

## Winslow Township School District

### Grade 6 Social Studies

#### Unit 2 - Mesopotamia and the Hebrew Kingdoms

**Overview:** In this unit, students will learn about ancient civilizations of Mesopotamia. Students will be able to recognize basic facts, governing systems, cultures and contributions to first societies of mankind. Students will learn, explore, and discover knowledge through demonstration of Language Arts Literacy skills, with some emphasis on writing. Lastly, students will learn about the importance of learning the history and story of The Amistad.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p><u>Unit 2</u></p> <p><b>Mesopotamia and the Hebrew Kingdoms</b></p>	<ul style="list-style-type: none"> <li>• 6.2.8.CivicsPI.2.a</li> <li>• 6.2.8.CivicsHR.2.a</li> <li>• 6.2.8.GeoSV.2.a</li> <li>• 6.2.8.GeoHE.2.a</li> <li>• 6.2.8.HistoryCC.2.c</li> <li>• 6.2.8.HistoryCA.2.a</li> <li>• 2.8.HistoryCC.2.a</li> <li>• 6.2.8.HistoryCC.2.b</li> <li>• 6.2.8.GeoGE.2.a</li> <li>• WIDA 1,5</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the location of Mesopotamia and explain the importance of the Tigris and Euphrates Rivers.</li> <li>• List the major cities of Mesopotamia and its capital.</li> <li>• Describe the impact that inventions played in the development of the Mesopotamian civilizations.</li> <li>• Explain who invented the first form of writing and its impact on society.</li> <li>• Students will be able to infuse the history of Africans and African Americans and identify the Amistad. They will also be able to understand the contributions of African Americans and the decedents of the African Diaspora.</li> </ul>	<ul style="list-style-type: none"> <li>• Where is Mesopotamia located?</li> <li>• What is the importance of the Tigris and Euphrates Rivers?</li> <li>• What inventions were created by the Mesopotamians?</li> <li>• Who developed the first form of ancient writing?</li> <li>• How did the geographical features of the various ancient Mesopotamian civilizations affect the development of settlements, social structures and trade networks?</li> </ul>
<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• A civilization is a complex society marked by common written language, economic system, government, culture and religion.</li> <li>• The geographic conditions and features of particular places supported the development of complex societies. Early civilizations made technological advancements and cultural contributions (e.g., arts, government, laws, language).</li> <li>• The first early river valley civilization, Mesopotamia, developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.</li> <li>• To examine the role culture differences play in society, and individual lives, through the experiences of Amistad Africans and its supporters.</li> </ul>		<ul style="list-style-type: none"> <li>• How did technological advancements and religion lead to development of government, economic sustainability and class systems?</li> <li>• What were the lasting legacies of subsequent cultures along the Fertile Crescent?</li> <li>• What was learned from The Amistad?</li> <li>• How did this change the way America functioned?</li> </ul>

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Curriculum Unit 2	Standards		Pacing	
			Days	Unit Days
<b>Unit 2: Mesopotamia and the Hebrew Kingdoms</b>	<b>6.2.8.CivicsPI.2.a</b>	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	3	30
	<b>6.2.8.CivicsHR.2.a</b>	Determine the role of slavery in the economic and social structures of early river valley civilizations.		
	<b>6.2.8.GeoSV.2.a</b>	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).	5	
	<b>6.2.8.GeoHE.2.a</b>	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.		
	<b>6.2.8.HistoryCC.2.c</b>	Explain how the development of written language transformed all aspects of life in early river valley civilizations.		
	<b>6.2.8.HistoryCA.2.a</b>	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.	5	
	<b>2.8.HistoryCC.2.a</b>	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.		
	<b>6.2.8.HistoryCC.2.b</b>	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.		
	<b>6.2.8.GeoGE.2.a</b>	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.	7	
	<b>Assessment, Re-teach and Extension</b>			

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<b>Content Statement</b>	<b>Indicator #</b>	<b>Indicator</b>
Political and civil institutions impact all aspects of people's lives.	<b>6.2.8.CivicsPI.2.a</b>	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
Human rights can be protected or abused in various societies.	<b>6.2.8.CivicsHR.2.a</b>	Determine the role of slavery in the economic and social structures of early river valley civilizations.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<b>6.2.8.GeoSV.2.a</b>	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).
The physical and human characteristics of places and regions are connected to human identities and cultures.	<b>6.2.8.GeoHE.2.a</b>	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
Economic interdependence is impacted by increased specialization and trade.	<b>6.2.8.GeoGE.2.a</b>	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
Chronological sequencing helps us track events over time as well as events that took place at the same time.	<b>2.8.HistoryCC.2.a</b>	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<b>6.2.8.HistoryCC.2.b</b>	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
	<b>6.2.8.HistoryCC.2.c</b>	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
Historians develop arguments using evidence from multiple relevant historical sources.	<b>6.2.8.HistoryCA.2.a</b>	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.

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**Assessment Plan**

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| <ul style="list-style-type: none"><li>• Complete an assessment that includes: multiple choice, true/false, definitions, matching, fill-in the blank, and open ended questions.</li><li>• Complete Active Journal Workbook pages that includes: main idea and detail skills, cause and effect skills, sequence skills, summarizing skills, definitions, matching, fill-in the blank, and open ended questions, timeline skills, map skills.</li><li>• Informational essay about one important person from the Amistad</li><li>• Narrative essay about the life of someone living in ancient Mesopotamia.<ul style="list-style-type: none"><li>What was life like for people in ancient Mesopotamia?</li><li>How did the environment affect the ways people lived?</li><li>What technologies did they use to overcome challenges and solve problems?</li></ul></li><li>• Homework monitor and assess class work</li></ul> | <ul style="list-style-type: none"><li>• Short constructed response</li><li>• Exit tickets</li><li>• Project-Based Learning: Debate Punishments for Crimes<br/>Suppose you are an advisor to the President. You have been asked to research how best to keep order in our society. Then, you will participate in a civic discussion with other advisors about keeping order through appropriate punishments for crimes.</li></ul> |
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Resources	Activities
<ul style="list-style-type: none"> <li>• Savvas myWorld Interactive World History Textbook</li> <li>• NBC Learn videos</li> <li>• Graphic Organizers and outline notes</li> <li>• Journal Entries and writing prompts</li> <li>• Leveled Reading</li> <li>• Writing Centers</li> <li>• Maps online and in textbook</li> <li>• Chrome-book and iPad</li> <li>• <a href="http://www.Readworks.org">www.Readworks.org</a></li> <li>• <a href="https://www.commonlit.org/">https://www.commonlit.org/</a></li> <li>• <a href="https://www.mrdonn.org/">https://www.mrdonn.org/</a></li> <li>• <a href="http://www.ducksters.com">www.ducksters.com</a></li> <li>• <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></li> <li>• <a href="http://www.njamistadcurriculum.net/history/unit/ancientafrica/content/4348/7221">http://www.njamistadcurriculum.net/history/unit/ancientafrica/content/4348/7221</a></li> <li>• <a href="http://www.njamistadcurriculum.net/history/unit/ancientafrica/content/4349/7410">http://www.njamistadcurriculum.net/history/unit/ancientafrica/content/4349/7410</a></li> <li>• <a href="http://www.njamistadcurriculum.net/history/unit/ancientafrica/navigations/3449">http://www.njamistadcurriculum.net/history/unit/ancientafrica/navigations/3449</a></li> <li>• <a href="http://www.njamistadcurriculum.net/history/unit/ancientafrica/content/4349/7409">http://www.njamistadcurriculum.net/history/unit/ancientafrica/content/4349/7409</a></li> </ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b>  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ul style="list-style-type: none"> <li>• Draw a pyramid and label the Mesopotamia class system.</li> <li>• Create a brochure about the Ziggurat and explain its importance.</li> <li>• Design a presentation in Google Slides about a city-state from Mesopotamia. Be sure to include its location, famous leaders, and any Gods or Goddesses.</li> <li>• Compare and contrast Hammurabi’s Code of Laws to the Bill of rights.</li> <li>• Label a timeline identifying the development of Sumerian civilization in Mesopotamia reflecting government and society.</li> <li>• Create a visual presentation of Sumerian advancements.</li> <li>• Create a travel guide identifying subsequent cultures along the Fertile Crescent and their advancements.</li> <li>• Research The Amistad on Dept. of Education website and draw a timeline of important dates about the topic.</li> <li>• Pick an important person from the Amistad and make a slideshow about them. s</li> </ul>
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>

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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

**9.1.8.CR.4:** Examine the implications of legal and ethical behaviors when making financial decisions.

**9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

**9.2.8.CAP.10:** Evaluate how careers have evolved regionally, nationally, and globally.

**9.2.8.CAP.16:** Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.

**9.4.8.CI.1:** Assess data gathered on varying perspectives on causes of climate change (e.g., cross- cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

**9.4.8.DC.1:** Analyze the resource citations in online materials for proper use.

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**9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

**9.4.8.IML.4:** Ask insightful questions to organize different types of data and create meaningful visualizations.

**9.4.8.IML.7:** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

**9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.

**9.4.8.IML.12:** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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**Modifications for Special Education/504**

***Students with special needs:*** The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 6-8 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in history studies in student’s home country</li> <li>• Assist with organization</li> <li>• Use of computer</li> <li>• Emphasize/highlight key concepts</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>• Raise levels of intellectual demands</li> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>• Provide higher level texts</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>• Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>• <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>• <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>

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**Interdisciplinary Connections**

**Interdisciplinary Connections:**

**RH.6-8.1.** Cite specific textual evidence to support analysis of primary and secondary sources.

**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.

**RH.6-8.3.** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)

**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.

**RH.6-8.5.** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**RH.6-8.6.** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**4.MD.1.**

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

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**Integration of Computer Science and Design Thinking NJSL 8**

**8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose.

**8.2.8.ED.2:** Identify the steps in the design process that could be used to solve a problem.

**8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.

**8.2.8.ITH.2:** Compare how technologies have influenced society over time.