

P.Cert. 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.2.a,
6.2.8.D.2.c, 6.2.8.D.2.d, 9.1.8.D.5

6.2.8.D.1.b, 6.2.8.B.2.a, 6.2.8.B.2.b,
6.2.8.D.2.b,

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

Integration of 21st Century Themes and Career Exploration

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.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

online textbook and features

Google Classroom

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.6-8.4 | 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

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

Follow IEP modifications in addition to differentiation listed above.

guided notes

Benchmark Assessments

sentence construction

paragraph writing

Formative Assessments

See assessments embedded in lesson plans above.

Summative Assessments

See assessments embedded in lesson plans above.

Instructional Materials

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

Standards

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|-------------------------|---|
| SOC.6.2.8.CS2 | Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations: Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. |
| SOC.6.2.8.CivicsPI.2.a | Explain how/why different early river valley civilizations developed similar forms of government and legal structures. |
| SOC.6.1.8.D.2.b | Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. |
| 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.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. |
| 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.HistoryCC.2.a | Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. |
| 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.d | Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. |
| SOC.6.2.8.A.2.a | Explain how/why different early river valley civilizations developed similar forms of government and legal structures. |
| 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. |
| SOC.6.2.8.B.2.b | Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. |
| SOC.6.2.8.B.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. |

