

02 Unit 2: Early River Valley Civilizations: Mesopotamia

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **4 weeks/ 20 lessons**
Status: **Published**

General Overview, Course Description or Course Philosophy

Social Studies 6

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the sixth grade students will focus on "The Beginnings of Human Society", Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations" and "The Classical Civilizations of the Mediterranean World, India, and China".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that

- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political and civil institutions impact all aspects of people's lives.
- Human rights can be protected or abused in various societies.
- Economic interdependence is impacted by increased specialization and trade.
- Chronological sequencing helps us track events over time as well as events that took place at the same time.
- Historians develop arguments using evidence from multiple relevant historical sources.
- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

CONTENT AREA STANDARDS

SOC.6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.CivicsDP.3.a	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
SOC.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.

SOC.6.2.8.HistoryCC.1.a	Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
SOC.6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
SOC.6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
SOC.6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
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.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.6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
SOC.6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.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.
LA.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.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- the early legal systems had an impact on the American legal system
- the early river civilizations developed similar forms of government and legal systems
- technological advancements increased trade, led to specialization and social classes were formed
- similarities can be found in how the river valley civilizations grew and declined

- the agricultural revolution led to the development of civilizations
- each river valley civilization left an enduring legacy on the modern world
- the development of a written language impacted all aspects of life
- religion, economic issues, and conflict all shaped the values and decisions of each civilization

Procedural Knowledge

Students will be able to:

- Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
- Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- 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.
- Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
- Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
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EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice

- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

- Rubric graded assignment/alternative assessment
- Quiz/Test
- Open ended/Response writing

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

- teacher observation
- one-on-one
- questioning
- graphic organizers
- participatory discussions
- anecdotal notes
- student charts

Alternative:

- exit tickets
- google forms
- quizizz game

Summative Assessments

- graphic organizers
- homework

- culminating activity
- quiz
- open- ended responses

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

Teachers' Curriculum Institute

Supplemental:

History Alive: The Ancient World

teachtci.com

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English

Technology/Multi-Media - audio/visual media analysis; applicational tech applications (google, quizzz)

Visual and Performing Arts - historical/current art analysis

Science - environment, geography, farming

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

<https://drive.google.com/file/d/1aQxCjazgKMTaAcotQS8NbOP84SwKB9W6/view>