

Middle School Social Studies Maternity Leave Sub Plans, 6 Weeks

Six complete week binders of middle school social studies, grades 6 to 8. One topic a day on paper, solo work and a team task, a "say this" script for every task.

PREVIEW

What is included

- Six week binders (65, 64, 64, 64, 64, 66 pages): 387 pages
- 78 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 60 solo blocks (30 social studies sets, 30 calm blocks) and 30 team tasks for groups of four
- A "say this to the class" script for all 126 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge in every social studies set and team task
- Every social studies set lists the C3 Framework standards it practices (and Common Core literacy where it fits)
- 30 optional games, each on that day's lessons (Day 30: on all six weeks)
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the six binders out. Each has its own filled-in plan with page numbers.
2. The sub reads the "say this" box out, then runs the day's social studies set in every period. Everyone does the core task, early finishers go on to the ★ challenge.
3. The calm block fits any gap, the team task fills a block period or extra time, the game the last 15 minutes.
4. No prep and no tech: paper and pencil, print and go.

The 30 days: a social studies set, a team task and a game

- **Week 1, days 1 to 5. Social studies:** Reading Maps; Reading a Timeline; Branches of Government; Ancient River Civilizations; Economics Basics. **Team:** The Pen Pal Mystery, The Museum Timeline Wall, The Old Depot Debate, Found a River Town, The Tang Camel Train.
- **Week 2, days 6 to 10. Social studies:** The Five Themes of Geography; Ancient Greece; The US Constitution and Bill of Rights; Economic Systems; Primary and Secondary Sources. **Team:** Draw the Regions, The Silver of Laurium, The Great Compromise, One Island, Three Systems, The Time Capsule.
- **Week 3, days 11 to 15. Social studies:** Landforms, Climate and Biomes; Ancient Rome; Causes of the American Revolution; Trade and the Silk Road; Population and Migration. **Team:** The Biome Field Guide, The Aqueduct Engineers, Four Neighbors, Boston 1774, The Market at Merv, The Dot Map of Tamsora.
- **Week 4, days 16 to 20. Social studies:** Map Projections and Scale; Medieval Europe and Feudalism; Westward Expansion and the Louisiana Purchase; Budgeting and Personal Finance; Citizenship: Rights and Responsibilities. **Team:** Draw the Park to Scale, Plan the Manor, The 1803 Newsroom, Shop for a Loan, Write a Class Charter.
- **Week 5, days 21 to 25. Social studies:** Early Americas: Maya, Aztec and Inca; The Industrial Revolution; How a Bill Becomes a Law; Natural Resources and Economies; Ancient China. **Team:** The Lost Labels, The Factory Inspectors, The Water Fountain Hearing, The Shipping Office, The Coin Changers.
- **Week 6, days 26 to 30. Social studies:** Document-Based Question Practice; Graphs and Data in Social Studies; The Civil War and Reconstruction; World Regions Review; Big Review of Six Weeks. **Team:** The Paragraph Panel, The Census Desk, The Marker Committee, Four Region Postcards, The Six-Week Relay.

Optional game every day, on that day's lessons (Day 30, the big review day: its game reviews all six weeks): Mon **Whiteboard Quiz Game** Tue **Paper Password** Wed **Class Feud** Thu **Classroom Millionaire** Fri **Mystery Box**

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full social studies set with its key, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 387 pages.
What the sub gets: a note that explains the routine, a "say this" script for every task (126 in all), a sub script for every Monday opener, a "Read this out" box on most games, and every answer in the key.



Note to the Substitute

Grades 6 to 8 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The weekly plan is filled in for you; the important information page and the class list are for the teacher (or you) to fill in. After the binder pages come the five days in order, Monday to Friday. Monday starts with a short opener (about 15 minutes), then each day has its work sets: **Social Studies 1** is Monday's set, **Social Studies 2** is Tuesday's, and so on to **Social Studies 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. Every task starts with a short **Say this to the class** box under its title: read it out, and the class knows what to do and how to start.

Every social studies and team page has a core task first, then a ☆ challenge. Every student does the core task. Students who finish early go on to the ☆ challenge; it fills a few extra minutes, and nobody has to finish it.

Each day's work set is followed by that day's calm block, team task and game. The **calm block** is always allowed: for time left at the end, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script; items marked (calm) or (team) can be skipped if the class did not do that part.

Every social studies set lists the standards it practices on a small line under its title (for you, not the students): the grades 6 to 8 indicators of the C3 Framework for Social Studies State Standards, and for work that is mainly reading sources, the Common Core Literacy in History/Social Studies standards (RH.6-8). A sub plan set practices part of a standard; it is review and practice, not a full assessment of it.

Each day has

- One Social Studies set (one period, core task + ☆ challenge on every page)
- A calm and quiet block: learn 8 terms from the day's topic, then a quiet self-test
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

For the teacher who bought this kit: if it worked well for your class, leaving a review on TpT helps other teachers find it and gives you credits toward future purchases. Thank you!

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This Week's Plan

Filled in for you: run the day's set in every period you teach. Keep it as it is, or use the blank schedule on the next page for your own order.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of class	**Meet Your Sub** p. 11 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Main work, every period	**Social Studies 1** Reading Maps p. 14	**Social Studies 2** Reading a Timeline p. 23	**Social Studies 3** Branches of Government p. 32	**Social Studies 4** Ancient River Civilizations p. 41	**Social Studies 5** Economics Basics p. 50
Early finishers or a loud moment	**Learn and Test: Map and Landform Terms** p. 17	**Learn and Test: History Terms** p. 26	**Learn and Test: Civics Terms** p. 35	**Learn and Test: Early Civilization Terms** p. 44	**Learn and Test: Money and Business Terms** p. 53
Block period or extra time	**The Pen Pal Mystery** p. 19	**The Museum Timeline Wall** p. 28	**The Old Depot Debate** p. 37	**Found a River Town** p. 46	**The Tang Camel Train** p. 55
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 21	**Paper Password** p. 30	**Class Feud** p. 39	**Classroom Millionaire** p. 48	**Mystery Box** p. 57

How to use this plan

- Page numbers point to the first page of each set. Copy work sets and calm blocks one per student. Team tasks: one copy per group, plus any extra copies, cards or sheets the pages ask for. Copy any page that gets torn apart (role cards, game cards) one-sided, on its own sheet, so the page on its back stays whole. Game scripts are for you only (do not copy them). Game boards: copy the board page one-sided and tape up the copy, never the binder page (the page on its back is still needed).
- The calm block is always allowed: time left at the end, a loud class, or anyone who finishes early.
- On Monday the opener takes the first 15 minutes, so stop the set where the bell falls; finish page 3 as early-finisher work on Tuesday or leave it for another day.
- The game is optional: a fun way to end the class, or something for extra time.

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MS SOCIAL STUDIES SUB PLANS WEEK 1

Middle School Social Studies, 5 Days of Print and Go Work

Teacher _____

Room _____

Grade and classes _____

Week of _____

Everything a sub needs for five days is in this binder: a filled-in weekly plan, a blank schedule, the class list, and for every day one Social Studies set, a calm block, a team task and a paper game. Each set is one period, stands alone, and has its own answer key. Nothing needs subject knowledge, a login or a projector.



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MS Social Studies Sub Plans Week 1: Middle School Social Studies, 5 Days of Print and Go Work

Important Information

The page the sub reads first. Fill it in once and keep it current.

People to call

Office _____

Teacher next door _____

Nurse _____

Principal / admin _____

Tech help _____

Emergency procedures

Fire: exit and meeting point _____

Lockdown _____

Severe weather _____

Medical _____

Where the first aid kit is _____

Helpful students

_____

_____

_____

Students who need extra support

_____

_____

_____

Where things are

Attendance / how to take it _____

Paper, pencils, supplies _____

Hall passes _____

Copier, if the sub may use it _____

Class routines

Start of class _____

Bathroom _____

Phones _____

End of class _____

Weekly Schedule (Blank)

Your own order: write the set for each period (Monday: Social Studies 1, Tuesday: Social Studies 2, and so on) and the class next to each period. Cross out or rename periods to match the school day.

PERIOD / CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 ____ – ____ Class: _____					
Period 2 ____ – ____ Class: _____					
Period 3 ____ – ____ Class: _____					
Period 4 ____ – ____ Class: _____					
Period 5 ____ – ____ Class: _____					
Period 6 ____ – ____ Class: _____					
Period 7 ____ – ____ Class: _____					

How to fill it in

- One set per period. Each set runs 45 to 55 minutes; if a period runs longer, the ☆ challenges fill a few minutes, or add that day's team task.
- Same subject all day? Write the day's set in every period you teach. Planning, lunch and duty periods: cross them out.
- On Monday the opener (15 minutes) comes first in every period, then the set.
- The game is optional: put it in the last 15 minutes of any period as a fun way to end the class, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day: **Social Studies 1** is Monday's set, **Social Studies 2** is Tuesday's, and so on to **Social Studies 5** on Friday. The set index lists every set with its minutes and page.

Set Index (1 of 3)

Every set in the binder with its length and page. Day = the weekday it is written for. Any social studies set works on any day; each game reviews its own day's set.

DAY	SET	WHAT IT IS	MINUTES	PAGE
SOCIAL STUDIES, DAYS 1 TO 5				
1	**Social Studies 1: Reading Maps**	**Reviews:** map grid references, latitude and longitude, compass directions and distances with a map scale. Reading on grids, compass and scale; a printed made-up island map, 8 map tasks, 4 latitude and longitude questions, a star challenge on every page. Key included.	50	p. 14
2	**Social Studies 2: Reading a Timeline**	**Reviews:** reading a timeline with an even scale, decades and centuries, BCE and CE, years between events, and order versus cause. Timeline reading, a printed 1850 to 1950 timeline of a made-up town, 9 questions, a sequencing task and a star challenge on every page. Key included.	50	p. 23
3	**Social Studies 3: Branches of Government**	**Reviews:** the three branches of the US government, their powers, and checks and balances between them. Three branches and checks and balances: reading, numbers questions, a 12-power sort, a checks matching, scenarios, a star challenge on every page. Key included.	50	p. 32
4	**Social Studies 4: Ancient River Civilizations**	**Reviews:** why early civilizations grew beside rivers, and comparing Mesopotamia, Egypt, the Indus Valley and Shang China. Mesopotamia, Egypt, the Indus Valley and Shang China: reading, words, comparison table, sort, questions, a star challenge on every page. Key included.	50	p. 41
5	**Social Studies 5: Economics Basics**	**Reviews:** scarcity, needs and wants, opportunity cost, budgeting with prices, and how supply and demand change prices. Needs and wants, opportunity cost, a county fair budget and a supply and demand price sort, with a star challenge on every page. Key included.	50	p. 50
MONDAY OPENER				
1	**Meet Your Sub**	Fifteen minutes at the start of every period on Monday: sub sheet, three questions, the agreement and voice levels. Spare: a keyed History Myth or Fact.	15	p. 11

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Copy one per class.

(B) bus (write the number) (W) walks (P) picked up (write who) (A) after-school program (O) other

☆ in the notes: a student who finds the core task easy may start with the challenge

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

How It Went

For the substitute. One line per day, two minutes at the end of each day. Check the boxes and go.

Monday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Tuesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Wednesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Thursday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Friday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

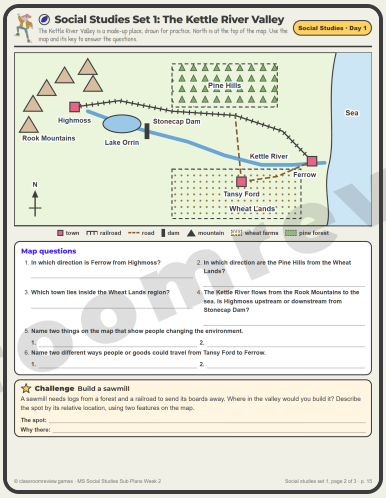
Notes / stars of the day: _____

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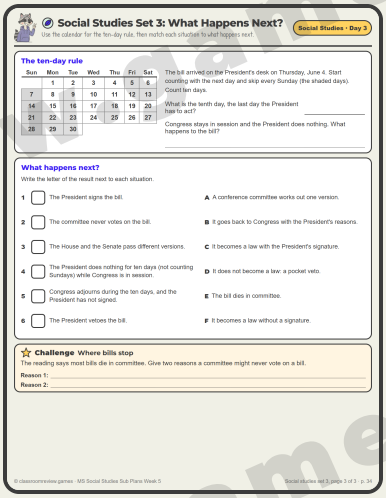
ONE PAGE OF EVERY DAILY PART



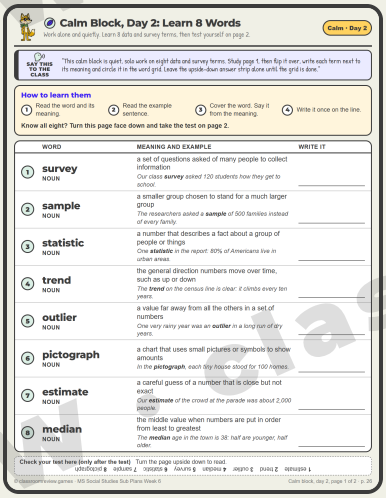
Social studies set: the lesson, Week 1 (solo)



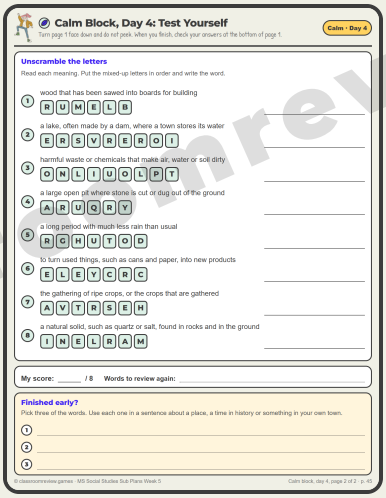
Social studies set: practice, Week 2 (solo)



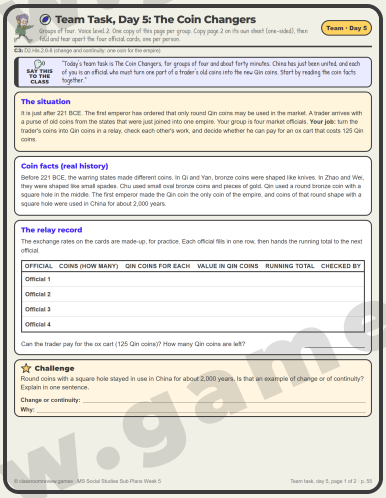
Social studies set: the third page (solo)



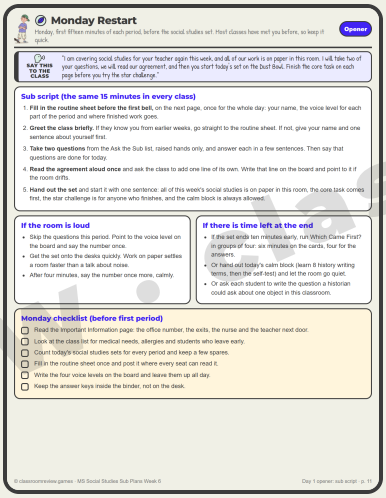
Calm block: learn 8 words (solo)



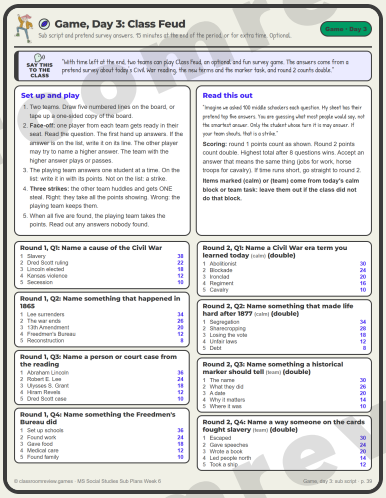
Calm block: test yourself (solo)



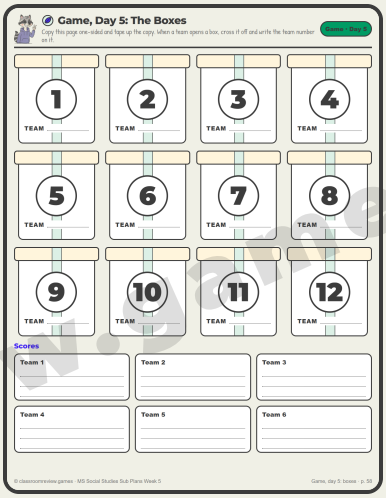
Team task (groups of four)



Monday opener (whole class)



Game: Class Feud (whole class)



Game: Mystery Box (whole class)

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Social Studies Set 1: A Dust Bowl DBQ

Our question: **What caused the Dust Bowl of the 1930s?** Read how historians work, then read Document A.

Social Studies · Day 1

This set reviews: sourcing documents, corroborating evidence, noting limits and writing an evidence-based argument about the Dust Bowl
C3: D2.His.16.6-8 (evidence-based argument), D3.3.6-8 (evidence from multiple sources); **Common Core:** RH.6-8.1 (citing evidence from sources)

SAY THIS TO THE CLASS

"Today we work like historians on one question about the past: what caused the Dust Bowl of the 1930s? Read page 1 first, then use the four documents to collect evidence and write your answer on page 3. Do the core task on each page first, then the star challenge."

A document-based question, or DBQ, gives you a question about the past and a few documents, and asks you to answer it with evidence. A document can be a letter, a diary, a table of numbers, a photograph or a report. A primary source was made at the time; a secondary source was written later by someone looking back.

Before you use a document, source it: ask who made it, when, and why. A farmer and a government officer can describe the same storm very differently. Then corroborate: check whether two or more documents agree. A claim backed by several documents is stronger than a claim backed by one.

Every document also has limits. A letter shows one family's life, not a whole region, and a table of numbers shows what happened but not why. A strong answer names a limit instead of hiding it.

A Background *(a secondary account written for this lesson)*

The Dust Bowl was a time of severe dust storms on the southern Great Plains during the 1930s, in parts of Kansas, Oklahoma, Texas, Colorado and New Mexico. During World War I (1914 to 1918), wheat prices rose, and in the years that followed, farmers plowed up millions of acres of native prairie grass to plant wheat. The grass had deep roots that held the soil in place.

Then, in the early 1930s, a long drought began. Crops died, the plowed fields lay bare, and strong winds lifted the dry topsoil into huge clouds of dust. On April 14, 1935, a day later called Black Sunday, one of the worst storms turned the afternoon as dark as night. In 1935 Congress created the Soil Conservation Service to teach farmers how to protect their soil.

Source it: Document A

1. **Is Document A a primary source or a secondary source? How do you know?**

2. **Name two causes of the dust storms that Document A gives.**

3. **What happened on April 14, 1935?**

4. **What did Congress do in 1935?**

☆ Challenge

Which word in the reading means checking whether two documents agree? Why does doing it make a claim stronger?

The word: .....

Why: .....

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Social Studies Set 1: More Documents

Windlow County is a made-up county, and Documents B, C and D were made up for this lesson. The events and farming methods in them are real.

Social Studies · Day 1

B **A letter** *(made-up, based on real letters) Windlow County, Oklahoma, April 15, 1935*

Dear Aunt Ursula, yesterday was a Sunday we will never forget. In the afternoon a black wall of dust rolled over the farm, and the sky went dark as night. Mother hung wet sheets over the windows, but this morning there is dust on every plate and in every bed. Papa says our wheat has not had a good rain in four years. He wishes Grandpa had never plowed under the old grass pasture, because that field blows away first. Your niece, Thelma

C **Yearly rainfall, Windlow County weather station** *(made-up numbers; this county's normal is 20 inches a year)*

YEAR	1928	1929	1930	1931	1932	1933	1934	1935	1936
Inches	21	20	19	14	13	11	10	12	13

D **A soil report** *(made-up, based on real reports) a soil conservation officer, Windlow County, 1936*

On pastures where the prairie grass was never plowed, the soil stayed in place even in the worst storms. On plowed fields left bare, the wind carried away inches of topsoil. Farmers who plowed along the curves of the land, planted strips of grass between their crops and set rows of trees as windbreaks lost much less soil. Many families on the worst farms have already packed up and left the county.

DOCUMENT	WHO MADE IT, AND WHEN?	WHAT DOES IT SAY CAUSED THE DUST?	ONE LIMIT
B: Thelma's letter			
C: Rainfall table			
D: Soil report			

Work with the numbers in Document C

1. **What was the average yearly rainfall from 1928 to 1930?**

2. **What was the average yearly rainfall from 1931 to 1934?**

3. **Which was the driest year, and what fraction of the normal 20 inches fell that year?**

4. **In how many years of the table did less than 15 inches fall?**

Challenge Thelma's father says the wheat has not had a good rain in four years. Which document corroborates him, and which numbers show it?

Document: .....

Numbers: .....

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Social Studies Set 1: Answer the Question

Use all four documents. Name the document letter every time you use evidence from it.

Social Studies · Day 1

Evidence from the documents (circle one letter)

1. **Which sentence from Document A best explains why plowing made the dust storms worse?**
   - (A) "Then, in the early 1930s, a long drought began."
   - (B) "The grass had deep roots that held the soil in place."
   - (C) "In 1935 Congress created the Soil Conservation Service to teach farmers how to protect their soil."
   - (D) "On April 14, 1935, a day later called Black Sunday, one of the worst storms turned the afternoon as dark as night."
2. **Which sentence from Document D best supports the claim that new farming methods could reduce the damage on plowed land?**
   - (A) "On plowed fields left bare, the wind carried away inches of topsoil."
   - (B) "Many families on the worst farms have already packed up and left the county."
   - (C) "Farmers who plowed along the curves of the land, planted strips of grass between their crops and set rows of trees as windbreaks lost much less soil."
   - (D) "On pastures where the prairie grass was never plowed, the soil stayed in place even in the worst storms."

CAUSE	N (NATURAL) OR H (HUMAN)?	A DOCUMENT THAT SHOWS IT
a long drought		
strong winds		
plowing up the prairie grass		
high wheat prices after World War I		

Write your answer: What caused the Dust Bowl of the 1930s?

Write a claim that answers the question, two pieces of evidence (with document letters), how the evidence supports your claim, and one limit of the documents.

☆ Challenge

A classmate says the Dust Bowl was "a natural disaster, and nobody could have stopped it." Use one document to argue against this.

Document: _____

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Answer Keys (1 of 8)

Day 1. Teacher copy. Keep these pages out of the student sets.

Day 1 opener: Which Came First?, answers

1. A. Johannes Gutenberg prints with movable metal type in Europe: about 1450; Christopher Columbus sails across the Atlantic for the first time: 1492. **2. B.** The Model T Ford car goes on sale: 1908; The Wright brothers make the first powered airplane flight: 1903. **3. B.** Machu Picchu is built high in the Andes: about 1450; Magna Carta is sealed in England: 1215. **4. A.** The Eiffel Tower opens in Paris: 1889; The first modern Olympic Games are held in Athens: 1896. **5. A.** The first railroad across the United States is completed in Utah: 1869; Alexander Graham Bell patents the telephone: 1876. **6. B.** Mount Vesuvius erupts and buries the Roman town of Pompeii: 79 CE; Julius Caesar dies in Rome: 44 BCE. **7. B.** The Golden Gate Bridge opens in San Francisco: 1937; The Panama Canal opens to ships: 1914. **8. A.** The 19th Amendment protects American women's right to vote: 1920; The United Nations is founded: 1945.

One point for each right letter, plus one bonus point for a guess of the earlier year within 50 years of the key. Score: 16 points at most.

Social Studies Set 1: Document-Based Question Practice

Source it: 1. A secondary source: it was written for this lesson, long after the 1930s, by someone looking back (accept any answer that says it was written later, not at the time). 2. Any two of: farmers plowed up the prairie grass whose roots held the soil (to plant wheat when prices rose); the long drought of the early 1930s; strong winds lifted the dry, bare topsoil. Also accept high wheat prices as a cause of the plowing. 3. Black Sunday: one of the worst dust storms, which turned the afternoon as dark as night. 4. It created the Soil Conservation Service to teach farmers how to protect their soil. **Page 1 star challenge:** corroborate; a claim backed by several documents is stronger than a claim backed by one, because each document checks the others.

Sourcing table (accept answers in other words): B: who and when, Thelma, a farm girl in Windlow County, the day after Black Sunday (April 15, 1935); a made-up letter based on letters from the time; causes, no good rain in four years (drought); the plowed grass pasture blows away first (plowing); a limit, one family and one farm; a girl repeating what her father says; made-up for this lesson. C: who and when, a weather station in Windlow County, 1928 to 1936 (made-up numbers for practice); causes, rainfall fell far below normal from 1931 on (drought); a limit, one county only; numbers show how much rain fell but not the wind, the farming or the reasons. D: who and when, a soil conservation officer in Windlow County, 1936 (made-up, based on real reports); causes, bare plowed fields lost topsoil while unplowed grass held it (plowing); new methods lost less soil; a limit, one officer's view after the worst storms; an officer whose job is to change farming may stress farming over drought.

Document C: 1. 20 inches ((21 + 20 + 19) / 3); 2. 12 inches ((14 + 13 + 11 + 10) / 4); 3. 1934, 10 inches: half of normal (accept one half, 1/2 or 50%); 4. 6 (1931, 1932, 1933, 1934, 1935, 1936). **Page 2 star challenge:** Document C; every year from 1931 to 1934 had far less than the normal 20 inches (14, 13, 11 and 10 inches), and the average fell from 20 to 12 inches.

Evidence: 1. B; 2. C. **Causes:** a long drought: N (A, B, C); strong winds: N (A); plowing up the prairie grass: H (A, B, D); high wheat prices after World War I: H (A) (accept any one listed document). Accept "both" for high wheat prices only if the student explains it.

Paragraph (score 2 each, 8 points): a claim that names both kinds of cause (for example: the Dust Bowl was caused by a long drought on land that farmers had stripped of its prairie grass); two pieces of evidence with document letters (C: rainfall fell from about 20 to 12 inches; A or D: the grass roots held the soil, bare plowed fields lost topsoil); reasoning that links them (dry, bare soil with no roots blows away in strong wind); one limit (for example, B shows one family, C one county, and B, C and D are made-up practice documents). A one-cause claim backed by evidence still scores, but at most 1 for the claim.

Page 3 star challenge: Document D (accept A with a reason): farmers who plowed along the curves of the land, planted grass strips and set windbreaks lost much less soil, and unplowed grass held the soil, so people could reduce the damage. Also accept Document A: Congress created the Soil Conservation Service to teach soil protection.

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 conquest and daily life terms, then test yourself on page 2.

Calm · Day 1

SAY THIS TO THE CLASS

"Our calm block today is quiet, solo work on eight terms from the early Americas. Study the terms on page 1, then turn that page face down and match each meaning to its term on page 2. When you finish, flip page 1 upside down and check your matches against the answer strip."

How to learn them

1. Read the word and its meaning.
2. Read the example sentence.
3. Cover the word. Say it from the meaning.
4. Write it once on the line.

Know all eight? Turn this page face down and take the test on page 2.

	WORD	MEANING AND EXAMPLE	WRITE IT
1	**conquistador** NOUN	a Spanish soldier and leader who took over lands in the Americas in the 1500s *The **conquistador** sailed from Cuba with a few hundred soldiers.*	_____
2	**codex** NOUN	a handmade book of painted pictures and signs, folded like a screen *The **codex** showed the goods each town had to send to the Aztec ruler.*	_____
3	**obsidian** NOUN	a black, glassy stone made by volcanoes and chipped into sharp tools *Aztec traders carried **obsidian** knives to markets far from the volcanoes.*	_____
4	**llama** NOUN	an animal of the Andes, related to the camel, that carries loads and gives wool *A **llama** can carry a pack along a steep mountain road.*	_____
5	**cacao** NOUN	the seeds of a tropical tree, used to make a chocolate drink *Traders in Aztec markets also used **cacao** beans like coins.*	_____
6	**aqueduct** NOUN	a stone channel or pipe that carries fresh water to a city *An **aqueduct** brought spring water from the hills to Tenochtitlan.*	_____
7	**viceroy** NOUN	a ruler sent by a king to govern a faraway land in his place *After the conquest, a **viceroy** governed New Spain for the Spanish king.*	_____
8	**plaza** NOUN	a large open square in the middle of a town or city *Markets and festivals filled the main **plaza** of Tikal, a Maya city.*	_____

Check your test here (only after the test) Turn the page upside down to read.

1 conquistador 2 aqueduct 3 cacao 4 codex 5 viceroy 6 plaza 7 llama 8 obsidian

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Team Task, Day 2: The Factory Inspectors

Groups of four. Voice level 2. One copy of this page per group. Copy page 2 on its own sheet (one-sided), then fold and tear apart the four register cards, one per person.

Team · Day 2

C3: D2.Civ.12.6-8 (rules and laws for problems: the 1833 Factory Act)

SAY THIS TO THE CLASS

"Today's team task is The Factory Inspectors, for groups of four and about forty minutes. In 1833 Britain sent just four inspectors to check its mills, and today each of you is one of them, with one page of a mill's records. Start by reading the four rules together."

The situation

Britain's Factory Act of 1833 sent just four inspectors to check the country's textile mills. Your group is those four inspectors, visiting Fennick Mill, a made-up mill in the year 1837, when all of these rules were in force. Each of you holds one page of the mill's worker register. **Your job:** judge every worker against the rules, then report to the government together.

Four rules of the Factory Act of 1833 (simplified)

1. No child under 9 may work in the mill.
2. Children aged 9 to 12 may work at most 9 hours a day, and must have 2 hours of school every day.
3. Young people aged 13 to 17 may work at most 12 hours a day.
4. Nobody under 18 may work at night, from 8:30 at night to 5:30 in the morning.

Count a worker's age on the day of the visit. Hours worked do not include the one-hour meal break.

Our tally

Worker is OK	Breaks rule 1	Breaks rule 2	Breaks rule 3	Breaks rule 4	Total workers

Our report to the government

Write three sentences: which rule the mill broke most often, one worker who must stop work at once and why, and one change the mill owner must make.

.....

.....

.....

Challenge Patience is 10. If she starts at 7:00 a.m., works the most hours rule 2 allows and takes a 1-hour meal break, at what time does she finish? .....

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Game, Day 1: The Board

Copy this page one-sided and tape the copy to the whiteboard (or draw the grid). Cross squares off as they are played.

Game · Day 1

SOURCES	DUST BOWL	RAINFALL	WRITING	PANEL
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1	Team 2	Team 3
Team 4	Team 5	Team 6

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Game, Day 2: Paper Password

Sub script and social studies word list. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 2

SAY THIS TO THE CLASS

"If a few minutes are left at the end, Password is an optional, fun game for pairs. One partner gives one-word clues for a secret word from today's readings, the new terms and the factory inspectors task. Their partner tries to guess it, and then the two switch jobs."

Set up (2 minutes)

1. Before class, copy the card page one-sided and fold and tear it into four cards, one card per round. Hand each pair only the current round's card; pairs keep each used card and add the four round totals at the end.
2. Partner A is the clue giver in rounds 1 and 3, Partner B in rounds 2 and 4. The guesser never sees the card.
3. Rounds last 2 minutes, with 30 seconds between them to swap roles. One-word clue, then ONE guess; wrong means another clue.
4. After five clues without a right guess, the word scores 0. Say "Go" and "Stop" for each round.

Read this out

"Your clue is one word only. You may not say the secret word or any part of it. If the word is snowman, you cannot say snow or man. No gestures, no spelling, no rhymes. Break a rule and that word scores zero."

Scoring: guessed on clue 1 = 5 points, clue 2 = 4, clue 3 = 3, clue 4 = 2, clue 5 = 1. The clue giver circles the number on the card. After round 4, pairs add their round totals. Highest total wins.

Words marked (calm) or (team), here and on the cards, come from today's calm block or team task. If the class skipped that block, pairs leave them out (and any round left empty).

Referee calls

Two words glued together ("hotdog") count as one clue only if they make a real word. No plurals or "-ing" forms of the secret word. If a pair disagrees about a clue, the word scores zero. Each example clue below is allowed, and a good first clue.

Timing (15 minutes)

0:00	2:00	4:30	7:00	9:30	12:00
Set up, rules	Round 1, Partner A	Round 2, Partner B	Round 3, Partner A	Round 4, Partner B	Add totals, winners

Round 1: Partner A gives clues

FACTORY	example clue: workers
STEAM	example clue: kettle
RAILWAY	example clue: trains
COAL	example clue: mine
COTTON	example clue: plant

Round 2: Partner B gives clues

ENGINE	example clue: motor
REFORM	example clue: change
BRITAIN	example clue: England
CLOTH	example clue: fabric
CHEAPER	example clue: price

Round 3: Partner A gives clues

PATENT (calm)	example clue: invention
TELEGRAPH (calm)	example clue: Morse
LOOM (calm)	example clue: weaving
UNION (calm)	example clue: together
TENEMENT (calm)	example clue: crowded

Round 4: Partner B gives clues

INSPECTOR (team)	example clue: officer
REGISTER (team)	example clue: list
NIGHT (team)	example clue: dark
SCHOOL (team)	example clue: lessons
SHIFT (team)	example clue: hours

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Game, Day 4: Classroom Millionaire

Sub script and the 12 questions. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 4

SAY THIS TO THE CLASS

"With time left at the end, the whole class can climb one ladder of twelve questions in Classroom Millionaire, an optional and fun game. The questions come from today's world regions work, the landscape terms and the postcard task, and the class shares three lifelines."

How it works

1. Tape up a one-sided copy of the ladder page. The whole class is one player. Pick a student for the hot seat (a new student for every question).
2. Read the question and the four options, then read the options again. The hot seat may listen to quiet advice, then says "final answer" and a letter.
3. Right: the class climbs one rung. Before hearing the next question, the class may vote to walk away and keep what it has.
4. Wrong: the climb ends. Rungs 4 and 8 are safe: the class keeps the last safe amount it passed.
5. Time left over? Play the questions again as a team quiz.

Three lifelines (one use each)

Ask the class: everyone shows 1, 2, 3 or 4 fingers at once for A, B, C or D. The hot seat looks, then decides.

50/50: read out the two wrong options listed under the question. Cross them off.

Phone a friend: the hot seat picks one classmate, who has 30 seconds to say what they think out loud.

"Only the hot seat's final answer counts. Shout an answer and the class loses a lifeline."

Items marked (calm) or (team) come from today's calm block or team task: leave them out if the class did not do that block.

Rungs 1 to 4, rung 4 is safe

1. $100 Which region holds Mount Everest?
A. Asia B. Africa C. Europe D. Oceania
Answer: A. Asia (50/50 removes C and D)

2. $250 What is the largest hot desert on Earth?
A. Gobi B. Sahara C. Mojave D. Atacama
Answer: B. Sahara (50/50 removes A and C)

3. $500 What is a dry riverbed that fills after rain? (calm)
A. Fjord B. Atoll C. Wadi D. Polder
Answer: C. Wadi (50/50 removes A and D)

4. $1,000 What do monsoon winds bring to South Asia?
A. Snow B. Dust C. Fog D. Summer rain
Answer: D. Summer rain (50/50 removes A and C)

Rungs 5 to 8, rung 8 is safe

5. $2,500 The Amazon covers much of which country?
A. Brazil B. Egypt C. Norway D. Japan
Answer: A. Brazil (50/50 removes C and D)

6. $5,000 Which expert claimed the diamond mine? (team)
A. Asia B. Europe C. Africa D. Latin America
Answer: C. Africa (50/50 removes A and D)

7. $10,000 What is a ring-shaped coral island called? (calm)
A. Mesa B. Atoll C. Delta D. Wadi
Answer: B. Atoll (50/50 removes A and C)

8. $25,000 What keeps western Europe's winters mild?
A. The Alps B. Monsoons C. An ocean current D. The Sahara
Answer: C. An ocean current (50/50 removes B and D)

Rungs 9 to 12

9. $50,000 Out of 100 people, how many live in Asia?
A. 9 B. 18 C. 41 D. 59
Answer: D. 59 (50/50 removes A and B)

10. $100,000 What is low land taken back from the sea? (calm)
A. Pampas B. Outback C. Polder D. Terrace
Answer: C. Polder (50/50 removes B and D)

11. $500,000 How many postcards did each expert claim? (team)
A. 2 B. 4 C. 6 D. 8
Answer: B. 4 (50/50 removes C and D)

12. $1 MILLION About how many people live in Africa?
A. 0.7 billion B. 1.4 billion C. 2.9 billion D. 4.7 billion
Answer: B. 1.4 billion (50/50 removes C and D)

If the class misses

Wrong on rung 1 to 4	**class keeps $0**
Wrong on rung 5 to 8	**class keeps $1,000**
Wrong on rung 9 to 12	**class keeps $25,000**
Walk away before a question	**class keeps the amount of the last rung it climbed**

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Social Studies Set 3: The War

Part 2 of 3. Read the passage, then use Parts 1 and 2 to build the timeline.

Social Studies · Day 3

Part 2: The war

In November 1860, Abraham Lincoln, who opposed the spread of slavery into the territories, was elected president. In December 1860, South Carolina became the first state to secede, or leave the Union. Six more Southern states soon followed and formed the Confederate States of America, and four more joined after the war began. The war began on April 12, 1861, when Confederate forces fired on Fort Sumter in South Carolina.

On January 1, 1863, Lincoln's Emancipation Proclamation declared enslaved people in the Confederate states free. About 179,000 Black soldiers served in the Union army during the war. Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant at Appomattox Court House, Virginia, on April 9, 1865, and the fighting soon ended. More than 600,000 soldiers died, more than in any other American war.

EVENT	YEAR (FROM THE READINGS)	ORDER (1 = EARLIEST)
The Emancipation Proclamation		
The Missouri Compromise		
South Carolina secedes		
The Dred Scott decision		
Lee surrenders at Appomattox Court House		
The Kansas-Nebraska Act		
Confederate forces fire on Fort Sumter		
Abraham Lincoln is elected president		

Two events happened in 1860. Use the months in Part 2 to put them in order.

Cause and effect: write the letter of each effect

1 The Kansas-Nebraska Act lets settlers vote on slavery → ☐

2 Abraham Lincoln is elected president → ☐

3 Confederate forces fire on Fort Sumter → ☐

4 Lee surrenders at Appomattox Court House → ☐

Ⓐ The war begins

Ⓑ The fighting soon ends

Ⓒ Violence breaks out in Kansas

Ⓓ South Carolina secedes from the Union

Use your timeline

1. **How many years passed from the Missouri Compromise to South Carolina's secession?**

2. **About how long did the war last, from Fort Sumter to Appomattox?**

☆ **Challenge** Lincoln was elected in November 1860 but did not become president until March 1861. Which event on your timeline happened in between?

Event: .....

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Thank you! If this works for your class, a quick review helps other teachers find it and gives you TpT credits.



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