***GMS Blueprint for Learning***

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| **Mrs. Waltz** | | | **Sixth Grade / Social Studies / World History** | | | **Date: Oct. 10 – Oct. 14 1st Quarter Week 10** | | |
| **Content Standards:**  **(6.6.spi.1)** Identify examples of group impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, and inventors).  **(6.1.spi.3)** Recognize the world’s major religions and their founders (i.e., Judaism, Christianity, Islam, Buddhism, Hinduism, Moses, Jesus, and Mohammed).  **(6.1.7)** Identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley influenced life.  **(6.3.3)** Identify the location of early civilizations on a map. | | | **Check for Understanding:**   1. Describe the origins of major world religions. . 2. Identify how communities reflect the cultural background of their inhabitants. 3. Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture. | | | **Daily Learning Objective:**  By the end of the lesson I will be able to:  **Mon.** Demonstrate how much I know about ancient Egypt and understand the origins of our alphabet.  **Tue.** Demonstrate an understanding of a timeline and explain important events in Ancient Israel’s history.  **Wed.** Explain the foundation of Judaism and the importance role of Abraham.  **Thur.** Sequence the events in Moses’ life that lead to the Jewish “rule of law”.  **Fri.** Recognize important Israelite rulers and their accomplishments. | | |
| **Resources / Materials:**  Student examples, handouts on rulers, PowerPoints, flipbook facts, foldable examples, colored pencils, markers, paper | | | **Vocabulary:** Alphabet, Covenant, Diaspora, Empire, Exile, Messiah, Monotheism, Prophet, Proverb, Rabbi, Sabbath, Synagogue, Torah, Tribe, Tribute | | | **Afterschool:**  **Tuesday:** Tutoring / Homework Help  **Thursday:** History Club  **Friday:** History Study Group / Detention | | |
|  | **Guiding Question** | **T-Formation** | **Motivation** | **Input & Modeling** | **Guided Practice** | **Independent Practice** | **EOLA** | **Homework** |
| **Monday** | What are the origins of our alphabet? | Plant seeds  Weed fields  Harvest crops  Store grain  Which type of early community is described by the flow chart above?  A fishing  B hunter-gatherer  C farming  Dnomadic | Display a Pre-K alphabet chart.  Ask students how the chart works.  Ask students what would life be like without writing. | How to read a map.  Phoenician people  Trade routes  Alphabet | Complete map of Phoenician Trading Empire | Re-take  Egypt Test  Complete map of Phoenician Trading Empire | What is a alphabet?  What are the origins of our alphabet?  Why were Phoenician trade routes important to writing? | Homework:  Ancient Israel Timeline  Chapter 3 |
| **Tuesday** | Guidance  Counselor Day  What events | Which development most contributed to the success of ancient Mesopotamian villages?  A terraced farming  B irrigation methods  C advanced mathematics  Dpapyrus records | Display an illustrated timeline. | Discuss homework.  Discuss how a timeline works.  Discuss B.C., B.C.E.  A.D. & C.E. | Practice ordering events on a timeline based on their date. | Create a timeline tracing the sequence of events from the beginning of Israelites in Canaan to their arrival in the Promised Land to the fall of Jerusalem. | Describe the events that lead to the development of Judaism.  Write down any questions you might have for Ms. Brooks. | After school tutoring:  Ancient Israel Timeline  Chapter 3 |
| **Wednesday** | Who was Abraham? How has he impacted human history? | Which ancient civilization used hieroglyphics?  A Egypt  BBabylon  C Mesopotamia  DSumerian | Play Father Abraham song. | Go over homework  Timeline  Focus on Abraham.  Create Abraham’s Family Tree | Create Abraham’s Family Tree | Create Abraham’s Family Tree | Who was Abraham?  Who was his family?  Where did they come from and where did they settle.  His family started what religion?  Why did his family move to Egypt? | Homework:  Abraham’s Family Tree |
| **Thursday** | Who was Moses? How has he impacted human history? | Domesticated animals  Invention of new tools  Irrigation systems  ?  54 Which type of ancient community best titles the above list?  A Farming  B Nomadic  C City-state  D State | Play a clip from the Ten Commandment. | Tell the story of Moses. | Create a flow map or comic strip showing the life of Moses. | Create a flow map or comic strip showing the life of Moses. | Who was Moses?  Where was he born?  What is he famous for?  What did God give Moses? | Homework:  Abraham’s Family Tree  due Friday  Extra Credit  Moses comic strip |
| **Friday** | What did the Kings of Israel do? | Which of these time periods is a decade?  A 1100 to 1200  B 1899 to 1900  C 1350 to 1400  D1010 to 1020 | Display an image of David and Goliath. Re-tell the story. | Discuss the order and events of the Israelite Kings. | Design Trading Cards for Israelite Kings.  King Saul  King David  King Solomon  King Herod | Ancient Israel Quiz  Design Trading Cards for Israelite Kings.  King Saul  King David  King Solomon  King Herod | Why did the Israelites want a king?  Describe the accomplishments of each king. | Homework:  Abraham’s Family Tree due.  Trading Cards for Israelite Kings. |
| **Plan to Re-teach / Extend and Refine Knowledge:**  Continue to include chapter one & two questions on T-formations and quizzes.  Encourage extra-credit activities that reinforce main concepts. These are posted in the room.  Give students a list of websites related to Israel. | | | | | | | | |