# March Ch. 13 Ancient India

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

## Unit Overview

This unit looks at daily life in Ancient India for the various social classes.

## Enduring Understandings

Social class affected the lifestyle of ancient India in many ways.

## Essential Questions

*What was life like in ancient India?*

## Instructional Strategies & Learning Activities

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
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| **Aim**: Introduce Chapter 13 on Geography of India.<br><br>**Procedure:**<br><br>1. Examine and complete the South Asia map.<br><br>2. Read TB 132-133 Unit 3 Setting the Stage.<br><br>3. Distribute the Chapter 13 Packet.<br><br>4. Complete the | **Aim**: Examine the different physical features in India.<br><br>**Procedure:**<br><br>1. Orally review the C13 vocabulary.<br><br>2. Orally read 13.1 in the text page 135.<br><br>3. Announce: There will be a quiz on Chapter 13 which will be an open packet quiz. It would be in your best interest to complete | **Aim**: Examine the different physical features in India.<br><br>**Procedure:**<br><br>1. Orally review the C13 vocabulary.<br><br>2. Announce: There will be a quiz on Chapter 13 which will be an open packet quiz. It would be in your best interest to complete this packet neatly and with specific detail. View the C13 Packet | **Aim:** Examine early settlements in India.<br><br>**Procedure:**<br><br>1. Review 13.2-13.10 Packet. Students edit their packets.<br><br>2. Students complete the Processing Paragraph.<br><br>3. Review online game.<br><br>4. Distribute The Indus River Valley | **Aim**: Examine the maps of India and the Indus River Valley; and assess C13.<br><br>**Procedure:**<br><br>1. Review the maps of India worksheet.<br><br>2. Distribute the C13 Quiz for an open packet assessment. Students use their packets and answer the 18 items.<br><br>3. Students silently |

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| Preview Activity.<br><br>5. Onto lined paper, complete the vocabulary by writing the three terms and defining each.<br><br>6. Begin reading Chapter 13.<br><br>**Assessment:**<br><br>C13 Preview and Vocabulary<br><br>**Standards:**<br><br>6.2.8.B.2.b.<br><br>**Homework:**<br><br>Read Chapter 13;<br><br>Open Packet Quiz Day 5 | this packet neatly and with specific detail. View the C13 Packet completion guide.<br><br>4. Students get into choice pairs.<br><br>5. Students first pair up and share their preview activity. Then they read Sections 13.2-13.9 and complete packet.<br><br>**Assessment:**<br><br>Packet 13.2-13.6<br><br>**Standards:**<br><br>6.2.8.B.2.a;<br>6.2.8.B.3.a;<br><br>6-8 RH.1-5; 6-8 RH.7,9,10<br><br>**Homework:**<br><br>Review the work finished Packet 13.2-13.6 | completion guide.<br><br>3. Students get into choice pairs.<br><br>4. Students first pair up and share their previous packet work. Then they continue and finish reading Sections 13.6-13.9 and completing the packet.<br><br>**Assessment:**<br><br>Packet 13.2-13.6<br><br>**Standards:**<br><br>6.2.8.B.2.a;<br>6.2.8.B.3.a;<br><br>6-8 RH.1-5; 6-8 RH.7,9,10<br><br>**Homework:**<br><br>Finish Packet 13.10;<br><br>Quiz Day 5 | front and Using Maps worksheet. Students begin the sheet and finish for homework.<br><br>**Assessment:** C13 Packet; Processing Paragraph<br><br>**Standards:**<br><br>6.2.8.B.2.a;<br><br>6.2.8.B.2.b;<br>6.2.8.B.3.a;<br><br>6-8 RH.1-5; 6-8 RH.7,9,10<br><br>**Homework:**<br><br>C13 open packet Quiz;<br><br>India Maps sheet | read *Reading Further: Saving the Ganges* pages 144-147.<br><br>4. Distribute the C14 Packet. Students complete the Preview and Vocab.<br><br>5. View *Ancient India: A Journey Back in Time* for great India overview.<br><br>**Assessment:** C13 Quiz<br><br>**Standards:**<br><br>6.2.8.B.2.b<br><br>**Homework:**<br><br>C14 Packet up through Section 2 |

## Integration of Career Readiness, Life Literacies and Key Skills

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| 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. |

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| | Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. |
| 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. |
| 9.2.8.CAP.3 | Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. |
| 9.2.8.CAP.4 | Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. |
| 9.4.8.CT | Critical Thinking and Problem-solving |
| | Multiple solutions often exist to solve a problem. |
| | An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. |
| 9.4.8.CT.3 | Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. |
| 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. |
| | Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest. |
| 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. |
| | Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. |
| 9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information. |
| 9.4.8.IML.3 | Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). |
| 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). |

## Technology and Design Integration

Google Classroom

online textbook and features

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| 8.1.5.CS.2 | Model how computer software and hardware work together as a system to accomplish tasks. |
| | Shared features allow for common troubleshooting strategies that can be effective for many systems. |
| 8.1.5.CS.3 | Identify potential solutions for simple hardware and software problems using common troubleshooting strategies. |
| | Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data. |
| 8.1.5.DA.3 | Organize and present collected data visually to communicate insights gained from different views of the data. |

## Interdisciplinary Connections

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| 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. |
| LA.WHST.6-8.1 | Write arguments focused on discipline-specific content. |
| LA.WHST.6-8.1.A | Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |
| LA.WHST.6-8.1.B | Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. |
| LA.WHST.6-8.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. |
| LA.WHST.6-8.1.D | Establish and maintain a formal/academic style, approach, and form. |
| LA.WHST.6-8.1.E | Provide a concluding statement or section that follows from and supports the argument presented. |
| LA.WHST.6-8.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| LA.WHST.6-8.2.A | Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. |
| LA.WHST.6-8.2.B | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| LA.WHST.6-8.2.C | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| LA.WHST.6-8.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.WHST.6-8.2.E | Establish and maintain a formal/academic style, approach, and form. |

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| LA.WHST.6-8.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| LA.WHST.6-8.3 | (See note; not applicable as a separate requirement) |
| LA.WHST.6-8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| LA.WHST.6-8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| LA.WHST.6-8.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| LA.WHST.6-8.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

## Differentiation

**Explain Ratings** Help students better understand the rating column in the matrix as they complete the Reading Notes for Sections 2-9. Conduct a brief class discussion in which students describe characteristics for the physical features at each rating. An example follows.
• 1 (unsuitable for settlement): dry, hot, cold, mountainous, rocky soil, no vegetation
• 5 (very suitable for settlement): plentiful water, normal rainfall, mild temperatures, flat land, good soil, ample vegetation

**Provide a Copy of the Sections** Provide a copy of the text in Sections 2-9. As students read, encourage them to highlight words and phrases describing each physical feature. Have students use their highlighting to complete the "Description" column in the Reading Notes for these sections.

**Offer a Prewriting Activity** Before students write the paragraph for the Processing activity, offer them a prewriting activity to help them organize their ideas. Have students copy and complete the outline below.
I. Topic Sentence
II. Indus River valley (Why is it suitable for settlement?)
• Fact
• Fact
III. Ganges River valley (Why is it suitable for settlement?)
• Fact
• Fact …

**Provide Cloze Notes** Use the Guide to Reading Notes to create cloze notes for the "Description" column in the Reading Notes for Sections 2-9. Make a copy of the Guide to Reading Notes and white-out key phrases and terms that students will fill in by doing the reading.

**Research Physical Features** Have students do research to find two or more additional facts about each feature they have labeled on the map of the Indian subcontinent. Students could write these facts directly on the map, or they could a write them on another sheet of paper and use a key and place symbols on their maps. Research can be done in a library or on the Internet, where students might find a virtual tour of India. Encourage students to use the Internet Connections for this lesson.

## 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

## 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

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| 6.2.8.CivicsPI.2.a | Explain how/why different early river valley civilizations developed similar forms of government and legal structures. |
| 6.2.8.GeoSV.2.a | Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China). |
| 6.2.8.HistoryCA.2.a | Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline. |
| 6.2.8.GeoPP.3.b | Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline. |