Seventh grade social studies unit 2 Mesopotamia

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| **Think about…**   **What do I want students to learn and be able to do?**   What content knowledge and/or skills do I want students to acquire, demonstrate, or refine?   What assessment(s) will be used before instruction to measure the level of student mastery of each objective?   How will the objectives be shared with students?   **Why are the objectives for today’s lesson important?**   How does this lesson align with curriculum standards and school initiatives?   How does today’s lesson connect with previous and subsequent lessons?   What resources and materials will be needed for this lesson? | **Lesson Objectives:**    Students will discuss Sumer as a civilization in order to identify the government, religion, and social class system of the society.  Students will describe the Akkadian Empire in order to identify their system of government and major contributions. | **Time:** |
| **Think about…**   Will students be able to complete the warm-up independently?   How will the warm up provide scaffolding for the lesson?   How will feedback from the warm up inform instruction?   Will there be accountability for completion?   How will correct answers be shared? | **Warm Up/ Drill:**     * Drill: Define cultural diffusion. | **Time:**    5 |
| **Think about…**   Will there be accountability for completion?   How will correct answers be shared?   How will questions be answered? | **Homework Check:** | **Time:** |
| **Think about…**   **How will I teach the lesson?**   What will spark student interest in the lesson?   What connections can be made between this lesson and real-world applications?   What connections can be made across curricula? | **Motivation and Connection:** | **Time:** |
| **Think about…**   What previously learned concepts will connect to this lesson?   How will the new concept(s) be introduced?   What strategies will encourage active learning?   What technology, hands-on activities, and manipulatives could enhance student understanding?   How can reading and writing be incorporated?   What research-based strategies could extend and refine student understanding?   How will activities connect to one another?   What strategies and methodologies will convey content and skill objectives to all students?  What are the pivotal points of the lesson at which assessments are essential?   How will student understanding be monitored? | **Instructional Activity/Activities:**     1. Students will complete the drill which will be displayed on the powerpoint 2. Students will complete notes given via the powerpoint  * Instruct students to follow along so that they make sure they get all of the necessary information. * Ask key questions: Predict what the social hierarchy in Sumer will look like. * What sorts of advancements do you think were made during the time period?  1. Complete the Sumerian writing worksheet.  * Students will work silently to read the paragraph about cuneiform and then answer the questions at the end of the reading. * Make sure to give extended time if needed.  1. Students will continue with notes about the Akkadian Empire  * What types of achievements do you think they had?  1. Closure activity | **Time:**    15  10  10 |
| **Think about…**   **How will I know if students learned what I wanted them to learn?**   What assessments will be used after instruction to ascertain the level of student mastery of each objective?   How will the results of this assessment impact subsequent lessons?   **How will I ensure that all students have learned?**   What will I do to accommodate students who are struggling and students who have mastered the lesson’s objectives and are poised for additional challenge? | **Closure:**    Using the white boards, students will answer the following questions.   1. What was one invention from the Sumerians? 2. What happened to the Akkadian Empire? 3. Draw Sumer’s social hierarchy. | **Time:**    5 |
| **Think about…**   How does the assignment connect to the lesson?   Are directions clear?   Will students be able to complete the assignment independently? If not, how will you differentiate? | **Homework (if applicable):** | **Time:** |
| **Think about…**   What went well?   What should be changed? | **Reflection:** |  |