

Middle School Social Studies Sub Plans, 2 Weeks

Two complete week binders of middle school social studies, grades 6 to 8: one topic a day, on paper. Every day has individual work and a team task, and every task has a "say this" script.

PREVIEW

What is included

- Week 1 binder (65 pages) and Week 2 binder (64 pages): 129 pages
- 26 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
- 20 solo blocks (10 social studies sets, 10 calm blocks) and 10 team tasks for groups of four
- Every social studies set lists the C3 Framework standards it practices (and Common Core literacy where it fits)
- A "say this to the class" script for all 42 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge in every social studies set and team task
- 10 optional games, each on that day's lessons, a fun way to end the class
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave both 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; students work on their own. Everyone does the core task, early finishers go on to the ★ challenge.
3. Calm block for any gap, team task for a block period or extra time, game for the last 15 minutes.
4. No prep and no tech: paper and pencil, print and go.

The 10 days: a social studies set, a team task and a game each day

1. **Day 1:** Reading Maps · Team: The Pen Pal Mystery **Whiteboard Quiz Game**
2. **Day 2:** Reading a Timeline · Team: The Museum Timeline Wall **Paper Password**
3. **Day 3:** Branches of Government · Team: The Old Depot Debate **Class Feud**
4. **Day 4:** Ancient River Civilizations · Team: Found a River Town **Classroom Millionaire**
5. **Day 5:** Economics Basics · Team: The Tang Camel Train **Mystery Box**
6. **Day 6:** The Five Themes of Geography · Team: Draw the Regions **Whiteboard Quiz Game**
7. **Day 7:** Ancient Greece · Team: The Silver of Laurium **Paper Password**
8. **Day 8:** The US Constitution and Bill of Rights · Team: The Great Compromise **Class Feud**
9. **Day 9:** Economic Systems · Team: One Island, Three Systems **Classroom Millionaire**
10. **Day 10:** Primary and Secondary Sources · Team: The Time Capsule **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 answer key, a calm block, a team task, the game types and one ink-saver page. Product pages are watermarked. Full product: 129 pages.



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				
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16				
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25				
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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: _____

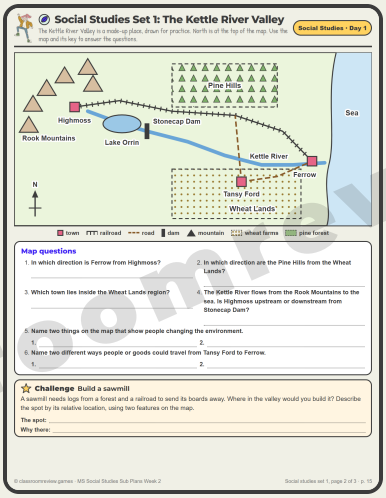
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ONE PAGE OF EVERY DAILY PART

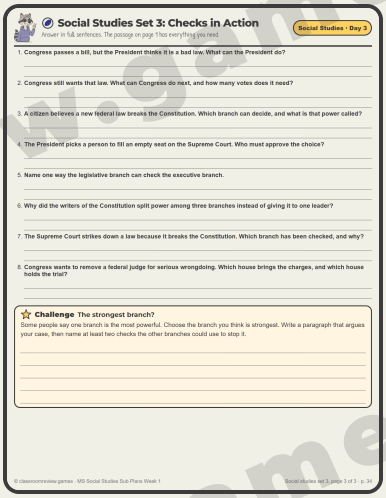
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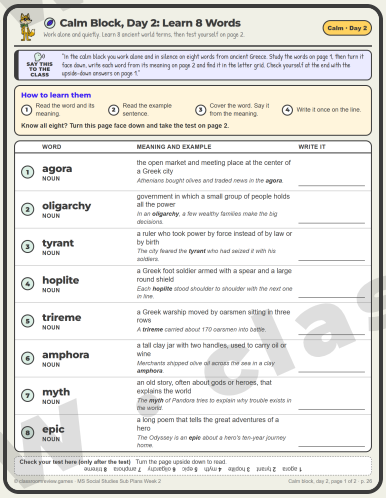
Social studies set: the lesson, Week 1 (solo)



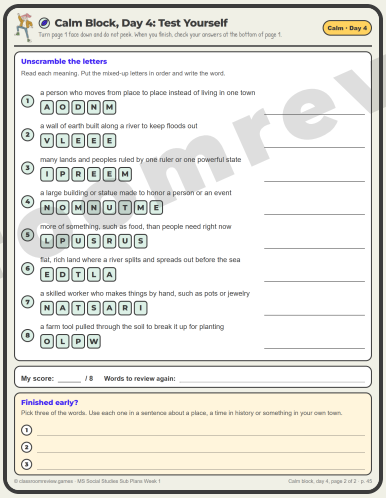
Social studies set: practice, Week 2 (solo)



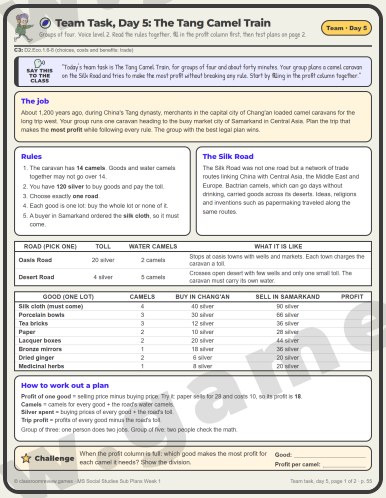
Social studies set: the third page (solo)



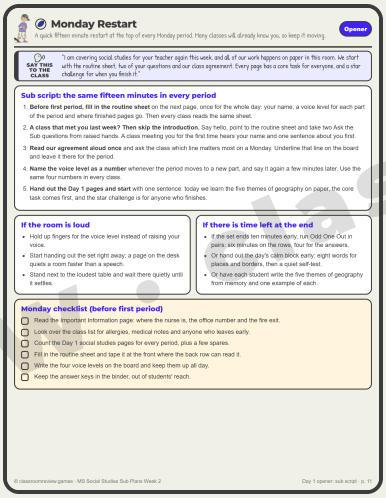
Calm block: learn 8 words (solo)



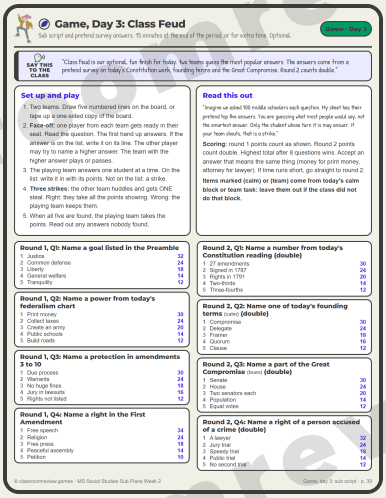
Calm block: test yourself (solo)



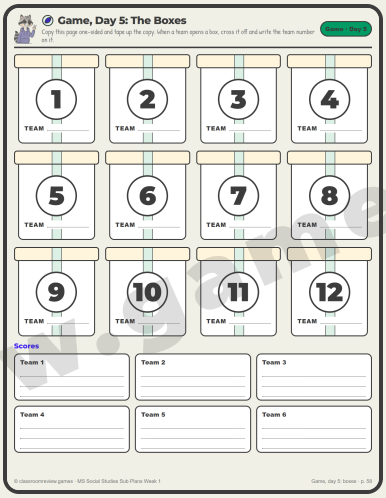
Team task (groups of four)



Monday opener (whole class)



Game: Class Feud (whole class)



Game: Mystery Box (whole class)

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Every day: a social studies set, a calm block, a team task and an optional game



Social Studies Set 1: The Five Themes of Geography

Social Studies · Day 1

Read the passage first. Then answer the two evidence questions by circling one letter.

This set reviews: the five themes of geography (location, place, human-environment interaction, movement, region) on real examples and a made-up valley map
C3: D2.Geo.2.6-8 (using maps to explain places), D2.Geo.5.6-8 (how places compare)

SAY THIS TO THE CLASS "Today we learn the five big ideas geographers use to study any place on Earth. Work on your own: read page 1 first, then use the valley map on page 2 and the town table on page 3. Do the core task on each page first, then the star challenge when you finish."

Geographers study where things are and why they are there. In 1984, the National Council for Geographic Education and the Association of American Geographers published five themes to help students sort those questions: location, place, human-environment interaction, movement and region.

Location answers the question "Where is it?" Absolute location is an exact spot, such as a street address or a pair of latitude and longitude numbers: Washington, D.C. sits at about 39 degrees N, 77 degrees W. Relative location describes a place by what is around it: Mexico is south of the United States, and Canada is north of it.

Place answers the question "What is it like?" Every place has physical characteristics, such as its landforms, weather, water, plants and animals, and human characteristics, such as its languages, buildings, jobs, foods and celebrations. Two places can share some characteristics and differ in others.

Human-environment interaction is about how people depend on, adapt to and change their surroundings. People depend on rivers for drinking water, adapt by wearing warm coats in cold places, and change the land with dams and farms. Hoover Dam on the Colorado River holds back Lake Mead, which stores water for millions of people. In the Netherlands, about a quarter of the land lies below sea level, so the Dutch built dikes and pumps to keep the sea out.

Movement is about how people, goods and ideas travel from one place to another. Trucks carry food to stores, families move to new cities for work, and news spreads by phone and the internet. The Panama Canal, opened in 1914, lets ships cross between the Atlantic and Pacific Oceans without sailing around South America.

A region is an area whose places share something that sets them apart from the areas around them. Some regions share a physical feature, such as a desert or a mountain range; others share a human feature, such as a language or a main crop. The US Census Bureau divides the United States into four regions: the Northeast, the Midwest, the South and the West.

Evidence from the reading

1. **Which words from the reading show people changing their environment?**
   - (A) "Mexico is south of the United States"
   - (B) "the Dutch built dikes and pumps"
   - (C) "Two places can share some characteristics"
   - (D) "news spreads by phone and the internet"
2. **Which words from the reading describe relative location?**
   - (A) "an exact spot, such as a street address"
   - (B) "how people, goods and ideas travel"
   - (C) "describes a place by what is around it"
   - (D) "sets them apart from the areas around them"

Absolute or relative location?

Write A for an absolute location (an exact spot) or R for a relative location (described by what is around it).

1. 1600 Pennsylvania Avenue NW, Washington, D.C. _____
2. next to the gym, behind the cafeteria _____
3. about 30 degrees N, 31 degrees E _____
4. two hours north of the city by car _____

Challenge The reading names two ways the Dutch keep the sea out. Which theme is that, and what are the two ways?

Theme: _____

Two ways: _____

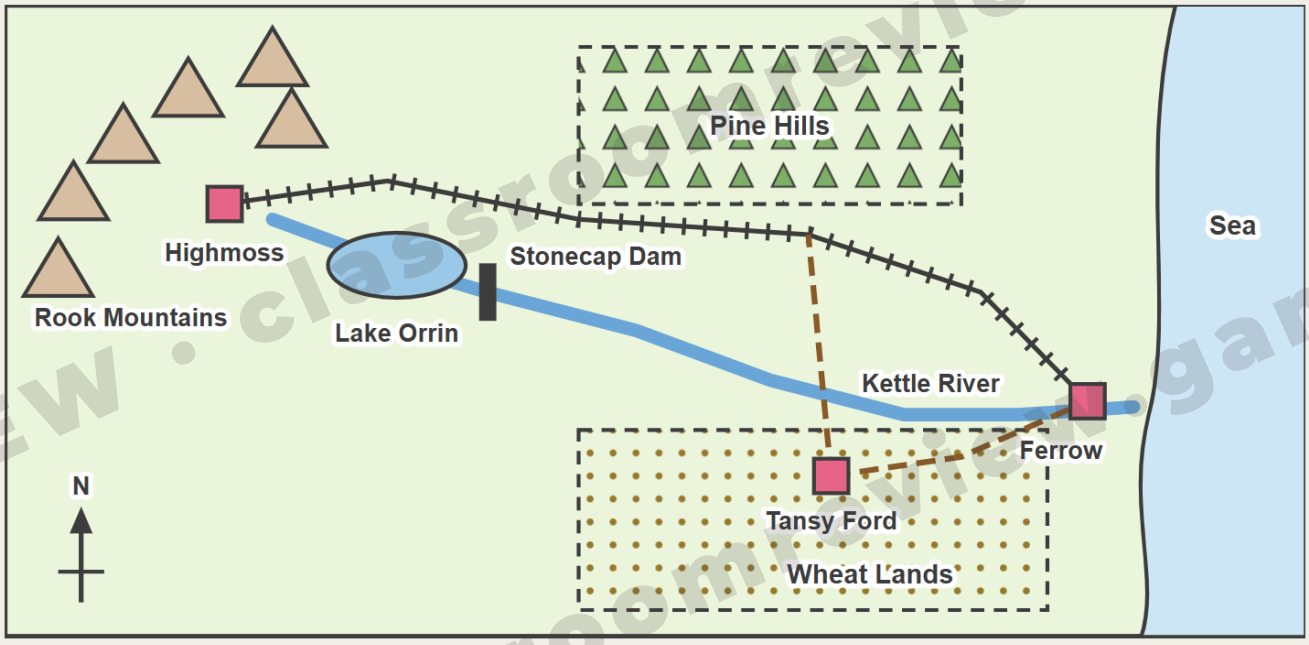
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Social Studies Set 1: The Kettle River Valley

The Kettle River Valley is a made-up place, drawn for practice. North is at the top of the map. Use the map and its key to answer the questions.

Social Studies · Day 1



Map questions

1. **In which direction is Ferrow from Highmoss?** .....

2. **In which direction are the Pine Hills from the Wheat Lands?** .....

3. **Which town lies inside the Wheat Lands region?** .....

4. **The Kettle River flows from the Rook Mountains to the sea. Is Highmoss upstream or downstream from Stonecap Dam?** .....

5. **Name two things on the map that show people changing the environment.**
   1. ..... 2. .....

6. **Name two different ways people or goods could travel from Tansy Ford to Ferrow.**
   1. ..... 2. .....

☆ Challenge Build a sawmill

A sawmill needs logs from a forest and a railroad to send its boards away. Where in the valley would you build it? Describe the spot by its relative location, using two features on the map.

The spot: .....

Why there: .....

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Social Studies Set 1: Two Valley Towns

Highmoss and Ferrow are the two made-up towns on the valley map. Compare them using the table, then name the theme of five real examples.

Social Studies · Day 1

WHAT WE COMPARE	HIGHMOSS (IN THE MOUNTAINS)	FERROW (ON THE COAST)	P OR H?
Height above sea level	6,100 ft	40 ft	
Average July temperature	64 °F	81 °F	
Rain and snow in a year	52 in	29 in	
Wild plants	pine forest, mountain meadows	salt marsh, grassland	
People living there	4,200	18,600	
Languages spoken	English	English and Portuguese	
Main jobs	sheep farming, logging	fishing, shipping goods	
Yearly festival	Wool Fair in June	Lantern Night in December	

Last column: P for a physical characteristic (land, water, weather, plants), H for a human one (people and what they do).

Compare the towns

1. How much higher is Highmoss than Ferrow? .....
2. How much warmer is Ferrow than Highmoss in July? .....
3. How much more rain and snow falls on Highmoss in a year? .....
4. How many more people live in Ferrow than in Highmoss? .....
5. **Write one way the two towns are similar.**

   .....
6. **Write two ways the two towns are different. Use one physical and one human characteristic.**

   Physical: .....

   Human: .....
7. **Look at the map again. Why do you think Highmoss is cooler than Ferrow in July?**

   .....

Which theme is it?

Write one theme for each example: location, place, human-environment interaction, movement or region. Use each theme once.

1. In Iceland, people use hot water from deep underground to heat many of their homes.

   .....
2. The library is two blocks east of the school, across from the fire station. .....
3. Most people in Brazil speak Portuguese, and soccer is the most popular sport there.

   .....
4. The Corn Belt is the part of the Midwest where corn is the main crop on most farms. .....
5. Bananas grown in Ecuador travel by ship to grocery stores in the United States. .....

Challenge About how many times as many people live in Ferrow as in Highmoss? Show how you know.

About: .....

How I know: .....

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Answer Keys (1 of 6)

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

Day 1 opener: Odd One Out, answers

1. Kalahari. The Kalahari is a desert; the other three are rivers. **2. Brazil.** Brazil is a country; the other three are continents. **3. Arctic.** The Arctic is an ocean; the Baltic, Bering and Coral are seas. **4. Chicago.** Chicago is not a national capital; Tokyo, Paris and Cairo are the capitals of Japan, France and Egypt. **5. Lake Superior.** Lake Superior is a lake; the other three are mountains. **6. Switzerland.** Switzerland is landlocked; Japan, Iceland and Madagascar are island countries. **7. Japanese.** Japanese did not grow out of Latin; Spanish, French and Italian all did. **8. thermometer.** A thermometer measures temperature; the other three are parts of a map.

One point for the right word, one more for a reason that is true of it alone (other words for the same reason are fine). Accept a different word only if the pair gives a true reason that fits that word and none of the other three. Score: 16 points at most.

Social Studies Set 1: The Five Themes of Geography

Evidence: 1. B ("the Dutch built dikes and pumps"); 2. C ("describes a place by what is around it"). **Absolute or relative:** 1. A; 2. R; 3. A; 4. R. **Page 1 star challenge:** human-environment interaction; dikes and pumps.

Map questions: 1. east; 2. north; 3. Tansy Ford; 4. upstream; 5. any two of: Stonecap Dam, Lake Orrin (the lake held back by the dam), the farms of the Wheat Lands, the railroad, the road, the towns; 6. any two of: the railroad (reached by the road north from Tansy Ford), the road along the river, a boat down the Kettle River. For 1: Ferrow sits a little south of due east, so accept east or east-southeast, and southeast only if the student says it is mostly east. For 4: the river flows from the mountains toward the sea, and Highmoss sits nearer the mountains than the dam does. **Page 2 star challenge:** answers vary; a strong answer puts the sawmill where the railroad runs along the south edge of the Pine Hills (between Highmoss and Ferrow), so logs come from the forest and boards leave by train.

Table, last column: Height above sea level P; Average July temperature P; Rain and snow in a year P; Wild plants P; People living there H; Languages spoken H; Main jobs H; Yearly festival H. **Compare:** 1. 6,060 ft (6,100 minus 40); 2. 17 °F (81 minus 64); 3. 23 in (52 minus 29); 4. 14,400 (18,600 minus 4,200). 5. Similar: both speak English (also accept: both are on the railroad, both are in the Kettle River Valley, both hold a yearly festival). 6. Physical: any of height, July temperature, rain and snow, wild plants; human: any of people living there, languages, main jobs, festival. 7. Highmoss is high up in the mountains (6,100 ft), and high places are cooler; accept any answer that uses its height or the mountains.

Which theme: 1. human-environment interaction; 2. location; 3. place; 4. region; 5. movement. Item 3 also accepts region only with a reason about an area sharing the language (the key answer is place: what Brazil is like). **Page 3 star challenge:** about 4 times (18,600 divided by 4,200 is about 4.4; accept 4 to 4.5, or "4 x 4,200 = 16,800, close to 18,600").

Calm block, Day 1: Learn and Test: Places and Borders Terms

Match: 1. suburb; 2. boundary; 3. dialect; 4. rural; 5. urban; 6. landmark; 7. strait; 8. panhandle.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. Finished early sentences: answers vary; accept any sentence about a place, a time in history or something in the student's town that uses the word with its page 1 meaning.

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 map and landform terms, then test yourself on page 2.

Calm · Day 1

SAY THIS TO THE CLASS "The calm block is silent work on map and landform terms, each of you on your own. Learn the eight terms on page 1, then turn it over and match each term to its meaning on page 2. Then turn page 1 upside down and mark your answers against the key 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	**hemisphere** NOUN	one half of Earth, split by the equator or by the prime meridian *Australia is in the Southern **Hemisphere**, so its seasons are opposite ours.*	
2	**cartographer** NOUN	a person whose job is to make maps *A **cartographer** checks every road before a new map is printed.*	
3	**atlas** NOUN	a book of maps *I found Kenya on a world map in the class **atlas**.*	
4	**peninsula** NOUN	land with water on three sides, joined to a larger area of land *Italy is a **peninsula** shaped like a boot.*	
5	**archipelago** NOUN	a group or chain of islands *Japan is an **archipelago** of thousands of islands.*	
6	**isthmus** NOUN	a narrow strip of land that joins two larger areas of land *The **isthmus** of Panama joins North America and South America.*	
7	**elevation** NOUN	how high a place is above sea level *Denver's **elevation** is about one mile above sea level.*	
8	**plateau** NOUN	a large, flat area of land that is higher than the land around it *The Colorado **Plateau** is high, flat land cut by deep canyons.*	

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

1 elevation 2 isthmus 3 plateau 4 cartographer 5 archipelago 6 hemisphere 7 atlas 8 peninsula

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Team Task, Day 2: The Museum Timeline Wall

Groups of four. Voice level 2. Copy this page one per student, so everyone ranks alone on the cards first. Then agree as a group on page 2.

Team · Day 2

C3: D2.His.1.6-8 (historical context: placing events in eras)

SAY THIS TO THE CLASS

"Today's team task is The Museum Timeline Wall, for groups of four and about forty minutes. Your group puts twelve events from world history in time order, from the oldest to the newest, without any years printed. Start by reading all twelve cards and the time tips together."

The situation

The town museum is building a giant timeline wall, and the twelve event cards below came back from the printer **without their years**. The opening is tomorrow. Your group is the museum team.

Your job: rank the twelve events from 1 (the earliest, longest ago) to 12 (the most recent). Use each number once. First alone, then as a group. When every group is done, the sub reads the museum historian's timeline and you score the difference.

Time tips

- **BCE** years count **down** toward year 1: 900 BCE comes before 300 BCE.
- **CE** years count up, like today's years. Every BCE event comes before every CE event.
- Look for clues: what had to exist first? A place, a ruler, an invention?

Timing (40 minutes)

Read the cards and the time tips together: 6 min; Rank alone: 6 min; Agree on a group timeline: 12 min; Historian's timeline and scoring: 8 min; Defend one choice: 8 min.

Group of three: one person reads and writes. Group of five: add a checker who makes sure no number is used twice.

A English settlers found Jamestown in Virginia, the first lasting English colony in North America. — My rank ☐

B Workers in Egypt finish the Great Pyramid of Giza, a huge stone tomb for the pharaoh Khufu. — My rank ☐

C Apollo 11 astronauts become the first people to walk on the Moon. — My rank ☐

D The last emperor of the Western Roman Empire is removed from power. — My rank ☐

E Athletes race at the first recorded Olympic Games, held at Olympia in ancient Greece. — My rank ☐

F Mansa Musa, ruler of the rich West African empire of Mali, crosses the Sahara on a famous journey to Mecca, carrying loads of gold. — My rank ☐

G Leaders of the thirteen American colonies approve the Declaration of Independence in Philadelphia. — My rank ☐

H King Hammurabi of Babylon has a set of 282 laws carved onto a tall stone pillar. — My rank ☐

I Wilbur and Orville Wright fly the first powered airplane near Kitty Hawk, North Carolina. — My rank ☐

J Qin Shi Huang conquers the warring kingdoms around him and becomes the first emperor of a united China. — My rank ☐

K English nobles make King John seal the Magna Carta, a document saying even the king must obey the law. — My rank ☐

L Christopher Columbus's three ships reach an island in the Bahamas after sailing west across the Atlantic Ocean from Spain. — My rank ☐

Challenge Use the time tips. Put these four years in order from earliest to latest: 44 BCE, 1066, 500 BCE, 30 CE. _____

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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

THEMES	THE VALLEY	TWO TOWNS	NEW WORDS	REGIONS
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

"Password is an optional, fun game for pairs if a few minutes are left at the end. One partner gives one-word clues for a secret word from today's timeline work, the new history terms and the museum timeline task. The other partner guesses."

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

DECADE	example clue: ten
CENTURY	example clue: hundred
TIMELINE	example clue: order
SCALE	example clue: even
FLOOD	example clue: water

Round 2: Partner B gives clues

RAILROAD	example clue: train
LIBRARY	example clue: books
SAWMILL	example clue: lumber
HOSPITAL	example clue: doctor
PARADE	example clue: marching

Round 3: Partner A gives clues

ERA (calm)	example clue: age
ARCHIVE (calm)	example clue: records
ARTIFACT (calm)	example clue: object
HEIRLOOM (calm)	example clue: family
MEDIEVAL (calm)	example clue: knights

Round 4: Partner B gives clues

PYRAMID (team)	example clue: Egypt
OLYMPICS (team)	example clue: Greece
AIRPLANE (team)	example clue: Wright
MOON (team)	example clue: Apollo
JAMESTOWN (team)	example clue: colony

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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

"To finish, the whole class can try Classroom Millionaire together: an optional, fun climb up twelve questions. The questions come from today's economic systems, the new economy terms and the island rounds, and they get harder as we climb."

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 Where do customs decide what is made?
A. Traditional B. Command C. Market D. Mixed
Answer: A. Traditional (50/50 removes C and D)

2. $250 Who sets prices in a command economy?
A. Buyers B. Government C. Customs D. Sellers
Answer: B. Government (50/50 removes A and C)

3. $500 What is a business with no competitors? (calm)
A. Subsidy B. Monopoly C. Auction D. Industry
Answer: B. Monopoly (50/50 removes A and C)

4. $1,000 What kind of economy does the US have?
A. Command B. Traditional C. Mixed D. Barter
Answer: C. Mixed (50/50 removes A and B)

Rungs 5 to 8, rung 8 is safe

5. $2,500 When was The Wealth of Nations published?
A. 1492 B. 1776 C. 1865 D. 1922
Answer: B. 1776 (50/50 removes A and C)

6. $5,000 In round 1 on Tallow Isle, what ran short? (team)
A. Fish B. Bread C. Baskets D. Tools
Answer: D. Tools (50/50 removes A and B)

7. $10,000 What does competition do to prices?
A. Raises B. Lowers C. Freezes D. Doubles
Answer: B. Lowers (50/50 removes C and D)

8. $25,000 What is limiting how much people may buy? (calm)
A. Rationing B. Labor C. Regulation D. Auction
Answer: A. Rationing (50/50 removes B and D)

Rungs 9 to 12

9. $50,000 Whose planners wrote five-year plans?
A. Canada B. Soviet Union C. Iceland D. Sparta
Answer: B. Soviet Union (50/50 removes A and C)

10. $100,000 How much did the pizza price fall from Year 1 to Year 4?
A. $3 B. $6 C. $12 D. $18
Answer: B. $6 (50/50 removes A and D)

11. $500,000 Whose job changed when tools cost $6? (team)
A. Ansel B. Briar C. Cato D. Delphine
Answer: D. Delphine (50/50 removes A and B)

12. $1 MILLION How much more did a 30-hour cook week pay in Year 3 than Year 1?
A. $30 B. $60 C. $90 D. $510
Answer: C. $90 (50/50 removes A 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**

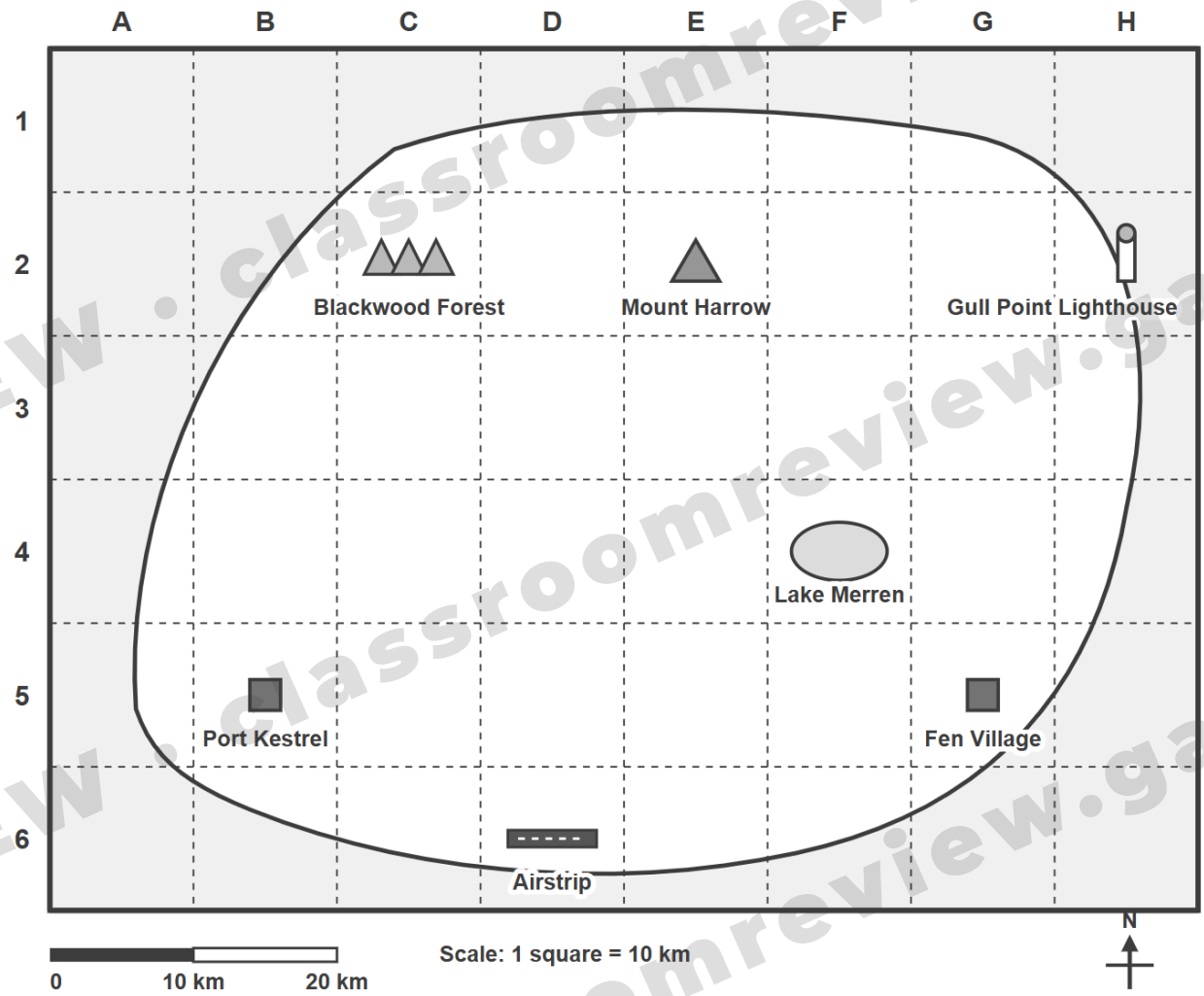
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Social Studies Set 1: Kestrel Island

Kestrel Island is a made-up island, drawn for map practice. Grid squares are named letter first, then number, like C4. One square is 10 km.

Social Studies · Day 1



Find it: write the grid reference of each place

Mount Harrow _____

Gull Point Lighthouse _____

Blackwood Forest _____

Airstrip _____

☆ Challenge

Two features on the map are exactly 30 km apart in a straight line. Which two? How do you know without a ruler?

The two features: _____

How I know: _____

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In the full product

Two weeks of middle school social studies, planned and ready to print.

129 pages in color and ink-saver B&W, US Letter and A4

10 days, each with a social studies set, a calm block, a team task and an optional game

42 "say this" scripts: one for every task, read out by the sub

20 + 10 solo blocks (social studies sets and calm blocks) + team tasks for groups of four

Use it your way

- A longer absence: two full weeks of middle school social studies, ready before you need them.
- Grades 6 to 8: every social studies set lists its C3 Framework standards and has a core task and a ★ challenge for fast finishers.
- Your sub tub: print it once and keep it all year.
- Any sub: a script to read out for every task and every answer in the key, so no social studies background is needed.

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



Classroom REVIEW GAMES