

WS/FCS Unit Planning Organizer

Subject(s)	Social Studies	Conceptual Lenses
Grade/Course	6 th Grade	<ul style="list-style-type: none"> • Innovation • Quality of Life • Laws • Cultural Expressions
Unit of Study	Middle East and Ancient Egypt	
Unit Title	Laws, Floods and Pharaohs	
Pacing	14 days	

Unit Overview

In this unit students will study the civilization that grew in Mesopotamia, taking a close look at the city-states of Sumer and Ur, Judaism and the Babylonian Empire. The second half of the unit looks at the civilization of ancient Egypt.

- **Mesopotamia**

- Geography- Why settle there? Technology/innovation developed to utilize resources
- Development of city-states
 - Sumer- Epic of Gilgamesh, ziggurats, writing (cuneiform)
 - Ur- Birth of Judaism, Abraham, 10 Commandments, tenants of religion, monotheism
- Conflict among city-states over resources- building of empires
- Babylon- Hammurabi, large empire, need for order & protection, Hammurabi's Code

- **Ancient Egypt**

- Geography- Nile River (benefits & costs), Technology to use the river, irrigation, channels
- Ruled by pharaohs- theocracy, divine right
- Social structure
- Hieroglyphics- written language used for history vs. primarily economic records
- Religion
 - Polytheism- gods & goddesses
 - Belief in afterlife- mummification
 - Construction projects related to religious beliefs
 - Temples
 - Monuments
 - Pyramids
 - Created a need for labor and money taxation- goods/crops and corvée labor

Unit Enduring Understanding(s)	Unit Essential Question(s)
<ul style="list-style-type: none"> • Civilizations often need laws to provide protection and order. • Technology and achievements reflect the values of civilizations and societies. 	<ul style="list-style-type: none"> • Why do civilizations need laws? • How do technology and achievements reflect the values of civilizations and societies?

Essential State Standards

Priority Objectives	Supporting Objectives
<ul style="list-style-type: none"> • 6.H.2.3 Explain <u>how innovation and/or technology transformed civilizations, societies and regions over time.</u> • 6.E.1.2 Explain <u>how quality of life is impacted by economic choices of civilizations, societies and regions.</u> • 6.C.1.1 Analyze <u>how cultural expressions reflected the values of civilizations, societies and regions.</u> • 6.C&G.1.4 Compare <u>the role and evolution of laws and legal systems in various civilizations, societies and regions.</u> 	<ul style="list-style-type: none"> • 6.G.1.4 Explain <u>how and why civilizations, societies and regions have used, modified and adapted to their environments.</u> • 6.C.1.2 Explain <u>how religion transformed various societies, civilizations and regions.</u> • 6.C&G.1.1 Explain the origins and structures of various <u>governmental systems.</u>

“Unpacked” Concepts (students need to know)	“Unpacked” Skills (students need to be able to do)	COGNITION (RBT Level)
<ul style="list-style-type: none"> • 6.H.2.3 Innovation and technology, transform society • 6.E.1.2 Economic choices impact civilizations, societies and regions. • 6.C.1.1 Cultural expressions reflect values • 6.C&G.1.4 The role and evolution of laws and legal systems 	<ul style="list-style-type: none"> • 6.H.2.3 Explain how and why change takes place • 6.E.1.2 Explain how quality of life is impacted by economic choices • 6.C.1.1 Analyze how cultural expressions reflect values • 6.C&G.1.4 Compare the role and evolution of laws and legal systems 	<ul style="list-style-type: none"> • 6.H.2.3 EXPLAIN • 6.E.1.2 EXPLAIN • 6.C&G.1.4 COMPARE • 6.C&G.1.4 COMPARE

Unit “Chunking” & Enduring Understandings	Suggested Lesson Essential Questions	Potential Factual Content	North Carolina Essential Standards
<i>Mesopotamia</i>			
<i>Geography</i>	Why did civilization form in the Fertile Crescent?	<ul style="list-style-type: none"> ○ Tigris & Euphrates Rivers ○ Fresh water ○ Fertile land ○ Flooding ○ Irrigation ○ Flood control 	6.G.1.2 Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time.
<i>City-State of Sumer</i>	How did the culture of Sumer reflect their values and beliefs?	<ul style="list-style-type: none"> ○ Ziggurats ○ Cuneiform ○ Epic of Gilgamesh ○ Polytheism ○ Social structure 	6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions.
<i>Judaism</i>	What are the main beliefs and practices of Judaism?	<ul style="list-style-type: none"> ○ Ur ○ Abraham ○ Monotheism ○ Torah ○ Canaan ○ Prophets ○ Moses & Exodus ○ Ten Commandments ○ Passover 	<p>6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions.</p> <p>6.C.1.2 Explain how religion transformed various societies, civilizations and regions.</p>
<i>Babylonian Empire & Laws</i>	Why do civilizations need laws?	<ul style="list-style-type: none"> ○ Empires spread across large area with large populations ○ Protection ○ Order ○ Babylon ○ Hammurabi ○ Code of Hammurabi 	<p>6.C&G.1.1 Explain the origins and structures of various governmental systems.</p> <p>6.C&G.1.4 Compare the role and evolution of laws and legal systems in various civilizations, societies and regions.</p>
	What are the similarities and differences in the laws of Hammurabi, the Ten Commandments and the laws of NC today?	<ul style="list-style-type: none"> ○ Code of Hammurabi ○ Ten Commandments ○ NC General Statutes 	6.C&G.1.4 Compare the role and evolution of laws and legal systems in various civilizations, societies and regions.

Ancient Egypt			
Geography	What technology was created to help the Egyptians use the benefits of the Nile River?	<ul style="list-style-type: none"> ○ Irrigation ○ Flood Control ○ Channels ○ Use of Reservoirs to store water ○ Use of sails ○ Boats ○ Stern-mounted rudder 	<p>6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time.</p> <p>6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments.</p>
Government	How was ancient Egypt ruled?	<ul style="list-style-type: none"> ○ Theocracy ○ Pharaoh ○ Bureaucracy 	<p>6.C&G.1.1 Explain the origins and structures of various governmental systems.</p> <p>6.C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies, and regions.</p>
Social Structure	What was the social structure of ancient Egypt?	<ul style="list-style-type: none"> ○ Pharaoh ○ Priests & nobles ○ Traders, artisans, shopkeepers & scribes ○ Farmers ○ Unskilled workers 	6.C.1.3 Summarize systems of social structure within various civilizations and societies over time.
Religion	What were the religious beliefs of the ancient Egyptians?	<ul style="list-style-type: none"> ○ Afterlife ○ Polytheistic ○ gods & goddesses 	6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions.
	How did the Egyptian process of mummification reflect their religious beliefs?	<ul style="list-style-type: none"> ○ Afterlife ○ Book of the Dead ○ Natron ○ Embalming ○ Canopic jars ○ Amulets ○ Linen strips ○ Ka 	6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions.
	How did the achievements of Egypt reflect religious beliefs and values?	<ul style="list-style-type: none"> ○ Temples ○ Monuments ○ Pyramids 	6.C.1.1 Analyze how cultural expressions reflected

		<ul style="list-style-type: none"> ○ Mummification ○ Hieroglyphics 	the values of civilizations, societies and regions.	
	How did the use of money for construction projects affect the quality of life for most people?	<ul style="list-style-type: none"> ○ Taxation ○ Corvee' labor 	<p>6.C.1.2 Explain how religion transformed various societies, civilizations and regions.</p> <p>6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.</p>	
	How do the monuments of ancient Egypt compare to those of the United States?	<ul style="list-style-type: none"> ○ Examples of Egyptian monuments, temples & pyramids- Temple of Abu Simbel, Luxor Temple, Sphinx, Karnak, Pyramids of Giza, Obelisk of Pharaoh Senusret, etc... ○ Examples of US monuments- Mount Rushmore, Washington Monument, Statue of Liberty, Vietnam Veterans Memorial, National Cathedral, etc... 	6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change.	
Sub Concepts				
HISTORY Continuity and Change	GEOGRAPHY Place Human-Environment Interaction	CIVICS & GOVERNMENT Rights & Responsibilities	ECONOMICS	CULTURE Social Structure

Essential Vocabulary	Enrichment Vocabulary
<ul style="list-style-type: none"> ○ empire ○ floods ○ irrigation ○ monotheism ○ polytheism ○ theocracy ○ temple ○ monument ○ nobles ○ bureaucracy ○ quality 	<ul style="list-style-type: none"> ○ delta ○ pyramids ○ mastabas ○ corvée labor ○ mummification
	Enrichment Factual Content
	<ul style="list-style-type: none"> ○ Dig deeper into the details about any of the Egyptian accomplishments or customs

Language Objective EXAMPLES
<p>Key Vocabulary Learning Objectives</p> <ul style="list-style-type: none"> ○ SWBAT <u>explain</u> the terms <i>flood, irrigation, polytheism</i>. ○ SWBAT <u>describe</u> the social structure in Egyptian culture using the words <i>priests, social class, pharaoh, farmers, traders, scribes and unskilled workers</i>. <p>Language Functions Learning Objectives</p> <ul style="list-style-type: none"> ○ SWBAT <u>explain</u> how the Egyptians used technology to use the Nile River. <p>Language Skills Learning Objectives</p> <ul style="list-style-type: none"> ○ SWBAT <u>read</u> documents describing the methods for mummification and <u>summarize</u> the process. <i>(Reading passages should be chosen/modified in accordance with the LEP students' zone of proximal development).</i> <p>Grammar & Language Learning Objectives</p> <ul style="list-style-type: none"> ○ SWBAT <u>use</u> adjectives to describe one Egyptian monument, temple or pyramid. <p>Lesson Tasks Learning Objectives</p> <ul style="list-style-type: none"> ○ SWBAT <u>read</u> examples of laws from the Ten Commandments and the NC General Statutes and <u>compare</u> them to the Code of Hammurabi. <p>Language Learning Strategy Learning Objectives</p> <ul style="list-style-type: none"> ○ SWBAT <u>use</u> a Venn Diagram to compare and contrast the laws of NC, Hammurabi's Code and the Ten Commandments. <i>(The linguistic load will vary from LEP student to LEP student. Level 1-2 LEP students may need a word bank or other supplement to complete this activity using this strategy).</i>