

# P.Cert. Ch. 5: Ancient Sumer

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

## Unit Overview

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This unit is a study of ancient Sumer, and why historians consider it to be the cradle of civilization based on research and artifacts.

## Enduring Understandings

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Ancient Sumer was a civilization that was discovered based on research and artifacts found by historians.

We can learn much about life in the past by studying ancient Sumer.

## Essential Questions

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*Why do historians classify Ancient Sumer as a civilization?*

## Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Aim:</b> Introduction to Ancient Sumer  <b>Assessment:</b> C5 Vocab Sheet	<b>Aim:</b> Analyze artifacts & explain how they are examples of characteristics of civilization  <b>Assessment:</b> penny activity, Packet 5.2	<b>Aim:</b> Identify reasons why Ancient Sumer is a civilization  <b>Assessment:</b> Packet 5.3- 5.5 activities	<b>Aim:</b> Identify reasons why Ancient Sumer is a civilization  <b>Assessment:</b> Packet 5.3- 5.5 activities	<b>Aim:</b> Identify reasons why Ancient Sumer is a civilization  <b>Assessment:</b> Packet 5.6-5.9 activities

**Essential Question: *Why do historians classify Ancient Sumer as a civilization?***

NJSLS: RH 6.1, 2, 4, 7, 10; WHST 6. 4, 10; L 6.1, 2, 6; SL 6.1, 2, 4  
6.2.8.D.1.b, 6.2.8.C.2.a, 6.2.8.D.2.a, 6.2.8.D.2.b, 9.1.8.A.4,

6.2.8.A.1.a, 6.2.8.C.1.a,

9.1.8.C.2, 9.1.8.D.2,

9.1.8.D.5

Day 6	Day 7	Day 8	Day 9	
<p><b>Aim:</b></p> <p>Review C5 Packet 5.4-5.9</p> <p><b>Assessment:</b></p> <p>Skill Builder Activity 5.6-5.7</p>	<p><b>Aim:</b></p> <p>Review Chapter 5</p> <p><b>Assessment:</b></p> <p>7 Characteristics and Sumerian Example</p>	<p><b>Aim:</b></p> <p>Review characteristics of civilization; review for test</p> <p><b>Assessment:</b> C5 Challenge and C4 and C5 Review</p>	<p><b>Aim:</b></p> <p>Assess Chapter 5; Explore Sumerian written language (pictographs to cuneiform)</p> <p><b>Assessment:</b></p> <p>C5 Test</p>	<p><b>Aim:</b></p> <p>Write cuneiform name into a clay tablet; Examine Sumer</p> <p><b>Assessment:</b></p> <p>Sumer PPT</p>

**Integration of 21st Century Themes and Career Exploration**

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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.

**Technology Integration**

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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.

## Interdisciplinary Connections

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CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.RH.6-8.2	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.
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.
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.
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.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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.6.6	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.

## Differentiation

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### Color Code the Reading Notes

Encourage students to use colored pencils or pens to complete their Reading Notes. Suggest that they use a different color for each characteristic in the spoke diagram for Section 2. For each subsequent section of the Reading Notes, tell students to use the same color that corresponds to the one they used for that characteristic on the spoke diagram. Color coding can help students group their thoughts and see the relationship between

the sections.

### **Emphasize Vocabulary**

Before students read the lesson, have them create a set of vocabulary cards. On each card, students write one of the seven characteristics of civilization, define it, and draw a picture to depict the meaning.

Advanced Learners

### **Write a Dialogue**

After students have completed the Processing activity, have pairs write and perform a dialogue between a Sumerian and a person living in the United States today. Their dialogue should include the following:

- two lines of dialogue in which the characters introduce themselves and the society they represent
- four lines of dialogue in which the characters discuss characteristics of civilization that illustrate similarities between Sumer and the United States
- four lines of dialogue in which the characters discuss characteristics of civilization that illustrate differences between Sumer and the United States

Have students rehearse their dialogues, and then allow volunteers to present them before the class.

### **Modifications & Accommodations**

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In addition to following IEP, see above differentiation.

### **Benchmark Assessments**

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### **Formative Assessments**

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Discussion

Worksheets

teacher observation

### **Summative Assessments**

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See assessments listed in above lesson plans.

## **Instructional Materials**

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History ALIVE! Textbooks, on line resources, worksheets.

## **Standards**

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PFL.9.1.8.D.2	Differentiate among various savings tools and how to use them most effectively.
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.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life 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.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).
SOC.6.2.8.GeoGE.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.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.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
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.
PFL.9.1.8.A.4	Relate earning power to quality of life across cultures.
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.
PFL.9.1.8.C.2	Compare and contrast the financial products and services offered by different types of financial institutions.
PFL.9.1.8.D.5	Explain the economic principle of supply and demand.