

P.Cert. 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
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<p>Aim: Students determine the solution to irrigation canal near the Euphrates River.</p> <p>Assessment: Group Sheet; Packet 4.5</p>	<p>Aim: Students determine the solution to an attacking army.</p> <p>Assessment: Group Sheet; Packet 4.6</p>	<p>Aim: Students complete a flowchart to determine the problem-solution to the development of city-states.</p> <p>Assessment: Flowchart; Matrix review</p>	<p>Aim: Test on Chapter . Examine the <i>Origin Sto from Sumer</i></p> <p>Assessment: C4 Test</p>
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Integration of 21st Century Themes and Career Exploration

Cooperative Groups

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.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
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.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Technology Integration

Online textbook and features

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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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

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

IEP modifications and differentiation as listed above

Benchmark Assessments

Sentence construction; map analysis; flowchart analysis

Formative Assessments

Imbedded assignments as listed above

Summative Assessments

Quizzes and challenges as listed above.

Instructional Materials

See materials listed in lesson plans.

Standards

CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for reflection 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.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
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.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
LA.6.CCSS.ELA-Literacy.CCRA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CCSS.ELA-Literacy.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
CCSS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SOC.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.
SOC.6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
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.