Grade 6 - Unit 2

Content Area: **Social Studies**
Course(s):
Time Period: **November**
Length: **10**
Status: **Published**

Rationale & Transfer Goals

Learners will identify, label, and describe how the geographical features of a place, such as Mesopotamia and Egypt led to the development of farming, specialization, and cities.

Learners will create timelines that trace the development of innovations, such as the first written language, the first king, and the first written laws.

Learners will write a compare/contrast paragraph in which they explain similarities and differences, such as those between Mesopotamia and Egypt.

Learners will analyze a primary source document, such as Hammurabi's Code, for its inclusion and denial of human rights (ie., slavery).

Learners will write a historical perspective story, such as that of a Sumerian citizen's living under Hamurabbi's Code.

Learners will reconsider ancient laws to include social justice concepts (ie, guilty until proven innocent).

Targeted Standards

6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

-Relationships between humans and environments impact spatial patterns of settlement and movement.

-Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

-Chronological sequencing helps us understand the interrelationship of historical events.

-Political and civil institutions impact all aspects of people's lives.

-Social and political systems have protected and denied human rights (to varying degrees) throughout time.

-Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.

-The physical and human characteristics of places and regions are connected to human identities and cultures.

-Economic interdependence is impacted by increased specialization and trade.

-Chronological sequencing helps us understand the interrelationship of historical events.

-Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? (development of agriculture; importance of rivers; early religion/nature gods)

How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? (Hamurabbi's Code

How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? (slavery in M and E; Hammurabi's Code)

How have scientific and technological developments over the course of history changed the way people live and economies and governments function? (development of agriculture; division of labor; development of writing; Sumerian inventions-the wheel;

How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? (Hamurabbi's Code compared to today's important laws; social justice topics)

Important Vocabulary

fertile

silt

river valley

social structure/hierarchy

specialization/division of labor

irrigation

polytheism

cataracts

delta

pyramid

pharaoh

Menes

King Tut

Content/Objectives

Content - What students will know

-The location and various names of Mesopotamia (Fertile Crescent, Sumer, etc)

-Good and bad features of the Fertile Crescent

-How farming began and changed society

-The religion of Sumerians

-The benefits and drawbacks of Hamurabbi's Code

-Various rulers, such as Sargon, Hamurabbi, Menes, Ramses, and King Tut

-How kingdoms begin and end

-The roles of Egyptian social structure

-The beneficial features of the Nile River

-Daily lives of Sumerians and Egyptians

-The responsibilities of Pharaohs

Skills - What students will be able to do

-Label and describe the geographical features of Mesopotamia that helped cities and specialization develop.

-Read and interpret primary and secondary sources

-Describe the causes and effects of the first written language.

-Identify the contribution of various river valley rulers.

-Label the features of the NIle River that helped form a great civilization.

-Write to compare Mesopotamia and Egypt.

-Write a narrative from a historical perspective

-Label the social classes in Egypt

-Describe the pros and cons of being a pharaoh

Instructional Activites

Evidence (Assessments) - How we know students have learned

Unit 2 Benchmark

-Exemplary Compare/Contrast paragraph

-Creation of timelines

-Informal assessments

-Labeling of maps

-Writing samples

Assessments

Activities/Strategies - How we teach content and skills

Guided Reading passages

Online Textbook

Kahoot Games

Quizizz Lessons

Map analysis activities

Brainpop

Informational writing

Narrative Writing

Debate Writing

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Timeline of important laws

Analysis of primary sources

Instructional Activity

Use of Canva or Jamboard to create timeline

Brainpop “Sumer” Primary Source activity

Hamurabbi’s Code

Spiral Focus from Previous Unit

Timeline of innovations

Primary vs Secondary Sources

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

Creativity and Innovation:

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Global and Cultural Awareness:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Information and Media Literacy:

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Literacy:

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Key Resources

Unit 2 Essential Questions

-Online textbook

-Guided Reading passages (Google Drive Folder)

Unit 2 Quizizz Lessons

-Brainpop: Sumer

-Brainpop: Pharaohs

-Nearpod Lessons

-Edpuzzle videos

-Newsela articles

-Readworks articles

-Get Epic Celebrate Black Culture Collection

-Get Epic King Tut Collection

-Get Epic Mesopotamia Collection

-Pharaoh Short Film

-Learning for Justice website (lessons for civil, women's and LGBTQ rights)

-Understanding Our Diverse World collection of texts on Learning for Justice

Interdisciplinary Connections - How does this content impact the following

groups

-ELA: IRA texts featuring autobiographical writings

RI.6.3.: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.6.9.: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

-Math: Spatial Reasoning of timelines

6.SP.B.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

-Science: STEM pyramid activities

MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

-Art: Analysis of Primary Source Artwork (Brainpop-"Sumer")

VA:Re8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Intersections of History

Black: Timeline of critical laws passed to support Civil Rights; Whitewashed history (King Tut, etc)

Hispanic: Timeline of critical laws passed to support Hispanic American Rights

Women: Timeline of critical laws passed to support Women's Rights; Achievements of Hatshepsut and Cleopatra

LGBTQ: Timeline of critical laws passed to support Civil Rights