Civics Feb. Ch. 6: Exploring Four Empires of Mesopotamia TB 55-63

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

Unit Overview

This unit explores the four ancient empires of Mesopotamia: Akkadian, Babylonia, Assyria, and Neo-Babylonia.

Enduring Understandings

The ancient empires of Mesopotamia: Akkadians/Sumerians, Babylonians, Assyrians and Neo-Babylonians were important to the development of civilization in the region.

Essential Questions

What were the most important achievements of the Mesopotamian empires?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4
Aim: Introduce C6: Four Empires of Mesopotamia **Assessment:** Preview Activity; C6 vocab. sheet	**Aim:** Identify the key achievements in the Akkadian Empire. **Assessment:** C6 Packet: Akkadian notes	**Aim**: Identify the key achievements in the Babylonian Empire. **Assessment:** C6 Packet: Babylonian notes	**Aim**: Identify the key achievements in the Babylonian Empire. **Assessment:** C6 Packet: Babylonian notes Number Map

NJSLS: RH 6.4, 7, 10; WHST 6.4, 10, L 6.1, 2, 3, 6 6.2.8.D.1.b, 6.2.8.B.2.a, 6.2.8.B.2.b, 6.2.8.D.2.a, 6.2.8.D.2.b, 6.2.8.D.2.c, 6.2.8.D.2.d, 9.1.8.D.5

Day 6	Day 7	Day 8	Day 9
Aim: Identify the key achievements in the Neo-Babylonian Empire **Assessment:** C6 packet Neo-Babylonian	**Aim**: Review C6 **Assessment:** worksheet	**Aim**: Assess C6 **Assessment:** C6 quiz	**Aim**: Complete Assyria Map Activity. .**Assessment:** Assyria map worksheet

Integration of Career Readiness, Life Literacies and Key Skills

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.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
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.
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.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

Technology and Design Integration

online textbook and features

Google Classroom

Interdisciplinary Connections

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.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.

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:

Differentiation

Preteach *Empire* Show a picture of the Empire State Building and ask students to describe it. (Tall, impressive, etc.) Tell students that it is fitting that this building has the term empire in its name because an empire is also large. Then have students read Section 1 to find out how we define empire in social studies.

Modify the Reading Notes To help students organize the Reading Notes, have them create a fun study guide. Give each student a square sheet of paper, 8.5 inches by 8.5 inches. Have students fold each corner so that the four points meet in the center. Tell students to write the name of one of the four empires on each of the four triangles. Next, have students open the triangles and use the inside of each triangle to take notes about the corresponding empire. Afterward, students should fold each triangle in again, trace its outline on the central square, and use the outlined space to add a simple drawing for the corresponding empire.

Support the Reading Notes Prepare a hint sheet to help students complete Reading Notes 6. Randomly list the answers in Guide to Reading Notes 6. Students can refer to the hint sheet and match each empire with a particular achievement and its importance.

Advanced Learners

Research the Persian Empire The end of this lesson refers to the Persian Empire conquering the Neo-Babylonians. Have students research and report on:
• Where was the Persian Empire?
• When did the Persian Empire rule Mesopotamia? How did it rise and fall?
• Who were the major leaders of the Persian Empire?
• What were the military, political, economic, and cultural achievements of the Persian Empire?

Modifications & Accommodations

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

Follow IEP modifications in addition to differentiation listed above.

guided notes

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

paragraph writing

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:

See assessments embedded in lesson plans 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:

See assessments embedded in lesson plans above.

Instructional Materials

History Alive! textbooks and all materials pertaining to the text.

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.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.HistoryCC.4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.