

Social Studies Curriculum Guide Chapter 4

SUBJECT: Social Studies	GRADE LEVEL: 6th	GRADING PERIOD: 1 st 9 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](#)

Chapters	Technology and Literacy Standards and Tasks.	Academic Vocabulary:	Assessment(s):	Additional Resources:
<p>Lesson 1: The Sumerians</p> <p>Clarifying Objective(s):</p> <p>Time Frame: 4 Days</p> <p>Essential Question: How does geography influence the way people live?</p>		<p>Content Vocabulary Silt irrigation surplus city-state polytheism ziggurat cuneiform scribe epic</p> <p>Academic Vocabulary consist</p> <p>Gilgamesh embrace obstacle stutter</p>	<p>Formative:</p> <ul style="list-style-type: none"> 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 	<p>Videos and Presentation Resources</p> <ul style="list-style-type: none"> 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 <p>Worksheets and Activities All Worksheets and Activities can be customized or given as online assignments using McGraw-Hill Networks Editable Worksheets.</p>

			<p>Summative: End of chapter test from question bank online</p> <p>Hands on Chapter Project: Occupation Poster</p>	<ul style="list-style-type: none"> • 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 Mesopotamia: The World's Literature • Reading Essentials and Study Guide for World History Lesson 1: The Sumerians • McGraw-Hill Networks Editable Worksheets
<p>Lesson 2:</p> <p>Clarifying Objective:</p> <p>Time Frame:5 Days</p> <p>Essential Question:</p> <p>Why does conflict develop?</p>		<p>Content Vocabulary</p> <p>empire tribute province caravan astronomer</p> <p>Academic Vocabulary</p> <p>code military region complex</p> <p>Visual Vocabulary</p> <p>slingshot</p>	<p>Formative:</p> <ul style="list-style-type: none"> • 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 	<p>Videos and Presentation Resources</p> <ul style="list-style-type: none"> • 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 <p>Worksheets and Activities</p> <p>All Worksheets and Activities can be customized or given as online assignments</p>

			<ul style="list-style-type: none"> McGraw-Hill Networks Assessment Lesson 2 Quiz <p>Summative: End of chapter test from question bank online</p> <p>Hands on Chapter Project: Occupation Poster</p>	<p>using McGraw-Hill Networks Editable Worksheets.</p> <ul style="list-style-type: none"> 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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<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
<u>Lesson1:</u> The Sumerians	<u>Lesson1:</u> The Sumerians	<u>Lesson1:</u> The Sumerians	<u>Lesson2:</u> Mesopotamian Empires	<u>Lesson1:</u> The Sumerians
<u>Clarifying Objective:</u> <i>Students will learn why people settled in Mesopotamia.</i>	<u>Clarifying Objective:</u> <i>Students will learn what life was like in Sumer.</i>	<u>Clarifying Objective:</u> <i>Students will learn what ideas and inventions Sumerians pass on to other civilizations.</i>	<u>Clarifying Objective:</u> <i>Students will learn how Mesopotamia's first empires developed.</i>	<u>Clarifying Objective:</u> <i>Students will learn why Babylon was an important city in the ancient world.</i>
<p><u>Bell Ringer:</u> Most ancient cities were built near bodies of water. Give three reasons why they did this.</p> <p>Ans. Water for drinking, making bricks, irrigation, etc.</p> <p><u>Instructional Tasks:</u> Have students complete the “before” section of the Anticipation Guide * See the Assessing Background Knowledge tab</p> <p>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.</p> <p>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.</p> <p>Next, project the Chapter Opener map on the whiteboard. As a class, discuss the Map Focus questions.</p>	<p><u>Bell Ringer:</u> Mesopotamia means “the land between rivers” what two rivers does it reside between?</p> <p>Ans. Tigris and Euphrates</p> <p><u>Instructional Tasks:</u> 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</p> <p>Review how irrigation works. Then have students watch the interactive slide show about irrigation. Have students describe in their own words how irrigation works.</p> <p>Complete guided reading Page 1</p> <p>Have students read aloud pages 78-81 stopping at Sumerian Contributions</p> <p>Homework: corresponding workbook pages</p> <p><u>Exit Ticket:</u>List three characteristics of civilization</p>	<p><u>Bell Ringer:</u> Why was silt important to Mesopotamia’s agriculture?</p> <p>Ans. It proved to be a very good soil for farming</p> <p><u>Instructional Tasks:</u> Review the information about ziggurats. Then have students watch the interactive slide show to help them make connections between ziggurats and modern structures.</p> <p>Complete guided reading pages 2-3</p> <p>Have students read aloud pages 81-85</p> <p>Complete guided reading page 4</p> <p>Watch the clip, “Mesopotamia: An Overview” (3 min)</p> <p>Homework: corresponding workbook pages</p> <p><u>Exit Ticket:</u> What was the effect of Mesopotamia’s harsh landscape?</p>	<p><u>Bell Ringer:</u> What does the old saying, “an eye for an eye, and a tooth for a tooth” mean to you?</p> <p><u>Instructional Tasks:</u> Show students the primary source slide showing translations of the introduction and several excerpts from Hammurabi’s Code.</p> <p>Read pages 86-89 stopping at The Chaldean Empire</p> <p>Complete the Primary Source Activity: The Code of Hammurabi</p> <p>Complete guided reading pages 1-2</p> <p>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.</p> <p><u>Exit Ticket:</u></p> <p>Do you believe that Hammurabi’s laws were fair? Defend your answer</p>	<p><u>Bell Ringer:</u> Why was the Assyrian army so strong?</p> <p>Ans. Weapons were made out of iron</p> <p><u>Instructional Tasks:</u> Read pages 89-93</p> <p>Complete guided reading page 3</p> <p>Homework: corresponding workbook pages</p> <p><u>Exit Ticket:</u> What is the difference between polytheism and monotheism?</p>

<p>Go over the vocabulary words for the chapter. Choose words from the list below that you wish to test the students on.</p> <p>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.</p> <p><i>*See Directions Below</i></p> <p>Homework: corresponding workbook pages</p> <p><u>Exit Ticket:</u> Use two of your vocabulary words in sentence.</p>	<p>Ans. High level of culture and order, social classes, different types of jobs, science and the arts, government, values and beliefs</p>	<p>Ans. Sumerian cities became independent and so formed city-states</p>		
<p><u>Assessment:</u> 4-Square notes</p> <p>Vocabulary quiz</p> <p>Anticipation Guide</p>	<p><u>Assessment:</u> Summative Test</p> <p>Chapter 4 Reading Essential and Study Guide Workbook</p>	<p><u>Assessment:</u> Summative Test</p> <p>Chapter 4 Reading Essential and Study Guide Workbook</p>	<p><u>Assessment:</u> Summative Test</p> <p>Chapter 4 Reading Essential and Study Guide Workbook</p>	<p><u>Assessment:</u> Summative Test</p> <p>Chapter 4 Reading Essential and Study Guide Workbook</p>

<u>Day 6</u>	<u>Day 7</u>	<u>Day 8</u>	<u>Day 9</u>	
<p><u>Bell Ringer:</u> List 3 contributions of the New Babylonian Empire</p> <p>Ans. Built the Hanging Gardens of Babylon</p> <p>Promoted trade</p> <p>Studied the stars, planets, and the moon</p> <p>Made the first sundial</p> <p>First to follow a seven-day week</p>	<p><u>Bell Ringer:</u> What occupation would you wish to have in Mesopotamia?</p>	<p><u>Bell Ringer:</u> List 3 differences between Sumer and Assyria</p>	<p><u>Bell Ringer:</u> N/A</p>	

<u>Clarifying Objective:</u> Students will learn utilize the vocabulary words to complete the vocabulary builder worksheet	<u>Clarifying Objective:</u> Students will complete a vocabulary quiz and a project dealing with the different occupations in Mesopotamia.	<u>Clarifying Objective:</u> Students will compare and contrast the empires of Sumer and Assyria,	<u>Clarifying Objective:</u> Students will take a formative test on chapter 4													
<u>Instructional Tasks:</u> Vocabulary Builder Activity Mesopotamia <u>Exit Ticket:</u> What did ancient astronomer’s map out? Ans: stars, planets, and the phases of the moon as it changes	<u>Instructional Tasks:</u> Vocabulary Quiz Hands on Chapter Project: Occupation Poster <i>*See chapter project and activities tab</i> Technology addition-create glogster poster instead of paper poster <i>*See Edtechteacher</i> <u>Exit Ticket:</u> What occupation did your group get? Describe what you like or don’t like about it in 2-3 sentences	<u>Instructional Tasks:</u> 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. <table border="1"><thead><tr><th></th><th>Sumer</th><th>Assyr</th></tr></thead><tbody><tr><td>Daily Life</td><td></td><td></td></tr><tr><td>Economy</td><td></td><td></td></tr><tr><td>Key Events</td><td></td><td></td></tr></tbody></table> 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. <u>Exit Ticket:</u>		Sumer	Assyr	Daily Life			Economy			Key Events			<u>Bell Ringer:</u> <u>Instructional Tasks:</u> Chapter 4 Test (See test generator) Present projects <u>Exit Ticket:</u> N/A	
	Sumer	Assyr														
Daily Life																
Economy																
Key Events																

		What city would you have rather have lived in, Assyria or Sumer? Defend your answer.		
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

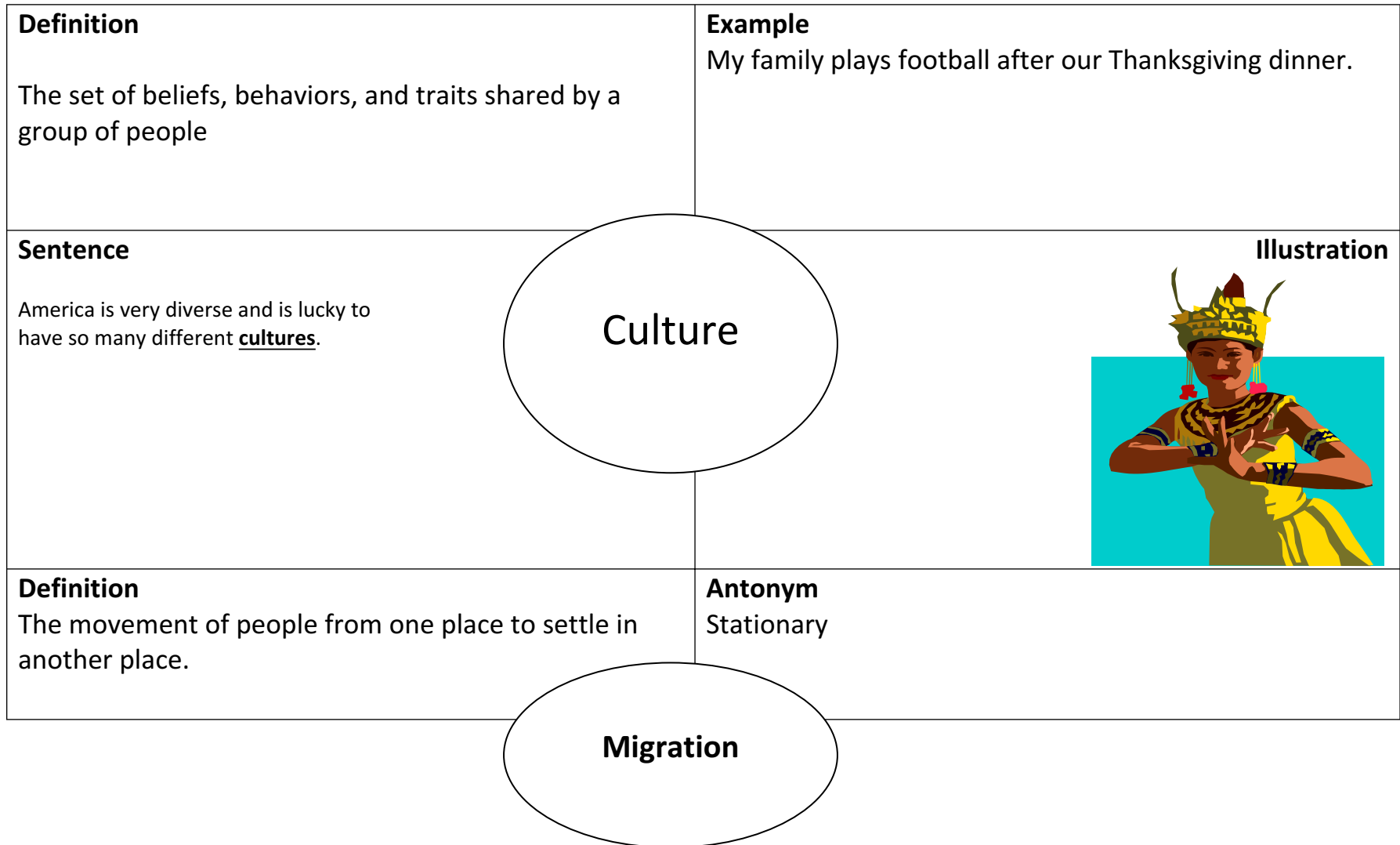
Four Square Notes Instructions

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."*



Synonym

Journey

Illustration