Dec.Ch. 4-The Rise of Sumerian City-States

Content Area: **Social Studies**
Course(s):
Time Period: **December**
Length: **2 Weeks**
Status: **Published**

Unit Overview

This chapter studies the rise of cities-state in Mesopotamia and the geography that contributed to the growth.

Enduring Understandings

Sumerian City-states contributed greatly to civilization growth in the world.

Essential Questions

How did the geographic challenges lead to the rise of city-states in Mesopotamia?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4
Aim: Introduce Mesopotamia, "Land Between the Rivers." **Assessment:** Ancient Mesopotamia map and questions	**Aim**: Review Mesopotamia, "Land Between the Rivers" by using a Middle East map. **Assessment:** Middle East Map KWL Chart	**Aim**: Introduce Mesopotamia, "Land Between the Rivers." **Assessment:** C4 Packet Preview	**Aim:** Students determine t solution to the food shorta in the hills **Assessment:** Group Sheet; Packet 4.3

Day 6	Day 7	Day 8	Day 9

Aim: Students determine the solution to irrigation canal near the Euphrates River. **Assessment:** Group Sheet; Packet 4.5	**Aim:** Students determine the solution to an attacking army. **Assessment:** Group Sheet; Packet 4.6	**Aim**: Students complete a flowchart to determine the problem-solution to the development of city-states. **Assessment:** Flowchart; Matrix review	**Aim:** Test on Chapter Examine the *Origin Sto from Sumer* **Assessment:** C4 Test

Integration of Career Readiness, Life Literacies and Key Skills

Cooperative Groups

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC	Digital Citizenship
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.IML	Information and Media Literacy
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Technology and Design Integration

Online textbook and features

Interdisciplinary Connections

CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-Literacy.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.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Break Up the Reading

For Section 2, have students read the first two paragraphs and complete the corresponding Reading Notes. Debrief as a class. Summarize aloud the bullet points in the third paragraph of Section 2. Then tell students that, during the activity, they will learn more about the problems Mesopotamians faced.

For Sections 3-6, have students read the first few paragraphs in each section and then turn to the Reading Notes to complete the prompts in the “Problem” boxes. Debrief as a class. Have students finish reading each section in their books and then turn to the Reading Notes to complete the prompts in the “Solution” boxes.

For Section 7, create an overhead transparency of the flowchart and model the Reading Notes. Read aloud the first paragraph of Section 7 in the student text. Tell students that the flowchart will help answer the Essential Question: *How did geographic challenges lead to the rise of city-states in Mesopotamia?* Read aloud the first

two sentences of the second paragraph and fill in the first two boxes of the flowchart as a class. Then tell students to finish reading Section 7 and complete the rest of the flowchart.

Provide Reading Notes Assistance

Use Guide to Reading Notes 4 to give students the answers to the written questions for Sections 2-6. For Section 2, students will circle and explain the geographic characteristic that might pose the biggest challenge to people living in Mesopotamia. For Sections 3-6, students will create pictures for each problem and solution, using the provided summaries for guidance. For Section 7, create an overhead transparency of the Reading Notes and fill in the flowchart as a class.

Advanced Learners:

Offer an Alternative Processing Activity

Offer a written Argumentative/Persuasive essay (graphic organizer) as an alternative to the Processing activity. Ask students to suppose that a group of Sumerian citizens is very upset by the decision to build walls and moats around their cities. The group feels that this system will be too costly to build and maintain. Also, these citizens do not like the idea of being isolated from the nearby farms and animals. Have students write an essay in which they argue for the necessity of these walls. In their essay, they should define the problem clearly (give the reasons the walls are needed) and propose a solution. Completion of graphic organizer will suffice for essay at this point in time.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP modifications and differentiation as listed above

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

Sentence construction; map analysis; flowchart analysis

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Imbedded assignments as listed above

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

Quizzes and challenges as listed above.

Instructional Materials

See materials listed in losson plans.

Standards

6.2.8.HistoryCC.1.a	Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
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.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.
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.GeoHE.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.
6.2.8.EconGE.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.
6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
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.HistoryCA.2.a	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.
	Economic interdependence is impacted by increased specialization and trade.