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| *Social Studies Curriculum Guide Chapter 4* | | |  |
| **SUBJECT:** Social Studies | **GRADE LEVEL:** 6th | **GRADING PERIOD: 1st9 weeks** |  |
| Chapter: 4 | Time Frame: 9 days  **Dates:** 9/16-9/26 | **Unit: Mesopotamia** |  |
| Essential Standards:  6.H.1.3, 6.H.2.1, 6.H.2.2, 6.H.2.3, 6.H.2.4, 6.G.1.1, 6.G.1.2, 6.G.1.3, 6.G.1.4, 6.G.2.1, 6.E.1.1, 6.E.1.2, 6.C&G.1.1, 6.C&G.1.2, 6.C&G.1.3, 6.C.1.1, 6.C.1.2, 6.C.1.3  Write to Learn  [**The Ancient World: 2.3 The Legacy of Mesopotamia**](http://pearsonkt.com/cgi-bin/writeToLearn/teacher/displayText.cgi?textID=180&classID=9924) | | | |

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| Chapters | Technology and Literacy Standards and Tasks. | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Lesson 1: The Sumerians  Clarifying Objective(s):  Time Frame:4 Days    Essential Question: How does geography influence the way people live? |  | **Content Vocabulary**  Silt  irrigation  surplus  city-state  polytheism  ziggurat  cuneiform  scribe  epic  **Academic Vocabulary**  consist  **Gilgamesh**  embrace  obstacle  stutter | Formative:   * Lesson Quizzes can be customized or given as online assessments using McGraw-Hill Networks Assessment * Guided Notes: Have Students use the My Notes feature in the Student Center to create comprehensive study notes. * Lesson Review: Assign the Lesson Review in the Student Edition. * Self-Check Quiz  | Lesson 1: The Sumerians * McGraw-Hill Networks Assessment | Lesson 1 Quiz   Summative: End of chapter test from question bank online  Hands on Chapter Project: Occupation Poster | Videos and Presentation Resources   * Video | Mesopotamia: An Overview * Interactive Map | Ancient Mesopotamia * Interactive Whiteboard Activity | Bartering * Lecture Slide | Periodic Flooding * Lecture Slide | City-State * Lecture Slide | Social Class * Slide Show | Ancient Irrigation * Slide Show | The Ziggurat * Slide Show | Sumerian Jewelry   Worksheets and Activities All Worksheets and Activities can be customized or given as online assignments using McGraw-Hill Networks Editable Worksheets.   * Guided Reading Activity | Lesson 1: The Sumerians * Interactive Image | Cuneiform * Interactive Im-age | Everyday Life * Interactive Image | Sumerian Products * Interactive Graphic Organizer | Taking Notes: Identifying, Sumerian Inventions * Economics of History Activity | Mesopotamia – The Sumerians * 21st Century Skills Activity | Mespotoamia: The World's Literature * Reading Essentials and Study Guide for World History | Lesson 1: The Sumerians * McGraw-Hill Networks Editable Worksheets |
| Lesson 2:  Clarifying Objective:  Time Frame:5 Days    Essential Question:  Why does conflict develop? |  | **Content Vocabulary**  empire  tribute  province  caravan  astronomer  **Academic Vocabulary**  code  military  region  complex  **Visual Vocabulary**  slingshot | Formative:   * Lesson Quizzes can be customized or given as online assessments using McGraw-Hill Networks Assessment * Guided Notes: Have Students use the My Notes feature in the Student Center to create comprehensive study notes. * Lesson Review: Assign the Lesson Review in the Student Edition. * Self-Check Quiz  | Lesson 2: Mesopotamian Empires * McGraw-Hill Networks Assessment | Lesson 2 Quiz   Summative: End of chapter test from question bank online  Hands on Chapter Project: Occupation Poster | Videos and Presentation Resources   * Video | Persepolis * Interactive Map | Assyrian Empire * Interactive Map | The Chaldean Empire * Interactive Whiteboard Activity | The Akkad, Babylonian, and Assyrian Empires * Primary Source | Hammurabi’s Code * Biography | Sargon * Lecture Slide | Hammurabi’s Code * Game | Mesopotamian Empires, Crossword Puzzle * Game | Mesopotamia, Fill in the Blank Game   Worksheets and Activities All Worksheets and Activities can be customized or given as online assignments using McGraw-Hill Networks Editable Worksheets.   * Guided Reading Activity | Lesson 2: Mesopotamian Empires * Interactive Graphic Organizer | Taking Notes: Identifying, Major Mesopotamian Empires * Interactive Image | Caravans * Interactive Image | The Hanging Gardens of Babylon * Primary Source Activity | Mesopotamia – Mesopotamian Empires * Reading Essentials and Study Guide for World History | Lesson 2: Mesopotamian Empires * McGraw-Hill Networks Editable Worksheets |

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| **Day 1**  **Lesson1:** The Sumerians | **Day 2**  **Lesson1:** The Sumerians | **Day 3**  **Lesson1:** The Sumerians | **Day 4**  **Lesson2:** Mesopotamian Empires | **Day 5**  **Lesson1:** The Sumerians |
| **Clarifying Objective:**  **Students will learn why people settled in Mesopotamia.** | **Clarifying Objective:**  **Students will learn what life was like in Sumer.** | **Clarifying Objective:**  **Students will learn what ideas and inventions Sumerians pass on to other civilizations.** | **Clarifying Objective:**  **Students will learn how Mesopotamia's first empires developed.** | **Clarifying Objective:**  **Students will learn why Babylon was an important city in the ancient world.** |
| **Bell Ringer:** Most ancient cities were built near bodies of water. Give three reasons why they did this.  **Ans**. Water for drinking, making bricks, irrigation, etc.  **Instructional Tasks:** Have students complete the “before” section of the Anticipation Guide \* See the Assessing Background Knowledge tab  Project the Interactive World Atlas on the whiteboard and project Asia and North Africa. Remind students about where early people first settled. Discuss with the class why these people settled in these locations. Tell students that civilizations developed where people settled.  Using the Interactive World Atlas, have student volunteers analyze the map of Asia and mark where they think civilizations might start, based on students’ understanding of desirable geographic features to settle by.  Next, project the Chapter Opener map on the whiteboard. As a class, discuss the Map Focus questions.  Go over the vocabulary words for the chapter. Choose words from the list below that you wish to test the students on.  Students will construct vocabulary 4-Square notes. Let the students turn them in on the day of the vocabulary quiz so that they can create them as they read the chapter.  *\*See Directions Below*  Homework: corresponding workbook pages  **Exit Ticket:** Use two of your vocabulary words in sentence. | **Bell Ringer:** Mesopotamia means “the land between rivers” what two rivers does it reside between?  **Ans**. Tigris and Euphrates  **Instructional Tasks:**  Have students skim "The First Civilizations in Mesopotamia," noting the headings, key terms, and images.  Have students read aloud pages 76-78 stopping at Sumer’s Civilization  Review how irrigation works. Then have students watch the interactive slide show about irrigation. Have students describe in their own words how irrigation works.  Complete guided reading  Page 1  Have students read aloud pages 78-81 stopping at Sumerian Contributions  Homework: corresponding workbook pages  **Exit Ticket:**List three characteristics of civilization  **Ans**. High level of culture and order, social classes, different types of jobs, science and the arts, government, values and beliefs | **Bell Ringer:** Why was silt important to Mesopotamia’s agriculture?  **Ans**. It proved to be a very good soil for farming  **Instructional Tasks:** Review the information about ziggurats. Then have students watch the interactive slide show to help them make connections between ziggurats and modern structures.  Complete guided reading pages 2-3  Have students read aloud pages 81-85  Complete guided reading page 4  Watch the clip, “Mesopotamia: An Overview” (3 min)  Homework: corresponding workbook pages  **Exit Ticket:** What was the effect of Mesopotamia’s harsh landscape?  **Ans**. Sumerian cities became independent and so formed city-states | **Bell Ringer:** What does the old saying, “an eye for an eye, and a tooth for a tooth” mean to you?  **Instructional Tasks:** Show students the primary source slide showing translations of the introduction and several excerpts from Hammurabi's Code.  Read pages 86-89 stopping at The Chaldean Empire  Complete the Primary Source Activity: The Code of Hammurabi  Complete guided reading pages 1-2  Homework: Pretend that you are the ruler of a new city in the present day US. Create 10 laws that you believe would benefit your city.  **Exit Ticket:**  Do you believe that Hammurabi’s laws were fair? Defend your answer | **Bell Ringer:** Why was the Assyrian army so strong?  Ans. Weapons were made out of iron  **Instructional Tasks:** Read pages 89-93  Complete guided reading page 3  Homework: corresponding workbook pages  **Exit Ticket:** What is the difference between polytheism and monotheism? |
| **Assessment:** 4-Square notes  Vocabulary quiz  Anticipation Guide | **Assessment:** Summative Test  Chapter 4 Reading Essential and Study Guide Workbook | **Assessment:** Summative Test  Chapter 4 Reading Essential and Study Guide Workbook | **Assessment:** Summative Test  Chapter 4 Reading Essential and Study Guide Workbook | **Assessment:** Summative Test  Chapter 4 Reading Essential and Study Guide Workbook |

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| **Day 6**  **Bell Ringer:** List 3 contributions of the New Babylonian Empire  **Ans.** Built the Hanging Gardens of Babylon  Promoted trade  Studied the stars, planets, and the moon  Made the first sundial  First to follow a seven-day week | **Day 7**  **Bell Ringer:** What occupation would you wish to have in Mesopotamia? | **Day 8**  **Bell Ringer:** List 3 differences between Sumer and Assyria | **Day 9**  **Bell Ringer: N/A** |  |
| **Clarifying Objective:**  Students will learn utilize the vocabulary words to complete the vocabulary builder worksheet | **Clarifying Objective:**  Students will complete a vocabulary quiz and a project dealing with the different occupations in Mesopotamia. | **Clarifying Objective:**  Students will compare and contrast the empires of Sumer and Assyria, | **Clarifying Objective:**  Students will take a formative test on chapter 4 |  |
| **Instructional Tasks:**  Vocabulary Builder Activity Mesopotamia  **Exit Ticket:** What did ancient astronomer’s map out?  **Ans**: stars, planets, and the phases of the moon as it changes | **Instructional Tasks:**  Vocabulary Quiz  Hands on Chapter Project: Occupation Poster  *\*See chapter project and activities tab*  Technology addition-create glogster poster instead of paper poster  \*See Edtechteacher  **Exit Ticket:**  What occupation did your group get? Describe what you like or don’t like about it in 2-3 sentences | **Instructional Tasks:**   * On the interactive whiteboard, have a student volunteer create a two-column chart and write "Sumer" in one column and "Assyria" in the other. Then lead a discussion that allows students to recall features of daily life, the economy, and key events for each civilization. The student volunteer should record these features in the chart.  |  |  |  | | --- | --- | --- | |  | **Sumer** | **Assyria** | | Daily Life |  |  | | Economy |  |  | | Key Events |  |  |   Review online chapter summary guide  Have students to complete the “after” column of the anticipation guide.  Discuss the anticipation guide  Review for Chapter 4 Test-Teacher can create a review game for the students using test questions found in the testing bank. **Exit Ticket:**  What city would you have rather have lived in, **Assyria** or Sumer? Defend you answer. | **Bell Ringer:**  **Instructional Tasks:**  Chapter 4 Test (See test generator)  Present projects  **Exit Ticket: N/A** |  |
| **Assessment:** Summative Assessment  4-Square Notes  Chapter 4 Reading Essential and Study Guide Workbook | **Assessment:** Hands on Chapter Project: Occupation Poster  Summative Assessment | **Assessment:** Hands on Chapter Project: Occupation Poster  Summative Assessment | **Assessment:**  Hands on Chapter Project: Occupation Poster  Summative Assessment |  |

**Chapter 4 Vocabulary Words**

1. **silt** small particles of fertile soil
2. **irrigation** a way to supply dry land with water through ditches, pipes, or streams
3. **surplus** an amount that is left over after a need has been met
4. **city-state** an independent nation made up of a city and the land around it
5. **polytheism** a belief in more than one god
6. **ziggurat** a pyramid-shaped tower with a temple at the top
7. **cuneiform** a Sumerian writing system that used wedge-shaped marks made in soft clay
8. **scribe** a person who copies or writes out documents; often a record keeper
9. **epic** a long poem that tells the story of a hero
10. **empire** a group of many different lands under one ruler
11. **tribute** a payment made to a ruler or state as a sign of surrender
12. **province** a district within a larger country or empire.
13. **caravan** a group of merchants traveling together for safety, usually with a large number of camels
14. **astronomer** a person who studies stars, planets, and the moon

**Academic and Visual Vocabulary**

1. **parallel** moving or lying in the same direction and the same distance apart
2. **consist** to be made up of
3. **embrace** to hug with arms around
4. **obstacle** something that stands in the way
5. **stutter** an uneven repetition of sounds and words
6. **code** a set of official laws
7. **military** having to do with soldiers, weapons, or war
8. **slingshot** a weapon that is used to throw stones or other objects
9. **complex** having many parts, details, or ideas

**Four Square Notes Instructions**

1. Fold paper three times (like when you *attempt* to pass a note in class ;)
2. Unfold your paper
3. Two words per side of paper
4. Word in the center
5. Top left square will be the definition
6. Top right square student choice (choose from the list below)
7. Bottom left square student choice (choose from the list below)
8. Bottom right square will be for the illustration (picture)
9. You may complete your four square notes on the computer or hand draw it

BE SURE TO LABEL EACH SQUARE OR IT WILL NOT BE GRADED!!

*Student Choice*

1. *Antonym (opposite) For example: an antonym for nomad is a “homebody”*
2. *Synonym (same meaning) For example: a synonym for shrine is a “memorial”*
3. *Sentence-Make sure to use the word and UNDERLINE it!!! Example: The economy of the United States is looking pretty dismal right now.*
4. *Example- An example for the word “technology” can be the computer lab in your school.*
5. *Layman’s Term: Speak on the level of an elementary school child. An example of layman’s term for the word “monarchy” could be, “a person who rules a country and gets to wear a cool crown.”*

\*SEE AN EXAMPLE BELOW

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| **Definition**  The set of beliefs, behaviors, and traits shared by a group of people | **Example**  My family plays football after our Thanksgiving dinner. |
| **Sentence**  America is very diverse and is lucky to  have so many different **cultures**. | **Illustration**  **C:\Users\Teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\6QM2G89Q\MC900186262[1].wmf** |
| **Definition**  The movement of people from one place to settle in another place. | **Antonym**  Stationary |
| **Synonym**  Journey | **Illustration**  **C:\Users\Teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KF11S8Z3\MP900430804[1].jpg** |