Unit 02: The Fertile Crescent

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 5**
Length: **3 Weeks**
Status: **Published**

Unit Overview

This unit addresses the earliest human civilization and their innovations and inventions. Specifically, the unit will focus on the early human civilization in the Fertile Crescent. In this unit students will continue to build knowledge of differing world regions.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.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.
LA.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.
LA.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).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.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.
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.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.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.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.

Essential Questions

- Why do countries/people engage in war?
- How does technology transform cultures?
- What role has geography played in human history?

Application of Knowledge and Skills...

Students will know that...

- 1. The main physical features of the Middle East: Syrian Desert, Tigris River, Euphrates River, Mesopotamia, Fertile Crescent, Mediterranean Sea, Red Sea, Black Sea and Persian Gulf.
- 2. Major inventions and innovations of the Sumerians: levees, irrigation, wheel, cuneiform, walled cities
- 3. Early kings of Mesopotamia: Hammurabi and Gilgamesh
- 4. The moral of the Epic of Gilgamesh
- 5. The origins of Judaism
- 6. A primary source is a document or physical object which was written or created during the time under study.

Students will be able to...

- A. Identify main ideas and supporting details while reading
- B. Outline a lesson by separating information into headings, subheadings, and details
- C. Compare and contrast written and video resources
- D. Identify connections between historical customs and modern culture
- E. Identify distinguishing physical features of the Middle East
- F. Read a primary source, analyze it and cite specific text in the analysis.

Assessments

- Common Core Focus Formative: Other written assessments Read an excerpt of the ending of the Epic of Gilgamesh. Write an analysis of what moral or morals are presented based on specific textual evidence. RH.6-8.1., WHST.6-8.4.

- "Gilgamesh" performance Formative: Dramatization Working in assigned groups students will perform for the class their portion of the "Epic of Gilgamesh" text which they have transposed into a play script. 6.2.8.D.2.a, 6.2.8.D.2.b, RH.6-8.7, WHST.6-8.10

- "Gilgamesh" script Formative: Dramatization Read an assigned section of Gilgamesh and produce a script with a group of assigned classmates cast into differing roles. 6.2.8.D.2.a, 6.2.8.D.2.b, RH.6-8.6, WHST.6-8.2d, WHST.6-8.4, WHST.6-8.10

- Fertile Crescent Test Summative: Written Test Test encompassing the geography of the Fertile Crescent, inventions and innovations of the Sumerians and important leaders of Mesopotamia. 6.2.8.A.2.a, 6.2.8.A.2.b, 6.2.8.A.2.c, 6.2.8.B.2.a, 6.2.8.B.2.b, 6.2.8.C.2.a, 6.2.8.D.2.a, 6.2.8.D.2.b, 6.2.8.D.2.c, 6

- Sumerian inventions Diagnostic: Other written assessments Identify Sumerian inventions by attempting to read the cuneiform symbol for these inventions. 6.2.8.C.2.a, RH.6-8.1.

- Sumerian Inventions video Formative: Other written assessments What were five Sumerian inventions? How did they improve Sumerian life? 6.2.8.D.2.b, 6.2.8.D.4.d, RH.6-8.4.

Activities

- Geography of the Fertile Crescent worksheet
- Interpreting the Code of Hammurabi and what it reveals about Assyrian society
- Reading time lines to better understand the growth and decline of civilizations
- Sumerian leisure activities: The Royal Game of Ur
- Summarize the Epic of Gilgamesh
- Open-ended response: What is the moral of the Epic of Gilgamesh?
- Exodus video: Can science explain Biblical events? (united streaming)
- PowerPoint Jeopardy
- Use the Maps101 map collections for making worksheets and projection in the classroom: Mesopotamia
- Use the Map101 interactive maps to control displayed information and analyze maps as history unfolds: Fertile Crescent

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

- Previewing information/materials
- Questioning techniques
- Brainstorming and webbing
- Preteaching or reviewing strategies
- Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- rubrics and checklists
- peer reviews and coaching

- **General modifications based on classroom organization may include:**

- Cooperative learning groups
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
- Prompt-cue
- Gesture-signal
- Variety of workspace arrangements
- Organizational tools – labeled bins or cabinets for materials
- Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

- Extended time
- Practice exercises
- Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: levees, irrigation, wheel, cuneiform, walled cities

Content specific modifications to extend learning for gifted students may include:

- Students may create their own cuneiform symbols to better grasp why cuneiform symbols developed as

they did
- Students will overlay, compare, and contrast maps of the historical region known as the Near East in relation to the modern region of the Middle East
- Compare Hammurabi's laws to the GBMS code of conduct
- Students may draw a four panel cartoon displaying the early evolution of Judaism
- Divide the class into seven groups, each group will research one of the Seven Wonders of the World and create a poster about it
- Students will be write an essay comparing an ancient wonder of the world to one of the new seven wonders of the world

Integrated/Cross-Disciplinary Instruction

Reading, scripting, and performing segments of the Epic of Gilgamesh will incorporate skills that the students have learned and developed through their performing arts courses.

Resources

- Macmillan/McGraw-Hill Our World textbook
  (c)2005
- Macmillan/McGraw-Hill Our World Practice and Activities Workbook isbn:0021499926
- "Exdous: The Pharaoh and the Plagues" video
  http://player.discoveryeducation.com/index.cfm?guidAssetId=6b4ad564-df76-40f7-9045-ad61c61b00aa&productcode=US&CFID=8655675&CFTOKEN=17906978
- The Royal Game of Ur board game and rules
- Epic of Gilgamesh http://www.ancienttexts.org/library/mesopotamian/gilgamesh/
- http://www.maps101.com/

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to

ensure the desired outcome.