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| 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 (Not Mastery Connect) 2. Minor: Paleolithic vs Neolithic Era Quiz (Mastery Connect) 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 Q1 Week 4 |

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 ½ 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) |
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| Tuesday | Standard (write out): 6.1.E — <i>Analyze multiple perspectives on the political, intellectual, and social achievements of classical societies through a variety of primary and secondary sources.</i> Learning Objective Skill (what), Content (why), Product (how): I can continue to explain the difference between context and evidence by taking notes and analyzing | Scholar Starter: Think-pair-share: 6th Period - <i>If you find an old letter, what can it tell you about the time it was written? What details would you look for to learn more?</i> 2nd Period - <i>Review the notes we began last week. Underline one vocabulary word you know and</i> | Standards Based Materials & Resources: 1. PowerPoint presentation on <i>Contextualization</i> and <i>Evidence</i> 2. Question note sheet 3. Printed "artifacts" (quotes, images, posters, short excerpts) — at least 6–8 sources placed around the room 4. Gallery walk sheet with guiding questions and reflection prompts 5. Clipboards or hard surfaces for writing during gallery walk 6. 6th period only - primary and secondary source sort Content/Academic Vocabulary: | *6th period only - Primary/Secondary Sort Completed guided notes (formative) Accuracy and depth of artifact analysis in gallery walk activity sheets (formative) Written justifications and reflections (formative) | Exit Ticket: <i>Why is it important for historians to know the context when using evidence?</i> | AVID Strategy: Nailed-Failed: scholars look at examples and decide if they did something correctly (nailed it) or incorrectly (failed it) and explain why ELlevation Strategy: <i>Gallery Walk with Common Thread</i> — Scholars categorize artifacts as context or evidence, explain their thinking, and compare |

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| | <p>historical sources to justify my thinking.</p> | <p><i>one you do not know. Be ready to share.</i></p> <p>Explain: Historians use context to understand background and evidence to build arguments.</p> | <p>Context, Evidence, Contextualization, Artifact, Point of View/Perspective (POV), Bias, Author, Bias, Primary/Secondary Source</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u></p> <ul style="list-style-type: none"> • Differentiated notes for MLs and students with disabilities (draw a picture or write the answer in complete sentences) • Visuals and simple language on artifacts • Sentence stems/frames for justifications (e.g., “I know this is context because...”) • Partner option for gallery walk <p><u>Opportunities to SWRL:</u></p> <p>Speaking: discussing sources with peers at each station</p> <p>Writing: question notes, Gallery Walk sheet, justifications, reflections</p> <p>Reading: artifact excerpts, captions, directions</p> <p>Listening: teacher instructions and peer ideas, video recordings of primary/secondary sources</p> <p><u>Costa's Levels of Thinking/Questioning:</u></p> <p>Level 1: What is context? What is evidence?</p> <p>Level 2: How do you tell the difference between context and evidence?</p> <p>Level 3: Why does knowing the context make evidence stronger?</p> <p>Other Questioning: See Slideshow presentation</p> <p>*6th Period Only - Activity 1: Sort the Cards</p> <ul style="list-style-type: none"> • In pairs or small groups, students sort 24 source example cards into two piles: Primary and Secondary (12 in each). • Scholars record each example in the correct column on their chart. <p>1. Question Notes</p> <ul style="list-style-type: none"> • Present PowerPoint on <i>Contextualization</i> and <i>Evidence</i>. | <p>Vocabulary quiz on the <i>skills of a historian</i> (Summative)</p> | <p>with peers during the walk.</p> <p>*6th Period Only - ELlevation Strategy: Common Thread — scholars sort source examples into primary or secondary categories, explain their reasoning, and compare with peers to clarify understanding.</p> |
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| | | | <ul style="list-style-type: none"> Scholars complete the questions from the Presentation. 2nd Period Starts from “Evidence” Slide <p>2. Gallery Walk Setup</p> <ul style="list-style-type: none"> Scholars move around the room to examine 6–8 historical artifacts. At each station, scholars pick at least 4 artifacts to analyze on their activity sheet: <ul style="list-style-type: none"> <i>Source It</i>: Identify author, audience, and purpose. <i>Context or Evidence?</i> Circle which it is and explain why. <i>POV & Bias</i>: Identify point of view and any bias. <i>Quick Justification</i>: Write 1–2 sentences explaining reasoning. The teacher signals when to rotate stations every ____ minutes. <p>3. Reflection</p> <ul style="list-style-type: none"> Return to seats and complete reflection prompts at the bottom of the sheet: <ul style="list-style-type: none"> Which source was the most biased? How could you tell? Which source gave the best evidence? What made it strong? How does understanding context help you evaluate evidence? | | | |
| | 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) |

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| W e d n e s d a y | <p>Standard (write out):</p> <p>6.1.E — <i>Analyze multiple perspectives on the political, intellectual, and social achievements of classical societies through a variety of primary and secondary sources.</i></p> <p>Learning Objective Skill (what), Content (why), Product (how): I can review and demonstrate my understanding of historical thinking vocabulary by participating in review games, using my notes to answer questions, and completing movements to key vocabulary terms.</p> | <p>Scholar Starter:</p> <p><u>Turn and Talk:</u> Look at the vocabulary word list. With a partner, read the words together and talk about each word and what you know about from this week's and last week's lesson.</p> | <p><u>Standards Based Materials & Resources:</u></p> <ol style="list-style-type: none"> 1. AVID Binder and Notes 2. Cause and Effect Matching Cards 3. Presentation of terms and directions including the lesson progression on a PowerPoint. <p><u>Content/Academic Vocabulary:</u></p> <p>Causation, Periodization, Primary Source, Secondary Source, Timeline, Context, Evidence, Point of View (POV), Bias, Contextualization, Artifact, Chain Reaction</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u></p> <ul style="list-style-type: none"> • Multi-sensory Vocabulary Practice with movement and oral practice of vocabulary terms. • Quiz read aloud to all scholars in small groups to ensure frontloading. • Notes provided for review games. • Guided review with highlighting of important terms and information. <p><u>Opportunities to SWRL:</u></p> <p>Speaking: Turn and Talk, Practicing Vocabulary Orally with Movements</p> <p>Writing: Filling in any notes not completed</p> <p>Reading: Reading vocabulary words and notes in binder</p> <p>Listening: Listening to peers during the games and teacher directions</p> | <p>Teacher observation of participation, turn and talks, matching game, movements and call backs, and knowledge of where to find answers in notes.</p> <p>Vocabulary quiz on the <i>skills of a historian</i> (Summative)</p> | <p>Scholars are asked about one of the vocabulary words with guided questions. Scholars answer questions before they line up.</p> | <p>AVID Strategy:</p> <p>Turn and Talk</p> <p>Stand Up/Pair Up</p> <p>Group Huddle</p> <p>Total Physical Response of Call Back and Multi-sensory practice of vocabulary</p> <p>Sentence Stems</p> |
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| | | | <p><u>Costa's Levels of Thinking/Questioning:</u></p> <p>Level 1: What important information do I need to know from my notes and work in this chapter?</p> <p>Level 2: How can I locate important information in my notes within my AVID Binder to review for a vocabulary quiz?</p> <p>Level 3: Why is it important to review and study before showing my knowledge of SS vocabulary?</p> <p>1. Organize Avid Binders and Notes</p> <ul style="list-style-type: none"> • Distribution of Materials (Binders & Notes) • Expectations for “Filing” in Binders • Small Groups and Independent Organization of Binders <p>2. Vocabulary Review with Movements</p> <ul style="list-style-type: none"> • Scholars follow teacher call backs and movements with vocabulary words <p>3. Cause and Effect Matching Game from Monday 8/18</p> <ul style="list-style-type: none"> • Stand up and Pair Up with Cards • Group Huddle with Pair to Pair to explain their cause and effect • Use sentence stems to encourage speaking <p>4. Vocab Review with Binders</p> <ul style="list-style-type: none"> • Teacher calls out vocab questions with visual question on board and gives a clue where to find the answer • Scholars work in pairs to find the answer in their notes. | | | |
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| | | | <ul style="list-style-type: none"> Scholars who find the answers first come ring the bell and tell everyone else where they found it. Scholars highlight the answer in their notes. | | | |
| T h u r s d a y | <p>Standard (write out): 6.1.E — Analyze <i>multiple perspectives on the political, intellectual, and social achievements of classical societies through a variety of primary and secondary sources.</i></p> <p>Learning Objective Skill (what), Content (why), Product (how): I can review and demonstrate my understanding of historical thinking vocabulary by participating in a game and completing a matching quiz.</p> | <p>Scholar Starter:</p> <p><u>Turn and Talk:</u> Look at the vocabulary word list. With a partner, read the words together and talk about each word and what you know about from this week's and last week's lesson.</p> | <p>Standards Based Materials & Resources:</p> <ol style="list-style-type: none"> AVID Binder and Notes Cause and Effect Matching Cards Presentation of terms and directions including the lesson progression on a PowerPoint. <p>Content/Academic Vocabulary: Causation, Periodization, Primary Source, Secondary Source, Timeline, Context, Evidence, Point of View (POV), Bias, Contextualization, Artifact, Chain Reaction</p> <p>ILAP/IEP/504 Scaffolds & Supports:</p> <ul style="list-style-type: none"> Multi-sensory Vocabulary Practice with movement and oral practice of vocabulary terms. Quiz read aloud to all scholars in small groups to ensure frontloading. Notes provided for review games. Guided review with highlighting of important terms and information. <p>Opportunities to SWRL: Speaking: Turn and Talk, Practicing Vocabulary Orally with Movements Writing: Filling in any notes not completed Reading: Reading vocabulary words and notes in binder Listening: Listening to peers during the games and teacher directions</p> <p>Costa's Levels of Thinking/Questioning: Level 1: What important information do I need to know from my notes and work in this chapter? Level 2: How can I locate important information in my notes within my AVID Binder to review for a vocabulary quiz? Level 3: Why is it important to review and study before showing my knowledge of SS vocabulary?</p> | <p>Teacher observation of participation, turn and talks, matching game, movements and call backs, and knowledge of where to find answers in notes.</p> <p>Vocabulary quiz on the <i>skills of a historian</i> (Summative)</p> | <p>Scholars are asked about one of the vocabulary words with guided questions. Scholars answer question before they line up.</p> | <p>AVID Strategy:</p> <p>Turn and Talk</p> <p>Stand Up/Pair Up</p> <p>Group Huddle</p> <p>Total Physical Response of Call Back and Multi-sensory practice of vocabulary</p> <p>Sentence Stems</p> |

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| | | | <p>1. Organize Avid Binders and Notes</p> <ul style="list-style-type: none"> • Distribution of Materials (Binders & Notes) • Expectations for “Filing” in Binders • Small Groups and Independent Organization of Binders <p>2. Vocabulary Review with Movements</p> <ul style="list-style-type: none"> • Scholars follow teacher call backs and movements with vocabulary words <p>3. Cause and Effect Matching Game from Monday 8/18</p> <ul style="list-style-type: none"> • Stand up and Pair Up with Cards • Group Huddle with Pair to Pair to explain their cause and effect • Use sentence stems to encourage speaking <p>4. Vocab Review with Binders</p> <ul style="list-style-type: none"> • Teacher calls out vocab questions with visual question on board and gives a clue where to find the answer • Scholars work in pairs to find the answer in their notes. • Scholars who find the answers first come ring the bell and tell everyone else where they found it. • Scholars highlight the answer in their notes. | | | |
| F r i d a y | <p>Standard (write out): 6.1.E — Analyze multiple perspectives on the political, intellectual, and social achievements of classical societies through a variety of primary and secondary sources. Learning Objective Skill (what), Content (why), Product (how):</p> | <p>Scholar Starter: Scholars choose one historical thinking vocabulary term they are unsure of from the week that they need to review today.</p> <p>In their notebooks or on a sticky note, they:</p> | <p>Standards Based Materials & Resources:</p> <ol style="list-style-type: none"> 1. “I have, Who has” cards 2. Differentiated vocabulary quizzes (standard and picture-supported versions) <p>Content/Academic Vocabulary: Causation, Periodization, Primary Source, Secondary Source, Timeline, Context, Evidence, Point of View (POV), Bias, Contextualization, Artifact, Chain Reaction</p> <p>ILAP/IEP/504 Scaffolds & Supports:</p> | <p>Participation and accuracy in the vocabulary game (formative)</p> <p>Completion and accuracy of differentiated vocabulary quiz (Summative)</p> <p>Vocabulary quiz on the <i>skills of a</i></p> | <p>Exit ticket or oral share: <i>Which vocabulary word is most helpful for understanding history and why?</i> Preview Monday’s lesson on Early Humans to build anticipation.</p> | <p>AVID Strategy: I Have, Who Has activity- Engaging scholars actively in vocabulary recall and peer teaching during.</p> <p>ELlevation Strategy: Differentiated Assessments — Providing picture-supported quizzes and fewer answer choices to scaffold MLs and</p> |

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| | <p>I can review and demonstrate my understanding of historical thinking vocabulary by participating in a game and completing a matching quiz.</p> | <p>1. Write down the term,</p> <p>2. Draw a quick picture that represents the term,</p> <p>3. Write a brief definition in their own words.</p> <p>Volunteers share with a partner or the class to kick off the vocabulary review!</p> | <ul style="list-style-type: none"> • Multi-sensory Vocabulary Practice with movement and oral practice of vocabulary terms. • Quiz read aloud to all scholars in small groups to ensure frontloading. • Notes provided for review games. • Vocabulary quiz with picture supports and fewer answer choices for MLs and students with disabilities • Oral directions and clarifications • Opportunity to work with a partner if needed <p><u>Opportunities to SWRL:</u></p> <p>Speaking: Participating in “I Have, Who Has” game</p> <p>Writing: Completing vocabulary quiz and guided notes</p> <p>Reading: Reading vocabulary cards and quiz questions</p> <p>Listening: Listening to peers during the game and teacher directions</p> <p><u>Costa's Levels of Thinking/Questioning:</u></p> <p>Level 1: What does this vocabulary word mean?</p> <p>Level 2: How do these words help you understand history?</p> <p>Level 3: Why is it important to use the right vocabulary when studying history?</p> <p>1. I Have, Who Has Vocabulary Game</p> <ul style="list-style-type: none"> • Distribute vocabulary cards to scholars. • One student reads their card aloud (e.g., “I have <i>Cause</i>, who has <i>Effect</i>?”). • The student with the matching definition reads their card next, continuing until all cards are used. • Encourage students to explain words or give examples as they read. <p>2. Vocabulary Quiz</p> <ul style="list-style-type: none"> • Scholars complete the vocabulary quiz. | <p>historian (Summative)</p> | <p>students with disabilities.</p> |
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| | | | <ul style="list-style-type: none"> Provide a picture-supported quiz version with fewer answer choices for MLs and students with disabilities. Collect and review for formative assessment. | | | |
| M o n d a y 9/8 | Standard (write out): 6.1.CE – Summarize how environmental factors influenced the interactions within and between early civilizations. Learning Objective Skill (what), Content (why), Product (how): Scholars will identify and classify characteristics of the Paleolithic and Neolithic Eras (skill) to understand how early humans adapted to their environments and how environmental factors shaped daily life (content) by completing scaffolded notes and creating a one-pager with images and reflections (product). | Scholars will complete a short “Scholar Starter” reviewing historical thinking skills from last week (cause/effect, Periodization, and Evidence). Quick share-out to check for understanding before moving into new content. Timelines: Why do historians use timelines to study the past? Evidence: What is one example of evidence a historian might use to learn about the past? Cause & Effect: If there is a drought and crops die, what effect might that have on the people? | Standards Based Materials & Resources: 1. Teacher-created notes (timeline of early humans through Paleolithic Era). 2. Scaffolded versions: highlighted, fill-in-the-blank, and visuals for MLs/IEPs/504s. 3. One-pager template with split background (Paleolithic vs. Neolithic). 4. Cut-out/digital images of tools, shelters, food, and characters. Content/Academic Vocabulary: Paleolithic, Neolithic, hunter-gatherers, domestication, adaptation, environment, civilization. ILAP/IEP/504 Scaffolds & Supports: 1. Visuals and images to support comprehension. 2. Fill-in-the-blank notes for MLs and students with disabilities. 3. Partner/group support for placing one-pager images. 4. Sentence stems provided for reflection questions. Opportunities to SWRL: Reading: Guided notes. Writing: One-pager labels and short reflections. Speaking: Discussion questions during reflection. Listening: During notes and peer explanations. Costa's Levels of Thinking/Questioning: Level 1: What tools did people in the Paleolithic Era use? Level 2: How did the environment influence the food sources of Paleolithic vs. Neolithic humans? Level 3: How might life have been different if humans never transitioned from hunting and gathering to farming? 1. Notes on Early Humans & the Stone Age <ul style="list-style-type: none"> Teacher presents the timeline of early humans | Formative: Scholar Starter (spiral review check) notes completion one-pager Summative: Mastery Connect quiz on Early Humans. | Partner and whole class reflection using discussion questions: Why did you place that image in the Paleolithic side? Why did you place that image in the Neolithic side? | One-Pager Activity (AVID/WICOR): Scholars create a visual summary by organizing images and labels on a split-page template to show the differences between the Paleolithic and Neolithic Eras. This activity integrates writing, organization, and critical thinking as scholars use evidence from their notes to justify their choices and reflect on how early humans adapted to their environments. |

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| | | | <p>through the Paleolithic Era (stopping before Neolithic).</p> <ul style="list-style-type: none"> • Scholars complete scaffolded notes (standard, highlighted, and fill-in-the-blank versions). • Teacher pauses for checks-for-understanding and think-pair-share moments. <p>2. Transition to One-Pager Activity</p> <ul style="list-style-type: none"> • Teacher introduces the one-pager task and models placing an example image in the correct category. • Scholars are reminded to use their notes for evidence. <p>3. One-Pager Activity</p> <ul style="list-style-type: none"> • Scholars receive a split background template (Paleolithic vs. Neolithic). • Using cut-outs or digital images, scholars place tools, shelters, food sources, and characters in the correct background. • Scholars label each image with a short explanation using sentence stems (<i>"I placed this here because..."</i>). • Teacher circulates, providing scaffolds and guiding questions. <p>4. Reflection & Discussion</p> <ul style="list-style-type: none"> • Small-group or whole-class discussion using reflection questions: <ul style="list-style-type: none"> ○ Why did you place that image in the Paleolithic side? ○ Why did you place that image in the Neolithic side? ○ What evidence from your notes helped you decide where to put it? ○ Was there any image that was harder to place? Why? | | | |
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