



Unit Title:	The Beginning of Civilizations
Unit Vocabulary:	Compare, Causation, Contextualize, Describe, Identify, Explain, Analyze, Demonstrate, Civilizations, Agriculture, Specialization, Polytheistic, Monotheistic, City-state, Cuneiform, Hammurabi's Code, Hieroglyphics, Geography, Judaism, Diaspora, Audience, Author, Bias, Evidence, Point of View, Purpose, Source
Upcoming Common Assessments:	1. Historical Thinking Skills Vocabulary Quiz (Major) 2. Minor: Paleolithic vs Neolithic Era Writing Assignment (Major) 3. Major: Egypt and Mesopotamia Test (Mastery Connect) 4. Minor: Judaism Quiz (Mastery Connect) 5. Minor: End of Unit Notebook Check (Assessed by Rubric)
RESOURCES:	6th Grade Social Studies resources 📅 Q2 Week 3

Changes to lesson plans as the week progresses will be reflected in the weekly slides and handwritten on the classroom lesson plan copy. 2nd Period is approximately 1/2 a lesson/day ahead of 6th Period

	Standard(s) + Learning Objective	Activating Experience (Opening, may include "Scholar Starter")	Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	Formative or Summative Assessment(s)	Summarizing Experience (Closing)	WICOR, AVID and/or ELlevation Strategies (aligned with learning objective)
M o n d a y	<p>Standard (write out):</p> <p>6.1.E Analyze multiple perspectives on the political, intellectual, and social achievements of classical societies through a variety of primary and secondary sources.</p> <p>6.1.CO Compare the development of social systems among the early river valley civilizations.</p> <p>Learning Objective</p> <p>Skill (what), Content (why), Product (how): Scholars will analyze Mesopotamian religion, trade, and social</p>	<p>Scholar Starter:</p> <p>Every society has rules, jobs, and beliefs. Which one do you think affects people's daily lives the most: religion, trade, or social structure? Explain your answer.</p>	<p>Standards Based Materials & Resources:</p> <ol style="list-style-type: none"> Religion station: Reading passage + chart with statements to sort. Trade station: Reading passage + space for drawing and fact writing. Social structure station: Triangle chart + character cards to place. Scissors, glue, colored pencils, highlighters. <p>Content/Academic Vocabulary:</p> <p>Polytheism, Ziggurat, Priest, Merchant, Trade, Artisan, Social Structure, King, Priestess, Scribes</p> <p>ILAP/IEP/504 Scaffolds & Supports:</p> <ol style="list-style-type: none"> Sentence stems for writing/drawing (e.g., "Trade helped people because ____"). 	<p>Formative:</p> <p>Completed religion chart, trade drawing/facts, and social pyramid checked for accuracy.</p> <p>Teacher observations during station work.</p> <p>Summative:</p> <p>Unit Test Sept. 10</p>	<p>Exit Ticket: <i>If you had to explain Mesopotamian civilization to a friend, would you start with their religion, their trade, or their social structure? Why?</i></p>	<p>AVID Strategy:</p> <p>Interactive Stations – These allow scholars to process content through hands-on and visual learning, making abstract concepts (like social hierarchy) more concrete.</p> <p>ELlevation Strategy:</p> <p>Sorting & Graphic Representation – Having scholars sort statements, place people in the social pyramid, and draw trade items provides</p>

	<p>structure through interactive stations in order to organize information and demonstrate understanding of the civilization.</p>		<p>2. Visual supports: icons for religion and trade, pictures for social structure cards.</p> <p>3. Simplified text option for MLs and struggling readers.</p> <p>4. Word banks included at each station.</p> <p>5. Partner/peer support for reading and sorting.</p> <p><u>Opportunities to SWRL:</u> Reading: Passages on Mesopotamian religion, trade, and society. Writing: Religion chart responses, trade facts, and social hierarchy labels. Speaking: Partner discussion at each station. Listening: Whole-class wrap-up and peer share-outs.</p> <p><u>Costa's Levels of Thinking/Questioning:</u> Level 1: <i>Who were the most powerful people in Mesopotamian society?</i> Level 2: <i>How did trade connect Mesopotamia with other regions?</i> Level 3: <i>If you lived in Mesopotamia, which social class would you want to be in and why?</i></p>			<p>multiple entry points for MLs to use academic vocabulary in meaningful, scaffolded ways.</p>
	<p>Standard(s) + Learning Objective</p>	<p>Activating Experience (Opening, may include "Scholar Starter")</p>	<p>Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)</p>	<p>Formative or Summative Assessment(s)</p>	<p>Summarizing Experience (Closing)</p>	<p>WICOR, AVID and/or ELlevation Strategies (aligned with learning objective)</p>

T u e s d a y	<p>Standard (write out):</p> <p>6.1.E Analyze multiple perspectives on the political, intellectual, and social achievements of classical societies through a variety of primary and secondary sources.</p> <p>6.1.CO Compare the development of social systems among the early river valley civilizations.</p> <p>Learning Objective Skill (what), Content (why), Product (how):</p> <p>Scholars will identify key features of Ancient Egypt by completing doodle notes and creatively applying their learning in a portrait activity to demonstrate understanding of Egyptian culture.</p>	<p>Scholar Starter: What comes to mind when you hear the words Ancient Egypt? Write down 3 words or ideas.</p>	<p>Standards Based Materials & Resources:</p> <ol style="list-style-type: none"> Doodle notes on Ancient Egypt (differentiated: fill-in-the-blank for support, highlighted for independent note-takers). Dice, portrait activity sheet with categories (headdress, clothing, jewelry, background, etc.). Colored pencils, crayons, markers. <p>Content/Academic Vocabulary: Pharaoh, Nile River, Pyramid, Mummification, Hieroglyphics, Sphinx, Afterlife</p> <p>ILAP/IEP/504 Scaffolds & Supports:</p> <ol style="list-style-type: none"> Differentiated doodle notes with visuals and sentence stems. Word bank for portrait activity to reinforce vocabulary. Partner work for rolling dice/drawing. Extra time for scholars who need it. <p>Opportunities to SWRL: Reading: Passages within doodle notes. Writing: Vocabulary practice and labeling within notes. Speaking: Share drawings with a partner/group and explain choices. Listening: Teacher mini lesson and peer explanations.</p> <p>Costa's Levels of Thinking/Questioning: Level 1: What river was most important to Ancient Egypt? Level 2: How did the Nile River help shape Ancient Egyptian civilization? Level 3: If you were an Ancient Egyptian pharaoh, what symbols would you use to show your power?</p>	<p>Formative:</p> <p>Completion of doodle notes.</p> <p>Observation of portrait activity and scholar explanations.</p> <p>Summative:</p> <p>Unit Test on September 10 covering Ancient Egypt and earlier civilizations.</p>	<p>Quick Gallery Walk: Scholars hold up or display portraits, then share one Egyptian characteristic they included and why it was important.</p>	<p>ELlevation Strategy: Creative Output – The portrait roll activity allows MLs and all scholars to apply content through drawing and oral explanation, reinforcing academic vocabulary in an engaging, accessible way.</p> <p>Gallery Walk, scholars will display their Ancient Egypt portraits and briefly explain one characteristic they included to show their understanding of Egyptian culture.</p>
	<p>Standard(s) + Learning Objective</p>	<p>Activating Experience</p> <p>(Opening, may include “Scholar Starter”)</p>	<p>Learning Experience</p> <p>(Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)</p>	<p>Formative or Summative Assessment(s)</p>	<p>Summarizing Experience</p> <p>(Closing)</p>	<p>WICOR, AVID and/or ELlevation Strategies</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wednesday</p>	<p>Standard (write out):6.1.CX – Contextualization Learning</p> <p>Learning Objective I can analyze how ancient Egyptians organized their society by exploring the origins of Egypt, the structure of their social systems, and the significance of pyramids through note-taking and decoding hieroglyphics</p>	<p>“What do you think the purpose of hieroglyphics was?”</p>	<p>Standards Based Materials & Resources:</p> <ol style="list-style-type: none"> Differentiated doodle notes Visuals Hieroglyphics hand out <p>Content/Academic Vocabulary: Civilization, Government, Religion, Social Structure,, Cities, Pyramids, Egypt, Pharaohs</p> <p>ILAP/IEP/504 Scaffolds & Supports:</p> <ol style="list-style-type: none"> Graphic organizers and fill-in-the-blank notes for support. Visual icons and doodle images to anchor vocabulary. <p>Opportunities to SWRL: Reading: Doodle note passages on Ancient Egypt Writing: Sentence stems with the support “One of the reasons the pharaohs were thought to be important was _____” Speaking: Small group/partner discussion on pyramids. Listening: Whole-class mini lesson and peer explanations.</p> <p>Costa's Levels of Thinking/Questioning:</p> <p><i>Level 1:What are the major achievements of Ancient Egypt?</i> <i>Level 2:Why were pyramids built, and what do they tell us about Egyptian beliefs?</i> <i>Level 3:How does Ancient Egyptian society compare to another ancient civilization in terms of organization and culture?</i></p>	<p>Formative:</p> <p>Scholar doodle notes checked for completion/understanding.</p> <p>Summative:</p> <p>Unit Test on September 10</p>	<p>Whole-class quick poll: “<i>Raise your hand if you think the pharaohs deserved to have pyramids built in their honor?</i>”</p>	<p>(aligned with learning objective)</p> <p>Portrait Strategy: Creating portraits is a hands-on learning strategy where scholars draw or design characters, people, or figures connected to the lesson. By illustrating different features, clothing, or symbols, students demonstrate what they’ve learned in a creative and visual way. This strategy helps scholars connect facts to images, making the content easier to remember and more engaging.</p>
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T h u r s d a y	<p>Standard (write out):</p> <p>6.1.CO – Comparison</p> <p>Learning Target: I can compare how people in Mesopotamia, and Egypt, organized their societies by looking at the grapes of their societies.</p> <p>Learning Objective Skill (what), Content (why), Product (how): Students will analyze the development of Ancient Egypt by examining its geography, social structure, and cultural achievements, and will demonstrate understanding by completing a study guide focused on key concepts such as the Nile River, pharaohs, pyramids, and hieroglyphics</p>	<p>Scholar Starter: In the venn diagram, write three things that are only in mesopotamia, three things only in Egypt, and three things they have in common</p>	<p>Standards Based Materials & Resources:</p> <p>Content/Academic Vocabulary: Civilization, Government, Religion, Social Structure, Job Specialization, Public Works, Art/Architecture, Writing, Cities</p> <p>ILAP/IEP/504 Scaffolds & Supports:</p> <ol style="list-style-type: none"> 1. Sentence stems for writing: ("I think ___ is most important because ___.") 2. Graphic organizers and fill-in-the-blank notes for support. 3. Visual icons and doodle images to anchor vocabulary. 4. Partner/peer talk before independent writing. <p>Opportunities to SWRL: Reading: Read the fill in the blank study guide. Writing: Writing in the answer using the word bank Speaking: Small group/partner discussion on Ancient Egypt/Mesopotamia Listening: Whole-class engaged in mini lesson and review of study guide.</p> <p>Costa's Levels of Thinking/Questioning:</p> <p>Level 1:What are the major achievements of Ancient Egypt and Mesopotamia? Level 2:Why were pyramids and Ziggurats built, and what do they tell us about Egyptian and Mesopotamian beliefs? Level 3:How does Ancient Egyptian society compare to Mesopotamia?</p>	<p>Formative: Filling out the study guide.</p> <p>Summative: Unit Test on September 10</p>		<p>Hieroglyphics Decoding Strategy: In this activity, students will act like archaeologists by cracking hieroglyphics. They will practice decoding messages using hieroglyphic symbols, allowing them to experience how historians unlock the past. This strategy makes learning interactive and fun while helping students understand the importance of written language in ancient civilizations.</p> <p>Venn Diagram Strategy: Students will also use a Venn diagram to compare and contrast ideas, events, or cultures. By organizing similarities and differences visually, scholars can better analyze relationships and deepen their understanding of the topic. This strategy encourages critical thinking and helps students make clear</p>

						connections between concepts.
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F r i d a y						