

# TEAM 6B SOCIAL STUDIES



Mr. Miller and Ms. Falls in Room 208

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## Ancient Egypt Map

Jan 11th, 2009 by Mr. Miller

We have begun our unit on Ancient Egypt and our first assignment is to create a map.

-  [Egypt Map \(Spectrum Version for period 2\)](#) - due Wednesday, January 14.
-  [Egypt Map \(Regular Version for periods 3-6\)](#) - due Friday, January 16.

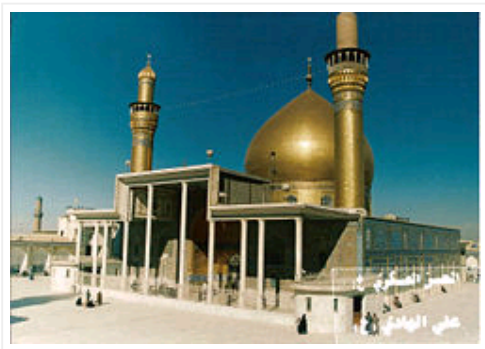
We have provided some class time to work on the map. Students who do not finish it in class will need to complete it as homework. Students may check out a *World and its People* textbook after school to help them complete the map.

Also, I created a Google Map showing the locations of the cities and some of the geographic features that need to be labeled on the map. [Click here to view the Google Map of Ancient Egypt.](#)

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## Division between Sunni and Shia Muslims

Jan 7th, 2009 by Mr. Miller



To end our unit on Islam, we are looking at the historical division between [Sunni](#) and [Shia](#) Muslims and how that division has contributed to the ongoing insurgency in Iraq. We watched a [NPR audio slideshow titled The Partisans of Ali](#) that discusses the historical origins of the division and

how it impacts recent history.

Assignment

### Categories

- [Announcements](#)
- [Current Events](#)
- [Geography](#)
- [History](#)
- [Learning Extensions](#)
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### Archives

- [January 2009](#)
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We are using the "Talking to the Text" protocol to read a transcription of the narration from the NRP slideshow. Students should reread the text and write a response to the text in the margin of their handouts. The response could be either a prediction, a question, a clarifying statement, a comment, or a connection. Students should also circle or highlight key words and phrases in the text.

📅 [Regular Version of the Sunni and Shia Talk to the Text Assignment](#) (due January 9, 2009)

📅 [Period 2 Spectrum Version of the Sunni and Shia Talk to the Text Assignment](#) (due January 8, 2009)

### Challenge Option

Read the [excellent article on the Smithsonian Magazine web site about Sufism](#) and answer the following questions:

1. What is the origin of Sufism? Who began it?
2. What are some of the practices and traditions of Sufism?
3. What problems do Sufis face in present-day Pakistan?

Note: challenge options are provided for students who need an additional challenge but they are not worth extra credit.

Posted in [History](#), [Learning Extensions](#), [Period 2 Spectrum](#), [Periods 3-6](#) | [Comments Off](#)

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## "Inside Mecca" Video

Dec 16th, 2008 by Mr. Miller



This week we are watching the National Geographic video [Inside Mecca](#). This video follows three Muslims from around the world who travel to Mecca to participate in the Hajj. By watching this video, students will learn about some of the important spiritual beliefs and traditions of Islam.

[Related photos are available on the National Geographic web site](#), and you may [click here for more information about Mecca and the Hajj](#).

Photo of the Kaaba in Mecca

### Assignment

As students watch the video, they will take some notes and answer a reflective question by completing [this worksheet](#).

Because of the snow schedule, it will take us several days to watch the video.

In spite of the possibility of more snow, here are the tentative due dates for the assignment:

📅 Period 2 (Spectrum): Thursday, December 18

📅 Periods 3 - 6: Friday, December 19

If students are absent, they can [watch the movie online \(Google video link\)](#).

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## Fertile Crescent Empire Stele Project

Nov 23rd, 2008 by Mr. Miller

Update: [students can use this template to type their caption](#). The file opens in Microsoft Word and provides the correct text layout so that students can paste their stele onto the paper after they print their caption. Notice that the page is setup to use legal size (8.5" x 14") paper.

## Research Links

These links will take you to the [Eck208 Delicious page](#) with more links about each empire.

- [Akkadian Empire](#)
- [Babylonian Empire](#)
- [Assyrian Empire](#)
- [Neo-Babylonian Empire](#) (a.k.a. Chaldean Empire)
- [Phoenicians](#)
- [Persian Empire](#)

## Assignment (Due December 2)

Students will be creating an Akkadian style [stèle](#) to highlight one of the accomplishments of one of the great Fertile Crescent empires. A stele is a slab of stone on which artists would carve relief sculptures of military battles or other major achievements.

The stele should show an important person, place, or thing related to the history of the Fertile Crescent. Along with a picture, students will also write a caption explaining the picture.

- [Stele Project Directions \(Periods 3-6\)](#)
- [Stele Project Directions \(Period 2 Spectrum\)](#)
- [Stele Research Sources \(Spectrum only\)](#)

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## Was Ancient Sumer a Civilization?

Nov 20th, 2008 by Mr. Miller

This week we have been learning about the seven characteristics of a civilization. Historians consider a society to be civilized when it has these characteristics:

1. A staple supply of food
2. A complex social structure
3. Government
4. Religion
5. Makes contributions to the arts
6. Makes advancements in technology
7. Develops a system of writing

To apply their knowledge, students looked at artifacts from ancient [Sumer](#), (in [Mesopotamia](#)) and wrote about their relationship to the characteristics of civilization. Today, students wrote about whether or not these artifacts prove that Sumer was truly a civilization. The final draft of their writing is due

tomorrow.

Assignment Due November 21, 2008

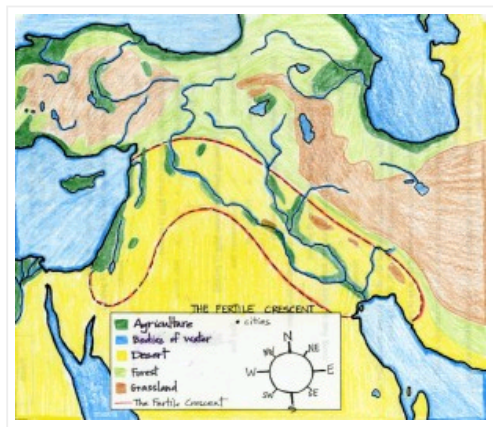
- [Civilization Response Paper \(Regular Version\)](#)
- [Civilization Response Paper \(Spectrum Version\)](#)

Posted in Geography, Period 2 Spectrum, Periods 3-6 | Comments Off

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## Fertile Crescent Map

Nov 10th, 2008 by Mr. Miller



We have been making maps of the Fertile Crescent to learn about the geography of the land that is home to the oldest civilizations in human history. Last week, we read that the area around modern day Iraq was the location of the earliest big cities. The reading introduced these terms:

*Mesopotamia* - "the land between the rivers" (specifically, the Tigris

and Euphrates Rivers).

*Fertile Crescent* - the "C" shaped area of land with soil that was good for farming.

*The Cradle of Civilization* - refers to the idea that this region was the birthplace of complex human societies.

Assignment (Due Thursday, November 13)

- [Fertile Crescent Map Directions](#)
- [Fertile Crescent Blank Map](#)

Resources

- [Sample map created by Ms. Falls](#) - Ms. Falls created this map, which is based on the map on page 50 of *The World and its People*, which shows the natural resources of the Fertile Crescent. Students are welcome to refer to this map if they don't have a book at home.
- Checking out a textbook - students can check out a textbook to take home by stopping by the room after school. Books must be returned before school the next day so we can use them during class.
- [Map of Ancient Mesopotamia](#) - this map shows the location of many of the city-states of Mesopotamia.
- [British Museum Maps](#) - series of maps about Mesopotamia created by the British Museum showing cities, terrain, natural resources, and more.
- [Wikipedia article about Mesopotamia](#) - includes links to Fertile Crescent civilizations and related maps.

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## 2008 Presidential Election Reflection

Nov 5th, 2008 by Mr. Miller

We have been learning about the Electoral College and how it determines the outcome of US presidential elections. Yesterday, we looked at the results of the 2004 election and learned which ones were swing states that would also play a big role in the 2008 election. Then we made predictions who would the win key states and thus the election using the [Electoral Vote Analysis worksheet](#).

Today, we analyzed the results of the election by looking at [a map from the Seattle Times](#). We also watched Barak Obama's acceptance speech in order to think about his explanation for how he won the election.

Assignment due November 6

Write a paragraph that explains how Obama won the 2008 Presidential Election.

1. Start with a topic sentence.
2. Use results of the Electoral Vote to support your explanation.
3. Refer to Obama's speech to support your explanation.
4. Write at least 4 sentences.

Students will turn in the the [Electoral Vote Analysis worksheet](#) from Tuesday along with the paragraph.

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## Presidential Election Paragraph

Nov 2nd, 2008 by Mr. Miller

Students are writing a comparison of the major candidates of the 2008 Presidential Election. Students began by researching their positions on issues such as health care, the Iraq War, the economy, the environment, and more, using resources posted [on this page](#). Students used this information to fill in a candidate comparison chart. Next, they selected 1-2 topics to compare and used a double-bubble thinking map to help them organize their thoughts. Lastly, they are following the steps of the writing process to write a paragraph, which is due on Election Day.

Assignment: due November 4 (Election Day)

- [Presidential Election Paragraph \(Periods 3-6\)](#)
- [Presidential Election Paragraph \(Spectrum Version\)](#)

Students should make sure they turn in the following components of the assignment:

1. Double-bubble thinking map.
2. Rough draft (may be on back of assignment directions page) - should show revision marks.
3. Final draft - typed or neatly handwritten in black ink.

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## 2008 Election Resources

Oct 23rd, 2008 by Mr. Miller

Quick Links: [Compare Candidates](#) | [Barack Obama](#) | [John McCain](#) | [Challenge Resources](#) | [News & Media](#)

Web Sites that Compare the Major Candidates and Parties

- 📄 [Time for Kids: Inside the Issues](#)
- 📄 [Time for Kids: Meet the Candidates](#)
- 📄 [Scholastic: Where the Candidates Stand](#)
- 📄 [Vote Gopher](#) - look under "JUMP TO ISSUE"
- 📄 [Seattle Times "On the Issues"](#)
- 📄 [Brain Pop movie about political parties](#)

Web Sites about Barrack Obama

- 📄 [Obama's official web site](#)

Web Sites about John McCain

- 📄 [McCain's Official Web Site](#)

Challenge Resources

- 📄 [Procon.org](#) - very detailed with quotations from the candidates.
- 📄 [On the Issues: Barack Obama](#)
- 📄 [On the Issues: John McCain](#)

News & Media

- 📄 [Google News: Obama](#)
- 📄 [Google News: McCain](#)
- 📄 [Newsvine: Obama](#)
- 📄 [Newsvine: McCain](#)
- 📄 [Living Room Candidate: Political Ads](#)

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## Prehistory Unit Vocabulary Review

Oct 22nd, 2008 by Mr. Miller

Today we did a review activity related to vocabulary words from our unit on Prehistory. Since there are so many difficult vocabulary words in this unit, we decided we should review them but not do a vocabulary quiz.

We did an activity in which students worked with partners and were assigned a word. Together, they reviewed the meaning of the word. Then, the students took turns presenting their words to the class. Each presentation included:

1. The definition of the word.
2. How the word relates to the previous word that was presented.

Thus, students needed to think about when they should present so they could follow a word that they could relate to their word. When they presented, they placed their word under the document camera, so as the presentations progressed, we developed a chain of related words. Overall, I was very pleased with the connections students were able to make between some very difficult terms!

Below are images of the finished chains of terms from each period.



Here are the terms we used:

1. archaeologist
2. artifacts
3. prehistory
4. capabilities
5. Australopithecus Afarensis
6. Homo Habilis
7. Homo Erectus
8. Neanderthal Man
9. Homo Sapiens Sapiens
10. migrate
11. nomad
12. Paleolithic Age
13. Neolithic Age
14. domesticate
15. agriculture
16. Otzi the Iceman

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