

Grade: 6th Grade		Subject: Social Studies- Exploring Four Empires of Mesopotamia	
Materials: Pencil and Handout		Technology Needed: Laptops	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 6.2.4 Identify the features of Mesopotamian civilization and its contributions to the modern world (e.g., early villages, specialization of labor, irrigation)		Differentiation Below Proficiency: Students identify features of Mesopotamian civilization and its contributions to the modern world with little or no detail. Above Proficiency: Students identify features of Mesopotamian civilization and its contributions to the modern world with substantial detail. Approaching/Emerging Proficiency: Students identify features of Mesopotamian civilization and its contributions to the modern world with sufficient detail. Modalities/Learning Preferences: Reading, Writing, Visual, and Auditory	
Objective(s) 1. Go through the first five sections of chapter 6 by reading from the smartboard. 2. Students will answer discussion questions going through the sections. 3. Explain the Hammurabi Code Activity and begin the Activity. 4. Have students create discussion over the Hammurabi activity. Bloom's Taxonomy Cognitive Level: Evaluate, analyze, apply, understand, remember		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - Respect yourselves, respect the teacher, and have a great attitude.	
Classroom Management- (grouping(s), movement/transitions, etc.) - Students will be grouped together in pods to facilitate discussion.			
Minutes	Procedures		
5	Set-up/Prep: Set up the smart board and schedule for today's activities.		
20	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) - First, we'll start their reading. - Then I'll ask the students how their weekend went, get the discussion juices flowing - We'll play Happy.		
25	Explain: (concepts, procedures, vocabulary, etc.) - After Happy, we'll go through the first five sections of chapter 6 by letting the smartboard do the talking, that'll give the students a chance to listen to the material.		
25	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) - I'll then transition to the Hammurabi Activity and it'll create great discussion amongst the students.		
15	Review (wrap up and transition to next activity): - We'll wrap up with a Kahoot activity that'll give me an opportunity to see where they're at with the material. Also, I'll let them know what we'll be going on with Wednesday's lesson.		
Formative Assessment: (linked to objectives)		Summative Assessment (linked back to objectives)	

Progress monitoring throughout lesson- clarifying questions, check- Check in on their discussion throughout their lesson.
in strategies, etc.

Consideration for Back-up Plan: If there is some extra time left over, I'll have them go over the section questions

End of lesson: Kahoot game to assess their acquisition of the knowledge gained throughout the chapter.

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

- What were the most important achievements of the Mesopotamian empires?

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

This lesson was a two-day lesson and it was a very successful lesson. Throughout the lesson the 6th graders were so willing to answer questions even if I was looking for a deeper response. I thought from my last practicum that the younger students were more willing to answer questions. I thought one thing I can work and improve on is explaining directions, at one point there was some confusion on what they were going to do.