***GMS Blueprint for Learning***

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| **Mrs. Waltz** | | | **Sixth Grade / Social Studies / World History** | | | **Date: Oct. 24 – Oct. 28 2st Quarter Week 11** | | |
| **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.  (6.1.5) 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. | | | **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.** Use a learning log and tell the main beliefs of Judaism.  **Tue.** Explain how Judaism spread because of Exile and war.  **Wed.** Define major Judaism terms.  **Thur.** Provide example of how we are influenced by Ancient Israel today.  **Fri.** State how Ancient Israel, Egypt and Mesopotamia are alike and different. | | |
| **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 – Jones, Megan, Corvon, Dillon, Claude  **Thursday:** History Study Group – D’Aurius, Claude, Kendarius,  **Friday:** History Study Group - Guinn, Foster, Holmes, Keith | | |
|  | **Guiding Question** | **T-Formation** | **Motivation** | **Input & Modeling** | **Guided Practice** | **Independent Practice** | **EOLA** | **Homework** |
| **Monday** | What are the basic beliefs of Judaism? | The belief in one god is called \_\_\_\_\_\_\_\_\_.   1. Polytheism 2. Monotheism 3. Deity 4. Religion | PowerPoint of Judaism. | Explain how to use a learning log. | [Collaborative-Strategic-Reading Learning Logs](http://www.adlit.org/strategies/22355)  Go over Learning Logs  Go over answers to the Kings of Israel questions. | [Collaborative-Strategic-Reading Learning Logs](http://www.adlit.org/strategies/22355)  Answer the EOLA | **1.** The beliefs of the Ancient Israelites turned into what world religion?  **2.** Explain Abraham’s influence in Judaism.  **3.** Explain Moses’s role in Judaism.  **4.** Describe the basic beliefs of Judaism.  **5.** Identify the founders of Judaism. | Homework:  Answer EOLA questions using the book. |
| **Tuesday** | How did Judaism spread? Why did the Jews leave the Promised Land? | Who was the Israelite king known for his wise sayings or proverbs?   1. Sargon 2. Nebuchadnezzar 3. Tutankhamen 4. Solomon | Display the Star of David. Discuss if the students have ever seen the star and where. | Explain how to use a Learning Log.  Discuss first Israelites. | Go over homework questions.  Together read First Israelites and complete log. | Read The Kingdom of Israel and The Growth of Judaism. Complete Learning Log. | Who were the main founders of Judaism?  How did Judaism spread? Why did the Jews leave the Promised Land? | After school tutoring:  Flip-book notes |
| **Wednesday** | Which Ancient Israel vocabulary words have you mastered? | How long did it take for the Israelites to reach the Promised Land?   1. 40 minutes 2. 40 months 3. 40 days 4. 40 years | Virtual tour of what the Holy Temple would have looked like. | Discuss the growth of Judaism. | Check Learning Log main ideas from Tues. | Complete chapter review. | Define the following words.  Torah  Synagogue  Messiah  Monotheism  Exile  Drought | Homework:  Essay: How do the beliefs of the Ancient Israelites influence us today? |
| **Thursday** | What have you learned about Ancient Israel? | Who led the Israelites out of Egypt and into the Sinai Desert?   1. Jacob 2. Moses 3. Pharaoh 4. Abraham | Display a scroll and examples of what Hebrew writing looks like. | Review main chapter concepts. | Go over answers on chapter review.  Have 2 students read their homework essay. | Re- take  Israel Test  CPS | Pair/Share  Tell the person next to you how we are influenced by the beliefs of the Ancient Israelites today. | Study Group  Flash cards, go over quiz, |
| **Friday** | How are Israel, Egypt and Mesopotamia alike and different? | What caused the Israelites to leave Canaan and go to Egypt?   1. A flood 2. Drought 3. War 4. None of the above | Display map and review the locations we have studied so far. | Set up chart and give categories. | Chart  Comparing  Mesopotamia  Egypt  Israel | Complete chart. | Name two ways Egypt and Mesopotamia were alike.  Name two ways Egypt and Israel were alike.  Name two ways Egypt and Israel were different. | Due:  Abraham’s Family Tree,  Moses Comic,  Trading Cards for Israelite Kings. |
| **Plan to Re-teach / Extend and Refine Knowledge:**  This week is a re-teach of Ancient Israel.  Thur. and Friday study group reading handout / with anticipation guide.  Build Solomon’s Holy Temple  Create a powerpoint about Judaism.  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. | | | | | | | | |