Unit 2: Civilizations and Peoples of the Fertile Crescent

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Sixth Grade Social Studies

Unit 2: Civilizations and Peoples of the Fertile Crescent

Belleville Board of Education

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Unit Overview

This unit is about how early civilizations began agriculture in the Fertile Crescent, which led to population growth and the rise of cities. Students should expect to learn how the development of agriculture transformed small city states into the world's first empires and how these empires created new inventions, religious beliefs, and ideas that still influence the world today.

Unit 2 is divided into 7 Topic Lessons:

Lesson 1: Civilizations Emerges in Mesopotamia

Lesson 2: The First Empires

Lesson 3: The Assyrian and Persian Empire

Lesson 4: The Phoenicians

Lesson 5: Origins of Judaism

Lesson 6: Beliefs of Judaism

Lesson 7: Early History of the Jewish People

Enduring Understandings

Enduring understandings for this unit include:

- U1: The development of farming led to the rise of cities and the first civilizations.
- U2: Different civilizations formed throughout the Fertile Crescent used a variety of advancements.
- U3: Judaism has helped shape the religions of Christianity and Islam, as well as modern ideas about law and human rights.

Essential Questions

Essential Questions for this unit include:

Q1: How do societies preserve order?

Q2: How did farming lead to the rise of the first cities and civilizations?

Q3: How was Judaism developed?

Q4: What was the role of Abraham, Moses, David, and Solomon in regards to Judaism and the Hebrew Civilization?

Exit Skills

By the end of Unit 2, Civilizations and Peoples of the Fertile Crescent, 6th Grade Social Studies Students should be able to:

- Explain the different methods and techniques societies used to preserve order in their civilization.
- Explain how farming transformed societies and created civilizations.
- The role of Abraham, Moses, David, and Solomon to the creation of Judaism and the Hebrew Civilization.

New Jersey Student Learning Standards (NJSLS)

SOC.6.1.8.CS1	Three Worlds Meet: Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.
SOC.6.1.8.CS2	Colonization and Settlement: The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.
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.6.2.8.3	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)
SOC.6.2.8.A.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
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.1.a	Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
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.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
SOC.6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
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.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
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.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.

Interdisciplinary Connections

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.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
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.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.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.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Learning Objectives

After completing the unit on the Civilizations and Peoples of the Fertile Crescent, students will be able to:

- Identify the different achievements and accomplishments of Sumer.
- Explain how the development of writing influenced societies.
- Identify the different empires located in different parts of the Fertile Crescent and how each of the these empires developed.
- Support how the formation and teachings of Judaism have helped shape the religions of Christianity and Islam, as well as modern ideas about law and human rights.

Suggested Activities & Best Practices

Suggested Activities for the Unit include:

- Graphic Organizer analyzing the events and accomplishments of Sumer
- Diagram of Sumer with accurate layout of the city-state of Sumer
- Analyze Hammurabi's code and debate punshments for crimes
- Construct a timeline of the early history of the Jewish people

Assessment Evidence - Checking for Understanding (CFU)

- Evaluate
- Illustration
- Quizzes
- Study Guide
- Teacher Observation Checklist
- Think, Write, Pair, Share
- Unit tests

Primary Resources & Materials

MyWorld Interactive Textbook, MyWorld Interactive Textbook Online, Scholastic news Subscription

Ancillary Resources

Other resources available to strengthen your lessons include:

1. Current Events Websites (Newsela, Yahoo News, CNN, FoxNews)

2. BrainPop - AGRICULTURAL REVOLUTION https://www.brainpop.com/socialstudies/ancientcultures/agriculturalrevolution/ , SUMERIANS https://www.brainpop.com/socialstudies/ancientcultures/sumerians/

3. Flocabulary - THE FERTILE CRESCENT - https://www.flocabulary.com/unit/fertile-crescent-civilizations/

4. Khan Academy - ANCIENT MESOPOTAMIA - https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-mesopotamia/v/ancient-mesopotamia

5. ReadWorks Article - THE CODE OF HAMMURABI - https://www.readworks.org/article/The-Code-of-Hammurabi/f37c61a3-cbdb-4cd1-b711-f4145b7ecd28#!articleTab:content/

Technology Infusion

- PearsonRealize subscription
- Google classroom - docs, sheets, slides, questions, assignments, material
- DOGO News - interactive vocabulary and articles related to the subject matter - students can post comments on articles - https://www.dogonews.com/2015/12/7/hanukkah-the-eight-day-jewish-festival-of-lights-has-begun
- kahoot!
- Jeopardy

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Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Use varying organizers for analyzing the accomplishments of Sumer.
- Small group project - build a timeline of the early history of the Jewish people

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading

- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Recommended interventions include providing a copy of teacher notes and/or a completed study guide, and giving the students who need additional support the essay questions prior to the test so they can complete that portion of the assessment at home with an open book and their notes.
- Pull a small group to review key concepts from the unit

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan

- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Allow students to produce a travel brochure of early Sumer to highlight key facts or a travel advertisement (poster, video, podcast) for Sumer.
- Provide visuals to help paint a picture of the material presented.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test

- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Allow students to produce a travel brochure of early Sumer to highlight key facts or a travel advertisement (poster, video, podcast) for Sumer.
- Limit number of essay questions they have to answer on the test and let them choose which ones they answer.
- Provide sentence frames to start their response to essay questions.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Write a journal about a day in the life of a Sumerian. Choose the person's role in society. Could add illustrations.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit

- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: