

New York Grade 6 Social Studies Lesson Plan Outline

Unit 1: From Prehistory to the Neolithic Revolution

(Students examine the shift from (hunter-gatherer) societies to (permanent agricultural) settlements.)

- **Essential Question:** (How does geography shape the way people live?)
- **Topics:** (Migration patterns) and (domestication).

Unit 2: River Valley Civilizations

(A comparative study of Mesopotamia (Sumer), Egypt (The Nile), the Indus Valley, and China (Yellow River).)

- **Focus:** (Irrigation systems) and (the first written codes of law (Code of Hammurabi)).

Unit 3: Classical Civilizations and Belief Systems

(This unit covers (Greece), (Rome), the (Mauryan/Gupta) Empires, and the (Han Dynasty).)

- **Religions:** (Buddhism), (Hinduism), (Judaism), (Christianity), and (Confucianism).
- **Politics:** (Athenian Democracy) and the (Roman Republic).

Unit 4: Mediterranean and Silk Road Trade

(An analysis of how cultures interacted through (trade) and (warfare).)

- **Topics:** (Cultural diffusion) and (technological innovations (paper, compass)).

Unit 5: The Post-Classical Era and Regional Powers

(The curriculum concludes with the fall of Western Rome, the (Byzantine Empire), and the (Islamic Golden Age).)

- **Focus:** (Feudalism) and (Islamic contributions to science and math).

Specific Highlights for New York

- **CR-S Framework:** (Culturally Responsive-Sustaining Education.)
- **Inquiry-Based Learning:** (Students focus on analyzing primary source documents (DBQs) to build arguments.)

(Great (Since you said (yes), here is a (detailed weekly schedule) for a typical (New York State 6th Grade) unit. I have chosen (Unit 2: Mesopotamia and the River Valley Civilizations) as it is one of the most foundational parts of the year.)

Weekly Lesson Plan: The Rise of Mesopotamia (The Fertile Crescent)

(Monday): Geography and the "Cradle of Civilization"

- **Objective:** (Identify how the (Tigris and Euphrates) rivers allowed for the first settlements.)
- **Activity:** (Map labeling exercise.) Students identify the (Fertile Crescent) and discuss why (silt) was the key to farming.
- **Key Term:** (Irrigation).

(Tuesday): Stable Food Supply and Specialization

- **Objective:** (Understand the shift from (farming) to (diverse jobs).)
- **Activity:** (The Social Pyramid.) Discuss how an (agricultural surplus) led to people becoming (artisans), (priests), and (scribes).
- **Key Term:** (Division of Labor).

(Wednesday): Innovation and Technology

- **Objective:** (Analyze the impact of (Sumerian) inventions.)
- **Activity:** (Station Rotation.) Students look at models of the (wheel), (plow), (sailboat), and (Ziggurats).
- **Key Term:** (Cuneiform) (The first system of writing).

(Thursday): Governance and The Code of Hammurabi

- **Objective:** (Evaluate the (fairness) of early written laws.)

- **Activity:** (DBQ (Document-Based Question).) Students read primary source excerpts (An eye for an eye) and debate if the laws were (just) for different social classes.
- **Key Term:** (Justice).

(Friday): Unit Assessment and Review

- **Objective:** (Synthesize learning through a (Creative Project).)
- **Activity:** (Travel Brochure.) Students create a brochure inviting people to live in a (City-State) like (Ur) or (Babylon).
- **Assessment:** (Exit Ticket) on the characteristics of a (civilization).

(Teacher Tip for NY Standards)

(In New York, 6th graders must practice (Close Reading) of historical texts. Using (graphic organizers) to compare (Mesopotamia) with (Ancient Egypt) is a very common strategy used in classrooms here.)