June Ch. 22 “The First Emperor of China”

Content Area: **Social Studies**
Course(s):
Time Period: **June**
Length: **1 Week**
Status: **Published**

Unit Overview

This chapter studies the first emperor of China and his effectiveness and legacy.

Enduring Understandings

Certain traits and actions are requred to be consdered an effective leader.

Essential Questions

Was the Emperor of Qin an effective leader?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4	Day 5
Aim: Introduce the First Emperor of China **Assessment:** C22 Preview and vocabulary **Standards:** 6.2.8.B.3.a.; 6.2.8.D.2.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.; 6.2.8.D.3.d.	**Aim**: Determine the effectiveness of Emperor Qin. **Assessment:** packet 22.2-22.6 **Standards:** 6.2.8.B.3.a.; 6.2.8.D.2.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.; 6.2.8.D.3.d.	**Aim**: Determine the effectiveness of Emperor Qin. **Assessment:** C22 packet **Standards:** 6.2.8.B.3.a.; 6.2.8.D.2.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.; 6.2.8.D.3.d.	**Aim**: Review C22 packet **Assessment:** C22 packet **Standards:** 6.2.8.B.3.a.; 6.2.8.D.2.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.; 6.2.8.D.3.d.	**Aim**: Assess C22 **Assessment:** C22 test

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.DC	Digital Citizenship
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.TL	Technology Literacy
	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

Technology and Design Integration

Online textbook and features

Google Classroom

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Differentiation:

Rephrase the Preview Activity Statements Substitute the simplified statements below for those in the Preview activity:
A leader who has total control over his people.
A leader who keeps his country together.
A leader who makes rules for everyone to follow.
A leader who protects his people from attack.
A leader who has his enemies killed.

A leader who will be remembered for a long time after he dies.

Connect Images to Text Before groups complete Step 2 of their Reading Notes (the questions about the section content), have them read the section to find as many sentences as possible that can be "seen" in the image they analyzed in Step 1. Have volunteers come to the front of the classroom, read the sentence, and point to the exact spot in the image that connects to the reading. Explicitly relating the text to the image will increase student comfort level with the content.

Teach the Concept of a Spectrum To help students understand spectrums (used in Step 3 of the Reading Notes), draw a spectrum on the board, as shown below.

Explain that the more enjoyable an event is, the closer it should be placed to the right-hand side of the spectrum. The more boring an event is, the closer it should be placed to the left. Have students discuss where they would place these events on the spectrum:
birthday party
test at school
shopping
watching TV

When students are comfortable with how a spectrum works, change the labels to match Step 3 of the Reading Notes.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP and 504 Accommodations will be utilized with individual students

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

Sentence construction and supporting evaluations

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Discussion

Homework

Teacher observations

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

See assessments in lesson plans above

Instructional Materials

History Alive! textbook series

See materials in lesson plans above

Standards

6.2.8.CivicsPI.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.