

WAUCONDA SCHOOL DISTRICT 118

UNIT PLANNING ORGANIZER

Subject: Social Studies

Grade Level or Course: 6th

Unit: 4 Mesopotamia

Pacing: 3 weeks

STAGE 1 – DESIRED RESULTS

Essential Questions: Why does conflict develop?

Big Ideas:

- People, places and ideas change over time
- Cultures are held together by shared beliefs, common practices and values.

CCSS (Priority Standards):

- SS.G.1.6-8-LC
- SS.G.2.6-8-LC
- SS.G.3.6-8- LC
- SS.H.1.6-8-LC
- SS.CV.6.6-8-LC

CCSS (Supporting Standards)

- Describe how text presents information RH.6.5
- Analyze relationships between primary and secondary source RH6.1
- Cause and effect RH6.1
- 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.RH6.2
- Identify key steps in a text's description of a process related to history/social studies RH6.3
- Identify key steps in a text's description of a process related to history/social studies RH6.5
- Integrate visual information RH6.7
- Analyze the relationship between a primary and secondary source on the same topic RH6.9

STAGE 2 – EVIDENCE

Concepts (What students need to know)	Performance Tasks (What students will be able to do)	21st Century Skills
<ul style="list-style-type: none"> Why people settled in Mesopotamia How Gilgamesh relates to modern-day literature pieces What it was like to live in Sumer The Sumerian ideas and inventions that have been passed on to other civilizations The theme found in the epic poem genre How civilizations developed in Mesopotamia What contributions the Assyrians made to Southwest Asia Why Babylon was an important city in the ancient world. 	<ul style="list-style-type: none"> Explain how floods sometimes helped the farmers of Mesopotamia Draw conclusions about why the Sumerians built cities with walls around them Analyze why Sumerians invented a writing system Describe where the Fertile Crescent is located Compare the social classes of Sumer Describe why scribes were important in Sumerian society Find the main reason why Hammurabi's Code was important Summarize why Assyria's army was so strong 	<ul style="list-style-type: none"> Communication and collaboration critical thinking- problem solving understanding digital technology Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

Common Formative/Summative Assessments:

- Lessons 1,2 Quizzes
- Chapter 4 Test, Traditional (Questions 1-23)

Interim Assessments (Informal Progress Monitoring checks):

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Modified Common Assessments:

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Modified Interim Assessments:

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**STAGE 3 – LEARNING PLAN
(INSTRUCTIONAL PLANNING)**

Suggested Resources/Materials/Informational Texts

Suggested Research-based Effective Instructional Strategies

Thieves
Anticipatory Guides
Use of Text Evidence with primary and secondary sources
Word ladders
Fryer's Model
Think- Pair- Share
Skeleton Notes
Connect 2 or more
Context Clues

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications	Interdisciplinary Connection
<p>Essential Vocabulary:</p> <ul style="list-style-type: none"> • Fertile Crescent • silt • irrigation • canals • surplus • division of labor • rural • urban • city-state • Gilgamesh • Sargon • empire • polytheism • priests • social hierarchy • cuneiform • pictographs • scribe • epics • architecture • ziggurat • monarch • Hammurabi's Code • chariot • Nebuchadnezzar • alphabet 	<ul style="list-style-type: none"> • DBQ • short video clips • Strategic partner work • Modified handouts and reading • Visuals during direct instruction • Preferential seating 	<p><u>Reading</u> Text Evidence -reading articles Context clues Cause and Effect Analyze Primary and Secondary Sources</p> <p><u>LA</u> Writing using primary sources and text evidence</p>

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