

D A Y  I N  U N I T	<p>*Content Strand</p> <p>*Learning Target</p> <p>-I Can</p> <p>*Essential Questions</p> <p>-WHY??</p> <p>-How do you know?</p> <p><a href="#">Curriculum document</a></p> <p><a href="#">Common Core</a></p>	<p>Vocabulary/ Vocab Activity</p> <p>Other Activity</p> <p><a href="#">Activities</a></p> <p><a href="#">Activities II</a></p>	<p>Thoughtful Ed./ Student Engagement</p> <p><a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a></p> <p><a href="http://www.muhlenberg.kyschools.us/?q=node/61">www.muhlenberg.kyschools.us/?q=node/61</a></p> <p><a href="#">Engagement Cube</a></p> <p><a href="#">Cube II (examples)</a></p>	<p>Literacy/Reading in the Content</p> <p><a href="#">Literacy Ideas</a></p>	<p>Formative/ Summative Assessment</p> <p><b>F –Formative</b></p> <p><b>S-Summative</b></p> <p><a href="http://www.act.org/standard/guides/explore/">www.act.org/standard/guides/explore/</a></p> <p><a href="#">Strategies</a></p> <p><a href="#">More Ideas</a></p>	<p>Differentiation</p> <p><b>T-Task</b></p> <p><b>S-Special Needs</b></p> <p><b>G-Gifted/Accel.</b></p> <p><a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a></p> <p><a href="#">9 Types</a></p> <p><a href="#">Big Explanation Tool</a></p>	<p>Technology</p> <p><a href="#">50 Ideas</a></p>
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Day 1	<p><b><u>Unit Content Strands</u></b></p> <ul style="list-style-type: none"> <li><b>SS-7-HP-S-2</b></li> <li><b>SS-07-5.1.2</b></li> </ul> <p><b><u>Unit Learning Targets</u></b></p> <ul style="list-style-type: none"> <li><b>I can compare and contrast the Ancient Mesopotamian Empires</b></li> <li><b>I can define vocabulary related to Ancient Sumer and the Mesopotamian empires.</b></li> <li><b>I can identify and locate important areas on a map.</b></li> </ul> <p><b><u>Unit Essential Questions</u></b></p> <p><b>Why was the development of empires in Ancient Mesopotamia important?</b></p> <p><b>How do Mesopotamian empires and their rulers compare/contrast with each other?</b></p> <p><b>What inventions/contributions came from Ancient Mesopotamia?</b></p>	<p>Bell Ringer</p> <p>Introduction to Mesopotamia (Vocabulary)</p> <p>Division of Labor and Social Hierarchy Design</p>	<p>Division of Labor and Social Hierarchy Design</p>		<p>F – Social Hierarchy, Division of Labor Design</p>	<p>G – Complexity of Social Hierarchy Design</p>	
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Day 2		Bell Ringer  Economic Concepts – Scarcity and Surplus	Division of Labor and Social Hierarchy Idea Race (Group Collaboration) – Learning with Others		F – Idea Race F – Economics Discussion	S – Leading Questions	
Day 3		Bell Ringer  Mesopotamia Map Activity (locations, geographic features vocabulary)  Friday Discussion	Students fill in and color a map with important places and geographic features of Ancient Mesopotamia.  Friday Discussion		F – Map F- Friday Discussion	S – One-on-one help.	Students look up modern maps on the computer to finish map
Day 4		Bell Ringer  Introduction to Ancient Sumer	Inventions Drawing		F – Inventions Drawing	S – Guided Questions	PowerPoint

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UNIT	-How do you know? <a href="#">Curriculum document</a> <a href="#">Common Core</a>				<a href="http://www.act.org/standard/guides/explore/Strategies">www.act.org/standard/guides/explore/Strategies</a> <a href="#">More Ideas</a>	<a href="#">Ideas</a> <a href="#">9 Types</a> <a href="#">Big Explanation Tool</a>	
Day 5		Bell Ringer  Vocabulary Notebook  Homework - Journal – Describe two global problems occurring in the world today. Explain why they are problems and give examples of things you would do to change them	Vocabulary Notebook  Homework - Journal – Describe two global problems occurring in the world today. Explain why they are problems and give examples of things you would do to change them		F - Journal	S – PowerPoint Printed off to accommodate special needs kids.	PowerPoint
		Bell Ringer  Review for Map quiz.	Review map with partner	Write about Sumerian inventions.	F – Map Review  F – Sumerian Inventions	S – Word bank for Map	

6		<p>Bell Ringer</p> <p>Video – American troops in Iraq visiting Great Ziggurat of Ur</p> <p>Assign Ziggurat building project.</p>	<p>Students work in collaborative groups and build Ziggurats</p>		<p>F – Check progress of collaboration and product.</p> <p>S-Ziggurat</p>	<p>S – Extra help</p>	<p>You Tube Video</p>
7		<p>Bell Ringer</p> <p>Ziggurat Project</p>	<p>Students work in collaborative groups and build Ziggurats</p>		<p>F- Check progress of collaboration and product.</p> <p>S- Ziggurat</p>	<p>S – Extra help</p>	
8		<p>Bell Ringer</p> <p>Ziggurat Presentation</p>	<p>Students present final project to class, and the class scores them based on creativity, effort, and overall quality.</p>		<p>S – Ziggurat, See final product.</p>		<p>Map also on PowerPoint</p>

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9		Students take PowerPoint Notes – Mesopotamian empires and leaders  Take Map Quiz  Group  Write a Personal Response Journal			S – Map Quiz  F – Journal response	S – Modified (Map has word bank and identified areas to label. G –Complexity of journal response.	Edmodo Post
		Bell Ringer  Weekly Discussion – Current Events	Discuss current events, particularly pertaining to the Middle East as it relates to content.			G – high level questions	
12		Bell Ringer  Open Response – Mesopotamian Empires	ORQ – A. List 4 empires in Ancient Mesopotamia. B. Choose three from Part A, and compare/contrast them. C. Choose one empire from part A, and explain why it was important.		F - ORQ	S – Modified and described in greater detail.	

13		<p>Bell Ringer</p> <p>Paper Airplane Question Launch</p>	<p>Students write four questions about Ancient Mesopotamia on a piece of paper. Students then fold questions into an airplane and throw them across the room. Students pick up a random airplane and answer three of the four questions on a separate piece of paper. Process is repeated several times</p>		<p>F – Answers to questions on airplane toss</p>	<p>S – One-on-one help</p>	
14		<p>Bell Ringer</p> <p>Book questions</p> <p>Online Museum Box</p>		<p>Chapter from book and answer specific questions</p>	<p>F – Book answers.</p> <p>F – Museum Box</p>	<p>G – Complex ideas for Museum Box</p>	<p>Museum Box online</p>
		<p>Bell Ringer</p> <p>Colorful Timeline – Study Guide</p>	<p>Students create a colorful timeline of the Ancient Mesopotamian empires</p>		<p>F – Timeline</p>	<p>S – intentional grouping</p>	

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15		Bell Ringer  Guiding Questions Discussion	Students think about and answer aloud one of the following questions pertaining to the world and current events  1) What are you interested in and why? 2) What worries you? 3) What angers or irritates you? 4) What would you like to see change?		F – Discussion	G – High level thinking	
		Bell Ringer  Human Venn Diagram Game  Mesopotamian Empires	Human Venn Diagram		F – Human Venn Diagram	S,G – Level of Analysis involved in Human Venn Diagram Game	Edmodo Post
16		Bell Ringer  Gilgamesh Story  Note cards – For Test	Work in pairs or groups of 3 to make note cards for test.	In pairs, students read story of Gilgamesh - Discuss	F - Notecards	S – One-on-one reading and explanation of story.	

		Bell Ringer Review Game	3 Teams – Mesopotamia Test Review Game (Questions posed to each team with chance to earn points, possibility of losing points, and opportunity to steal from another team)		F - Review	S – Thoughtful and fair grouping	
		No Bell Ringer Today  Ancient Mesopotamia Test			S – Ancient Mesopotamia Test	S – Modified to accommodate special needs.	