May Shang Dynasty

Content Area: **Social Studies**
Course(s):
Time Period: **May**
Length: **2 weeks**
Status: **Published**

Unit Overview

This unit looks at the rise and fall of the Shang Dynasty.

Enduring Understandings

Much can be learned from looking at artifacts from the Shang Dynasty.

Essential Questions

What do Shang artifacts reveal about this civilization?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4
Aim: Introduce the Shang Dynasty and excavate from the Shang tomb activity. **Procedure:** 1. Review the Four Ancient River Cultures worksheet. 2. Read 20.1 and 20.2. 3. Preview the C20 vocabulary listed in the margins.	**Aim**: Excavate artifacts from the Shang tomb activity. **Procedure:** 1. In pairs, finish each station 20.3-20.10. 2. Proofread worksheet. 3. Give hidden term and section for each station.	**Aim**: Review stations 20.3-20.10 **Procedure:** 1. Review packet 20.3-20.10 and log score. 2. Begin next chapter.	

4. Distribute the worksheet and explain the directions for Excavation Station Activity. 5. In pairs, begin to complete each station for 20.3-20.10 using the decoder. **Assessment:** Ancient River Cultures; Packet 20.2 **Standards:** 6.2.8.B.3.a.; 6.2.8.C.3.a.; 6.2.8.C.4.a; 6.2.8.D.1.c; 6.2.8.D.2.b.; 6.2.8.D.3.c **Homework:** Proofread worksheet	**Assessment:** Worksheet for stations 20.3-20.10 **Standards:** 6.2.8.B.3.a.; 6.2.8.C.3.a.; 6.2.8.C.4.a; 6.2.8.D.1.c; 6.2.8.D.2.b.; 6.2.8.D.3.c **Homework:** Finish C20 Page and proofread	**Assessment:** Worksheet **Standards:** 6.2.8.B.3.a.; 6.2.8.C.3.a.; 6.2.8.C.4.a; 6.2.8.D.1.c; 6.2.8.D.2.b.; 6.2.8.D.3.c **Homework:**	

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CT	Critical Thinking and Problem-solving
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.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
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.1	Critically curate multiple resources to assess the credibility of sources when searching for information. Sources of information are evaluated for accuracy and relevance when considering the use of 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.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

Technology and Design Integration

Google Classroom

online textbook and features

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.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

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:

Review the Characteristics of Civilization On each of six pieces of poster paper, write one of the characteristics of civilization listed in the fourth column of Student Handout C. On each piece of poster paper, write a definition of the characteristic on that paper. Post the characteristics around the room so that students can refer to them during the activity.

Preteach Vocabulary Make sure students are familiar with all the "secret words" that will be revealed by the decoders. Determine if you should preteach the following terms: vessel, *ceremony, chariot, and victim*.

Model the Reading Notes Before the activity, have students turn to Sections 3 and 5 in their Interactive Student Notebooks. Use Guide to Reading Notes to provide students with an example sensory figure statement. Tell students to locate the information in the text that was used to create the sample sensory statement. Have students write a different sensory statement about the same content. Invite volunteers to read their statements aloud, and answer any questions students may have.

Complete the Preview Activity as a Class Work together to identify each artifact, discuss possible interpretations of the artifact, and decide what each artifact reveals.

Model the Social Studies Skill Builder Follow these steps to explicitly model the activity:
• Hold up Placard C, the bronze helmet. Then hold up Decoder C and explain that students will use this matching decoder to check their answer choices to the placard questions.
• On the board, write H E _ _ _ T. Tell students that if their answer choices are correct, the decoder will reveal a word. One at a time, ask the placard questions, use students' answers to move the bars on the decoder, and record the letters that are revealed. If students have chosen the correct answers, the word *helmet* should be revealed. If not, have the class guess new answers.
• When students have found the secret word, tell them to use the correct answers from the placard to fill in the second column of Student Handout C.
• Then show students that the decoder has also revealed the numbers "8." Have students read Section 8 and complete the corresponding Reading Notes in their Interactive Student Notebooks.

Modifications & Accommodations

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

Utilize IEP and 504 accommodations

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

paragraph writing

DBQ

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:

See assessment in lesson plans above.

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 listed in lesson plans above.

Standards

6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.