

**Social Studies Curriculum  
Union 61/Tantasqua Schools  
Grade 6**

**Theme: Ancient Cultures....Mesopotamia**

<p>Define and use correctly words and terms relating to government such as <i>city-state, producers, consumers, taxes, rule of law, natural resources and civic duty, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military.</i> (C)</p> <p><b><i>Students will demonstrate an understanding of the following concepts:</i></b></p> <ul style="list-style-type: none"> <li>• The effects of geography on the history of civilizations and nations.</li> <li>• The growth and spread of free markets and industrial economies.</li> <li>• The development of scientific reasoning, technology, and formal education over time and their effects on people’s health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.</li> <li>• The birth, growth, and decline of civilizations.</li> <li>• Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)</li> <li>• The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity.</li> <li>• The growth and impact of centralized state power.</li> <li>• The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.</li> </ul>	<p><b>STUDENT LEARNING OUTCOMES*</b></p> <p><i>A student will be able to:</i></p> <p><b>6.7</b> On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called “the Fertile Crescent.” On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey). (H, G, E)</p> <p><b>6.8</b> Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (H)</p> <p><b>6.9</b> Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations. (H, E)</p> <p><b>6.10</b> Describe the important achievements of Mesopotamian civilization. (H, C, E)</p> <ol style="list-style-type: none"> <li>a. its system of writing (and its importance in record keeping and tax collection)</li> <li>b. monumental architecture (the ziggurat)</li> <li>c. art (large relief sculpture, mosaics, and cylinder seals)as it appliese throughout the ancient works including the impact on trade and economics</li> </ol> <p><b>6.12</b> Describe who Hammurabi was and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”). (H, C, E)</p>	<p><b>ASSESSMENT STRATEGIES/ACTIVITIES</b></p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p>Using a summary prompt that compares/contrasts the two ancient civilizations of Mesopotamia and Egypt.</p> <p><b>SUGGESTED TEACHING STRATEGIES &amp; LEARNING ACTIVITIES</b></p> <p>Inquiry and investigation    Big mapping Mock trials,    Essays    role play Power point presentations Make clay tokens, token in envelope, clay tablet Make a simple round potato stamp and roll on wet clay</p> <p><b>SUGGESTED INSTRUCTIONAL MATERIALS AND RESOURCES</b></p> <p><i>History Alive! Unit 1 Lesson 6 and 4 Unit 2</i></p> <p>Literature Link: Compare story of Gilgamesh with Noah and Greek myth. <i>Revenge of Istar</i> by Ludmilla Zemen <i>He Who Saw Everything</i> by Anita Feagle</p> <p><b>RELATED SOFTWARE AND WEBSITES:</b></p> <p><a href="http://www.marcopolo.org">http://www.marcopolo.org</a> has the following related website</p> <p><i>Life in Old Babylonia: The Importance of Trade</i></p>
--	---	--

*\* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.27-32*