March Ch. 14 Mohenjodaro

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

Unit Overview

This unit examines artifacts from daily life in Mohenjodaro.

Enduring Understandings

We can learn much about societies by studying their artifacts.

Essential Questions

Essential Question: What can artifacts tell us about daily life in Mohenjodaro?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3
Aim: Introduce Mohenjodaro. **Procedure:** 1. Complete the C13 Quiz. 2. Distribute the C14 Packet. Students complete the Preview and Vocab. 3. Orally read 14.1 and 14.2. 4. Announce that C14 Assessment is the packet as a graded task. 5. View How to Complete	**Aim:** Examine the mysteries of Mohenjodaro activity. **Procedure:** 1. Activity: Read and examine the artifacts in stations around the room. 2. Students in pairs examine the artifacts. Then they finish drawing the missing parts (colored pencil) and write two stemmed hypotheses in the	**Aim:** Finish the mysteries of Mohenjodaro activity. **Procedure:** 1. Have Activity available to reread and examine the artifacts in stations around the room. 2. Students read the text and then write the archaeologist's ideas for each #3 item in the packet. 3. Students turn in the packet for the GT score.

the Packet and use color pencil to complete 14.3. **Assessment:** C13 Quiz **Standards:** 6.2.8.A.3.a. **Homework:** C14 Packet up through Section 2	packet. 3. Review the C13 Quiz. **Assessment:** C14 Discussion **Standards:** 6.2.8.A.3.a.; 6.2.8.B.2.b.; 6.2.8.B.3.a.; 6.3.8.C.2.a; 6.2.8.C.3.a-d; 6.2.8.D.1.c **Homework:** Use checklist and proofread the stemmed hypotheses in the packet.	4. Attach the rubric for scoring. 5. Complete the Indus Valley Decision sheet using the GC attached story. **Assessment:** C14 Packet **Standards:** 6.2.8.A.3.a.; 6.2.8.B.2.b.; 6.2.8.B.3.a.; 6.3.8.C.2.a; 6.2.8.C.3.a-d; 6.2.8.D.1.c **Homework:** Finish the packet if not done; Indus Valley Decision sheet/GC

Integration of Career Readiness, Life Literacies and Key Skills

Group work

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.
	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.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH,

	6.1.8.CivicsPD.2).
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.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.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
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).
	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.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
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

	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
	People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
	Technology interacts with society, sometimes bringing about changes in a society's

	economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.ITH.4	Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

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

Differentiation

Review the Preview Options Make sure all students understand the three options listed as descriptions for the unidentified artifact in the Preview activity. Review the options as a class or consider having students work in pairs to complete the Preview activity.

Highlight the Activity Directions On Information Master 14, highlight or underline key direction words (e.g., locate, excavate, examine, discuss, record, return). Next to each word, draw a simple symbol to help students understand what to do. For example, draw a simple shovel for excavate. Draw an eye for examine; draw a pencil for record. Explain these symbols as you review the steps with the class.

Conduct a Discussion for the Preview Activity Use the Preview activity directions in the Interactive Student Notebook to conduct a class discussion on the unidentified artifact. Have students vote on the options, and ask volunteers to share their reasoning.

Divide the Reading Notes When pairs are ready to complete the Reading Notes for Sections 3–10, assign one half of the pairs to read and record the archaeologists' ideas for only four of the eight artifacts. Assign the rest of the pairs to the remaining four artifacts. When pairs are finished, form groups of four by placing together two pairs who have each covered a different set of artifacts. While one pair shares what they learned about their assigned artifacts, the other pair should take notes. Then the pairs switch to cover the information about the rest of the artifacts.

Make Stations Accessible When setting up the stations, make sure materials are accessible to all students.

Place materials for Stations B, D, and H on desks. Place materials for Station E on chairs rather than on the floor. Place materials for Stations F, G, and H at the desks on either end of the rows.

Model the Steps for Excavation As you review the steps for excavation on Information Master 14, use the materials at one station to model the process. Show students how to locate the placards at each station.

Compare Civilizations Have students complete a Venn diagram to compare and contrast daily life in Mohenjodaro with daily life in ancient Egypt (or another civilization they have studied). In the outer parts of the diagram, labeled for each civilization, students should identify what is different or unique about them. In the center of the diagram, students should identify similarities between the two civilizations. Have students share their responses and discuss why these similarities and differences may exist.

Modifications & Accommodations

- 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:

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

6.2.3	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
	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.
	Governments have different structures which impact development (expansion) and civic participation.
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.
	The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
6.2.8.CivicsDP.3.a	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 (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
6.2.8.CivicsHR.3.a	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
	Relationships between humans and environments impact spatial patterns of settlement and movement.
6.2.8.GeoPP.3.a	Use geographic models to describe how 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.
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.
	People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.
	Economic interdependence is impacted by increased specialization and trade.
6.2.8.EconGE.3.a	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.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values

	and decisions of the classical civilizations.
	An individual’s perspective is impacted by one's background and experiences.
6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
	Perspectives change over time.
6.2.8.HistoryUP.3.b	Compare the status 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 (i.e., political, economic, and social).
	Historical contexts and events shaped and continue to shape people’s perspectives.
6.2.8.HistoryUP.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
	Historians analyze claims within sources for perspective and validity.
6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
	Governments have protected and abused human rights (to varying degree)s at different times throughout history.