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)*
M O N	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.	<u>**Standard:**</u> 6.1 CC, 6.1 CX <u>**Warm Up:**</u> 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** <u>**Teaching Strategy:**</u> 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
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