***GMS Blueprint for Learning***

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| **Mrs. Waltz** | | | **Sixth Grade / Social Studies / World History** | | | **Date: August 29 – Sept. 2 1st Quarter Week 4** | | |
| **Content Standards:**  **(6.1.1)** Recognize the basic components of culture.  **(6.1.7)** Identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley.  **(6.4.2)** Recognize the steps that give rise to complex governmental organizations (nomadic, farming, village, city, city-state and states.  **(6.5.5)** Identify major technological advances (tools, wheel. Irrigation, river dikes, farming, weaponry, written language and printing press). | | | **Check for Understanding:**   1. Define components of culture. 2. Identify early forms of writing, law, and trade (cuneiform, Code of Hammurabi and barter). 3. Identify how communities reflect the cultural background of their inhabitants. 4. Identify written laws handed down from ancient civilizations. | | | **Daily Learning Objective:**  **Mon.** Understand why Mesopotamia is the Fertile Crescent and the birth place of civilization.  **Tue.** Explain the importance of the invention of writing by the Sumerians. Focus on Gilgamesh, epics, cuneiform & scribes.  **Wed.** Investigate important contributions made by the Sumerians in math and science?  **Thur.** Analyze Hammurabi’s code of Law?  **Fri.** Assessment | | |
| **Resources / Materials:**  Landform cards, Evaluate a Map handout  First Civilization Map, Culture PowerPoint, rulers, circles, scissors, glue, clip art sheets, examples | | | **Vocabulary:** Culture, artifact, nomadic, technology, domesticate, civilization, irrigation, city-state, artisan, cuneiform, scribe, empire, ziggurat, priest-king, epic | | |  | | |
|  | **Guiding Question** | **T-Formation** | **Motivation** | **Input & Modeling** | **Guided Practice** | **Independent Practice** | **EOLA** | **Homework** |
| **Monday** | Why was the region of the Mesopotamia so well suited for the growth of civilization? | Historians call the early period of human history the?  A. Iron age  B. Bronze Age  C. Ancient Age  D. **Stone Age** | Mesopotamia art slide show incorporating the terms artisan,  artifact and  Ziggurat. | Bubble map: Civilization  Irrigation  City-state | Together complete first 3 Q&A on Ancient Mesopotamia Map sheet. | Complete Ancient Mesopotamia Map sheet. | What makes a civilization?  Why was being in a river valley important to Mesopotamia’s success?  How did Mesopotamia control the flow of the river? | SQRS JAT Read pages  16 - 20 |
| **Tuesday** | What did the Sumerians contribute to writing, math & science? | Preserved remains of plants and animals are called?  A. Nomad  B. Artifacts  C. **Fossils**  D. Archaeologist | Gilgamesh  PowerPoint with ancient and modern illustrations. | Define cuneiform,  scribe & epic.  Explain Sumerian class system using the tale of Gilgamesh. | Write name in cuneiform and compare ancient and modern book materials. | Using a written description of the main characters of Gilgamesh create an illustrated book cover. | What kind of written language did the Sumerians use?  Who was Gilgamesh and why was he important?  In what way is education different today than it was in Mesopotamia? |  |
| **Wednesday** | What did the Sumerians contribute to writing, math & science? | The first civilizations rose \_\_\_\_ because the conditions for farming were good.  A. in the mountains  B. near the sea  C. **in river valleys**  D. in the desert | Art of science and math. | Introduce Sumerian contribution to math and science. Discuss the importance of astronomy to farmers. | Create a list of inventions. | Create an  Invention Wheel. | Why was astronomy important to farmers?  What math concepts do we still use today? | SQR3  JAT Read pages 20-23  Finish Gilgamesh book cover. |
| **Thursday** | What is the significance of Hammurabi’s code of law? | The few Sumerians who learned how to write often became \_\_\_\_, holding high positions in society.  A. Artisans  B. **Scribes**  C. Heads of households  D. Merchants | Image of Hammurabi speaking to his god. | Sargon – Akkadian king who conquered Mesopotamia. | Readers’ Theater “Hammurabi’s Law” | Graphic organizer of fair and cruel laws JAT pg. 24-25 | What is an empire?  What group of people were the most favored and protected by the code of law? Explain  What group of people were the least favored under the code of law? Explain |  |
| **Friday** | What have you learned about Mesopotamia? | Into what body of water do the Tigris and the Euphrates flow?  A. Caspian Sea  B. Red Sea  C. Mediterranean  D. **Persian Gulf** | Motivation - Ask students what they would do without, a car, written language, a government based on laws. | Review terms with Vocabulary Mix-Up. | Design cover for vocabulary book. Assemble 3 pages. | Bi-Weekly assessment  Finish any work to be graded. | Write 5 facts you learned this week. |  |
| **Plan to Re-teach / Extend and Refine Knowledge:**  <http://mesopotamia.mrdonn.org/> Mesopotamia for kids  <http://mesopotamia.mrdonn.org/games.html> Games  <http://www.archsoc.com/games/Mesopotamia.html> | | | | | | | | |