Jan. Ch. 5: Ancient Sumer

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

Unit Overview

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

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

Why do historians classify Ancient Sumer as a civilization?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4	Day 5
Aim: Introduction to Ancient Sumer **Assessment:** C5 Vocab Sheet	**Aim:** Analyze artifacts & explain how they are examples of characteristics of civilization **Assessment:** penny activity, Packet 5.2	**Aim**: Identify reasons why Ancient Sumer is a civilization **Assessment:** Packet5.3- 5.5 activities	**Aim**: Identify reasons why Ancient Sumer is a civilization **Assessment:** Packet5.3- 5.5 activities	**Aim:** Identify reasons why Ancient Sumer is a civilization **Assessment:** Packet 5.6-5.9 activities

6th Grade Social Studies *History Alive! Chapter 5: Ancient Sumer*

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.A.1.a, 6.2.8.C.1.a, 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, 9.1.8.C.2, 9.1.8.D.2, 9.1.8.D.5

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

Integration of Careeer Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
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.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

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

Technology and Design Integration

online textbook and features

Google Classroom

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.6-8.2	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

- 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:

t:

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
• two lines of dialogue concluding whether Sumer and the United States can be categorized as civilizations
Have students rehearse their dialogues, and then allow volunteers to present them before the class.

Modifications & Accommodations

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

In addition to following IEP, see above differentiation.

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:

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:

Discussion

Worksheets

teacher observation

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:

See assessments listed in above lesson plans.

Instructional Materials

History ALIVE! Textbooks, on line resources, worksheets.

Standards

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