

Grade 6: Mesopotamia

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze the roles of individuals, laws, institutions, and social mechanisms in order to justify the existence of social and political systems. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems. - Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. - Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. - Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. - Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. - Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places. - His.1.6-8. Analyze connections among events and developments in broader historical contexts. - His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. - His.14.6-8. Explain multiple causes and effects of events and developments in the past.	Transfer	
	<i>Students will be able to independently use their learning to understand how communication evolved over time and how it shapes societies.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - people demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. - major social and historical events can be a force in socializing entire generational groups. - in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.	ESSENTIAL QUESTIONS <i>What is the best method of communication?</i>
Acquisition		
<i>Students will know...</i> - that the development of farming led to the establishment of civilizations; - that geography influences where people settle and what they do; - that writing was developed to keep track of trade and records; - that societies have used different methods to record their histories; - that writing and communication have developed and improved over time; - that leaders have used different methods of obtaining control in history;		<i>Students will be skilled at...</i> - assessing how laws address public issues; - comparing means of changing society over time; - comparing and contrasting cultural and environmental characteristics, - explaining the relationship between environment and identity; - analyzing the relationships between humans and their environment; - explaining cause and effect relationships; - analyzing connections in history; - classifying events

	● that monarchies were the first forms of government; ● that governments and laws were developed to maintain order in a society; ● that the first laws covered all aspects of life, treated people differently, were violent; ● <u>of</u> the following key players, places, events, and/or ideas: ○ <i>Tigris River, Euphrates River, Sumer/Sumerians, Epic of Gilgamesh, Sargon, Hammurabi, Babylon</i> <u>vocabulary</u>: civilizations, irrigation, Cuneiform, scribe, pictographs, ideographs, stylus writing, phonograms, city-state, empire	
Content Area Literacy Standards		21st Century Skills
● 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.6-8.4 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.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts ● RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. ● WHST.6-8.1 Write arguments focused on discipline-specific content. ● WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.		● <i>make judgments and decisions</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>manage goals and time</i> ● <i>be self-directed learners</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	