LESSON PLAN

Grade(s)	6th Grade
Content Area(s)	English and History
Topic of Lesson	Overview of ancient Sumerian society
Three Objectives	1. Students will be able to orally write with correct spelling at least two characteristics of Ancient Sumerian society from the following list: government system, inventions, religious system, social structure, food supply and the arts. 2. Students will be able to visually represent a category (government system, inventions, religious system, social structure, food supply and the arts) through an illustration if they cannot come up with a characteristic. 3. Students will be able to orally identify which categories are interconnected within ancient Sumerian society.
Technology standard	**Standard 3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.** G6-8: 3.1 Explain and demonstrate effective searching and browsing strategies when working on projects.
Curriculum Framework	➢ Massachusetts History and Social Studies Standards ➢ Learning Standards for History, Grades Pre-K-12 ➢ Concepts and skills 3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size data).
Materials needed	• A computer with Internet access that is hooked up to an LCD projector • The students' posters on ancient Sumerian society • Chalk

Lesson Introduction **(5 minutes)**	At the beginning of the lesson, all the students will be seated at their desks in the classroom with their history textbooks and notebooks. I will start out by asking them if anyone could tell me what is a civilization. After the students answer that particular question, I will ask them what are different parts that make up a civilization. After the students come up with as many facets of a civilization they can think of, I will divide the chalkboard into six sections (government system, inventions, religious system, social structure, food supply and the arts).
Lesson Procedure, Web Site Use, and Technology Standard Instruction **(15 minutes)**	After I have divided the chalkboard into the six categories above, I will ask the students, taking what they have just discussed and using their posters on ancient Sumer, to choose the two most interesting or important facts from their poster and write it in the appropriate category on the chalkboard. Each student will approach the board, one at a time, with the two facts they have selected and tell the rest of class why these two facts are interesting or important to the chart on ancient Sumer. If a student wants to display their knowledge through an illustration they created on their poster, they can do this in lieu of their two facts and explain to the class why this drawing fits into the category. There may only be one drawing per category. After the students have spoken about their two facts briefly or their illustration and put them on the blackboard, I will go through each category with the students and see how it fits into ancient Sumerian society. Through this conversation, I want the students to realize why these parts all make up a civilization and why civilizations can attribute their success to these integral parts. After the students have a broader and more in-depth understanding of what makes up ancient Sumerian society, it is time for them to apply what they know to make connections within the material. During this part of the lesson, I will be at the chalkboard at the front of the classroom in front of the chart they have just made and I will be asking them what categories have possible connections. Once a student raises their hand with a possible connection, I will ask the student to explain in what way these categories are similar and how do they connect to each other. After the student finishes speaking about the connection, I will write a few words explaining it on the arrow connecting the two categories to each other. Once there is at least one arrow in each section, I will boot up the computer and the LCD projector. I'll use the LCD projector to display the website I have made for their class, which will be a surprise to them. After showing the students the general layout of the website (i.e. the homepage, section and subsections on the English tab) I will quickly run through the history section starting with the tabs on the Stone Age, which is the first subject I studied with them. Lastly, I want to stop on the Sumer tab and display the

	chart I have created for ancient Sumerian society. Building off the connections the students have already made, I will display the connections I have made through the chart on the website. I want the students to see how I have interpreted geographic information about ancient Sumerian society and put it into an aesthetically pleasing and informative chart on the website. I will show the students how to divide the webpage up to give each category its own section and how they can also visually represent these categories. I also want this portion of the lesson to show my students how the Internet can be a resource to their education and the plethora of knowledge that is available to them on it.
Wrap-Up of Lesson **(5 minutes)**	To wrap this lesson up, I want to pose the question of: How does American society compare and contrast to ancient Sumerian society? This will allow students to use the chart we have just created together and their posters to compare and contrast the similarities and differences of the two societies. I want to end on this note because it will give students a greater understanding for how far civilization has come and also how similar we sometimes are still.
How will students be assessed to make sure they are able to perform the objectives?	Objective #1: Students will be able to orally write with correct spelling at least two characteristics of Ancient Sumerian society from the following list: government system, inventions, religious system, social structure, food supply and the arts. Assessment #1: Students will be asked to write at least two characteristics on the chalkboard in the category or categories of their choice and then tell the class why these characteristics fit into the category they have been placed and are important to ancient Sumerian society. Objective #2: Students will be able to visually represent a category (government system, inventions, religious system, social structure, food supply and the arts) through an illustration if they cannot come up with a characteristic. Assessment #2: Students can also visually represent a category or point in a category through an illustration (i.e. showing how ancient Sumerian irrigation systems worked, drawing an image of a wheel, etc.) Objective #3: Students will be able to orally identify which categories are interconnected within ancient Sumerian society. Assessment #3: After each student has a chance to put their two

	characteristics or illustration on the chalkboard and talk about them, all of the students will have an opportunity to tell me a connection between each category and why this connection exists.