May Ch. 18 Gupta Empire

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

Unit Overview

This unit looks at The Gupta Empire.

Enduring Understandings

The Gupta Empire was considered to be the golden age.

Essential Questions

Why is the period during the Gupta Empire known as a "golden age"?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4
Aim: Introduce C18 **Procedure:** 1. Distribute C18 Packet. 2. Complete the Preview Activity and complete vocabulary onto lined paper. 3. Read Chapter 18.1 and	**Aim**: Examine the rise of the Gupta Empire. **Procedure:** 1. Pair/share Preview Activity. 2. Review C18 vocabulary and Packet 18.2. 3. Guided Practice to STATION WORK: Show the city of 18.3 Nalanda. Read the description and	**Aim:** Examine the achievements of the Gupta Empire. **Procedure:** 1. Review station directions. 2. Finish packet 18.4-18.9 allotting 10 minutes per station. 3. Review packet if time allows.	**Aim**: Assess C18 **Procedure:** 1. Review the C18 Packet up through 18.9. 2. Complete the Indian Empires sheet within packet together. 3. Students complete the paper copy of C18

18.2. 4. Complete 18.2 in the Packet. 5. Silently read 18.3 in the text and finish the "model" Packet 18.3. **Assessment:** C18 Preview, vocabulary, 18.2 **Standards:** 6.2.8.D.3.b. **Homework:** Finish Packet up through 18.3	write the two notes about the city on the map or either optional city notes sheets. Read text page and review notes in packet. 4. Go to the travel sites guide and identify the remaining six cities, stations A-G in pairs. 5. Ten minutes at each station. **Assessment:** Packet Preview, vocab, & 18.2 **Standards:** 6.2.8.D.3.b. **Homework:** Review C18 Packet	**Assessment:** C18 Packet **Standards:** 6.2.8.D.3.b. **Homework:** Complete C18 online game and study the results	Challenge. **Assessment:** C18 packet; C18 Challenge (GT score) **Standards:** 6.2.8.D.3.b. **Homework:** Remove all India data from binder.

Integration of Career Readiness, Life Literacies and Key Skills

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.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.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.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
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.

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.

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:

Differentiation

Eliminate Stations Consider reducing the number of stations—from seven to three or four—that students visit during the "tour" of ancient India. Have students choose the achievement in lesson 18 they want to learn about, and have them visit the corresponding station. You may wish to have students complete the Reading Notes for the remaining achievements by following the directions in the Interactive Student Notebook. Alternatively, consider reducing the number of palm-leaf pages about achievements from three to two.

Research the End of the Gupta Empire Have students work in pairs or small groups to learn about the end of the Gupta Empire. They should write or present a summary of the historical events, and explain what they think caused the empire to fall.

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

6.2.2	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)
	Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
	Political and civil institutions impact all aspects of people's lives.
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
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.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
	Economic interdependence is impacted by increased specialization and trade.
6.2.8.EconGE.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
	Historians develop arguments using evidence from multiple relevant historical sources.
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.
6.2.3	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
	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.
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.
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.
6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.HistoryCA.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.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
	Human rights can be protected or abused in various societies.
	Chronological sequencing helps us track events over time as well as events that took place at the same time.