Lesson Plans 2024-2025 Week: #4 – (August 26- August 30) Teacher: Staton, Volkmar, Whitman Subject: Social Studies 6

Unit Title:	**Early Civilizations**
Unit Vocabulary:	Theocracy, Papyrus, Barter, Empires of Mesopotamia, Shaduf, Agricultural Revolution, Fertile Crescent, Pharaoh, B.C.E (Before the Common Era), Nomads, Paleolithic Era, Mesolithic Era, Neolithic Era, Mesopotamia, C.E. (Common Era), Domestication, Hunter-Gatherers, A.D. (anno Domini), B.C.(before Christ), Monotheism, Polytheism, Mediterranean, Ziggurat, Primary Source, Hammurabi's Code, Secondary Source, Hieroglyphics, Cuneiform, Pictograph, animism

	Learning Target *(All Teachers)*	**Instructional Plan** *(Core Teacher)*	**Differentiation** *(ELA/Math Inclusion Teacher)*	**Level UP/Advisory Plans** (Core Content Teachers) (Not NHI time)	**Teacher Tips & Notes** *(All Teachers)*
MON	I can identify and locate key features of the Fertile Crescent, including major rivers, cities, and regions, and explain how these features contributed to the development	Warm Up: Unit 1 Vocabulary Review Teaching Strategy: The teacher will guide students through the Fertile Crescent mapping activity and discuss the key features. **Exit Ticket:** 1. What does Mesopotamia mean in Greek? Where have you studied the word Meso before? 2. What does Mediterranean mean? 3. What are the two oldest cities?	**SWD Differentiation Strategy:** ● Simplified Instructions and Clear Visual Aids ● Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. ● Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. ● Modeling: Demonstrate how to find and explain	**Unit 1 Vocabulary Review and GimKit**	Fertile Crescent Slides Fertile Crescent Map **Staton, Volkmar: EGYPT Grapes from last Friday** **Whitman: Mesopotamia GRAPES**

	of early civilizations. by completing a mapping activity and answering discussion questions.	4. Which direction does the Nile flow and why? 5. What is a delta?	themes using a sample poem before having students work independently. ● One-on-One Support ● Individual Assistance: Provide one-on-one support to students who need additional help with understanding or completing tasks. **Inclusion Teacher Role:** ● **N/A**		
T U E	**I can use context to explain the origins, spread, and enduring influence of Judaism by taking GRAPES notes.**	**Standard:** 6.1 CC, 6.1 CX **Warm Up:** Video History Channel: "Mankind: The Story of All of Us" Rise of the Iron Age | Mankin... Time 32:16-44:10 Centers on Phoenicians/ Carthage, exploration, and alphabet and Israelites monotheism and beliefs **Teaching Strategy:** The teacher will use GRAPES to present the Phoenicians and Hebrews slideshow. A GRAPES worksheet is provided, but the teacher can also have students complete a T chart in their notebooks with G - R-A-P -E-S down the left side. At the top	**SWD Differentiation Strategy:** ● Simplified Instructions and Clear Visual Aids ● Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. ● Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. ● Modeling: Demonstrate how to find and explain themes using a sample		**Phoenicia GRAPES Notes** **Whitman: Egypt Map and Egypt GRAPES** **Begin at 33:42** **Mankind E02 - Iron Men - video Dailymotion**

		students can label Phoenicia and Israel and complete the graphic organizer in their notebook. GRAPES of Phoenicia and Isr... **Student Strategy:**Students will complete the graphic organizer of grapes, either in their notebook or by worksheet at teacher's discretion. **Assessment:** The teacher may choose to grade the GRAPES graphic organize	poem before having students work independently. • One-on-One Support • Individual Assistance: Provide one-on-one support to students who need additional help with understanding or completing tasks. **Inclusion Teacher Role:** **N/A**		
W E D	I can use context to explain the origins, spread, and enduring influence of Judaism by taking GRAPES notes.	• **Standard:** 6.1 CC, 6.1 CX • **Warm Up:** Starter Video on 2nd Israel Slide. Embedded in slideshow • Phoenicians and Heb... • **Teaching Strategy:** The teacher will use GRAPES to present the Phoenicians and Heb... slideshow. A GRAPES worksheet is provided, but the teacher can also have students complete a T chart in their notebooks with G - R-A-P -E-S down the left side. At the top students can label Phoenicia and Israel and complete the graphic	**SWD Differentiation Strategy:** • Simplified Instructions and Clear Visual Aids • Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. • Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. • Modeling: Demonstrate how to find and explain themes using a sample poem before having students work independently.		**Israel GRAPES Notes** **Staton: Tuesday's lesson** **Whitman: Finish Egypt GRAPES**

		organizer in their notebook. • GRAPES of Phoenici... • **Student Strategy:** Students will complete the graphic organizer of grapes, either in their notebook or by worksheet at teacher's discretion. • **Assessment:** The teacher may choose to grade the GRAPES graphic organizer. • Exit Ticket: Why was the alphabet an innovative advancement for mankind?	• One-on-One Support • Individual Assistance: Provide one-on-one support to students who need additional help with understanding or completing tasks. **Inclusion Teacher Role:** • **N/A**		
T H U	I will demonstrate my learning of ancient river civilization by using their notebooks, books, and other teacher supplied resources to create an antiquities	**Opening Strategy:** **Core Lesson Activities:** • **Build a Museum Project Workday** **Summarizing Activity:** • . **Resources Docs for this project:** **Create a History Museum ...**	**SWD Differentiation Strategy:** • Simplified Instructions and Clear Visual Aids • Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. • Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. • Modeling: Demonstrate how to find and explain		**Major Grade** **Project Guidelines** **Materials and Resouces** **Planning Organizer** **Staton:** **Wednesday's lesson and Project overview** **Whitman:**

	museum project piece which features the G.R.A.P.E.S. of the civilizations of the Fertile Crescent: Mesopotamia, Egypt, and the Levant.	**Create a Museum Project …** **Fertile Crescent Websites …** **Simplified Directions for …** **Project Planning Graphic …**	themes using a sample poem before having students work independently. ● One-on-One Support ● Individual Assistance: Provide one-on-one support to students who need additional help with understanding or completing tasks. **Inclusion Teacher Role:** ● **N/A**		**Fertile Crescent Map and start Israel GRAPES.**
F R I	I will demonstrate my learning of ancient river civilization by using their notebooks, books, and other teacher supplied resources to create an antiquities museum project piece which features the	**Opening Strategy:** **Core Lesson Activities:** ● **Build a Museum Project Workday** **Summarizing Activity:** ●	**SWD Differentiation Strategy:** ● Simplified Instructions and Clear Visual Aids ● Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. ● Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. ● Modeling: Demonstrate how to find and explain themes using a sample poem before having		**Major Grade**

	G.R.A.P.E.S. of the civilizations of the Fertile Crescent: Mesopotamia, Egypt, and the Levant.		students work independently. ● One-on-One Support ● Individual Assistance: Provide one-on-one support to students who need additional help with understanding or completing tasks. **Inclusion Teacher Role: N/A** ●		