



THE UNIVERSITY OF ARIZONA  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

# Center for Middle Eastern Studies

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## **Compare and Contrast: Ancient Pottery of Jordan and Native North Carolina**

Unit Overview	
Grade/Subject	Social Studies, History, Humanities, Anthropology  Note to K12 educators: <ul style="list-style-type: none"><li>• While created for a community college setting, all parts of this lesson may apply to a 6-12 classroom.</li><li>• Students would need access to computers with internet access.</li></ul>
Guiding Questions	How have ancient tools changed over time and how does ancient pottery from the Middle East compare with pottery from Pre-Colonial North America?
Assessments	
Formative Assessments	Graphic Organizer
Summative Assessments	Google Site
Standards	
North Carolina State Standards	English/Language Arts: SL.11-12.5, W.11-12.6, W.11-12.2A, B, C, D, E, F, G, H American History: AH.H.1.1, AH.H.3.4 Civic Literacy: CL.H.1.2, CL.H.1.3, CL.H.1.4, CL.H.1.5, CL.H.1.6
Suggested Lesson Length	

Community College	<p>For an online class: 1 week</p> <p>For an in-person class: 1 class, due by the end of the week</p>
Middle/High School Adaptations	Length: 4-5 days, depending on how the teacher decides to stretch out the lesson (2-3 days for research, 1-2 days for creating the Google Site).
<i>Activities or Tasks</i>	
<p>Section 1:</p> <ul style="list-style-type: none"> <li>● The instructor will <a href="#">review the assignment sheet</a> with students.</li> <li>● Students complete the <a href="#">Graphic Organizer</a>. <ul style="list-style-type: none"> <li>○ To complete the graphic organizer, students will primarily use the following links and resources from the Ancient North Carolinian Virtual Museum website and the Levantine Ceramics Project website.</li> <li>○ All resources are provided to the student on the graphic organizer.</li> </ul> </li> <li>● Students submit their graphic organizer to their instructor for a grade and feedback.</li> </ul> <p>Section 2:</p> <ul style="list-style-type: none"> <li>● Based on their research from the graphic organizer, students will create a Google Site elaborating their analysis of the similarities and differences in pottery in Ancient North Carolina and Ancient Jordan. <ul style="list-style-type: none"> <li>○ OPTION: Students create the Google Site in pairs.</li> <li>○ OPTION: Students create a poster project in lieu of the Google Site.</li> </ul> </li> <li>● Following the assignment sheet, the Google Site will elaborate on the importance of pottery in archaeology, Ancient Jordian pottery, Pre-Colonial North Carolinian pottery, and a self reflection.</li> <li>● Students will publish their website and submit it to the instructor. <ol style="list-style-type: none"> <li>1. OPTION: Students present in front of the class.</li> <li>2. OPTION: Students share websites and write a reflection on what they learned about their peer’s analysis and observations.</li> </ol> </li> </ul>	
<i>Instructional Resources</i>	
Lesson Assignment Sheet	<a href="#">Compare and Contrast of Ancient Pottery in Jordan and North Carolina</a>
Graphic Organizer	<a href="#">Graphic Organizer: Ancient Pottery of Jordan and North Carolina</a>
Pottery links	<a href="#">Levantine Ceramics</a>

	<a href="#">Ancient North Carolinian Virtual Museum</a>
Ancient North Carolina	<a href="#">Ancient North Carolinian Virtual Museum</a> <a href="#">Indian Heritage: By Time</a> <a href="#">North Carolina's First Peoples: The Pottery Makers</a>
Ancient Jordan History Background	<a href="#">Hashemite Kingdom of Jordan: Keys to the Kingdom History</a>
Videos	<a href="#">Video: James Osborne I Ancient Pottery for Beginners: Why Archaeologists Study Ceramics</a>
Additional Resources:	Jordan: <a href="#">World History Encyclopedia: Ancient Jordan</a> Jordan: <a href="#">Danish scholar pores over ancient ceramics, pottery</a> Jordan: <a href="#">Jordan Museum Virtual Tour</a> North Carolina: <a href="#">Pre-Colonial Periods Timeline</a> North Carolina: <a href="#">Indian Heritage: By Time</a>
Required Materials	Computer with internet access
<i>Strategies for Student Assessment</i>	
<ul style="list-style-type: none"> <li>• The note-taking worksheet is meant to be a scaffolded activity before the students start their presentations. For best results, give feedback on the note-taking worksheet so students know how to progress on their website.</li> <li>• Instructors should utilize one's own rubric in order to customize the specific needs of the course.</li> </ul>	