

**Englewood Public School District**  
**World History**  
**Grade 5**  
**Second Marking Period**

**Unit 2 - Mesopotamia and the Fertile Crescent**

**Overview:** During this unit, students will explore how Mesopotamia, Egypt, and Kush served as the prototypes for Western Civilization.

**Time Frame:** 30 to 35 Days

**Enduring Understandings:**

*The valleys of the Tigris and Euphrates rivers were the site of the world's first civilizations.*

*The Sumerians developed the first civilization in Mesopotamia.*

*The Sumerians made many advances that helped their society develop.*

*The water, fertile soils, and protected setting of the Nile Valley allowed a great civilization to arise in Egypt around 3200 BC.*

*Egyptian government and religion were closely connected during the Old Kingdom.*

*The Middle and New Kingdoms restored order and greatness in Egypt.*

*The Egyptians made lasting achievements in writing, architecture, and art.*

**Essential Questions:**

*How did geography influence the development of civilization in Southwest Asia?*

*How was the success of the Egyptian civilization tied to the Nile River?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b><i>Mesopotamia and the Fertile Crescent (2300BC-200AD):</i></b>  6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	<b>Topics/Objectives</b>  Students will:  Explore how the rivers of Southwest Asia supported the growth of civilization.  Identify how new farming techniques led to the growth of civilization.	<b>Skills Development:</b> History and Geography-A Fertile Land, Nile's Fertile Shore Social Studies Skills- Interpreting Physical Maps, Assessing Primary and Secondary Sources <ul style="list-style-type: none"> <li>Focus on Writing-A Poster, Riddles</li> </ul>	World History, Holt McDougal – Houghton Mifflin Harcourt, 2012, Chapters 3 and 4 – pages 50-118  <b><u>On Line Book Pages:</u></b> <ul style="list-style-type: none"> <li>Section Audios-select arrow near main (Also</li> </ul>	<b>Formative Assessments:</b> <b><u>e-Activities: Quizzes and Review</u></b> <ul style="list-style-type: none"> <li>Section Assessments</li> <li>Section Online Quizzes</li> </ul>

6.2.8.A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.	Summarize how the Sumerians created the world's first advanced society.	(CRP2)  <b><u>Graphic Skills:</u></b> Reading Check and Section Assessment (NJSLSA.R1)	see Audios, includes Spanish Summaries.)  • Taking Notes-Graphic organizer idea headers for each section.	<b>Benchmark Assessment:</b> Exact Path  <b>Summative Assessments:</b> <b><u>On Line Book Pages:</u></b> • Chapter Review: Pages 79-80 & 115-16 • Standardized Test Practice: Pages 81 & 117
6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.	Show why religion played a major role in Sumerian society.  Share how the Sumerians invented the world's first writing system.	<b><u>Reading Support:</u></b> • Guided Reading, Spanish and English • Vocabulary Builder, general and modified • Flash Cards (NJSLSA.R2, NJSLSA.R4)	<b><u>e-Activities:</u></b> • Videos- How Does the Nile Measure Up? Are Mummies Beef Jerky? The Egyptian Empire is Born, Nilometers, Let's Move Mountain, Impact of the Egyptian Pyramids	<b><u>Teacher Resources:</u></b> • Chapter Review, general and modified • Chapter Tests Forms A & B • Modified Chapter Test
6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.	Outline how advances and inventions changed Sumerian lives.  Review how many types of art develop in Sumer.  Summarize how the Babylonians conquered Mesopotamia and created a code of law.  Review how invasion of Mesopotamia changed the region's culture.	<b><u>Online Book Pages:</u></b> • Animated History – Sumerian City-States 2300BC, Ziggurat, The Great Pyramid • Primary Resources- Hammurabi's Code • Political Cartoon- • <i>Section Links, "Online Notebook"-select right arrow for scaffolding questions (R5.1)</i>	• <b><u>Teacher Resources:</u></b> • Section Lesson Plan (also see Teacher's One Stop Planner-State specific Resources) • "Do Now"-Daily Bell ringer Transparencies • Chapter Power Points Presentation • Differentiated Instruction Lesson plans-ELLs. Special Ed, and Advanced/Gifted and Talented • Answer Keys-Enrichment Activities, Reading Support, and Skill Development	<b>Alternative Assessments:</b>  Performance based evaluation using rubrics ( <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a> )
6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.	Consider how Egypt was called the gift of the Nile because the Nile River gave life to the desert.  Recall how civilization developed along the Nile	<b><u>Holt McDougal Social Studies, e- Activities</u></b> • Animated Geography- Animated History-Early Human Migration, Fertile Crescent 2400BC-1600BC, A Ziggurat in Ur, Ancient Egypt 3100-	• Quick Facts Transparencies- Mesopotamia and the Fertile Crescent: Visual Summary, Hammurabi's	Portfolio of student work  Oral presentations

6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	after people began farming in the region.	<ul style="list-style-type: none"> <li>• Animated Geography-Sumerian City-States 2300 BC, Egyptian Social Roles</li> <li>• Animated History-The Great Pyramid (NJLSA.R4)</li> </ul>	Code and Ancient Egypt and Kush: Visual Summary	Self-evaluation, Peer evaluation
6.2.8. D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.	Express how strong kings unified all of Egypt.	<ul style="list-style-type: none"> <li>• Animated History-The Great Pyramid (NJLSA.R4)</li> </ul>	<ul style="list-style-type: none"> <li>• Map Transparencies- The Fertile Crescent, Sargon's Empire, c 2330 BC, Babylonian and Assyrian Empires, Phoenicia, Ancient Egypt, Egyptian Trade, and Ancient Kush</li> </ul>	Types of Assessments: <a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a>
6.2.8. D.2.c 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.	Recognize how in the Egyptian society, pharaohs ruled as gods and were at the top of the social structure.	<p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• Cuneiform and You</li> <li>• City-States Planner</li> <li>• Sumerian Pantheon</li> <li>• Be an Egyptian Artisan!</li> <li>• Explore the Pyramids</li> <li>• A Hieroglyphic Tale</li> <li>• Living in Ancient Nubia</li> <li>• Destination; Ancient Kush (W.5.9)</li> </ul>	<p><b>Teacher One Stop:</b></p> <ul style="list-style-type: none"> <li>• <i>Browser Unit by Chapter</i></li> <li>• <i>Browser Unit by Resources Type</i>-Daily Bell Ringer, Constitutional Study Guide, U.S. Supreme Court Law Cases, etc.</li> <li>• <i>Internet Resources</i></li> <li>• <i>Interactive Teacher's Edition</i>-unit preview, chapter-planning guide, differentiated instruction (ESL, Special Ed., and Advanced/Gifted) etc.</li> </ul>	
6.2.8. D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	Recall how religion shaped Egyptian life.	<p><b>Enrichment Activities (See Student Resources):</b></p> <ul style="list-style-type: none"> <li>• Biographies-Hammurabi, King Nebuchadnezzar, Enheduanna</li> <li>• Biographies- Akhenaton, Nefertiti, Khufu, Queens Amanirenas, King Taharqa</li> <li>• Literature: Egyptian Cinderella, The Fall of Meroe</li> <li>• Primary Resources- The Code of Hammurabi, The Sumerian Flood Story, Descriptions of Phoenicians, Selection</li> </ul>		
6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that	Identify how the pyramids of Egypt were built as tombs for the pharaohs.			
	Share how Sumerians invented the world's first writing system.			
	Summarize how the advances and inventions changed Sumerian lives.			
	Explore how many types of are developed in Sumer.			
	Consider how the Babylonians conquered Mesopotamia and created a code of law.			
	Explain how invasions of Mesopotamia changed the region's culture.			

are inherent in living in an interconnected world.)

Explain how the Phoenicians built a trading society in the eastern Mediterranean region.

from Amarna Letters, Scene from the Tomb of Nakht, Herodotus the Histories  
(W5.8, 9.2.8.B.3)

- Pre-AP Activity-The Enlightenment and Revolution, Global Challenges
- Social Studies Skills Activity- Interpreting Physical Maps, Assessing Primary and Second Sources
- History and Geography- A Fertile Land and Nile's Fertile Shore
- Focus on Writing- A Poster and Riddles (W5.4, W5.5)

**e- Activities,**  
**Writing About History:**

- Notetaking Wizard
  - Autobiographical Narratives
  - Fictional Narratives
  - Expository Writing
  - Persuasive Writing
  - Research Writing
  - Summaries of Reading Materials
  - Current Events
- (W5.4, W5.5, W5.6, 8.1.5.A.3)

**Mesopotamia and Fertile Crescent:**

**Section 1**  
**Geography of Mesopotamia**

Click on and explore to see different maps from this region. Use the pull-down menu at the top of the first map to look at other maps. Look at how different the region is today!

**Section 2**  
**The Sumerians 2900-1800 BC**

This is a detailed site that discusses many aspects of ancient Sumerian history and culture.

**Section 3**  
**Mesopotamian Achievements**

Review some of ancient Mesopotamia's greatest achievements, including the development of the city-state, cuneiform, and more!

**Section 4**  
**Hammurabi's Code of Laws**

Visit this site to learn more about Hammurabi's Code. The ruler Hammurabi brought together all of

### **Student Premium**

#### **Resources**

#### **Multimedia Connections:**

- Fertile Crescent Empires
  - Ancient Egypt
- (W.5.8)**

Mesopotamia to create the Babylonian Empire, but he is most famous for his code of laws.

#### **Ancient Egypt:**

##### **Section 1**

##### **Life around the Nile**

Visit this Web site for information about daily life in ancient Egypt.

##### **Section 2**

##### **Mummies of Ancient Egypt**

All about mummies. This site explains what mummies are, how they were made, who they were, and the ancient Egyptian concept of the afterlife. A section on the journey to resurrection highlights the texts, rituals, and judgment of the dead.

##### **Section 3**

##### **New Kingdom Pharaohs**

With the New Kingdom came a time of wealth and conquest. Allow PBS to lead you back to the time known as the Golden Empire. Meet Ahmose, the pharaoh whose desire for revenge led him to unite the land. Find out why inheriting the throne wasn't a pleasant experience for the

nine-year-old Tutankhamen.  
Finally, meet the three  
women who reigned over  
ancient Egypt.

#### **Section 4** **Egyptian Museum**

View some of the evidence  
of ancient Egyptian  
achievements. Choose  
Collections to see artifacts on  
display in the museum.

Teacher's One Stop Planner-  
Internet Resources, Teacher  
Resources, Fold Notes  
Appendix-- Pyramid, Double  
Door, Booklet, Layered  
Book, Key-Term Fold, Four-  
corner Fold, Three-Panel  
Flip Chart, Table Fold, Two-  
Panel Flip Chart, and Tri-  
Fold

History.com: Ancient  
Mesopotamia  
<https://www.history.com/topics/ancient-middle-east/mesopotamia>

Ancient History Readers  
Theatre:  
<https://www.amazon.com/Ancient-History-Readers-Theater-Grd/dp/1420639994>

Primary Source docs:

<http://www.loc.gov/exhibits/>

Graphic Organizers:

<https://www.nationalgeographic.org/topics/graphic-organizer/>

**Key Vocabulary:** Fertile Crescent, silt, irrigation, canals, surplus, division of labor, rural, urban, city-state, Gilgamesh, Sargon, empire, polytheism, priests, social hierarchy, cuneiform, pictograph, scribe, epics, architecture, ziggurat, monarch, Hammurabi's Code, chariot, Nebuchadnezzar, alphabet, cataracts, delta, Menes, pharaoh, dynasty, Old Kingdom, Khufu, nobles, afterlife, mummies, elite, pyramids, engineering, cuneiform, pictograph, scribe, epics, architecture, ziggurat, monarch, Hammurabi's Code, chariot, Nebuchadnezzar, alphabet

**Accommodations and Modifications:**

**Students with special needs:** 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.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/). This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o 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. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"><li>• Speak and display terminology</li><li>• Teacher modeling</li><li>• Peer modeling</li></ul>	<ul style="list-style-type: none"><li>• Utilize modifications &amp; accommodations delineated in the student's IEP</li><li>• Work with</li></ul>	<ul style="list-style-type: none"><li>• Using visual demonstrations, illustrations, and models</li><li>• Give directions/instructions</li></ul>	<ul style="list-style-type: none"><li>• Curriculum compacting</li><li>• Inquiry-based instruction</li><li>• Independent study</li><li>• Higher order thinking skills</li><li>• Adjusting the pace of lessons</li></ul>



<ul style="list-style-type: none"> <li>● Provide ELL students with multiple literacy strategies.</li> <li>● Word walls</li> <li>● Use peer readers</li> <li>● Give page numbers to help the students find answers</li> <li>● Provide a computer for written work</li> <li>● Provide two sets of textbooks, one for home and one for school</li> <li>● Provide visual aides</li> <li>● Provide additional time to complete a task</li> <li>● Use graphic organizers</li> </ul>	<p>paraprofessional</p> <ul style="list-style-type: none"> <li>● Use multi-sensory teaching approaches.</li> <li>● Work with a partner</li> <li>● Provide concrete examples</li> <li>● Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#VXmoXcfD_UA</a>).</li> <li>● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</li> </ul>	<p>verbally and in simple written format. Oral prompts can be given.</p> <ul style="list-style-type: none"> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the</li> </ul>	<ul style="list-style-type: none"> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Use project-based learning</li> <li>● Structure the learning around explaining or solving a social or community-based issue.</li> <li>● Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>● William and Mary Social Studies curriculum for gifted learners: <a href="https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum">https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum</a></li> </ul>
---	---	---	--



		community helping with a project, journal articles, and biographies).	
--	--	---	--

**Career Ready Practices**

**CRP2.** Apply appropriate academic and technical skills.

**Integration of Technology Standards NJSLS 8:**

**8.1.5.A.3:** Use a graphic organizer to organize information about problem or issue.

**Integration of 21st Century Standards NJSLS 9:**

**9.2.8.B.3:** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Interdisciplinary Connections: ELA-NJSLS/ELA:****Anchor Standards:**

**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.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**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.

**Grade 5 Standards:**

**RL.5.1.** Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

**W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.5.6:** With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**W.5.7:** Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

**W.5.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

**W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.