***GMS Blueprint for Learning***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mrs. Waltz** | | | **Sixth Grade / Social Studies / World History** | | | **Date: Oct. 31 – Nov. 4 2st Quarter Week 12** | | |
| **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.** State how Ancient Israel, Egypt and Mesopotamia are alike and different.  **Tue.** State how Ancient Israel, Egypt and Mesopotamia are alike and different.  **Wed.** Explain how river valley civilizations developed.  **Thur.** Make an educated evaluation of Qin as a ruler.  **Fri.** Create a Venn diagram to compare the lives and teachings of Confucius, Lao Tzu, and Siddhartha Gautama. | | |
| **Resources / Materials:**  Student examples, handouts on rulers, flipbook facts, foldable examples, colored pencils, markers, paper | | | **Vocabulary:** Dynasty, Shang, Qin, 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** | How are Israel, Egypt and Mesopotamia alike and different? | Which king built the Holy Temple in Jerusalem?   1. Saul 2. David 3. Solomon 4. Abraham | 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. | Homework:  Finish completing chart. |
| **Tuesday** | How are Israel, Egypt and Mesopotamia alike and different? | Which leader left Mesopotamian and lead his people to Canaan?   1. Sargon 2. Ramses 3. Abraham 4. Moses | Survey how many had to use their book and how many knew their facts. | Discuss and analyze completed charts.  Fill in any missing gaps. | Discuss and analyze completed charts.  Fill in any missing gaps. | Transfer completed chart onto large paper. | Which civilizations are polytheistic?  Which civilizations developed their own system of writing?  Which civilizations had a government that was ruled by the leader appointed by God? | After school tutoring:  Finish Comparative Chart on large paper. |
| **Wednesday** | How did river valley civilizations develop? | The ancient Israelite faith is known today as what religion?  A. Judaism  B. Christianity  C. Buddhism  D. Islam | Ask students to recall why river valleys are so important. | View Discovery Edu.  Ancient Civilizations: The Beginnings is the End | Discuss Quiz answers. | CPS Quiz on Unit One – Mesopotamia, Egypt & Israel. | CPS Quiz on Unit One – Mesopotamia, Egypt & Israel. | Homework: |
| **Thursday** | How would you describe the Shang and Qin dynasty? | Who was the Mesopotamian king who developed the first written code of law?   1. Sargon 2. Hammurabi 3. Ramses 4. Herod | Ask students to discuss the attributes they think a good ruler should have. Ask them: How should a good ruler behave? What should a good ruler do for the country? | Discovery Edu.  Journals Through History: Ancient China, From Dynasty to Destiny  Demostrate  Quizlet vocabulary | Discuss answers to video clip.  Quizlet Flash Cards | Answers video questions. | What do you know about ancient China?  • What sets Shang bronze bowls apart from other bowls?  • How did the Shang communicate with their ancestors?  • What were some of Emperor Qin’s accomplishments? | Study Group  Flash cards on Quizlet |
| **Friday** | What did Ancient China contribute to the world? | The belief in one god is called \_\_\_\_\_\_\_\_\_.   1. Polytheism 2. Monotheism 3. Deity 4. Religion | Discovery Edu.  Journals Through History: Ancient China, Contributions to the World. | Demonstrate how to make a 3-way venn diagram.  Label  diagram with Confucius, Tzu and Siddharta.  Show video. | Discuss answers to the video questions. | Create a 3-way venn diagram about Confucius, Tzu and Siddharta.  Answer EOLA | Who were Confucius, Lao Tzu, and Siddhartha Gautama and how did they influence Chinese society?  • How did kung fu come to be and why did the monks invent it?  • What is the importance of silk?  • What were some important inventions and innovations made in China?  • What are some uses of gunpowder?  • Why is the dragon a good symbol for China? | Study Group  Flash cards on Quizlet |
| **Plan to Re-teach / Extend and Refine Knowledge:**  This week is a re-teach of unit one, which is Ancient Mesopotamia, Egypt and Israel.  Thur. and Friday study group reading handout / Quizlet flash cards.  Create a powerpoint about Ancient China.  Continue to include chapter one, two & three 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 Ancient Israel and Ancient China | | | | | | | | |