# Sept. Grade 6 Create your own civilization

Content Area: **Gifted and Talented**
Course(s):
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

## Unit Overview

Students will create their own futuristic plan for a sustainable civilization.

## Enduring Understandings

Innovations of early civilizations influence the modern world.

Democratic societies must balance the rights and responsibilities of individuals with the common good.

Geography influences needs, culture, opportunities, choices, interests, and skills.

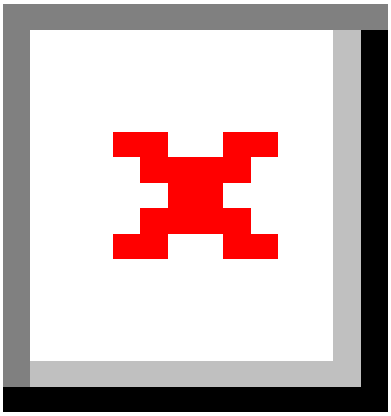
## Essential Questions

What must be established so that the needs of a civilization are met?

How do the basic needs in Maslow's Hierarchy being met *or* neglected affect the daily lives of people?

What makes a civilzation?

## Instructional Strategies & Learning Activities



## Maslow's Hierarchy of Needs

Maslow (1943) stated that people are motivated to achieve certain needs. When one need is fulfilled a person seeks to fulfill the next one, and so on.

**During the course of this project you will build a civilization based on the Maslow's Hierarchy of Needs pyramid.**

### Task 1: Physiological Needs; hunger and thirst

In this task you will decide where your civilization will be placed. You must choose a location that will allow

your inhabitants' physiological needs of hunger and thirst to be met. This will be the way they will SURVIVE. How will they get water to drink? What water source will it come from? What will they eat? Who will do the hunting/farming/transporting?

**Task 2: Safety Needs; Security and Protection**

In this task you will decide what you will implement in your civilization to make your inhabitants feel safe and protected. What laws will you establish to ensure safety and security? What will the punishments for breaking those laws be? Will there be a way to positively reinforce the law abiding citizens? How will children be kept safe?

**Task 3: Social Needs; Sense of Belonging and love**

In Task 3 you will create environments where your inhabitants will feel a sense of belonging and love. What organizations will your civilization have? Schools? Places of Worship? Community meetings of some sort? Think about how one would feel a part of this civilization and what type of organization would facilitate that.

**Task 4: Ego/Esteem Needs; Self-esteem, recognition, status**

This task will focus on how the members of your civilization feel valuable and recognized. Here you will talk about their occupations and place in society. What jobs will be needed in this civilization? What can individuals do to feel good about themselves? Hobbies? Place in society?

During the course of this project you will build a civilization based on the Maslow's Hierarchy of Needs pyramid. Before we begin we'll look at some of history's civilizations; what components they all share, and how they differ from one another. We'll compare and contrast, then you'll begin creating your own civilization based on what you want to imitate from others in history and what your brilliant mind can come up with today! The civilization you create will already have an established and developed, modern-day location.

There will be 4 tasks involved in the project. Each of the tasks will be based on the first four levels of the Maslow's pyramid. The 5$^{th}$ level of the pyramid, self-actualization, will be our goal for the inhabitants of our civilization. Each task will have a product at its completion that will represent the system in place to meet that need.

At the end of the 4 tasks you will compile them all to create ONE large visual of your civilization using technology of your choice.

Students will read Weslandia by Paul Fleischman. Students will discuss Wesley's civilization and the environment he created.

Students will view a Powerpoint about Maslow's Hierarchy of Needs. A classroom discuss will follow.

Students will use the brainstorming sheet to generate ideas for their own civilization.

Students will work in pairs to combine their unique ideas into one civilzation.

Students will use Prezi, Minecraft or another computer program to generate a visual of their civiilzation. They must follow the outline for the project, so they are sure to include of all of the hierarchacal needs required for a society to thrive.

Students will present their final projects.

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

| | |
|---|---|
| 9.2.8.CAP | Career Awareness and Planning |
| 9.4.8.CI | Creativity and Innovation |
| | An individual's strengths, lifestyle goals, choices, and interests affect employment and income. |
| 9.4.8.CI.1 | Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). |
| 9.2.8.CAP.2 | Develop a plan that includes information about career areas of interest. |
| 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.3 | Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. |
| 9.4.8.CI.4 | Explore the role of creativity and innovation in career pathways and industries. |
| 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 |
| 9.4.8.DC | Digital Citizenship |
| | Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work. |
| 9.4.8.DC.1 | Analyze the resource citations in online materials for proper use. |
| 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.12 | Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. |
| 9.4.8.IML.14 | Analyze the role of media in delivering cultural, political, and other societal messages. |
| 9.4.8.IML.15 | Explain ways that individuals may experience the same media message differently. |

## Technology And Design Integration

Students will interact with the lessons using the Smartboard, document camera and chromebooks.

| | |
|---|---|
| | Software and hardware determine a computing system's capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs. |
| 8.1.8.CS.2 | Design a system that combines hardware and software components to process data. |
| | 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

Science

Technology

Social Studies

## 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:**

The entire project is differentiated in that students have complete product and process choice.

Students may requirie help to learn a new computer program/software.

## Modifications & Accommodations

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

Weekly check-in's to make sure they're including what needs to be in the project.

Assistance with computer program/software.

## 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:**

Initial bainstorming sheet will be used as a formative assessment.  See below.

Project checklist will be used to keep students organized and on track.

Weekly conferences with each partnership.

## 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:**

Civilization Project Rubric

| | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Style** | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Makes good use of font, color, graphics, effects, etc. to enhance to presentation. | Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation content. | Doesn't make use of font, color, graphics, effects, etc. |
| **Organization** | Content is well organized and flows logically and smoothly. | Content is mostly organized and flows logically and smoothly.? There may be one flaw. | There is an attempt to organize content, but it doesn't flow logically or smoothly.? There are many flaws. | There is no attempt to organize content.? |
| **Hierarchy of Needs** | All requirements are met and exceeded. Presentation clearly explains how the hierarchy of needs is met in the civilization. | Most requirements are met. Presentation explains how most of the hierarchy of needs is met in the civilization. | Some requirements were not completely met. Presentation doesn't explain how many of the hierarchy of needs is met in the civilization. | Requirements were not met.? Presentation does not explain how the hierarchy of needs is met in the civilization. |
| **Originality** | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | There is little evidence of original or inventive thinking. | No evidence of original or inventive thinking.? |
| **Graphics, Sounds and Animation** | The graphics, sounds and/or animation assist in presenting an overall theme and enhance understanding of the content. | The graphics, soundsand/ or animation assist the audience in understanding the content. | The graphics, sounds and/or animation do not assist the audience in understanding the content, or are distracting and detract from the content. | The graphics, sounds, and/or animations are unrelated to the content. |
| **Use of class time** | Used time well during each class period.? Focused on getting the project done. | Used time well during each class period. Usually focused on getting the project done. | There was some focus on getting the project done during class time, but more was needed. | Did not use class time to focus on project. |

Name:_____????????????? ????????????? ????????????? Grade:_____

## Instructional Materials

Computer access

Westlandia book

Powerpoint presentation

handouts

Smartboard for final presentation

## Standards

### NJ - Common Core State Standards (2010) (3 Items)

| |
|---|
| *{LA.6.CCSS.ELA-Literacy.RL.6.4}* Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| *{LA.6.CCSS.ELA-Literacy.W.6.4}* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| *{LA.6.CCSS.ELA-Literacy.W.6.6}* Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |

### NRC - NGSS Arranged by Topic (2013) (1 Item)

| |
|---|
| *{MS-ETS1-1}* Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. |

| | |
|---|---|
| MS-LS1-5 | Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. |
| ESS2.D | Weather and Climate |
| ESS3.C | Human Impacts on Earth Systems |
| MS-ESS3-5 | Ask questions to clarify evidence of the factors that have caused climate change over the past century. |
| ESS3.D | Global Climate Change |

| | |
|---|---|
| TECH.8.1.8 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.8.A.2 | Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. |
| TECH.8.1.8.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.8.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |