

Social Studies Grade 7 Unit 1

Unit: Social Sciences and History , Grade(s) Grade 7

Prehistory & Ancient Mesopotamia Pt. 1

Duration: 9 Weeks

Unit

Essential Questions/Enduring Understandings

EQ1: How did early humans interact with the environment?

EQ2: How did humans' way of living change as they interacted and adapted?

EQ3: What kind of culture did early humans create?

EQ4: How did farming advance the quality of human life?

EQ5: What is the relationship between Fertile Crescent and Mesopotamia?

EQ6: What religious concepts developed in Mesopotamia?

EQ7: How did city-states turn into empires?

EQ8: What contributions did the Mesopotamian civilization make to the development of writing and law?

EU1: Early humans adapted to their environment. They developed tools and domesticated plants and animals to improve their lives

EU2: As people became better farmers, they settled into larger villages. Some developed into complex villages with new ways of life

EU3: Farming developed independently in river valleys throughout the world

EU4: The geography of Mesopotamia influenced where people settled and how they lived

EU6: A complex way of life, called civilization developed in Sumer, a region in southern Mesopotamia

EU7: Successive empires rose and fell in Mesopotamia and the lands to the east.

EU8: The land between the Tigris and Euphrates was able to support agriculture

EU9: Mesopotamia developed the basic concepts of writing and law for human civilization

Students will be able to...

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems
- Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists.
- Identify the geographical area that will be used to study world history and read maps of the area using latitude and longitude skills.
- Analyze trends in human migration and cultural interaction and explain the reasoning behind these developments.
- Respond to open-ended essay questions
- Utilize social studies based vocabulary in their explanations of the concepts we are studying, both verbally and in written responses.
- Devise a plan for taking notes and responding to readings that are assigned in class that is effective based on text structure and the main idea of the text.

Evidence of Learning/ Assessment

- Competency 1 - Neolithic Revolution
- Competency 2 - Code of Hammurabi
- Formative Assessments
 - Differentiated Interactive Notebook Entries
 - Student Role-Playing Activities
 - Teacher Observation
 - Exit Slips & 3-2-1 Reflections
 - [Digital Formative Assessment Options](#)

Instructional Design/Learning Plan

- Suggested Sequence for Learning
- Suggested Learning Activities
 - Write primary and secondary sources- report on an event you witnessed. Exchange reports and write a secondary source that summarizes the idea of the primary source
 - Oral presentations using Venn diagrams to compare and contrast hunters and gatherers
 - Survivor tribes: How would one survive in a Paleolithic community? Group members select tasks that are necessary for the group to survive over a hypothetical thirty day period
 - Design a Tool – create a plan for producing a useful tool. Explain the purpose of the tool, what materials are needed to make it, and how it is constructed - students could also create a prototype to share with the class
 - Write an essay discussing the impact of the agricultural revolution on the development of societies
 - Select an early domesticated animal; research its development; create an historic fiction piece giving the animal’s POV of early human society
 - Write a press release announcing the invention of the wheel
 - Research and develop ideas for and against “Laws are necessary for the protection of individuals and society.” Write persuasive essays and form teams to debate the arguments for and against the issue
 - Individual students select their number one Mesopotamian accomplishment – develop a class top ten list
 - Take on the roles of ancient Mesopotamians. Learn about a series of issues, propose solutions, and find out how Mesopotamians responded.
 - Create a real estate advertisement encouraging people to move to one of the Sumerian city-states.
 - Create an argument to answer the question: How did the different social classes of Sumer interact with one another?
 - Create "mechanical dioramas" that illustrate major achievements of the Akkadian, Babylonian, Assyrian, and Neo-Babylonian empires.
 - Evaluate and grade the achievements of the four Mesopotamian empires, while providing evidence that supports your decisions.
 - Fill in a table analyzing the various ways we can know about ancient Persia and the strengths and limitations of each one.
 - Write a job description for a Sumerian priest
 - Compare and contrast the Code of Hammurabi to modern day American laws and concepts of justice
 - Compare the origin story of Sargon to that of Moses
 - Read The Epic of Gilgamesh and analyze its meaning
 - Compare ziggurats to that of modern day places of worship

Unit Materials

National Geographic - Great Civilizations

DBQ Project

InfoBase

Standards Covered

*ELA NJSL

RH: Reading History and Social Studies

Craft and Structure

- RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

Key Ideas and Details

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Range of Reading and Level of Text Complexity

- RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST: Writing History, Science and Technical Subjects

Production and Distribution of Writing

- WHST.6-8.4: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Range of Writing

- WHST.6-8.10: Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Research to Build and Present Knowledge

- WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

Text Types and Purposes

- WHST.6-8.1: Write arguments focused on discipline-specific content.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

*Social Studies NJSLs

SOC.6.2.8: World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

SOC.6.2.8.1: The Beginnings of Human Society

- SOC.6.2.8.D: History, Culture, and Perspectives
 - SOC.6.2.8.D.1.b: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
 - SOC.6.2.8.D.1.c: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

SOC.6.2.8.2: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)

- SOC.6.2.8.A: Civics, Government, and Human Rights
 - SOC.6.2.8.A.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
 - SOC.6.2.8.A.2.b: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- SOC.6.2.8.B: Geography, People, and the Environment
 - SOC.6.2.8.B.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and

the sustainability of early river valley civilizations.

- SOC.6.2.8.B.2.b: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
- SOC.6.2.8.C: Economics, Innovation, and Technology
 - SOC.6.2.8.C.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- SOC.6.2.8.CS2: Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations: Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
- SOC.6.2.8.D: History, Culture, and Perspectives
 - SOC.6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
 - SOC.6.2.8.D.2.b: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
 - SOC.6.2.8.D.2.c: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
 - SOC.6.2.8.D.2.d: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

SOC.6.2.8.3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)

- SOC.6.2.8.D: History, Culture, and Perspectives
 - SOC.6.2.8.D.3.d: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Additional Properties

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