

SUMMER SCHOOL TEACHER GUIDE



Social Studies/ 6th Grade

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Summer School Curriculum Guide

The Elementary and Middle Summer School Program will be for 20 days. Students will have a total of 18 daily lessons and day 19 and 20 will be for reviewing lessons/quizzes and post-test.

- Eighteen (18) days of daily lessons
- One (1) day post-test review and post-test
- One (1) day of reviewing lessons, retake daily post-tests, and makeup missed lessons.

All students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4th time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

MS Classroom Schedule – *Time below is an approximate breakdown of time.*

- **Attendance in PowerSchool** – 5 minutes
- **Lesson Introduction (I Do)** – 5 minutes
- **Lesson Activities/Supplemental (We Do)** – 60 minutes
- **Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)
- **Teacher Lesson Review** – 5 minutes
- **Independent Work** – Student Lesson Review*/Post-test (They Do) – 40 minutes
- **Closing/Wrap Up**– 5 minutes
- **Total Time: 2 hours 10 minutes**

***Lesson Review** – Students will review lessons for essential knowledge/information prior to the daily test.

The following will be used within **Grade Results**:

- **Lessons** with Slide Area, Videos, and Activities • **Supplemental** Teacher Resources:
 - Click on Supplemental
 - Click on Resource to view (Example: Flocabulary, BrainPOP, Others)
 - Teacher will review with the students the items that need to be completed.
 - Teachers can select additional Supplemental Resources as needed if time permits.
 - To view another resource once you are in a resource, use the Toggle Sidebar in the top righthand corner. It has three dashes. An example is listed below.



- **Post-Test** – Each lesson will have a daily post-test.
- **Graded Work** – The Post-Test will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.
- **Anchor Charts** – Some subjects may have Anchor Charts available with their lesson.

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 1

Topic/Lesson Title & Grade Results #: Lesson 1: Early People

Objective(s): Students will be able to

- Prove where modern humans came from.
- Explain the life of early humans.
- Elaborate on the reasons early humans migrated.
- Identify how early inhabitants of North and South America migrated to the continent.

Guiding Question(s): What was life-like for early humans?

TN Curriculum Standard(s):

6.02 Describe the characteristics of the nomadic hunter-gatherer societies, including their use of: Basic hunting weapons; Fire; Shelter; Tools.

6.03 Explain the impact of the Agricultural Revolution, including: Barter economy, Food surpluses, Domestication of plants and animals, Labor specialization, Emergence of permanent settlements, new sources of clothing and shelter.

6.04 Identify and explain the importance of the following key characteristics of civilizations: Culture, Stable food supply, Government, Technology, Religion, Writing, Social structure.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or Notes Taker and Highlighter in Grade Results found under the Learning Tool.

Key Vocabulary/Terms: Lesson 1: Vocabulary Words

- **Agriculture:** The science and art of raising plants and animals for human use.
- **Artifact:** Something made by humans at some point in time.
- **Band:** A group of people that have a simple social structure.
- **City-state:** A city which governs themselves.
- **Civilization:** An organized culture which consists of many communities.
- **Complex society:** A society consisting of several parts.
- **Consequence:** A result of actions.
- **Cultivate:** To use land for the purpose of growing crops to eat or trade.
- **Descendant:** A person, animal, or plant related to one that lived in the past.
- **Domesticate:** To adapt wild animals to live with humans.
- **Export:** Sending something to a foreign country for sale or trade.
- **Extinct:** No longer in existence.
- **Import:** Something brought in from a foreign country, especially for sale or trade.
- **Livestock:** Animals used for things which help humans.
- **Nomad:** A person who moves with their herds to new grazing places when their old one was used up.
- **Oasis:** An area of fertile land near a desert which has a supply of fresh water.
- **Obsidian:** A type of black, glass-like rock produced by volcanoes.
- **Pastoral society:** A society which survives by raising livestock for food and resources.
- **Slash and burn:** Cutting and burning forests to create fields for agriculture or pasture for livestock.
- **Specialize:** To devote time to an interest, skill, or field of study.

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **1st set of objectives** for Hunters and Gatherers (Slide 1) and play the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-4)**: Slide 2: The First Modern Humans; Slide 3: Early Cultures and Societies; Students complete activity# 4 questions Slide 4). Teacher may suggest that students use the highlighter feature to annotate text found under the Learning Tools section found on the righthand side of the student lesson.
- As a whole group **listen to or read section Slides (5-8)**: Teacher shares the screen to review the part 2 **objectives (Slide 5)** Early Herders and Farmers; Slide 6: Pastoral Societies (video clip & 2 questions); Slide 7: Farming Societies, Slide 8: Students complete activity#8 – Early Cities
- As a whole group **listen to or read section Slides (9-11)**: Teacher shares the screen to review the part 3 **objectives (Slide 9)**: Early Settlements and Cities; Slide 10: The Fertile Crescent, Slide 11: Early Cities (video clip & 2 questions); Slides 12 -13: Activities: 12 and 13 (Drag and Drop)

Break 10 Minutes

Lesson Activities/Supplemental (We Do) 10 minutes: Safari video: Human Geography Video: Students Review the Differences between Hunter Gatherers & Agricultural Societies. Students use **Grade Results' note taker or write notes** on a t-chart. Stop and pause the video to discuss notes and where they should be placed on the chart.

Lesson Review 5 minutes: Reread objectives and whole group discussion around lesson learned as follows:

- Reasons early people domesticated animals.
- Pastoral society with a farming society
- Options farming societies had to expand their farming practices.
- Details of the Fertile Crescent
- How small farming communities grew into large cities.

Students may use a student notebook or Grade Results Note Taker to provide written response in group discussion. Students may work in pairs or as a group.

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Whole group discussions around each objective and topics. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 2

Topic/Lesson Title & Grade Results #: Lesson 2: Mesopotamia

Objective(s): Students will be able to do the following:

- Identify the geographical features of Mesopotamia in a map.
- Identify reasons why the region of Mesopotamia is referred to as the Fertile Crescent.

Guiding Question(s): What led to the development of Mesopotamian cities?

TN Curriculum Standard(s):

6.05 Identify and locate geographical features of ancient Mesopotamia, including: Black Sea, Persian Gulf, Euphrates River, Tigris River, Mediterranean Sea, Zagros Mountains.

6.06 Explain how geographic and climatic features led to the region being known as the Fertile Crescent.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Key Vocabulary/Terms: Lesson 2: Vocabulary Words

- **Canal:** An artificial waterway constructed to allow the passage of boats or ships or to convey water for irrigation.
- **Complexity:** The state or quality of being intricate or complicated.
- **Crescent:** Having the shape of a waxing or a waning moon.
- **Farming:** The activity or business of growing crops and raising livestock.
- **Fertile:** Land or soil capable of producing abundant vegetation or crops
- **Irrigation:** The supply of water to crops by means of channels.
- **Livestock:** Farm animals regarded as an asset.
- **Nourish:** Provide with food and other substances necessary for growth and health.
- **Ruins:** The remains of a building typically an old one that has suffered much damage.
- **Settlement:** A place previously uninhabited where people establish a community.
- **Silt:** Fine sand, clay, or other material carried by running water and deposited as a sediment, especially in a channel or harbor.
- **Surplus:** An excess of production or supply.
- **Valley:** A low area between mountains typically with a river flowing through it.

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives (Slide 1)** for Mesopotamia and plays the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-5)**: Slide 2: The Rise of Civilization and complete the matching activity (Slide 3); Activity 3- The Rise of Civilization questions; Slide 4: Gift of the River and Drag and Drop activity; Slide 5: Activity 5- Gift of the River questions. Teacher may suggest that students use the highlighter feature to annotate text found under the Learning Tools section found on the righthand side of the student lesson.
- As a whole group **listen to or read section Slides (6-13)**: Slide 6: Irrigation and Civilization; Slide 7: Food Surplus; Slide 8: Activity 8- Food Surplus questions; Slide 9: Location of Mesopotamia; Slide 10: Activity 10- Location of Mesopotamia, Slide 11: questions Development of Mesopotamia Cities; Slide 12: Activity 12- Development of Mesopotamia Cities questions.

Break 10 Minutes

Lesson Activities/Supplemental (We Do) 10 minutes: Flocabulary: Lyric Lab-Write a rhyme about the Fertile Crescent using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils. Flocabulary Video: Fertile Crescent and Read each of the Vocabulary cards. Flocabulary: Read aloud the Passage about the Fertile Crescent and play the Vocabulary Game

Lesson Review 5 Minutes: Read and discuss as a group the Slide on slide 13- Lesson Review.

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Whole group discussions around each objective and topics. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 3

Topic/Lesson Title & Grade Results #: Lesson 3: Importance of Developments and Inventions on Growth of Mesopotamian Civilization

Objective(s): Students will be able to do the following:

- Know the developments and inventions of Mesopotamian civilization.
- Understand the importance of the developments and inventions on the growth of Mesopotamian civilization.

Guiding Question(s): How did inventions change life for the Mesopotamians?

TN Curriculum Standard(s):

6.07 Explain how irrigation, silt, metallurgy, production of tools, use of animals, slave labor, and inventions such as the wheel, sail, and plow led to advancements in agriculture.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Key Vocabulary/Terms: Lesson 3: Vocabulary Words

- **Archaeological:** Relating to human history and prehistory through the excavation of sites.
- **Chariot:** A four-wheeled carriage with back seats and a coachman's seat.
- **Commerce:** Exchange of goods and services on a larger scale along with activities such as transportation, banking, storing, etc.
- **Concluded:** Arrived at a judgment or opinion.
- **Crooked:** Bent or twisted out of shape.
- **Cuneiform:** Denoting or relating to the wedge-shaped characters used in the ancient writing systems of Mesopotamia, Persia, and Ugarit, surviving mainly on clay tablets.
- **Demarcation:** The action of fixing the boundary or limits of something.
- **Division of Labor:** The assignment of different tasks to different people in order to improve efficiency.
- **Domesticate:** Tame and keep it as a pet or on a farm.
- **Downstream:** Situated or moving in the direction in which a stream or river flows.
- **Historian:** An expert in or student of history, especially that of a particular period, geographical region, or social phenomenon.

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives (Slide 1)** for Importance of Developments and Inventions on Growth of Mesopotamian Civilization and play the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-4)**: Slide 2: Mesopotamia- The Cradle of Civilization and Activity question; Slide 3: Important Developments and Their Effects and drag Activity; Slide 4: Activity 4- Irrigation questions. Teacher may suggest that students use the highlighter feature to annotate found under the Learning Tools section found on the righthand side of the student lesson in Grade Results.
- As a whole group **listen to or read section Slides (5-7)**: Slide 5: Metal- Smithing; Slide 6: Domestication of Animals and drag activity; Slide 7: Activity 7- Metal, Smithing and Domestication of Animals questions.
- As a whole group **listen to or read section Slides (8-13)**: Sail and matching activity; Wheel; Activity 10- Sail and Wheel questions; Cuneiform Writing and drag activity; Mathematics and the Calendar; Slide 13: Activity 13- Mesopotamian Inventions and their effects: Drag and Drop

Break 10 Minutes

Lesson Activities/Supplemental (We Do) 10 minutes: Flocabulary: Read the Passage about Hammurabi's Code and play the Vocabulary Game. Flocabulary Video: Hammurabi's Code and Read each of the Vocabulary cards; Flocabulary: Lyric Lab- Write a rhyme about Hammurabi's Code using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

Lesson Review 5 minutes: Read and discuss as a group the Slide on slide 14- Lesson Review.

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Whole group discussions around each objective and topics. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 4

Topic/Lesson Title & Grade Results #: Lesson 4: The Tigris and Euphrates Valley Euphrates Valley

Objective(s): Students will be able to do the following:

- Interpret why there was a rise in technology in Sumer.
- Explain the type of government used in the city-states of Sumer.
- Identify the written language of Sumer.
- Discuss the divisions of class in Sumerian society.
- Explain how methods used in Mesopotamia to gain and keep an empire would be used by other leaders throughout world history.

Guiding Question(s): What led to the emergence of city-states?

TN Curriculum Standard(s):

6.08 Analyze how advancements in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the emergence of independent city-states.

6.09 Explain the basic concepts of monarchy and empire and identify Mesopotamia as the regional location of the world's first empire.

6.12 Analyze the impact of the introduction of written law in the Code of Hammurabi and explain its basic principles of justice.

6.14 Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Key Vocabulary/Terms: Lesson 4 Vocabulary Words

- **Absolute authority:** Total control.
- **Bureaucracy:** A group of people who help a leader govern a city-state.
- **Centralized government:** A government in which one person or bureaucracy governs an entire empire.
- **Code:** A written set of laws which are understood by the people who must obey them.
- **Conquer:** To defeat in combat and rule.
- **Decree:** An official order or declaration sent directly from the king.
- **Empire:** A group of states or regions that owe loyalty to a foreign power.
- **Innovation:** The introduction of something new.
- **Merchant:** Someone who buys and sells goods.
- **Monarchy:** A government which is led by a king or queen.
- **Pictography:** A picture which tells a story.
- **Principle:** A basic truth.
- **Relief:** A carving in a wall that stands out from the surface of the building.

- **Scribe:** A person who recorded stories and events.
- **Social class:** The organization of people according to their importance in society.
- **Standing army:** An expert army which earns a salary.
- **Surplus:** What remains after a set need is met.

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **1st set of objectives (Slide 1)** for Civilization in Sumer and play the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-4)**: Slide 2: Sumer, Advances in Farm Technology; Slide 3: Government and Language; Slide 4: Divisions in society. Teacher may suggest that students use the highlighter feature to annotate found under the Learning Tools section found on the righthand side of the student lesson in Grade Results.
- As a whole group **listen to or read section Slides (5-9)**: Teacher shares the screen to review part 2 **objectives** (Slide 5) Conquests and Empire Building; Slide 6: The Struggles of the Sumerians & Sargon the Great; Slide 7: The Babylonian Empire; Slide 8: Code of Hammurabi; Slide 9: The Hittites and the Kassites.
- As a whole group **listen to or read section Slides (10--12)**: Teacher shares the screen to review part 3 **objectives (10) Later** Empires; Slide 11: Review of Mesopotamian Succession and a New Empire; Slide 12: The Assyrian Empire; Slide 13: Assyrian Achievements; Slide 14: The New Babylonian Empire; Slide 15-16: Activity 15 and 16- Drag and Drop.

Break 10 Minutes

Lesson Activities/Supplemental (We Do) 10 minutes: Supplemental Slide- Flocabulary Video: Hammurabi's Code; read each of the vocabulary cards and play the Vocabulary Game; Flocabulary: Lyric Lab- Write a rhyme about Hammurabi's Code using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

Lesson Review 5 minutes: Whole group discussion and review around each set of objectives around lesson learned as follows:

- How leaders governed their people by written laws
- Strategies and methods used to gain and maintain control of Mesopotamia.
- Warfare and innovations of Assyria
- Assyrian innovations in government
- Neo-Babylonian Empire

Students may use student notebook or Grade Results Note Taker to provide written response in group discussion. Students may work in pairs or as a group.

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Whole group discussions around each objective and topics. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 5

Topic/Lesson Title & Grade Results #: Lesson 5: Important Achievements of Mesopotamian Civilization

Objective(s): Students will be able to do the following:

- Analyze the important achievements of Mesopotamian civilization.
- Describe the system of writing.

Guiding Question(s): What important advances were developed by the Mesopotamians?

TN Curriculum Standard(s):

6.10 Explain the concept of polytheism and its presence in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life.

6.11 Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the Epic of Gilgamesh as the oldest written epic.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Key Vocabulary/Terms: Lesson 5 Vocabulary Words

- **Akkadian:** A language spoken in Mesopotamia similar to modern Arabic and Hebrew.
- **Assyrian:** An extinct language of the Assyrians in ancient Mesopotamia.
- **Babylonian:** An inhabitant of ancient Babylon.
- **Bitumen:** A natural, tar-like substance, which comes from petroleum. Bitumen is often used for road surfacing or as a waterproofing or roofing material.
- **Clay tablet:** Writing medium used for writing in cuneiform.
- **Cylinder seal:** Cylinders carved with designs and used to print impressions on clay.
- **Elamite:** The language spoken by people from the mountainous land of Elam to the south-east of Mesopotamia.
- **Ishtar:** The Mesopotamian goddess of love and war.
- **Reed:** A plant with a straight, tall stalk that grows in or near water.
- **Nimrud:** The modern name of the ancient city of Kalhu which became the capital of Assyria from 879 - 710 B.C.
- **Script:** A group of signs or letters, handwritten, used to make words. A type of writing e.g., cuneiform.
- **she-er-ku:** The Sumerian word for fig cake.
- **Stylus:** A pointed instrument that can be used for writing.
- **Sumerian:** A member of a people who inhabited ancient Sumer.
- **Urtian:** The language spoken in Urartu, a powerful kingdom north of Mesopotamia from 900-600 B.C.
- **Wedge:** An object or piece of something shaped like a wedge

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives (Slide 1)** for Important Achievements of Mesopotamian Civilization and play the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-11)**: Slide 2: Introduction video clip & activity; Slide 3: Writing and activity picture slides; Slides 4-10: The Development of Writing and activity read slides and picture slides; Slide 11: Activity 11- Drag and Drop.
- As a whole group **listen to or read section Slides (12-16)**: Slide 12: Scribes and matching activity; Slides 13-14: Curriculum Tablet and Activities; Slide 15: Reed Stylus; Slide 16: Cuneiform Inscriptions and puzzle.
- As a whole group **listen to or read section Slides (17-19)**: Slide 17: An Envelope and Contract activity; Slide 18: Writing Boards and activity; Slide 19: Mathematical Text and Activity- Interesting Facts About Sumerian Writing.

Break 10 Minutes

Lesson Activities/Supplemental (We Do) 10 minutes: Activity 20- Listen to recorded audio and answer 5 questions; Activity 21- Listen to recorded audio and answer 5 questions.

Supplemental- *As time permits. Safari: Watch the supplemental video “Ancient Worlds: Come Together”- starting at minute 13:45 and take notes using Grade Results' note taker or paper and pencils.

Lesson Review 5 Minutes: Read and discuss as a group the Slide on slide 22: Lesson Review.

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Whole group discussions around each objective and topics. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 6

Topic/Lesson Title & Grade Results #: Lesson 6: Important Achievements of Mesopotamian Civilization-II

Objective(s): Students will be able to do the following:

- Discuss the Epic of Gilgamesh.
- Describe the monumental architecture (the ziggurat) of Mesopotamia.
- Discuss the art of Mesopotamia.

Guiding Question(s): What important advances were developed by the Mesopotamians II?

TN Curriculum Standard(s):

6.10 Explain the concept of polytheism and its presence in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life.

6.11 Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the Epic of Gilgamesh as the oldest written epic.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Key Vocabulary/Terms: Lesson 6 Vocabulary Words

- **Empire:** The domain ruled by an emperor or empress.
- **Enkidu:** Legendary friend of Gilgamesh.
- **Euphrates:** A river in southwestern Asia that was important in the development of several great civilizations in ancient Mesopotamia.
- **Gilgamesh Epic:** A legendary Sumerian king who was the hero of an epic collection of mythic stories.
- **Hymn:** A song of praise.
- **Myth:** A traditional story accepted as history.
- **Technology:** The practical application of science to commerce or industry.
- **Theology:** The rational and systematic study of religion and its influences and of the nature of religious truth.
- **Tigris:** A tributary of the Euphrates River.
- **Ubaid:** A prehistoric period of Mesopotamia.
- **Valley:** A long depression in the surface of the land that usually contains a river.
- **Ziggurat:** A rectangular tiered temple or terraced mound erected by the ancient Assyrians and Babylonians.

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for Important Achievements of Mesopotamian Civilization II and play the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-6)**: Slide 2: Introduction video clip and activity; Slide 3: Art and Culture, Slides 4-6: Epic of Gilgamesh and activity; listen to the recorded audio and answer questions. Teacher may suggest that students use the highlighter feature to annotate found under the Learning Tools section found on the righthand side of the student lesson in Grade Results.
- As a whole group **listen to or read section Slides (7-9)**: Slide 7: Monumental Architecture- The Ziggurat and activity slides 8-9; listen to the recorded audio and answer questions.

Break 10 Minutes

Lesson Activities/Supplemental (We Do) 10 minutes: As a whole group **listen to or read section Slides (10-14)**: Slide 10: Mesopotamian Art and activity; Slide 11: Mosaic Art and video clip; Slide 12: Mosaic Art and Drag and drop; Slide 13: Activity 13- Mosaic Art; Cylinder Seals in Ancient Mesopotamia

Supplemental Slide –Safari video: Seven Wonders of the Ancient World: Watch as time permits. the video starting at 1hr.15min. mark and take notes using Grade Results' note taker or paper and pencils.

Lesson Review 5 minutes: Read as a group Slide on Slide 15- Lesson Review.

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Take a moment to reflect on the lesson of the day and pick one of the following closure activities as time permits. Examples: (1) Repeat the Lesson Review, (2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear? (3) Ask: I Care Why? Students explain relevancy of the concept to their life or how they might use it.

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 7

Topic/Lesson Title & Grade Results #: Lesson 7: The Nile Valley

Objective(s): Students will be able to do the following:

- Learn how the Nile River helped the Egyptian civilization.
- Explain Egyptian religion and belief in the afterlife.

Guiding Question(s): Why did civilizations settle near the Nile River?

TN Curriculum Standard(s):

6.13 Identify and locate geographical features of ancient Egypt, including: Mediterranean Sea; Red Sea; Nile Delta; The regions of Upper and Lower Egypt; Nile River; The Sahara 6.16 Explain the polytheistic religion of ancient Egypt, with respect to beliefs about the afterlife, the reasons for mummification, and the use of pyramids.

6.17 Analyze the impact of key figures from ancient Egypt, including: Growth under the leadership of Queen Hatshepsut and her economic policies; Ramses the Great's military conquests leading to growth of the kingdom; Significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt.

6.18 Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.

6.19 Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Key Vocabulary/Terms: Lesson 7 Vocabulary Words

- **Afterlife:** Life after death.
- **Ally:** A supporter, or a country with which an alliance is formed.
- **Annex:** To add on, as with property or land.
- **Cataract:** A waterfall.
- **Ceramic:** Baked clay, pottery.
- **Decipher:** Determine the meaning of.
- **Deity:** A god.
- **Dynasty:** A series of rulers from the same family.
- **Heir:** Has the right to another person's property or title when that person dies.
- **Hieroglyphics:** Writing that uses pictures to stand for sounds, words, or ideas.
- **Independence:** Freedom to govern themselves.
- **Inundation:** The annual flooding of the Nile River.
- **Mineral:** A natural resource found in rocks.

- **Mummy:** The dead body of a human that has been wrapped in linen cloth.
- **Nation-state:** A region with a united group of people and a single government.
- **Nome:** Districts within Egypt.
- **Obelisk:** A tall, slender stone pillar with four sides and a pointed top.
- **Papyrus:** A paper like material made from the papyrus plant.
- **Pharaoh:** A king that is seen as a god in human form.
- **Predict:** To state, tell about, or make known in advance, especially on the basis of special knowledge.
- **Prosperity:** Economic success.
- **Pyramid:** A figure with a square base and triangular sides that comes to a point.
- **Trade route:** The waterways, paths and trails that traders used to move goods from one place to another.
- **Trading network:** A system in which buyers and sellers from different places can exchange goods.
- **Vizier:** A chief adviser to the king who carries out the king's orders and helps to run the government

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **1st set of objectives** for Gift of the Nile and play the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-7)**: Slide 2: Unit Warm up- video clip and questions; Slide 3: Source of New Ideas; Slide 4: Religion; Slide 5: Video- Ancient Egyptian Religion and questions; Slide 6: Video- Egypt-The Gift of the Nile part 1 and questions; Slide 7: Activity 7- Drag and Drop
- As a whole group **listen to or read section Slides (8-15)**: Teacher shares the screen to review part 2 **objectives (Slide 8)** The Dynasties of Ancient Egypt; Slide 9: The Early Period, Slide 10: The Old Kingdom; Slide 11: Video- Great Pyramid Mystery and questions; Slide 12: The Middle Kingdom; Slide 13: The New Kingdom, Slide 14: Activity 14- The New Kingdom; Slide 15: Activity 15- Drag and Drop
- As a whole group **listen to or read section Slides (16-21)**: Teacher shares the screen to review part 3 **objectives (Slide 16)** Nubia and Kush; Slide 17: Early People in Nubia, Slide 18: Video- Nubia Forgotten Kingdom and question; Slide 19: Freedom and Conquest; Slide 20: The Kushites, clip and questions; Slide 21: Activity 21- Drag and Drop

Break 10 Minutes

Lesson Activities/Supplemental (We Do) 10 minutes: Supplemental: Flocabulary: Lyric Lab- Write a rhyme about Ancient Egypt using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

Lesson Review 5 minutes: Whole group discussion and review around each set of objectives around lesson learned as follows:

- Dynasties first came to power in ancient Egypt.
- How and why the great pyramids were built.
- Egypt became the world's strongest power, and its leaders became pharaohs.
- Nubian culture and its effect in Egypt
- Conquest of Egypt

Students may use student notebook or Grade Results Note Taker under Learning Tools to provide written response in group discussion. Students may work in pairs or as a group.

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Take a moment to reflect on the lesson of the day and pick one of the following closure activities as time permits. Examples: (1) Repeat the Lesson Review, (2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear? (3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 8

Topic/Lesson Title & Grade Results #: Lesson 8: Achievements of Egyptian Civilization

Objective(s): Students will be able to do the following:

- Understand the importance of achievements of the Ancient Egyptian civilization:
- Learn how the Ancient Egyptians divided the year.
- Appraise how Ancient Egyptians invented various agricultural system.
- Explain how irrigation system helped the ancient people to increase crop cultivation.
- List the inventions of Ancient Egyptians.
- Learn how their art and architecture are appreciated till date.

Guiding Question(s): What important advances were developed by the Ancient Egyptians?

TN Curriculum Standard(s):

6.14 Explain how agricultural practices impacted life and economic growth in ancient Egypt, including the use of irrigation and development of a calendar.

6.15 Explain the structure of ancient Egyptian society, including: Relationships between groups of people; How social classes were organized by occupation; Positions of pharaohs as God/kings; Role of slaves.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Key Vocabulary/Terms: Lesson 8 Vocabulary Words

- **Abundant:** Available in great quantity
- **Afterworld:** Place where people live after death.
- **Architecture:** A work that involves design and construction and ornamentation on buildings.
- **Astrologer:** Person who predicts the future based on the position of the planets
- **Calendar:** A system of time that defines the length and divisions of the year.
- **Coincide:** Happen at the same time.
- **Deceased:** Event of dying.
- **Diagram:** A drawing that is used to explain how something works.
- **Durable:** Long-lasting
- **Engineering:** Art of applying scientific knowledge to practical problems.
- **Flood:** Cover quickly with water
- **Forecast:** Predict in advance.
- **Gravel:** Pieces of rock or pebbles
- **Hieroglyphs:** Ancient form of writing which involves symbols of animals and humans.
- **Ideograms:** A graphic character that gives the meaning of a thing represented in it.
- **Mediterranean:** Largest inland sea between Europe, Africa, and Asia.

- **Nile River:** World's longest river that runs in Egypt.
- **Osiris:** Egyptian god of the underworld and judge of the dead people.
- **Perpendicular:** Vertical line to form a right angle.
- **Pith:** Spongelike material in the center part of the stem in most of the flowering plant.
- **Sacred:** Concerned with religion or religious purpose
- **Seasons:** Time of the year
- **Spirit:** Vital principle that is present in living things.
- **Staple:** Things used to meet the needs of people
- **Tomb:** A place where the corpse is buried.
- **Warriors:** People involved in warfare

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 10 minutes: Teacher shares the screen to review the **objectives** for Achievements of Egyptian Civilization and play the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-5):** Slide 2: Ancient Egyptian Calendar; Slide 3: Activity 3- Ancient Egyptian Calendar; Slide 4: Agricultural System of Ancient Egypt; Slide 5: Activity 5- Agricultural System
- As a whole group **listen to or read section Slides (6-11):** Slide 6: Ancient Egypt and Hieroglyphics; Slides 7-8: Pictures and their Representation and activity; Slide 8: Papyrus; Slide 9: Architecture; Slide 10: Art in Ancient Egypt

Break 10 Minutes

Lesson Activities/Supplemental (We Do) 10 minutes: Slide 11: Activity 11- Vocabulary Crossword

Supplemental- Safari: Watch Ancient Egypt Video and write 10 new facts learned using Grade Results' note taker or paper and pencils.

Lesson Review 5 minutes: Read as a group the Slide on Slide 12- Lesson Review.

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Take a moment to reflect on the lesson of the day and pick one of the following closure activities as time permits. Examples: (1) Repeat the Lesson Review, (2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear? (3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 9

Topic/Lesson Title & Grade Results #: Lesson 9: Ancient Israel

Objective(s): Students will be able to do the following:

- Trace the history of ancient Israelites from their migration from Mesopotamia to Canaan.
- Learn the role of Abraham and Moses in moving ancient Israelites from Egypt.

Guiding Question(s): How did the ancient Israelites survive through adversity?

TN Curriculum Standard(s):

6.21 Describe the development of the ancient Israelites and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan.

6.22 Describe the origins and central features of Judaism: • Key Person(s): Abraham, Moses • Sacred Texts: The Tanakh (i.e., Hebrew Bible) • Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Key Vocabulary/Terms: Lesson 9 Vocabulary Words

- **Descendants:** All the offspring of a given progenitor.
- **Judaism:** Jews who practice a religion based on the Torah and the Talmud.
- **Nile River:** Longest River that flows through eastern Africa and Egypt.
- **Noah:** The Hebrew patriarch built an ark; the story of Noah and the flood is told in the Book of Genesis.
- **Obedience:** Dutiful or submissive behavior with respect to another person.
- **Pharaoh:** The title of the ancient Egyptian kings.
- **Plague:** Any large-scale calamity.
- **Promise:** Make a commitment to do.
- **Slaves:** Someone who is dominated by some other person.
- **Territory:** A region marked off for administrative or other purposes.
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Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for Ancient Israel and play the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-6): Slide 2:** Canaan- The Promised Land; Slide 3: Abraham- Activity Life of Abraham; Slide 4: Activity 4- Abraham's Travel from Ur to Canaan; Slide 5: Activity 5- Slide Show on the Life of Moses; Slide 6: Activity 6- Order the incidents as it had taken place.

- **Activity-** Use evidence from Slide 3 and 4 to discuss the location of Canaan and describe its importance to the Israelites. **Teacher will give students the following writing task-**Moses was a chosen to lead the Israelites out of Egypt. Have students write at least two paragraphs to explain the qualities you think Moses possessed to undertake this difficult task. Use evidence from Slide 5 to support your response using Grade Result's Note Taker under the Learning Tools or paper and pencils.

Break 10 Minutes

Lesson Activities/Supplemental (We Do) 10 minutes: Share out writing task responses.

Supplemental: *As time permits. **Safari:** Watch video- Origins of Jerusalem and the Israelites and take at least 5 factual notes using Grade Results' note taker or paper and pencils.

Lesson Review 10 minutes: Read as a group the Slide on Slide 7- Lesson Review.

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students how they will be assessed and discuss will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Whole group discussions around each objective and topics. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 10

Topic/Lesson Title & Grade Results #: Lesson 10: Asia and the Americas

Objective(s): Students will be able to do the following:

- Learn how the Indus Valley civilization made many advances in technology.
- Understand the Indus economy.
- Learn how the use of urban planning helped shape the city of Mohenjo-Daro.
- Recognize the influence of the Huang He civilization on modern Chinese culture.

Guiding Question(s): How did the geography of China impact the development of its civilization II?

TN Curriculum Standard(s):

6.25 Identify and locate geographical features of ancient India, including: Ganges River; Indus River; Himalayan Mountains; Monsoon winds; Indian Ocean; Subcontinent of India

6.26 Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including: Architecture built with bricks; Arranging roads into a series of grid-systems; Sanitation and sewer systems.

6.32 Analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Key Vocabulary/Terms: Lesson 10 Vocabulary Words

- **Ancestor:** Deceased relatives who lived before their grandparents.
- **Artisan:** Craft workers.
- **Assimilate:** Grow into or made part of another culture.
- **Ceremonial center:** A center meeting place for religious purposes.
- **Character:** A symbol used in writing.
- **Citadel:** A large building that looked like a fort.
- **Codex:** A hand-lettered book of glyphs.
- **Commercial:** Of or relating to commerce or trade.
- **Cultural borrowing:** Societies interact and may borrow ideas to use as their own.
- **Culture trait:** Characteristics of the culture.
- **Glyph:** Similar to hieroglyphics, glyphs are picture-symbols of ideas, objects and sounds.
- **Granary:** A grain-storage building.
- **Inscription:** Written messages.
- **Legend:** A story handed down from generation to generation.

- **Loess:** Soft, sandy yellow soil.
- **Mandate:** The right to rule.
- **Monsoon:** A seasonal wind shift that brings heavy rains.
- **Oracle bone:** Bone or shell used in ceremonies to find out about the future.
- **Reclaim:** To take back.
- **Regulate:** To control according to a set of rules.
- **Standardize:** One style is decided upon for everyone to use.
- **Subcontinent:** A large section of land that is a distinct part of a continent.
- **Tyrant:** A ruler who controls through cruelty.
- **Urban planning:** Thoughtful design of a city or community.
- **Virtue:** Right actions and thinking.

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **1st set of objectives** for The Indus Valley the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-7): Slide 2:** Early Civilization; Slide 3: Indus Economy; Slides 4-7: Watch the Story of India Timeline and answer the questions that follow; Drag and Drop Activity; Crossword Activity
- As a whole group **listen to or read section Slides (8-12):** Teacher shares the screen to review part 2 **objectives (Slide 8)** for the Huang He Valley; Slide 9: China Origins; Slide 10: Shang Dynasty; Slide 11: Early Chinese Writing; Slide 12: Drag and Drop

Break 10 Minutes

- **Lesson Activities/Supplemental (We Do) 10minutes:** As a whole group **listen to or read section Slides (13-16):** Teacher shares the screen to review part 3 **objectives** for Ancient Civilizations in Mesoamerica; The "Mother Civilization"; Drag and Drop Activity
- **Supplemental: Other:** The Mayan Virtual Fieldtrip

Lesson Review 5 minutes: Whole group discussion and review around each set of objectives around lesson learned as follows:

- China's origins
- Characteristics of the Shang Dynasty
- Roots of Chinese writing
- Olmec civilization in Mesoamerica
- How the Maya added to the Olmec innovations

Students may use student notebook to provide written response in group discussion. Students may work in pairs or as a group.

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Take a moment to reflect on the lesson of the day and pick one of the following closure activities as time permits. Examples: (1) Repeat the Lesson Review, (2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear? (3) Ask: I Care Why? Students explain relevancy of the concept to their life or how they might use it.

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 11

Topic/Lesson Title & Grade Results #: Lesson 11: Asia's Classical Age

Objective(s): Students will be able to do the following:

- Describe the origins of Indian Culture.
- Explain the different religions in India and Asia.
- Describe the Classical Age of India.

Guiding Question(s): What was the Classical Age of India?

TN Curriculum Standard(s):

6.27 Describe the social structure of the caste system and explain its effect on everyday life in ancient India.

6.28 Describe the origins and central features of Hinduism: Key Person(s): origins in Aryan traditions; Sacred Texts: The Vedas; Basic Beliefs: dharma; karma, reincarnation, and moksha.

6.29 Describe the origins and central features of Buddhism: Key Person(s): Siddhartha Gautama (Buddha); Sacred Texts: Tripitaka; Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana.

6.30 Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals).

6.33 Describe how the size of ancient China made governing difficult and how the concepts of the mandate of heaven and Legalism emerged as solutions to this problem.

6.35 Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty.

6.36 Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty.

6.37 Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing.

6.38 Describe how the desire for Chinese goods influenced the creation of The Silk Road and initiated cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Key Vocabulary/Terms: Lesson 11 Vocabulary Words

- **Aryan:** The people from western Asia that migrated to India.
- **Buddhism:** A religion that believes in dedicating the soul to learn truth, love and knowledge through a calm mind.
- **Bureaucracy:** Network of appointed government officials to help administer the government.
- **Caste:** A social class with strict rules prohibiting movement from one caste to another.
- **Civil Service:** Day to day running of the government-by-government employees.

- **Classical Age of India:** During the time period of the Gupta Empire.
- **Confucianism:** Philosophy of filial piety that includes duty to family and king.
- **Daoism:** Philosophy that teaches the way to long life and happiness is to accept life as it is.
- **Edicts:** Decrees issued by a government for people to follow.
- **Enlightenment:** Awareness of spirituality.
- **Feudalism:** A political system of exchanging land for loyalty and protection.
- **Filial Piety:** Fulfilling one's duty to one's parents by being respectful, following their wishes and taking care of them.
- **Fresco:** Pictures painted on plaster.
- **Hinduism:** One of the oldest religions in the world. An antique yet rich way of life, it encompasses several religious beliefs, cultural practices and ideologies within itself.
- **Jainism:** A religion that believes every living thing has a soul.
- **Legalism:** People obey the ruler out of fear. Those who obey are rewarded. Those who disobey are punished.
- **Missionary:** Religious people who teach others about their religion.
- **Nirvana:** A state of complete bliss and happiness free from all wants.
- **Nonviolence:** Change through peaceful actions.
- **Peasants:** Common people, mostly farmers.
- **Rajah:** A small kingdom in India.
- **Reincarnation:** The belief that the soul is reborn into different bodies to learn truth.
- **Sanskrit:** Language spoken in India by the Aryans.
- **Silk Road:** A series of trade routes that connected Asia with the Middle East and Europe.
- **The Great Wall:** Which can be seen from space, was a wall many miles long built to keep out invaders.
- **Turning point:** A single event that causes an important change.

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **1st set of objectives** for Aryans Bring Change to India the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-5): Slides 2-3:** The Aryans and the Origins of the Indian culture; Slide 4: Drag and drop; Slide 5: Crossword.
- As a whole group **listen to or read section Slides (6-9):** Teacher shares the screen to review part 2 **objectives (Slide 6) for** the Maurya and Gupta Empires; Slides 7-8: Maurya and Gupta Empires; Slide 9: Drag and Drop

Break 10 Minutes

- **Lesson Activities/ Supplemental (We Do) 10 minutes:** As a whole group **listen to or read section Slides (10-12):** Teacher shares the screen to review part 3 **objectives (Slide 10) for** China's Great Dynasties; Slide 11: China's Great Dynasties; Slide 12: Drag and Drop Activity; **Supplemental-** * If time permits view the Other video: Great Wall of China.

Lesson Review 5 minutes: Whole group discussion and review around each set of objectives. Have students answer the following open-ended questions based on information in Lesson Activities and Supplemental.

- List and identify the Great Dynasties of China?
- Explain the concept of Confucianism?
- Explain the concept of Daoism?

Students may use student notebook, or the Note Taker tool found Grade Results to provide written response in group discussion. Students may work in pairs or as a group.

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Whole group discussions around each objective and topics. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 12

Topic/Lesson Title & Grade Results #: Lesson 12: The Ancient Greeks

Objective(s): Students will be able to do the following:

- Describe early Greek civilization.
- Understand how Greek culture influences our lives today.
- Learn about the routes of democracy.

Guiding Question(s): How did Greek societies organize themselves?

TN Curriculum Standard(s):

6.39 Identify and locate geographical features of ancient Greece, including: Asia Minor; Mediterranean Sea; Athens; Peloponnesian peninsula; Macedonia; Sparta.

6.40 Analyze how the geographical features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean.

6.41 Examine the concept of the polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law.

6.42 Explain the basic concepts of direct democracy and oligarchy.

6.43 Explain the characteristics of the major Greek city-states of Athens and Sparta, including: Advantages of each geographic location; Status of women; Approaches to education; Styles of government; Practice of slavery.

6.44 Analyze the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states.

6.45 Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war and left the city-states open to conquest by the Macedonians.

6.46 Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus.

6.47 Explain the historical significance of ancient Greek literature, including how the Iliad and the Odyssey provide insight into the life of the ancient Greeks.

6.48 Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates) and their impact on education and society in Greece.

6.49 Describe the purposes of major Greek Architecture

6.50 Explain the unification of the Greek city-states by Macedonia and analyze the impact of Alexander the Great and the diffusion Hellenistic culture.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Key Vocabulary/Terms: Lesson 12 Vocabulary Words

- **Academy:** A place of learning philosophy, science and law.
- **Acropolis:** High city center in Greek cities.
- **Agora:** Marketplace.
- **Aristocracy:** Group of wealthy people rule based on inherited rights.
- **Barbarian:** An unsophisticated and uncultured person.
- **Comedy:** A play that is designed to make people laugh.
- **Decimal System:** A mathematical system based on ten numbers.
- **Demagogue:** A person who manipulates others for personal gain.
- **Democracy:** A system of government in which people rule themselves by selecting representatives.
- **Diffusion:** To spread a culture to other lands.
- **Dominant:** Stronger or more powerful
- **Epic:** A long poem that describes important events about heroes.
- **Expedition:** A journey to explore new lands.
- **Gordian knot:** A problem that is very difficult to solve.
- **League:** A group of city-states working together as allies.
- **Legacy:** Something that is left by someone who dies.
- **Marathon:** A race that covers a distance of over 26 miles.
- **Mythology:** A collection of stories to explain nature or human events.
- **Oligarchy:** Small group of people have power based on rules developed by the society.
- **Patron:** A person who financially supports the arts.
- **Philosopher:** A person who loves wisdom and knowledge.
- **Plague:** Deadly disease.
- **Policy:** A plan of action.
- **Scholar:** A teacher or someone who studies as his/her life's work.
- **Strategic:** A plan or method that obtains a specific important goal.
- **Tragedy:** A play with a sad ending.

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **1st set of objectives** for Early Greece the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-7): Slide 2:** Early Greece, Slide 3: The Cycladic Culture; Slide 4: Minoan Culture; Slide 5: Mycenaean Culture; Slide 6: Trojan Culture; Slide 7: Drag and Drop
- As a whole group **listen to or read section Slides (8-13):** Teacher shares the screen to review part 2 **objectives (Slide 8)** for City-States and Greek Culture; Slides 9-12: Sparta, Athens, The Greeks Unite; Slide 13: Drag and Drop
- As a whole group **listen to or read section Slides (14-19):** Teacher shares the screen to review part 3 **objectives (Slides 14-15)** for The Golden Age of Greece, Slide 16-Persian Wars; Slide 17-The Age of Pericles; Slides 18-19- Videos and Comprehension questions.

Break 10 Minutes

Lesson Activities/Supplemental (We Do) 10 minutes:

- As a whole group **listen to or read section Slides (20-23):** Activities The Age of Pericles Teacher shares the screen to review the **part 3 objectives** from Lesson 12 Alexander the Great. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

- As a whole group **listen to or read section Slides (24-30): Slide 24-** Alexander the Great; Video; Quick Check; The End of Alexander; Drag and Drop Activity
- **Supplemental:** *If time permits view Flocabulary video: Ancient Greece.

Lesson Review 5 minutes: Whole group discussion and review around each set of objectives. Have students answer the following open-ended questions based on information in Lesson Activities and Supplemental.

- Explain how different Greek cultures evolved?
- Why the Peloponnesian War occurred?
- Name the great leader Pericles?
- Summarize details about three of the greatest philosophers that are still important today: Aristotle, Plato and Socrates?
- Identify who Alexander the Great was?
- Explain the legacy of the great Greek conquest of the known world?

Students may use student notebook or Grade Results Taker under Learning Tools to provide written response in group discussion. Students may work in pairs or as a group.

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topics. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 13

Topic/Lesson Title & Grade Results #: Lesson 13: Ancient Greek Form of Democracy and its Key Elements

Objective(s): Students will be able to do the following:

- Identify the form of democracy and its key elements in Ancient Greece.
- Discuss civic participation and voting rights.
- Describe the legislative bodies, constitution writing, and rule of law.

Guiding Question(s): How does government develop in ancient Greece?

TN Curriculum Standard(s):

6.39 Identify and locate geographical features of ancient Greece, including: Asia Minor; Mediterranean Sea; Athens; Peloponnesian peninsula; Macedonia; Sparta.

6.40 Analyze how the geographical features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean.

6.41 Examine the concept of the polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law.

6.42 Explain the basic concepts of direct democracy and oligarchy.

6.43 Explain the characteristics of the major Greek city-states of Athens and Sparta, including: Advantages of each geographic location; Status of women; Approaches to education; Styles of government; Practice of slavery.

6.44 Analyze the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states.

6.45 Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war and left the city-states open to conquest by the Macedonians.

6.46 Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus.

6.47 Explain the historical significance of ancient Greek literature, including how the Iliad and the Odyssey provide insight into the life of the ancient Greeks.

6.48 Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates) and their impact on education and society in Greece.

6.49 Describe the purposes of major Greek Architecture.

6.50 Explain the unification of the Greek city-states by Macedonia and analyze the impact of Alexander the Great and the diffusion Hellenistic culture.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Key Vocabulary/Terms: Lesson 13 Vocabulary Words

- **Barrier:** Hindrance or something that stops something else.
- **Constitution:** A set of laws that determines the political principles of government.
- **Democracy:** A rule by the citizens.
- **Polis:** City-state of ancient Greece.
- **Tyrants:** A person who takes overpower illegally.

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for Ancient Forms of Greek Democracy and Its Key Elements and the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes: Slides 2-7: Slide 2-Characteristics of Ancient Greece; Slide 3-Form of Democracy and Its Key Elements; Slide 4-Civic Participation; Slide 5-Bodies of Government; Slide 6-Constitution Writing; Slide 7-Rule of Law

Break 10 minutes

Lesson Activities/ Supplemental (We Do) 10 minutes: Flocabulary: Watch the video and play the vocabulary games. Lyric Lab- Write a rhyme about Spartacus and Ancient Rome using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

Lesson Review 5 minutes: Whole group read the Slide on slide 8: Lesson Review

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Whole group discussions around each objective and topics. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 14

Topic/Lesson Title & Grade Results #: Lesson 14: Ancient Rome

Objective(s): Students will be able to do the following:

- Know the strategic location of ancient Rome.
- Understand how ancient Rome's geographical location contributed to the shaping of the Roman Society.
- Understand the trade connections and network of roads and bridges.

Guiding Question(s): How did Rome's location shape its society?

TN Curriculum Standard(s):

6.51 Identify and locate the geographical features of ancient Rome, including: Constantinople; Mediterranean Sea; Italian Alps; Rome; Italian Peninsula; Tiber River.

6.52 Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Key Vocabulary/Terms: Lesson 14 Vocabulary Words

- **Achievement:** Something that has been done or achieved through effort.
- **Ancient:** Having lived for a very long time.
- **Capital city:** A city that has main offices of a government.
- **Communication:** The act of using words or behaviors to express ideas, thoughts, feelings, etc.
- **Contribute:** To help something to happen.
- **Invade:** To enter in order to take control by military force.
- **Peninsula:** A piece of land surrounded by water and is attached to a larger land area.
- **Shallow:** Having a small distance to the bottom from the surface or highest point.
- **Shore:** The land along the edge of an area of water.

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for Ancient Rome **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-4): Slide 2-Ancient Romans; Slide 3-First Romans; Slide 4-Rome's Geographical Location.**

- **Slides (5-7): Slide 5**-Video Ancient Rome; Questions; **Slide 6**-Strategic Location of Ancient Rome; Slide 7-Trade Routes.

Break 10 Minutes

Lesson Activities/Supplemental (We Do) 10 minutes: Have students view Flocabulary video: Ancient Rome video- writing three notes for each section using Grade Results' note taker or paper and pencils.

Lesson Review 5 minutes: Whole group read Slide on Slide 8: Lesson Review

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Whole group discussions around each objective and topics. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 15

Topic/Lesson Title & Grade Results #: Lesson 15: The Roman Republic

Objective(s): Students will be able to do the following:

- Describe the government of the Roman Republic and its contribution to the development of democratic principles.
- Identify democratic principles of the Roman Republic related to today's government in the United States.

Guiding Question(s): What was government like in the Roman Republic?

TN Curriculum Standard(s):

6.53 Describe the government of the Roman Republic, including: Branches of government; Representative democracy; Checks and balances; The rule of law and the Twelve Tables; Civic participation.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Key Vocabulary/Terms: Lesson 15 Vocabulary Words

- **Aristocracy:** The highest social class in some countries.
- **Assembly:** A group of people who make and change laws for a government or organization.
- **Constitution:** System of beliefs and laws by which a country, state, or organization is governed.
- **Corruption:** Dishonest or illegal behavior especially by powerful people.
- **Executive:** Relating to managing or directing other people in a company or organization.
- **Judicial:** Relating to courts of law or judges.
- **Legislative:** Having the power to make laws.
- **Nomination:** The act of formally choosing someone as a candidate for a job, position, office, etc.
- **Oppress:** To treat in a cruel or unfair way.
- **Rhetoric:** The art or skill of speaking or writing in a way to persuade or influence people

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for The Roman Republic and play the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-7):** Slide 2-The Roman Republic; Slide 3- Rule of Law; 1slide 4-Separation of Powers; Slide 5-Representative Government; Slide 6- Civic Duty; Slide 7-Democratic Principles of the Roman Republic Related to Today's US Government

Break 10 Minutes

Lesson Activities/Supplemental (We Do) 10 minutes: Flocabulary: Read the Passage about the Fertile Crescent and play the Vocabulary Game Flocabulary Video: Julius Caesar and Read each of the Vocabulary cards; Flocabulary: Lyric Lab- Write a rhyme about the Julius Caesar using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

Lesson Review 5 minutes: Read as a group Slide on Slide 8 Lesson Review.

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Whole group discussions around each objective and topics. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 16

Topic/Lesson Title & Grade Results #: Lesson 16: The Ancient Romans

Objective(s): Students will be able to do the following:

- Learn about two of the most important cultures in ancient Italy.
- Understand and be able to describe society in early Rome.
- Describe the Punic Wars.
- Describe how the Roman Republic grew and ultimately ended.

Guiding Question(s): What was life-like in early Rome?

TN Curriculum Standard(s): 6.54, 6.55, 6.56, 6.58, 6.59, 6.60, 6.61

6.54 Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society.

6.55 Describe the characteristics of Julius Caesar's rule, including: Leadership in the military; Popularity amongst plebeians; Role as dictator for life; Assassination.

6.56 Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana.

6.58 Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life.

6.59 Describe the origins and central features of Christianity: Key Person(s) Jesus, Paul; Sacred Texts: The Bible; Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah.

6.60 Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora.

6.61 Explain the division of the Roman Empire into East and West, and identify the later establishment of Constantinople as the capital by Constantine.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Key Vocabulary/Terms: Lesson 16 Vocabulary Words

- **Apostle:** A person who teaches others.
- **Aqueduct:** A system of waterways.
- **Attributes:** Similarities or characteristics.
- **Basilica:** A government building.
- **Census:** A count of the number of people living in a country.
- **Christianity:** The religion of the followers of Jesus the Christ.
- **Confederation:** A group of governments that join together for a common purpose.
- **Consul:** Elected leaders of the Republic; one lead the army and the second the republic.
- **Crucify:** A death inflicted by Roman soldiers where a person was hung on a wooden cross and allowed to die from difficulty breathing.
- **Dictator:** A ruler with absolute power and authority.
- **Disciple:** Followers of Jesus.

- **Forum:** A public meeting place for business or relaxation.
- **Gladiator:** A slave or prisoner that would fight to the death to amuse Roman citizens.
- **Gospels:** Christian writings.
- **Ides of March:** March 15th.
- **Martyr:** A person who is willing to die for his or her beliefs.
- **Messiah:** A person sent by God to bring peace and justice to the world.
- **Patrician:** A man from wealthy and powerful families.
- **Patriotism:** A love of one's country.
- **Pax Romana:** Roman Peace which lasted for 200 years from 27 B.C. to 189 A.D.
- **Persecute:** Seek out and punish.
- **Plebeian:** The working citizens of Rome: farmers, merchants, soldiers and craftsmen.
- **Pope:** Head of all Christian bishops.
- **Princeps:** First citizen.
- **Province:** A political subdivision that was governed by a Roman-appointed governor.
- **Rabbi:** Religious teacher and leader in the Jewish religion.
- **Republic:** Citizens elect leaders to work as an assembly to make the law.
- **Resurrection:** When Jesus rose from the dead to instruct his disciples.
- **Salvation:** The saving of the soul from evil after death.
- **Senate:** A ruling body in Rome where the members served for life.
- **Tribune:** Originally the elected leaders of the plebeians.
- **Triumvirate:** A three-man leadership team.
- **Veto:** A vote to reject a proposal.
- **Villa:** A large home inhabited by wealthy patricians.

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **1st set of objectives** from The Early People of Italy **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-7): Slide 2**-The Early People of Italy; Slide 3-Etruscans; Slide 4-The Roman Republic; Slide 5-Video Romulus and Remus; Slide 6-***Set Timer/ Multiple choice activity; Slide 7**- Drag and Drop Activity
- As a whole group **listen to or read section Slides (8-15): Slide 8**-Teacher shares the screen to review part 2 **objectives** for the Punic Wars; Slide 9-Punic Wars; Slide 10-Civil Wars; Slides 11-13-***Some of these videos may be skipped on** Julius Caesar 1-3 videos; Slide 14- Multiple Choice Activity; Slide 15-Drag and Drop Activity.

Break 10 Minutes

Lesson Activities/ Supplemental (We Do) continued 10 minutes:

Slide (16-20): Slide 16-17- Teacher shares the screen to review the Lesson **objectives** for the Roman Empire; Slide 18-Roman Splendor; Slide 19-Multiple Choice Activity; Slide 20-Drop and Drag Activity

Slide (21-27): Slides 21-22-Teacher shares the screen to review the Lesson **objectives** for How Christianity Began; Slide 23 Jesus Christ; Slide 24-Rome and Christianity; Slides-25-26- Multiple Choice Activity; Slide 27-Drag and Drop Activities.

Supplemental: Optional viewing of Flocabulary video -The Roman Republic and/or Ancient Rome

Lesson Review 5 minutes: Whole group discussion and review around each set of objectives. Have students answer the following open-ended questions:

- Describe one of the greatest civilizations the world has seen?

- Explain the culture of Rome and why it fell?
- Describe the beginning of the Christian religion?
- Describe why Rome was afraid of different religions?

Student may use student notebook or Grade Results Note Taker found under Learning Tool's to provide written response in group discussion. Students may work in pairs or as a group.

Independent: 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Whole group discussions around each objective and topics. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 17

Topic/Lesson Title & Grade Results #: Lesson 17: Contribution of Roman Civilization

Objective(s): Students will be able to do the following:

- Describe the contribution of Roman civilization to law.
- Describe the contribution of Roman civilization to literature, poetry, art, architecture, engineering, and technology.
- Discuss the significance of Coliseum, Circus Maximus, roads, bridges, arches, arenas, baths, and aqueducts.
- Discuss the significance of central heating, plumbing, and sanitation.
- Discuss the current use of ancient Roman achievements.

Guiding Question(s): What were the contributions of Roman civilization to law, literature, poetry, art, architecture, engineering, and technology?

TN Curriculum Standard(s):

6.57 Analyze how innovations in engineering and architecture contributed to Roman expansion, including the role of: Aqueducts; Domes; Arches; Roads; Bridges; Sanitation; The Colosseum

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Key Vocabulary/Terms: Lesson 17 Vocabulary Words

- **Antiquity:** The historic period preceding the Middle Ages in Europe.
- **Bombastic:** Emphasizing style at the expense of thought.
- **Civil Law:** The legal code of ancient Rome.
- **Common Law:** A law established by following earlier judicial decisions.
- **Eloquent:** Expressing yourself readily, clearly, effectively.
- **Epigram:** A witty saying.
- **Hagiographer:** The author of a worshipful or idealizing biography.
- **Ius commune:** Latin word for "common law" in certain jurisdictions.
- **Jurisdiction:** The right and power to interpret and apply the law.
- **Jurisprudence:** The collection of rules imposed by authority.
- **Legislator:** Someone who makes or enacts laws.
- **Naturalization:** The proceeding whereby a foreigner is granted citizenship.
- **Odes:** Collection of lyric poems.
- **Orator:** A person who delivers a speech or oration.
- **Prose:** Ordinary writing as distinguished from verse.
- **Purgatory:** A temporary condition of torment or suffering.
- **Statesman:** A man who is a respected leader in national or international affairs.
- **The Corpus Juris Civilis:** The modern name for a collection of fundamental works in jurisprudence, issued from 529 to 534 by order of Justinian I, Eastern Roman Emperor.
- **Theorist:** Someone who considers given facts and comes up with a possible explanation.
- **Trojan:** A native or inhabitant of ancient Troy.
- **Twelve Tables:** The earliest written connection of roman laws, drawn up by patricians about 450 bc that became the foundation of roman law.

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for Contribution of Roman Civilization and play the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-9)**: Slides 2-3-Introduction and Activity; Slide 4-Contribution of Roman Civilization; Slides 5-6-Twelve Tables; Slides 7-8-Roman Literature; Slide 9-Video- Roman Literature; Activity 7-8 Roman Civilization
- As a whole group **listen to or read section Slides (10-18)**: Complete Activities on slides 10-12; Slide 13-Roman Poetry; Slide 14-Roman Art and Sculpture; Slide 15-Video- Roman Architecture; Slide 16-Roman Video and Architecture; Slide 17-Roman Engineering; Slide 18 -Significance of Art, Architecture; Engineering and Technology

Break 10 Minutes

Lesson Activities/ Supplemental (We Do)- 10 minutes:

- As a whole group **listen to or read section Slides (19-25)**: Slide 19-Colosseum; Slide 20-Significance of the Colosseum; Slide 21-Circus Maximus, Slide 22- Significance of Roman Engineering; Slide 23-Video- Roman Aqueducts; Slide 24-Roman Baths and Heating System; Slide 15-Activity- Roman Plumbing and Sanitation.
- **Supplemental:** *As time permits. Safari Video: Roman Empire and notes using Grade Result's note taker or paper and pencils.

Lesson Review 5 minutes: Read and discuss as a group the Slide on slide 26 Lesson Review.

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Whole group discussions around each objective and topics. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 18

Topic/Lesson Title & Grade Results #: Lesson 18: Europe After the Romans

Objective(s): Students will be able to do the following:

- Understand the events that led to the fall of the Roman empire.
- Describe how the Roman Empire legacy affected later civilizations.

Guiding Question(s): What led to the Fall of the Roman Empire?

TN Curriculum Standard(s):

6.62 Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Key Vocabulary/Terms: Lesson 18 Vocabulary Words

- **Basilica:** An oblong building ending in a semicircular dome.
- **Christendom:** A large area or empire of Christians.
- **Longship:** Long, narrow, flat-bottomed boats.
- **Loyalty:** A devoted attachment.
- **Manor system:** Economic system for exchanging land use and protection for goods and services.
- **Manor:** A large plot of land or estate.
- **Medieval:** Western Europe's early Middle Ages.
- **Missionaries:** Members of a religious group sent to teach and spread the religion.
- **Monastery:** Centers of Christian life.
- **Portico:** Covered walkways.
- **Saga:** Adventure story about brave deeds.
- **Self-sufficient:** Ability to produce everything needed to live.
- **Serf:** A peasant owned by the lord but tied to the land.
- **Territorial expansion:** Adding of new lands.
- **Vandal:** Someone who purposely destroys or defaces property

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **1st set of objectives** for Rome's Decline and Division and play the **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities (We Do) 60 minutes:

- As a whole group **listen to or read section Slides (2-6)**: Slide 2- Trouble Begins; Slide 3-A Split; Slide 4-Activity-Constantinople; Slide 5- Rome's Legacy; Slide 6 Quick Check
- As a whole group **listen to or read Slides (7-12)**: Slide 7-Teacher shares the screen to review part 2 **objectives** for Invasion and Change; Slide 8-Germanic Tribes; Slide 9-Germanic Conquest; Slide 10-Quick Check; Slide 11-More Invaders; Slide 12-A Changing Lifestyle

Break 10 Minutes

Lesson Activities/Supplemental (We Do) 10 Minutes:

- As a whole group **listen to or read section Slides (13-18)**: Slide 13-Teacher shares the screen to review part 3 **objectives** Early Middle Ages in Europe; Slide 14- Church Influence; Slide 15- Charlemagne; Slide 16- Quick Check; Slide 17-Wave of Invaders; Slide 18- Drag and Drop Activity
- **Supplemental**: *As time permits, View the Flocabulary video: Middle Ages: Europe and Ancient Worlds: City of Man, City of God and have students take notes using Grade Results' note taker or paper and pencil.

Lesson Review 5 minutes: Whole group discussion and review around each set of objectives. Have students answer the following open-ended questions based on Lesson Activities and Supplemental Slide.

- What key events that led to the fall of the Roman empire?
- How has the Roman Empire legacy affected today's society?

Students may use student notebook or the Note Taker tool under Learning Tool's to provide written response in group discussion. Students may work in pairs or as a group.

Independent Work /Posttest (They Do) 30 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the Grade for the daily lesson.

Closing/Wrap Up: 5 Minutes- Whole group discussions around each objective and topics. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 19

Topic/Lesson Title & Grade Results #: Review/Makeup Work

Objective(s): Students will review and complete all incomplete/missed/failed coursework.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do):

- Explain to students that today is review, redo and missed assignments day.

Lesson Activities and Review (We Do):

- Check Grade Results and have students review activities/lesson that they have not completed or need assistance with. Give or read each student a list of their assignments that have not been completed or were failed.
- Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing or working on.

Independent Work – Posttest (They Do):

- Students will complete any incomplete/missed/failed coursework.
- Students who have no missed assignments or make up work will do the review supplemental activities and/or Early Finisher activities that were listed with each lesson.

Closing/Wrap Up:

- Update status for students working any incomplete/missed/failed coursework.

While students are working on independent work, teachers can:

- Validate all posttests are submitted.
- Update and resolve any discrepancies in Parent Contact Logs and Communication Notes
- Validate all supporting documentation for Special Education and ESL students.
- Validate students' home address.

Summer School Lesson Plan

Subject/Grade: Social Studies 6th grade

Day: 20

Topic/Lesson Title & Grade Results #: Review/Makeup Work

Objective(s): Students will review and complete all incomplete/missed/failed coursework.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Attendance in PowerSchool: 5 minutes: Teacher submits student attendance in PowerSchool at the start of class.

Lesson Introduction (I Do):

- Explain to students that today is review, redo and missed assignments day.

Lesson Activities and Review (We Do):

- Check Grade Results and have students review activities/lesson that they have not completed or need assistance with. Give or read each student a list of their assignments that have not been completed or were failed.
- Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing or working on.

Independent Work – Posttest (They Do):

- Students will complete any incomplete/missed/failed coursework.
- Students who have no missed assignments or make up work will do the review supplemental activities and/or Early Finisher activities that were listed with each lesson.

Closing/Wrap Up:

- Update status for students working any incomplete/missed/failed coursework.