***GMS Blueprint for Learning***

|  |  |  |
| --- | --- | --- |
| **Mrs. Waltz** | **Sixth Grade / Social Studies / World History** | **Date: Sept. 19 – Sept. 23 1st Quarter Week 7** |
| **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.**(6.5.4)** Recognize the forms of early writing. **(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:** By the end of the lesson I will be able to:**Mon.** Explain why the Nile river was important for the success of Egypt. **Tue.** Identify and discuss important facts about hieroglyphics.**Wed.** Compare and contrast Egypt and Mesopotamia and give 3 examples of both similarities and differences. **Thur.** Explain and provide examples of Egypt’s class system and define the roles of men and women in their society. **Fri.** Explain polytheism and provide examples of Egyptian gods and goddesses.  |
| **Resources / Materials:** Student examples, PowerPoints, flipbook facts, foldable examples, colored pencils, markers, note cards, hole punches, glue, paper | **Vocabulary:** Cataracts, delta, papyrus, amulet, hieroglyphics, dynasty, pharaoh, deity, embalming, mummy, pyramid | **Extra****Tuesday:** Tutoring / Hieroglyphics / Cartouche **Thursday:** History Club / Egyptian Star Book**Friday:** History Club / Time Warp Trio / Egyptian Star BookBring in note cards – 10 pointsDesign an **amulet** for good luck. |
|  | **Guiding Question** | **T-Formation** | **Motivation** | **Input & Modeling** | **Guided Practice** | **Independent Practice** | **EOLA** | **Homework** |
| **Monday** | Why did the Egyptian civilization begin in the fertile Nile River valley?  | Which of the following is an example of people’s culture?A. ArtB. LanguageC. LiteratureD. **All of the above** | Present top score on assessment. Discover Streaming clip Gift of the Nile | Settling the Nile *(pages 39–40)* Major Nile facts | Students create a foldable on the Nile. | Complete foldable on the Nile. | What continent is Egypt located on?Why was the Nile River an important resource for Egyptians?How did natural protection help Egypt?  | Complete Nile foldable. Due Wednesday.  |
| **Tuesday** | How did the Egyptians develop a writing system? What natural resources did they use for writing? | Which of the following was an advantage of early farming lifestyle?A. Greater securityB.Steady food supplyC. Growing populationsD. **All of the above** | Display cartouche on papyrus and examples of hieroglyphics.  | River People *(pages 41–42)*NotesPapyrus, hieroglyphics, scribes. Explain how to make a cartouche.  | Make a cartouche. Assist students in assembling pages in their flip books.  | Assemble chapter 2 notes in flip books.  | Why might scribes be important to Egyptian civilization? Besides paper, what else was papyrus used for by the Egyptians? Describe the process the Egyptians used for papermaking?  | After school tutoring:Cartouche and flipbooks  |
| **Wednesday** | How was the development of Egypt as a civilization similar to the development of Mesopotamia?  | Scientists who dig up and study artifacts made by humans are called -.A. **Archaeologists**B.AnthropologistsC. GeologistsD. Historians | Short clip on Narmer. | A United Egypt *(pages 43–44)*NotesNeed for government,Upper and Lower Egypt,United by Narmer,**Dynasty** | Create a graphic organizer comparing life in Egypt and Mesopotamia.(JAT 44) |  Complete graphic organizer. | Why did Egypt need a structured government?In what ways was ancient Egypt like Mesopotamia? ***(Both had access to powerful rivers, economies based on farming and trade, government to help the people, artisans to create products, and technological advances.)*** | Due. Nile foldableHomework: Section review on page 46.1-6 |
| **Thursday** | How were Egyptian social classes divided?  | Early human had a nomadic lifestyle because \_\_\_\_.A. they were farmers.B. **they were hunter-gathers.**C. they were the first to use tools.D. they had not yet discovered fire. | Slideshow of people from different social classes.  | Early Egyptian Life *(pages 45–46)*Pyramid with social class system. | Pyramid with social class system.Create a 4-sectioned foldable : Top flaps will be labeled- men, women, boys & girls  | Under each flap students will describe the roles of each member of a family.  | Who made up the largest group in Egyptian society?How was their social class system set up?How were the roles for men and women different?How are U.S. children today like children of ancient Egypt? How are they different?  |  |
| **Friday** | Why did the pharaoh hold so much power?  | Which of the following epics is the world’s oldest known story?A.  *Illiad*B.*Odyssey*C. ***Epic of Gilgamesh***D. *Mahabharata* | PowerPoint on religion | Old Kingdom Rulers *(page 48)*Egypt’s Religion *(pages 49–50)*Bubble map of Egyptian beliefs.Book of the Dead Cover assignment.Quiz | Bubble map of Egyptian beliefs. | QuizDesign a book cover for the Book of the Dead. | What is a dynasty?How did people show respect to pharaohs? ***(People bowed down or touched their heads to the ground and played music when the pharaoh appeared in public.)***Why was it important for pharaohs to reach the afterlife? ***(Egyptians believed pharaohs would continue to care for Egypt once they reached the afterlife.)***Explain their religious beliefs. | Homework:Cover for Book of the DeadDue Tue.  |
| **Plan to Re-teach / Extend and Refine Knowledge:**Using Timelines – Prehistoric Times / Standardized Test Skills PracticeDescriptive writing – Egypt / Standardized Test Skills PracticeCreate a T-chart to describe the differences and similarities between Memphis, TN and Memphis, Egypt.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.  |