***GMS Blueprint for Learning***

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| **Mrs. Waltz** | | | **Sixth Grade / Social Studies / World History** | | | **Date: Oct.3 – Oct. 7 1st Quarter Week 9** | | |
| **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 influenced life.  **(6.3.3)** Identify the location of early civilizations on a map.  **(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 how communities reflect the cultural background of their inhabitants. 3. Compare how cultures differ in their use of resources. 4. 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.** Define dynasty and recognize important Egyptian rulers and their accomplishments.  **Tue.** Recognize important Egyptian rulers and their accomplishments.  **Wed.** Explain the role Hatshepsut played is expanding Egypt’s wealth.  **Thur.** Demonstrate how much I know about ancient Egypt.  **Fri.** Demonstrate how much I know about ancient Egypt. | | |
| **Resources / Materials:**  Student examples, handouts on rulers, PowerPoints, flipbook facts, foldable examples, colored pencils, markers, note cards, hole punches, glue, paper | | | **Vocabulary:** Papyrus, amulet, hieroglyphics, dynasty, pharaoh, deity, embalming, mummy, pyramid, polytheism & culture. | | | **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** | Why did the pharaoh hold so much power? | The Egyptians willingly served their all-powerful leader because they believed:  **A.** unity came from a strong leader.  **B.** the leader came from heaven.  **C.** the leader’s wealth meant power.  **D.** the leader was smart. | Display pharaoh trading cards. | Powerpoint on  Narmer,  Hatshepsut  Tutankhamen  Ramses II | Together complete one trading card. | Complete 3 other trading cards. | What is a dynasty?  Why did the pharaohs hold so much power? **(A strong leader ensured unity and the pharaoh was the son of the sun god Re.)**  What did the word pharaoh mean and why was it used for Egypt’s rulers? **(“great house”; rulers lived in grand palaces.)** | Homework:  Pharaoh Trading Cards  Due Wed. |
| **Tuesday** | Guidance  Counselor Day  Why did the pharaoh hold so much power? | The Egyptian invention to prevent the pharaoh’s body from decomposing was \_\_\_\_.  **A.** Mummy  **B.** Surveying  **C.** Pyramids  **D.** Embalming | Guidance  Councilor Day | Guidance  Councilor Day | Guidance  Councilor Day  Finish pharaoh trading cards. | Guidance  Councilor Day  Finish pharaoh trading cards. | Write down any questions you might have for Ms. Brooks. | After school tutoring:  Pharaoh Trading Cards  Due Wed. |
| **Wednesday** | How was Hatshepsut? | A god or goddess in an example of a \_\_\_\_\_\_\_.  **A.** Pharaoh  **B.** Mummy  **C.** Priest  **D.** Deity | Discuss acting and voice projecting. What is entertaining? | Background knowledge on Hatshepsut. | Readers Theater  Hatshepsut play | Answer questions about the play. | Who was Hatshepsut?  How did she gain power?  What kind of kingdom did she have? | Due. Pharaoh Trading Cards  Homework:  Ch. 2 Assessment & Activity #1-23 on pg. 74-75 |
| **Thursday** | What have you learned about ancient Egypt? | \_\_\_\_\_\_ was a collection of spells and prayers studies to help obtain the afterlife.  **A.** The Dead Sea Scrolls  **B.** Hieroglyphics  **C.** The Book of the Dead  **D.** The Book of Secrets | Review  Jeopardy | Review  Jeopardy | Review  Jeopardy | Review  Jeopardy | Write down five vocabulary words you need to study tonight for your test. | Homework:  Assessment & Activity #1-23 on pg. 74-75  due Friday |
| **Friday** | What have you learned about ancient Egypt? | A group of many lands under one ruler is a \_\_\_\_.  **A.** Nomad  **B.** Artifact  **C.** Epic  **D.** Empire | Display great historians list from previous test of all 80% or above. | Give directions for test and MI inventory. | MI inventory. | Assessment  Chapter 2 Test  Complete MI inventory. | Write down any questions you think you missed on the chapter test. | Homework:  Assessment & Activity #1-23 on pg. 74-75  due Friday |
| **Plan to Re-teach / Extend and Refine Knowledge:**  Continue to include chapter one questions on T-formations.  Give students a list of websites related to Egypt.  Encourage extra-credit activities that reinforce main concepts.  Create a T-chart to describe the differences and similarities between Memphis, TN and Memphis, Egypt.  Descriptive writing – Egypt / Standardized Test Skills Practice  How are U.S. children today like children of ancient Egypt? How are they different?  Design an amulet for good luck. | | | | | | | | |