***GMS Blueprint for Learning***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mrs. Waltz** | | | **Sixth Grade / Social Studies / World History** | | | **Date: Sept. 12 – Sept. 16 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.** Re-teach Mesopotamia – Video clip,  **Tue.** Re-teach Mesopotamia – Develop vocabulary books that include Mesopotamia and Egypt vocabulary.  **Wed.** Review scavenger hunt with vocab. books.  **Thur.** Jeopardy review for chapter 1 test.  **Fri.** Assessment Re-take Chapter 1 test and Egypt map activity. | | |
| **Resources / Materials:**  Student examples, jeopardy handouts, Unit 1 assessment, scavenger hunt sheets, note cards, hole punches, glue, paper | | | **Vocabulary:** Culture, artifact, nomadic, technology, domesticate, civilization, irrigation, city-state, artisan, cuneiform, scribe, empire, ziggurat, priest-king, epic, province, caravan, astronomer | | | **Extra-Credit**:  Design a cylinder seal with tissue rolls, rubber bands and paint.  Bring in note cards – 10 points  Design a ziggurat.  Create a drawing of the Ishtar gate in Babylon. | | |
|  | **Guiding Question** | **T-Formation** | **Motivation** | **Input & Modeling** | **Guided Practice** | **Independent Practice** | **EOLA** | **Homework** |
| **Monday** | What characteristic describe the Mesopotamian cultures? | Something that passes to children when someone dies is \_\_\_\_.  A. Secondary  B.Tertiary  C. **Hereditary**  D. Reactionary | Present top score on assessment. | Discover Streaming clip Mesopotamia & Babylon  Together go over rubric for  Hanging Garden of Babylon sale advertisement. | Together draw examples. | Begin Hanging Garden of Babylon sale advertisement. | What civilizations lived in Mesopotamia?  Explain their religious beliefs.  How was their social class system set up?  What is the difference between a city-state and an empire? | Design a Hanging Garden of Babylon sale advertisement. |
| **Tuesday** | What are the main concepts I need to know about in the Mesopotamian cultures? | The people of Mesopotamia developed a number system:  A. Based on the number 6  B. **Based on the number 60**  C. Using drops of water  D. Using a series of dots. | Display Journey Through Time concept book. | Go over assignment sheets. Add Mon. assignmnet.  Go over direction on how to assemble pages. | Assist students in assembling pages in their books. | Assemble chapter 1 notes in books.  Punch holes in assignment sheet and add to folder or binder. | How did the Babylonians use the number 60? What concepts did they develop using 60?  How are you to use your concept book? | Design a Hanging Garden of Babylon sale ad. Due Wed. |
| **Wednesday** | What are the main concepts I need to know about in the Mesopotamian cultures? | Sumerian ideas and inventions:  A. Frightened other people  B. **Were copied by others**  C. Were ignored by others  D. Died with Hammurabi | Display example of Nineveh library poster. Write down directions and add to assignment list. | **Go over direction for scavenger hunt activity.** | Complete first 3 questions together. | Complete book pages.  Complete scavenger hunt activity.  Begin homework assignment. | List the order of control of the Mesopotamia region.  Why were the Hanging Gardens built?  What were some accomplishments of the Babylonians? | Garden ad. Due.  Design a poster for the opening of the Nineveh library. |
| **Thursday** | What have I learned about Mesopotamia civilizations? | Taming an animal or plant for use by humans is called?  A. Enslavement  B. Attachment  C. **Domestication**  D. Encampment | Present top score on last test. | Go over jeopardy rules and procedures. | Class Jeopardy |  | Describe the important of the farming revolution.  Explain the chain reaction it caused with population and job specialization. |  |
| **Friday** | What have I learned about Mesopotamia civilizations? | Specialization was the result of \_\_\_\_\_.  A. Finding gold  B. **Increased food supply**  C. Village government  D. The development of religion | Review terms with Vocabulary Mix-Up. | Directions for  Chapter 1 assessment  and Egypt Map activity. | Assessment  Answers on Egypt map activity. | Chapter 1 re-assessment  Egypt map activity | What 5 questions on the test do you still need more information on?  What do you want to learn about Ancient Egypt? | Due: Nineveh library poster. |
| **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 Mesopotamia.  Encourage extra-credit activities that reinforce main concepts. | | | | | | | | |