

Lauderdale County Schools – Weekly Lesson Plan

Teacher:	Douglas E. Billings	Grade:	6th	Week Beginning:	September 10-14, 2012
Unit Title:	Early Civilizations	Subject:	Social Studies		
Monday		Tuesday		Wednesday	
Thursday		Friday			
Standards and Objectives:					
The Learner Will.....	The Learner Will.....	The Learner Will.....	The Learner Will.....	The Learner Will.....	
<p>We Can: Recognize the importance of economic systems in the development of early civilizations around rivers (i.e., Tigris and Euphrates, Huang He, Nile, Indus.) (SPI 6.2.4)</p>	<p>We Can: Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press.) (SPI 6.5.5)</p> <p>Evaluate to what extent civilizations build on the accomplishments of previous civilizations. (SPI 6.5.15)</p>	<p>We Can: determine how the environment affected the development of a community (SPI 6.3.3)</p>	<p>We Can: explain the development of a people's need to belong and organize into a system of governance (SPI 6.4.01)</p>	<p>We Can: recognize the importance of fire, weapons, and tools to early cultures and agriculture (SPI 6.5.01)</p> <p>We Can: identify characteristics including economy, social relations, religion, and political authority of various societies (SPI 6.5.11)</p>	

Activities/Agenda:				
Opening Activity:	Opening Activity:	Opening Activity:	Opening Activity:	Opening Activity:
Bell Ringer: Showing a map of the region of study, have the student's copy all the important listings found on the map.	Bell Ringer: Post images of a wheel, printing press, irrigation, weapons, and farming tools and have the students identify the different items and determine how old each one is as an invention of mankind. (Pre-Assessment)	Bell Ringer: Post a written challenge: Ask the students to write what they would think would happen if they were all of a sudden plunged into an ice age. What would be different and what would remain the same?	Bell Ringer: What would happen if there were no rules for us to follow at school?	Bell Ringer: Have the students list a group of things into order of importance. They need to back up the reasoning to the choice.
Instruction:	Instruction:	Instruction:	Instruction:	Instruction:
Procedure: Students will create a time line from 3000 B.C. to 1500 B.C.. Included on the time line will be City-states arise in 3000 B.C.; Sargon conquering Mesopotamia in 2250 B.C.; and Hammurabi rules Mesopotamia in	Procedure: Students will continue their time line from 900 B.C. to 500 B.C.. Included on the time line will be Assyrians controlling Mesopotamia in 900 B.C.; Assyrian Empire crumbling in 612 B.C.; and the Persians conquer the	Procedure: The students will be introduced to Otzi the Iceman, c. 3300 B.C. The lesson will begin with a reading from the textbook about Otzi, then the students will be shown a website devoted to this incredible	Procedure: Start the lesson with this statement: "Did you know that today, more than a third of the world's people work in agriculture?" Then direct the students to read the passage found on page 13 of their textbooks. Along with	Procedure: The lesson will begin with a video about ancient Mesopotamia and its civilization. We will study the textbook and determine why the Tigris and

<p>1500 B.C.. We will discuss the early civilizations with an in-depth study of Hammurabi. A short film will be showed explaining his life and his contributions to history.</p> <p>The students will be divided into groups and as a group, they will decide whether or not Hammurabi's Laws were fair or cruel. Each group will study his laws and present their findings to the class.</p>	<p>Chaldeans in 539 B.C..</p> <p>The class will read section 3 about the first empires. Through the reading, the students will discover how Assyria's military power and well-organized government helped it to build a vast empire in Mesopotamia by 650 B.C.</p> <p>The students will create a Venn diagram listing the similarities and differences between the Assyrian Empire and the Chaldean Empire.</p>	<p>archaeological find of 1991. (http://www.iceman.it/en/oetzi-the-iceman)</p>	<p>that, they are to study the Early Farming map on the same page.</p> <p>Hand out a questionnaire and give the students a moment to answer the questions: 1. According to the map, what crops were grown in North America? 2. On which two continents did barley and wheat grow?</p> <p>Today's lesson will be the students making a foldable that will be utilized in comparing the Neolithic and Paleolithic Ages—categories to explore and compare: Arts and crafts; How humans obtained food; How humans adapted; Work of women and men.</p>	<p>Euphrates River valley was so important to the establishment of one of the world's first civilizations. A series of short videos will be shown and discussion will follow.</p> <p>Students will also be introduced to the cuneiform, the first known writing, and why it became so important.</p>
Lesson Closure:	Lesson Closure:	Lesson Closure:	Lesson Closure:	Lesson Closure:
Compare Hammurabi's Laws with our modern laws-support the argument.	Summarize Information—Draw a chart (will be given). Use it to describe the city of Babylon under the Chaldeans.	Exit Ticket: Explain a similarity between Otzi and ourselves.	In their journals, students are to answer this question: How did the work of men change from the Paleolithic Age to the Neolithic Age?	Students will be given a worksheet with cuneiform symbols and asked to write their names in the cuneiform method.
Early Finishers:	Early Finishers:	Early Finishers:	Early Finishers:	Early Finishers:
Worksheets	Worksheets	Worksheets	Worksheets	Worksheets
Guiding Questions:	Guiding Questions:	Guiding Questions:	Guiding Questions:	Guiding Questions:
<ol style="list-style-type: none"> Why were the river valleys important? Into what body of water do the Tigris and Euphrates Rivers flow? Why do you think the region of Mesopotamia was so well suited for the growth of civilization? How did Mesopotamians control the flow of the Tigris and Euphrates Rivers? 	<ol style="list-style-type: none"> Why were the Assyrians so strong? Why did the empire fall? Why was the Assyrian army a powerful fighting force? What were the Hanging Gardens of Babylon? What were some of the accomplishments of Chaldean astronomers? How did the Assyrians set up a well-organized 	<ol style="list-style-type: none"> Who was Otzi? How did he live? How did he die? Where did he live? What time period did he live? What have we learned from Otzi? What questions have not been answered? Would it be possible today to find another person even 	<ol style="list-style-type: none"> According to the map, what crops were grown in North America? On which two continents did barley and wheat grow? How did the work of men change from the Paleolithic Age to the Neolithic Age? What advances were made in tool-making between Paleolithic and Neolithic Ages? 	<ol style="list-style-type: none"> Why were river valleys important? Into what body of water do the Tigris and Euphrates Rivers flow? Why do you think the region of Mesopotamia was so well suited for the growth of civilization? What were City-States? How did people reach the upper levels of Ziggurat?

<ol style="list-style-type: none"> Why were the river valleys important? Into what body of water do the Tigris and Euphrates Rivers flow? Why do you think the region of Mesopotamia was so well suited for the growth of civilization? How did Mesopotamians control the flow of the Tigris and Euphrates Rivers? What were city-states? What was life like in Sumer? Why was writing important? What kind of written language did the Sumerians use? What is civilization? What was the code of Hammurabi? How was the geography of Mesopotamia suited for the growth of population and creation of civilization? Why did the Sumerians 	<ol style="list-style-type: none"> Why were the Assyrians so strong? Why did the empire fall? Why was the Assyrian army a powerful fighting force? What were the Hanging Gardens of Babylon? What were some of the accomplishments of Chaldean astronomers? How did the Assyrians set up a well-organized government? Why do you think the Assyrians took conquered peoples from their lands and moved them to other places? 	<ol style="list-style-type: none"> Who was Otzi? How did he live? How did he die? Where did he live? What time period did he live? What have we learned from Otzi? What questions have not been answered? Would it be possible today to find another person even older than Otzi from our past? 	<ol style="list-style-type: none"> According to the map, what crops were grown in North America? On which two continents did barley and wheat grow? How did the work of men change from the Paleolithic Age to the Neolithic Age? What advances were made in tool-making between Paleolithic and Neolithic Ages? How did domesticating animals help the Neolithic people? Why were Paleolithic people nomads? Why was the ability to make fire so important? 	<ol style="list-style-type: none"> Why were river valleys important? Into what body of water do the Tigris and Euphrates Rivers flow? Why do you think the region of Mesopotamia was so well suited for the growth of civilization? What were City-States? How did people reach the upper levels of Ziggurat? What was life like in Sumer? Why was writing important? In what way is education different today than it was in Mesopotamia? What kind of written language did the Sumerians use?
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Assessments <i>(all that apply)</i>	Assessments <i>(all that apply)</i>	Assessments <i>(all that apply)</i>	Assessments <i>(all that apply)</i>	Assessments <i>(all that apply)</i>
Unit/Chapter Test	Unit/Chapter Test	Unit/Chapter Test	Unit/Chapter Test	Unit/Chapter Test
Quiz	Quiz	Quiz	Quiz	X Quiz
Project	Project	Project	Project	Project
Group Assignment	Group Assignment	Group Assignment	Group Assignment	Group Assignment

<input checked="" type="checkbox"/>	Study Guide	<input checked="" type="checkbox"/>	Study Guide		Study Guide		Study Guide	<input checked="" type="checkbox"/>	Study Guide
<input checked="" type="checkbox"/>	Oral Presentation		Oral Presentation	<input checked="" type="checkbox"/>	Oral Presentation		Oral Presentation		Oral Presentation
<input checked="" type="checkbox"/>	Graphic Organizer		Graphic Organizer		Graphic Organizer		Graphic Organizer	<input checked="" type="checkbox"/>	Graphic Organizer
<input checked="" type="checkbox"/>	Real World Solutions		Real World Solutions		Real World Solutions		Real World Solutions	<input checked="" type="checkbox"/>	Real World Solutions
<input checked="" type="checkbox"/>	Written Response	<input checked="" type="checkbox"/>	Written Response	<input checked="" type="checkbox"/>	Written Response		Written Response	<input checked="" type="checkbox"/>	Written Response
<input checked="" type="checkbox"/>	Teacher Observation	<input checked="" type="checkbox"/>	Teacher Observation	<input checked="" type="checkbox"/>	Teacher Observation		Teacher Observation	<input checked="" type="checkbox"/>	Teacher Observation
	Other:		Other:		Other:		Other:		Other:
Feedback (all that apply)		Feedback (all that apply)		Feedback (all that apply)		Feedback (all that apply)		Feedback (all that apply)	
<input checked="" type="checkbox"/>	Verbal	<input checked="" type="checkbox"/>	Verbal	<input checked="" type="checkbox"/>	Verbal		Verbal	<input checked="" type="checkbox"/>	Verbal
<input checked="" type="checkbox"/>	Written	<input checked="" type="checkbox"/>	Written	<input checked="" type="checkbox"/>	Written		Written	<input checked="" type="checkbox"/>	Written
<input checked="" type="checkbox"/>	Student to Student		Student to Student		Student to Student		Student to Student		Student to Student
	Other:		Other:		Other:		Other:		Other:
Problem Solving (all that apply)		Problem Solving (all that apply)		Problem Solving (all that apply)		Problem Solving (all that apply)		Problem Solving (all that apply)	
<input checked="" type="checkbox"/>	Abstraction		Abstraction		Abstraction		Abstraction		Abstraction
<input checked="" type="checkbox"/>	Categorization	<input checked="" type="checkbox"/>	Categorization		Categorization	<input checked="" type="checkbox"/>	Categorization	<input checked="" type="checkbox"/>	Categorization
<input checked="" type="checkbox"/>	Drawing Conclusions	<input checked="" type="checkbox"/>	Drawing Conclusions	<input checked="" type="checkbox"/>	Drawing Conclusions	<input checked="" type="checkbox"/>	Drawing Conclusions	<input checked="" type="checkbox"/>	Drawing Conclusions
	Observing and Experimenting		Observing and Experimenting	<input checked="" type="checkbox"/>	Observing and Experimenting		Observing and Experimenting		Observing and Experimenting
<input checked="" type="checkbox"/>	Predicting Outcomes	<input checked="" type="checkbox"/>	Predicting Outcomes	<input checked="" type="checkbox"/>	Predicting Outcomes	<input checked="" type="checkbox"/>	Predicting Outcomes	<input checked="" type="checkbox"/>	Predicting Outcomes
	Generating Ideas	<input checked="" type="checkbox"/>	Generating Ideas		Generating Ideas	<input checked="" type="checkbox"/>	Generating Ideas	<input checked="" type="checkbox"/>	Generating Ideas
<input checked="" type="checkbox"/>	Justifying Solutions	<input checked="" type="checkbox"/>	Justifying Solutions		Justifying Solutions	<input checked="" type="checkbox"/>	Justifying Solutions	<input checked="" type="checkbox"/>	Justifying Solutions
	Improving Solutions		Improving Solutions		Improving Solutions		Improving Solutions		Improving Solutions
	Creating and Designing		Creating and Designing		Creating and Designing		Creating and Designing		Creating and Designing
<input checked="" type="checkbox"/>	Identifying Relevant/Irrelevant Info	<input checked="" type="checkbox"/>	Identifying Relevant/Irrelevant Info	<input checked="" type="checkbox"/>	Identifying Relevant/Irrelevant Info	<input checked="" type="checkbox"/>	Identifying Relevant/Irrelevant Info	<input checked="" type="checkbox"/>	Identifying Relevant/Irrelevant Info
	Other:		Other:		Other:		Other:		Other:
Grouping (all that apply)		Grouping (all that apply)		Grouping (all that apply)		Grouping (all that apply)		Grouping (all that apply)	
<input checked="" type="checkbox"/>	Whole Group	<input checked="" type="checkbox"/>	Whole Group	<input checked="" type="checkbox"/>	Whole Group	<input checked="" type="checkbox"/>	Whole Group	<input checked="" type="checkbox"/>	Whole Group
<input checked="" type="checkbox"/>	Small Group	<input checked="" type="checkbox"/>	Small Group		Small Group		Small Group		Small Group
	Pairs		Pairs		Pairs		Pairs		Pairs

<input checked="" type="checkbox"/>	Individuals	<input checked="" type="checkbox"/>	Individuals	<input type="checkbox"/>	Individuals	<input type="checkbox"/>	Individuals	<input type="checkbox"/>	Individuals
	Other:		Other:		Other:		Other:		Other:
Materials/Resources		Materials/Resources		Materials/Resources		Materials/Resources		Materials/Resources	
<input checked="" type="checkbox"/>	Computer	<input checked="" type="checkbox"/>	Computer	<input checked="" type="checkbox"/>	Computer	<input checked="" type="checkbox"/>	Computer	<input checked="" type="checkbox"/>	Computer
	Manipulative		Manipulative		Manipulative		Manipulative		Manipulative
<input checked="" type="checkbox"/>	PowerPoint/Software	<input checked="" type="checkbox"/>	PowerPoint/Software		PowerPoint/Software		PowerPoint/Software		PowerPoint/Software
<input checked="" type="checkbox"/>	Projection Device	<input checked="" type="checkbox"/>	Projection Device	<input checked="" type="checkbox"/>	Projection Device		Projection Device		Projection Device
	Printer		Printer		Printer		Printer		Printer
<input checked="" type="checkbox"/>	Worksheets/Handouts	<input checked="" type="checkbox"/>	Worksheets/Handouts		Worksheets/Handouts	<input checked="" type="checkbox"/>	Worksheets/Handouts	<input checked="" type="checkbox"/>	Worksheets/Handouts
	Internet Resources		Internet Resources	<input checked="" type="checkbox"/>	Internet Resources	<input checked="" type="checkbox"/>	Internet Resources	<input checked="" type="checkbox"/>	Internet Resources
<input checked="" type="checkbox"/>	Dry Erase Boards	<input checked="" type="checkbox"/>	Dry Erase Boards		Dry Erase Boards	<input checked="" type="checkbox"/>	Dry Erase Boards	<input checked="" type="checkbox"/>	Dry Erase Boards
<input checked="" type="checkbox"/>	Textbook/Workbook	<input checked="" type="checkbox"/>	Textbook/Workbook	<input checked="" type="checkbox"/>	Textbook/Workbook	<input checked="" type="checkbox"/>	Textbook/Workbook	<input checked="" type="checkbox"/>	Textbook/Workbook
	Other:		Other:	<input checked="" type="checkbox"/>	Other: Web site: http://www.iceman.it/en/oetzi-the-iceman		Other:		Other:
Differentiation <i>(all that apply)</i>		Differentiation <i>(all that apply)</i>		Differentiation <i>(all that apply)</i>		Differentiation <i>(all that apply)</i>		Differentiation <i>(all that apply)</i>	
<input checked="" type="checkbox"/>	Content	<input checked="" type="checkbox"/>	Content	<input checked="" type="checkbox"/>	Content	<input checked="" type="checkbox"/>	Content	<input checked="" type="checkbox"/>	Content
<input checked="" type="checkbox"/>	Process	<input checked="" type="checkbox"/>	Process		Process		Process		Process
	Product		Product		Product		Product		Product
<input checked="" type="checkbox"/>	Tiered Assignments	<input checked="" type="checkbox"/>	Tiered Assignments	<input checked="" type="checkbox"/>	Tiered Assignments	<input checked="" type="checkbox"/>	Tiered Assignments	<input checked="" type="checkbox"/>	Tiered Assignments
<input checked="" type="checkbox"/>	Flexible Grouping	<input checked="" type="checkbox"/>	Flexible Grouping	<input checked="" type="checkbox"/>	Flexible Grouping	<input checked="" type="checkbox"/>	Flexible Grouping	<input checked="" type="checkbox"/>	Flexible Grouping
	Learning Centers		Learning Centers		Learning Centers		Learning Centers		Learning Centers
	Other:		Other:		Other:		Other:		Other:
Student Thinking		Student Thinking		Student Thinking		Student Thinking		Student Thinking	
<input checked="" type="checkbox"/>	Analytical	<input checked="" type="checkbox"/>	Analytical	<input checked="" type="checkbox"/>	Analytical	<input checked="" type="checkbox"/>	Analytical	<input checked="" type="checkbox"/>	Analytical
<input checked="" type="checkbox"/>	Practical	<input checked="" type="checkbox"/>	Practical	<input checked="" type="checkbox"/>	Practical	<input checked="" type="checkbox"/>	Practical	<input checked="" type="checkbox"/>	Practical
<input checked="" type="checkbox"/>	Creative	<input checked="" type="checkbox"/>	Creative		Creative		Creative		Creative
	Research-Based		Research-Based	<input checked="" type="checkbox"/>	Research-Based		Research-Based		Research-Based
	Other:		Other:		Other:		Other:		Other:
Accommodations for SpEd/504		Accommodations for SpEd/504		Accommodations for SpEd/504		Accommodations for SpEd/504		Accommodations for SpEd/504	
<input checked="" type="checkbox"/>	Preferential Seating	<input checked="" type="checkbox"/>	Preferential Seating	<input checked="" type="checkbox"/>	Preferential Seating	<input checked="" type="checkbox"/>	Preferential Seating	<input checked="" type="checkbox"/>	Preferential Seating

X	Extended Time	X	Extended Time	X	Extended Time	X	Extended Time	X	Extended Time
X	Small Group	X	Small Group	X	Small Group	X	Small Group	X	Small Group
X	Peer Tutoring	X	Peer Tutoring	X	Peer Tutoring	X	Peer Tutoring	X	Peer Tutoring
X	Modified Assignments	X	Modified Assignments	X	Modified Assignments	X	Modified Assignments	X	Modified Assignments
	Other:		Other:		Other:		Other:		Other:

Lesson Notes:

Modifications to the overall lesson plan will be made accordingly for comprehension of special needs students and meet individual IEP modification requirements.

Vocabulary: historian, archaeologist, anthropologist, geologist, artifact, fossil, nomad, technology, domesticate, specialization, civilization, irrigation, city-state, artisan, cuneiform, scribe, empire, province, caravan, astronomer