

Lesson Plan Template

Grade: 6 th		Subject: Ancient Sumer	
Materials:		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 6.2.4 Identify the features of Mesopotamian civilization and its contributions to the modern world (e.g., early villages, specialization of labor, irrigation)		Differentiation Below Proficiency: Students that are below proficiency are paired with a student that is above proficiency. They are able to ask questions of not only myself but their classmates. Above Proficiency: Students above proficiency Approaching/Emerging Proficiency: Modalities/Learning Preferences: Intrapersonal	
Objective(s) Students understand how geography affects where people settle and how they live. Students understands how cultures influences the daily lives of people and their decisions.			
Bloom's Taxonomy Cognitive Level: Examine, understand, apply			
Classroom Management- (grouping(s), movement/transitions, etc.) The groupings are made by me. The movement of the class is clockwise around the room. Each artifact has two pictures so there is not too many students looking at one artifact. The discussion groups are made just by the tables they are sitting at.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The behavior expectations are that the students are always on task. I understand that the volume may be a little loud because of the moving around and sharing with their partners. As long as the students are on task with the examining of the artifacts. When we are filling out the packet and reading, the students are expected to be engaged. During the discussion portion, the students are expected to contribute to the discussion at the table.	
Minutes	Procedures		
30	Set-up/Prep: Create and print off the packets from Social Studies alive. The PowerPoint presentation has the answers to the packets.		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Scientists sometimes describe a society or a group of humans as “highly civilized.” Discuss with your table what you think it means to be highly civilized and provide specific examples. After the discussion we try to define “civilized” and see if the Webster dictionary definition is correct in terms of Social Studies.		
20	Explain: (concepts, procedures, vocabulary, etc.) The PowerPoint covers seven characteristics that make a “civilization”. The seven are: stable food supply, government, social structure, arts, religion, written language, and technology. For each characteristic we examine artifacts with a partner that show that Sumer has the characteristic. Examining the artifacts will give clues to at least one characteristic for the civilization of Sumer. The students will be able to argue what characteristic the artifact is showing.		
45	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The class completes the packet for each characteristic of a civilization. The reading will have the packet answers in the reading. The packet serves as a set of notes. Each section of the reading discusses an invention that represents a characteristic of the civilization of Sumer.		
10	Review (wrap up and transition to next activity): The review is going through the packet as a class with the correct answers. This is the time for students to ask questions about why these answers are correct. I also introduce the discussion portion that is coming.		

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Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.

The formative assessment is the analyzing of the artifacts and tying them to at least one characteristic of what makes a civilization. This is a check-in strategy, and this allows the students to ask questions about any of the artifacts.

Consideration for Back-up Plan:

Summative Assessment (linked back to objectives)

End of lesson:

The summative assessment is a discussion with the tables that the students are at. Then we come together to discuss as a class.

How can artifacts help us learn about ancient peoples?

Was ancient Sumer a civilization?

What evidence do you have to support your answer?

What other primary or secondary sources might help historians determine whether ancient Sumer was a civilization?

If applicable- overall unit, chapter, concept, etc.:

The assessment overall unit assessment could be =selecting two of these artifacts and writing a summary of why this makes Sumer a civilization. Students could be assessed on other artifacts from other civilizations and discuss the significance of those.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This lesson went extremely well. Since it was the first lesson I taught, I was extremely terrified. I was so nervous about being in front of a class for the first time, I almost spaced on the content that I knew! Once I settled in and got comfortable teaching, I really got the hang of it. The only thing I was not happy with was the little I moved. I remained in front of the board where I was presenting the PowerPoint the entire time. This is not how I want to teach. I want to move around my class and be actively teaching. This could be because of nerves or still learning to navigate a classroom. I think the students really enjoyed examining the artifacts. They posed great arguments for the characteristics that each artifact can represent. It was great to see them so engaged and see them being engaged in the lesson!