippery path is not feared by two people who help each
other.'
'Twice three times...
'A three-ply rope cannot be cut.'
'The mighty lioness cubs can roll him over.'
Enkidu spoke to Gilgamesh, saying:
"As soon as we have gone down into the Cedar Forest,
let us split open the tree (?) and strip off its branches(?)."
Gilgamesh spoke to Enkidu, saying:
"Why, my friend, we...so wretchedly (?)
We have crossed over all the mountains together,
in front of us, before we have cut down the Cedar.
My friend, you who are so experienced in battle,
who... fighting,
you...' and (need) not fear death.
Let your voice bellow forth like the kettledrum, let the stiffness in your arms depart,
let the paralysis in your legs go away.
Take my hand, my friend, we will go on together.
Your heart should burn to do battle
--pay no heed to death, do not lose heart!
The one who watches from the side is a careful man,
but the one who walks in front protects himself and saves his
comrade,
and through their fighting they establish fame"
As the two of them reached the evergreen forest
they cut off their talk, and stood still.

Name _____ Date _____

Epic Journey!

You are to create an epic story of a journey that could take place in your own life. It needs to be two paragraphs made up of 4 to 5 sentences long. Have fun with it! Remember it can be as simple as a trip to a fast food restaurant or a walk down your driveway to get the mail, but make it epic!

How it will be graded...

Imagination and Effort (10 points)

Length (5 points)

Grammar and spelling (5 points)