

Unit 3: Ancient India

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies Advanced: Grade 6

Unit 3: Ancient India

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Linda McKay

Dr. Richard D. Tomko, Superintendent of Schools

Dr. Giovanni Cusmano, Director of Curriculum and Instruction Mathematics and Science K -8

Mr. George Droste, Director of Curriculum and Instruction Mathematics and Science 9 - 12

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Unit Overview

This unit is about how the Indian civilization developed on the Asian subcontinent based on the geography, what life was like in the Indus- Sarasvati civilization, and understand how five beliefs of Hinduism affect life in India. Students should expect to learn about the geography of India and the major beliefs of Hinduism and their effect on life in India.

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written.

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually,

quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SOC.6.2.8.3	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)
SOC.6.2.8.A	Civics, Government, and Human Rights
SOC.6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
SOC.6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
SOC.6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
SOC.6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
SOC.6.2.8.A.3.e	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
SOC.6.2.8.B	Geography, People, and the Environment
SOC.6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
SOC.6.2.8.B.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
SOC.6.2.8.C	Economics, Innovation, and Technology
SOC.6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
SOC.6.2.8.C.3.b	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
SOC.6.2.8.D	History, Culture, and Perspectives
SOC.6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
SOC.6.2.8.D.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
SOC.6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
SOC.6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of

globalization.

SOC.6.2.8.D.3.e

Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

SOC.6.2.8.CS3

The Classical Civilizations of the Mediterranean World, India, and China: Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Exit Skills

By the end of Unit 3 6th Grade Social Studies Students Should be able to:

- explain the importance of the physical features on the formation of the Indian civilization
- evaluate how the artifacts found near the Indus River influence our beliefs on what civilization may have been like in the Indus Valley region.
- describe five basic Hindu beliefs, such as Brahmanism, and their connection to daily life and social structures, such as the caste system.

Enduring Understanding

The enduring understanding for this unit include:

U1: India offered many new and different methods of civilization.

U2: India's geography influences needs, culture, opportunities, choices, interests, and skills.

U3: There is differences between Hinduism and Judaism and distinguishes between the characteristics of both.

Essential Questions

Essential questions for this unit are:

- How does geography influence lifestyle and point of view?

- How do the various levels of technological development affect different cultures?
- How do the beliefs and values of a diverse culture affect individuals and society?

Learning Objectives

After completing Unit 3 Ancient India, students will be able to:

- analyze how the physical setting contributed to the location and rise of civilizations in India.
- describe what daily life may have been like in the Indus-Sarasvati region.
- defend whether nonviolence is an effective strategy through a Constructed Response based on research and five beliefs of Hinduism.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.2.8.C	Design: The design process is a systematic approach to solving problems.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills

Technology Infusion

What technology can be used in this unit to enhance learning?

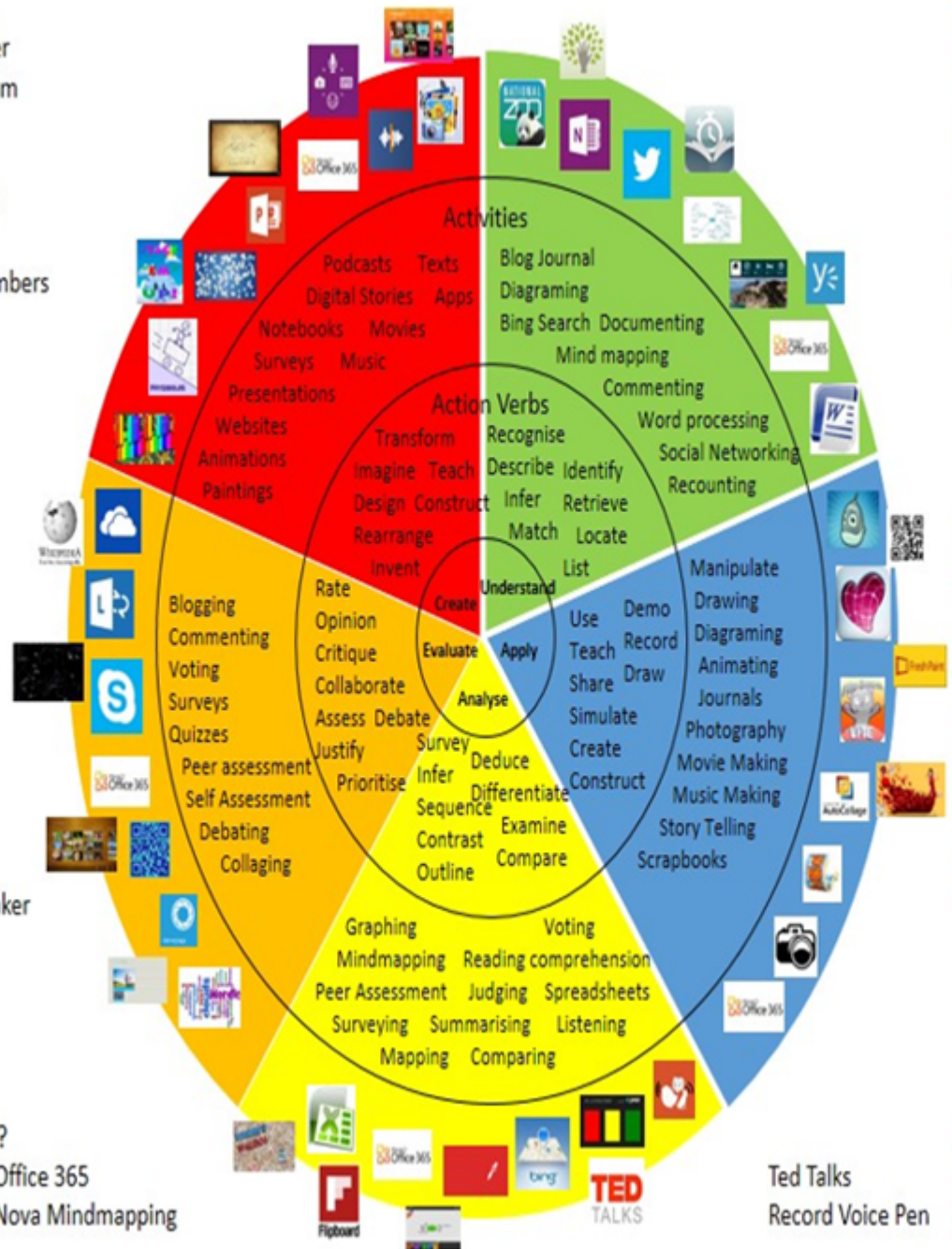
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Differentiation

Differentiation for this unit includes:

- Create note cards for short bursts of information
- Digital formats for presentation of material
- Vary arrangement of components or layout of material
- Provide dictionaries (digital, graphic, or book version) available to learner
- Brainstorm examples of use of new terms or symbols making real-world applications
- Utilize tech options
- Connect to prior knowledge and learning
- Allow students to make predictions for outcomes based upon introduction to material

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

The resources available to you that are located either within the district or that can be obtained by district resources are:

- Holt World History Ancient Civilizations
(http://samples.hmhco.com/mid_school_world_history/index.php)
- History Alive TCI The Ancient Civilizations Resources (CD)

- Internet Ancient History Sourcebooks (<http://legacy.fordham.edu/halsall/ancient/asbook.asp>).

Ancillary Resources

Other resources available to strengthen your lesson include:

- Holt Rinehart and Winston World Geography Textbook.
- Junior Scholastic Monthly Magazines (<http://junior.scholastic.com/>)

Sample Lesson

Unit Name: Ancient India

NJSLS: see below

Interdisciplinary Connection: Cross disciplinary includes discussing essay format based on PARCC rubric for an argumentative essay based on question about Gandhi and nonviolence using 2-3 primary sources and research, simulating a Research Simulation Task.

Statement of Objective: After explaining the importance of Brahman to Hindus, students will be able to defend their opinion on if nonviolence is an effective strategy through their analysis of 2 primary sources, and completion of at least Pre-Writing of nonviolence constructed response (Research Simulation Task).

Anticipatory Set/Do Now: Explain the importance of Brahman to Hindus and how Hindus try to connect with Brahman.

Learning Activity: 1) Discuss how the Research simulated task should look 2) Provide students with 2 primary sources (Speech to All India Congress and Letter to Hitler) and Discuss the sources 3) Begin planning Essay, Pre-Writing, and Introduction Paragraph 4) Homework: Essay due Thursday

Student Assessment/CFU's: Oral Questioning

Materials: Essay Directions, Primary Sources 2 and 3, Gandhi Notes, Notebook, Whiteboard

21st Century Themes and Skills: see below

Differentiation/Modifications: Differentiation includes discussing the format of the essay with suggestions for format, how to write the essay, and work on pre-writing in class.

Integration of Technology: Students will use primary sources acquired through research to write a

Constructed Response based on the question "Is nonviolence an effective strategy?"

SOC.6.2.8.A.3.b

Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.