

Open Social Studies

An Inquiry-Based and Literacy-Focused K-6 Curriculum



INSTRUCTOR MANUAL

Level: Grade 6

Connecting the Ancient World to the Present

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INTRODUCTION

Starting in the early elementary grades, all children should receive regular instruction in the social studies, which includes history, civics, geography, and economics. However, there are real pressures on schools and teachers to increase the amount of instruction in other subject areas, which often comes at the expense of their social studies time.

This curriculum was built to help teachers in K-6 schools regularly enact powerful and authentic social studies in their classrooms that will also meet essential literacy goals (linking every lesson to the Common Core State Standards). In other words, it leverages the richness of social studies content to help students learn to read, write, speak, and think critically while exploring the past and present world around them. It aims to make every single lesson culturally relevant, connecting to the racial, ethnic, gender, class, language, and immigration experience of the increasingly diverse United States.

ORGANIZATION

These lessons are meant to supplement the school or district social studies curriculum. They are free and open source. Teachers are encouraged to modify and adapt these lesson plans for the individual needs and diverse cultural backgrounds of their students. They are only a guide, or perhaps better a “starter kit” to implementing lessons with important disciplinary questions and social studies content. Moreover, these social studies lessons should be supported with rich English language arts (ELA) texts on related topics.

This curriculum is organized by grade level, with an organizing theme, and each grade is color coated for quick reference. Within each grade level, it is organized by lesson. At the beginning of each grade level, there is a roadmap for that shows the individual lesson topics. Additionally, each lesson plan follows the same lesson plan template and always includes a thought-provoking inquiry question for the students to answer and primary/secondary sources to use as evidence. All lessons for the primary grades (K-2) are expected to be 30 minutes in length and the intermediate grades (3-6) are expected to be 45 minutes in length. However, depending on the pace of your students, lessons may need to span two or more 30- or 45-minute periods.

This curriculum was designed for students in the Boston Public Schools and each lesson cites the Massachusetts Curriculum Framework for History and the Social Sciences (aligned with the national College, Career, and Civic Life Framework for Social Studies State Standards) and Common Core State Standards. However, this curriculum can be easily adapted for other communities, including districts using other state curriculum frameworks. Some lessons are specifically about history and current events in Dorchester, Boston, and Massachusetts. Teachers from other cities/towns and states are encouraged to adapt these lessons for their particular communities.

HOW TO USE THE CURRICULUM RESOURCES

This curriculum includes three separate resources. The Instructor Manual includes all of the lesson plans, including materials, standards, procedures, and evaluation instructions. The Student Workbook includes all of the student handouts and other materials that teachers need to print for the various activities. The Student Sourcebook includes all of the documents that students are expected to use during the various inquiry activities, which teachers need to print for the various activities.



We encourage teachers or principals to have the materials in the Student Sourcebook color-printed into bound packets, so they can be used in multiple classrooms or over multiple years. If students are using a bounded sourcebook, avoid having them highlight/underline as some lesson instructions suggest.

In this Instructor Manual, each title listed in the Table of Contents is a hyperlink to that specific lesson. This will help you quickly locate each lesson plan.



GRADE 6

Connecting the Ancient World to the Present

GRADE 6 CONTENT OVERVIEW

The world's peoples have long and rich cultures. Many of our current ways of knowing are rooted in the histories of people who lived thousands of years ago. At the same time, studying people from the ancient past can also help us understand the present world. It is where some of the first conceptions of justice were formed. Our collective past as humans is rooted in forming societies for mutual benefit. From the very beginning of these societies, some people sought to accumulate power and control others. Simultaneously, others sought fairness and freedom. These lessons are designed to help students learn about the ancient peoples of the globe and how their societies led to our current world. Grade 6's lessons help students learn that the rich ancient history of their world, but it also highlights difficult events in our past and present. By the end of Grade 6, students should understand the many overlapping global stories and realize that the world's history is actually conflicting histories.

NOTE: In Massachusetts, the Grade 6-7 History and Social Science Framework includes the study of the ancient world and current geography. Schools may choose to address the content standards in any order. Most middle schools in Boston cover ancient European history in 7th grade. As such, this curriculum has intentionally focused on the ancient world and current geography of Africa, Asia, and the Americas, as those are the topics least likely to be covered in 7th grade. Moreover, since a majority of the students in Boston have ancestors who came from these three continents, we have intentionally begun their study of ancient history and current geography with these culturally relevant places.

GRADE 6 LEARNING GOALS

1. Students Should Be Able to Construct Arguments and Rebuttals

Before grade 6, students have begun forming arguments. While opinions are claims that are not necessarily based in evidence, arguments include claims, evidence, and rebuttals. In grade 6, students should be able to use multiple sources of evidence to support their claims and provide rebuttals to evidence that conflicts with their claims. While these argumentation skills may still be developing, students should be able to construct relatively logical arguments and be able to defend or revise their arguments in light of conflicting evidence.

2. Students Should Recognize Inequities and Their Causes

Before grade 6, most students have developed a strong understanding of fairness. Students are also able to recognize racial, gender, and other social differences (there is evidence that most children can detect racial and gender differences by about age 2). In grade 6, students should be able to recognize inequities and the larger social forces that cause inequities. They should be able to suggest ways to improve our communities to make them more fair and just.



3. Students Should Understand Differences Between Present and Past Perspectives, and Apply It to Present Day Issues

Before grade 6, most students have developed an understanding that different people may experience the same situations differently. They have begun to examine how people may think differently in the past compared to today. In grade 6, students should examine examples of people thinking differently about the same events in the past and present. They should be able to recognize that people in the past lived in a world very different to today and that impacted the way they understood the world. They should also be able to take stances on events of the past to help inform their views on current events.



CONCEPTS

Synopsis	Content	Thinking Skills
1. Africa	<ul style="list-style-type: none">• Humankind began in Africa.• There were many ancient African civilizations.• Ancient African societies had diverse cultural, social, political, and linguistic characteristics, which have influenced Africa's diversity in the present.• The diasporas of Africa have had an important impact on our current world.	<ul style="list-style-type: none">• Identify the early civilizations of Africa.• Evaluate the impact of geography on Africa's societies.• Compare the societies of ancient Africa and how they connect historically to present-day African societies.
2. Asia	<ul style="list-style-type: none">• There were many ancient Asian civilizations.• Ancient Asian societies had diverse cultural, social, political, and linguistic characteristics, which have influenced Asia's diversity in the present.• The diasporas of West, South, and East Asia have had an important impact on our current world.	<ul style="list-style-type: none">• Identify the early civilizations of Asia.• Evaluate the impact of geography on Asia's societies.• Compare the societies of ancient Asia and how they connect historically to present-day Asian societies.



3. The Americas

- There were many ancient American civilizations.
- Ancient American societies had diverse cultural, social, political, and linguistic characteristics, which have influenced the Americas' diversity in the present.
- The diasporas of the Americas has had an important impact on our current world.
- Identify the early civilizations of the Americas.
- Evaluate the impact of geography on the Americas' societies.
- Compare the societies of the ancient Americas and how they connect historically to present-day American societies.



GRADE 6 FIELD EXPERIENCES

It is strongly recommended that students engage regularly in social studies field experiences to connect their learning inside school to the world outside school. The Grade 6 curriculum covers the ancient world history, modern civics, geography, and economics. There are several field trip locations in the Boston area that would provide an excellent real world connection to this curriculum. We recommend the following:

Mapparium

www.marybakerreddylibrary.org/project/mapparium/

Museum of Fine Arts (Asia, Africa, the Americas, and Europe Collections)

www.mfa.org

Peabody Essex Museum (Africa and Asia Collections)

www.pem.org

Harvard's Peabody Museum of Archeology and Ethnology

www.peabody.harvard.edu

National Center of Afro-American Artists

www.ncaaa.org

Foreign Consular Offices

The Boston area includes numerous foreign consulates to assist the citizens living in the United States. They may have representatives that can meet with student groups.

www.mass.gov/consular-corps-in-massachusetts



GRADE 6 PROJECT-BASED LEARNING

These lessons are meant to supplement the school or district social studies curriculum. In addition, teachers are strongly encouraged to have students engage in project-based learning related to the content of these lessons. The Grade 6 curriculum covers the ancient world and its connections to the present. Below are several suggested long-term projects that we recommend teachers use in conjunction with these lessons. These projects may include producing a report and/or brief presentations in the form of poster boards, digital slideshows, performances that highlight the positive and negative aspect to each historical event or person.

Project 1: Africa

To extend on lessons 6-1 to 6-9, students will research current events related to Africa.

Project 2: Asia

To extend on lessons 6-10 to 6-24, students will research current events related to Asia.

Project 3: The Americas

To extend on lessons 6-25 to 6-30, students will research current events related to North and South America (excluding the United States).

Project 4: Ancient World

To extend on lessons 6-1 to 6-30, students will research one of the ancient civilizations studied in this curriculum or a particular ancient civilization of personal importance not in the curriculum.



GRADE 6 CURRENT EVENTS

These lessons can be supported with accurate and rich news articles to help foster critical media and news literacy related to various contents and people being studied. Teachers are encouraged to use 2-3 adapted articles from trustworthy sources reporting on the same global current events to help students understand the world around them. For example, when studying ancient Mesopotamia, a teacher might create a lesson on the damage caused to cultural sites during the Syrian Civil War. We recommend pairing American media sources with international sources to the diversity of global perspectives. Below is a partial list of trustworthy news outlets that we recommend for seeking current event articles related to the lessons of this curriculum. We advise teachers to adapt the text to a 6th grade reading level by altering vocabulary. The Lexile level of 6th grade students tends to be around 900-950; this website can measure the Lexile level of a reading: <https://hub.lexile.com/analyzer>

AFRICA

South African Broadcasting Corporation (SABC)

www.sabcnews.com

The Guardian Nigeria

www.guardian.ng

Capital Ethiopia

www.capitalethiopia.com

Daily Nation Kenya

www.nation.co.ke

The New Times Rwanda

www.newtimes.co.rw

Egypt Today

www.egypttoday.com

ASIA

Nippon Hōsō Kyōkai (NHK) – Japanese Public Broadcasting

www.nhk.or.jp/nhkworld/

The Straits Times – Singapore

www.straitstimes.com

The Korea Herald

www.koreaherald.com

Asia Times Hong Kong

www.asiatimes.com

Times of Indian

www.timesofindia.indiatimes.com



Al Jazeera
www.aljazeera.com

AMERICAS

Folha de S.Paulo - Brazil
www.folha.uol.com.br/internacional/en/

El Universal – Mexico
www.eluniversal.com.mx/english

Canadian Broadcasting Corporation (CBC)
www.cbc.ca

National Public Radio (NPR)
www.npr.org

Public Broadcasting Service (PBS)
www.pbs.org

New York Times
www.nytimes.com

Wall Street Journal
www.wsj.com

Boston Globe
www.bostonglobe.com

Reuters
www.reuters.com

EUROPE

France 24 – French Public Broadcasting
www.france24.com/en/

Deutsche Welle – German Public Broadcaster
www.dw.com/en/

The Economist
www.economist.com

British Broadcasting Corporation (BBC)
www.bbc.com

The Guardian United Kingdom
www.theguardian.com



GRADE 6 ROAD MAP

PART I. AFRICA

LESSON 6-1

Lesson Title: Human Eras: Paleolithic, Neolithic, Ancient, Medieval, and Modern

Inquiry Question: Are we living in a new era of human development (or are we still in the Modern Era or Post-Modern Era)? If we are living in a new era, what would you call it and why?

NOTE: The Massachusetts History and Social Science Framework for Grade 6 includes Topic 2 that includes the origins of humans and Topic 3 that includes Ancient Egypt, Timbuktu, and Ghana. In this curriculum, this was included in the Grade 4 curriculum (i.e. 4-12, 4-13, 4-14), which is the introduction to world history and geography. This level of the curriculum will begin with ancient East Africa and does not cover human origins or ancient Egypt, Timbuktu, and Ghana. Teachers are encouraged to use modified versions of those lessons again here to refresh students' understanding of the topics.

LESSON 6-2

Lesson Title: Anthropology of Ancient Africa (Cave Paintings, Domestication of Animals, and Iron Working)

Inquiry Question: What is the most important early African achievement?

LESSON 6-3

Lesson Title: The Nok People: An Art Study

Inquiry Question: What was life like for the Nok people? How are people today trying to preserve the record of their world?

LESSON 6-4

Lesson Title: Ancient Nubia (Kush): How Can You Live in a Desert?

Inquiry Question: What was the ancient Nubians' most important adaptation to their environment?

LESSON 6-5

Lesson Title: Ancient Swahili Coast: The Center of the World?

Inquiry Question: What was the most important factor in making the Swahili Coast wealthy trading ports?

LESSON 6-6

Lesson Title: Medieval Mali: A User's Guide to Building an Empire

Inquiry Question: What was the most important factor that led to the Mali Empire?



LESSON 6-7

Lesson Title: Landforms of Africa

Inquiry Question: What is Africa's most important landmark?

LESSON 6-8

Lesson Title: Africa in Our Century

Inquiry Question: What event has had the largest impact on Africa in the 21st Century?

LESSON 6-9

Lesson Title: African Nations Today (Multi-Day Mini-Unit)

Inquiry Question: What are the most important cultural, governmental, economic, and natural aspects of your nation?

PART II. ASIA

LESSON 6-10

Lesson Title: Life in Ancient Mesopotamia

Inquiry Question: How should we remember ancient Mesopotamia?

LESSON 6-11

Lesson Title: Life in the Ancient Indus Valley

Inquiry Question: How should we remember ancient Indus Valley?

LESSON 6-12

Lesson Title: Native Peoples of Oceania: Indigenous Australians, Māori, and Samoans

Inquiry Question: How would you depict one of the Native peoples of Oceania in a graphic novel?

LESSON 6-13

Lesson Title: Phoenicia: The Ancient Mediterranean World

Inquiry Question: If you were an ancient historian, how would you write the history of the Phoenicians?



LESSON 6-14

Lesson Title: Israel–Palestine Conflict: Making a Plan for Peace

Inquiry Question: What is the best solution for creating peace in Palestine and Israel?

LESSON 6-15

Lesson Title: Ancient Empires of the Central Asia: Persia/Sasanian, Gandhara, and Mauryan

Inquiry Question: If you could live in any Central Asian empire, which one would it be and why?

LESSON 6-16

Lesson Title: Ancient Chinese Inventions

Inquiry Question: What was the most important invention of ancient China?

LESSON 6-17

Lesson Title: Ancient Chinese Dynasties: Zhou, Qin, Han, Tang

Inquiry Question: Which dynasty of China was strongest?

LESSON 6-18

Lesson Title: Ancient Peoples of Eastern Asia: Japan, Korea, Mongolia, and Việt

Inquiry Question: What is each ancient people's greatest contribution to the world?

LESSON 6-19

Lesson Title: History Detectives: How Did a Giraffe End Up in the Chinese Imperial Court?

Inquiry Question: How did a giraffe end up in the Chinese imperial court?

LESSON 6-20

Lesson Title: Comparing Global Trade Routes: Ancient and Modern Silk Roads

Inquiry Question: What has changed the world more, the Silk Road (100s BCE–1450s CE) or the Belt and Road Initiative (2013 CE–present)?



LESSON 6-21

Lesson Title: The Crusades: Resistance to Invaders

Inquiry Question: What was the most important act of resistance to the European Crusades in the Middle East?

LESSON 6-22

Lesson Title: Climate and Terrain of Asia

Inquiry Question: Which of Asia's regions would you like to visit most?

LESSON 6-23

Lesson Title: Asia in Our Century

Inquiry Question: What event has had the largest impact on Asia in the 21st Century?

LESSON 6-24

Lesson Title: Asian and Oceania Nations Today (Multi-Day Mini-Unit)

Inquiry Question: What are the most important cultural, governmental, economic, and natural aspects of your nation?

PART III. THE AMERICAS

LESSON 6-25

Lesson Title: The Salish People: Examining the çəsnaʔəm (Marpole Midden) Site

Inquiry Question: What is the best way to protect ancient Indigenous cultural sites?

NOTE: The Massachusetts History and Social Science Framework for Grade 6 includes Topic 2 that includes the origins of humans and Topic 5 that includes Ancient Aztec and Maya. In this curriculum, this was included in the Grade 4 curriculum (i.e. 4-24), which is the introduction to world history and geography. This level of the curriculum will begin with other Indigenous peoples of the Americas and does not include Aztec, Incas, or Maya. Teachers are encouraged to use modified versions of those lessons again here to refresh students' understanding of the topics.

LESSON 6-26

Lesson Title: Native People of the Caribbean: The Taíno

Inquiry Question: What was life like in the Caribbean before the invasion of Europeans?

LESSON 6-27

Lesson Title: Indigenous People of the Amazon

Inquiry Question: How can we protect the Indigenous people of the Amazon?



LESSON 6-28

Lesson Title: Places of Latin America

Inquiry Question: What Latin America place would you like to visit and why?

LESSON 6-29

Lesson Title: Latin America in Our Century

Inquiry Question: What event has had the largest impact on Latin America in the 21st Century?

LESSON 6-30

Lesson Title: Nations of the Americas Today (Multi-Day Mini-Unit)

Inquiry Question: What are the most important cultural, governmental, economic, and natural aspects of your nation?



GRADE 6 PRE-TEST: ANSWERS

At the beginning of the Open Social Studies Curriculum Grade 6, it is recommended that teachers administer the Grade 6 Pre-Test, which is located after the Grade 6 Roadmap in the Student Workbook. The Grade 6 Pre-Test is a 10-question assessment of the main concepts that should have been learned in previous years (questions 1-5) and new concepts that are included in this curriculum (questions 6-10). This assessment will give an indication of the students' prior social studies knowledge, but also of supporting lessons that could be added before or during use of this curriculum.

Below are the answers to the pre-test. NOTE: Teachers should save a copy of the students' pre-tests, so their answers can be compared to the post-test administered at the end of the year.

After each answer, there are recommendations for additional lessons that might be included before or during use of this curriculum to help support students. There are additional resources listed (with web links) at the end of this instructor manual that include lessons on the recommended topics that are not included in this curriculum.

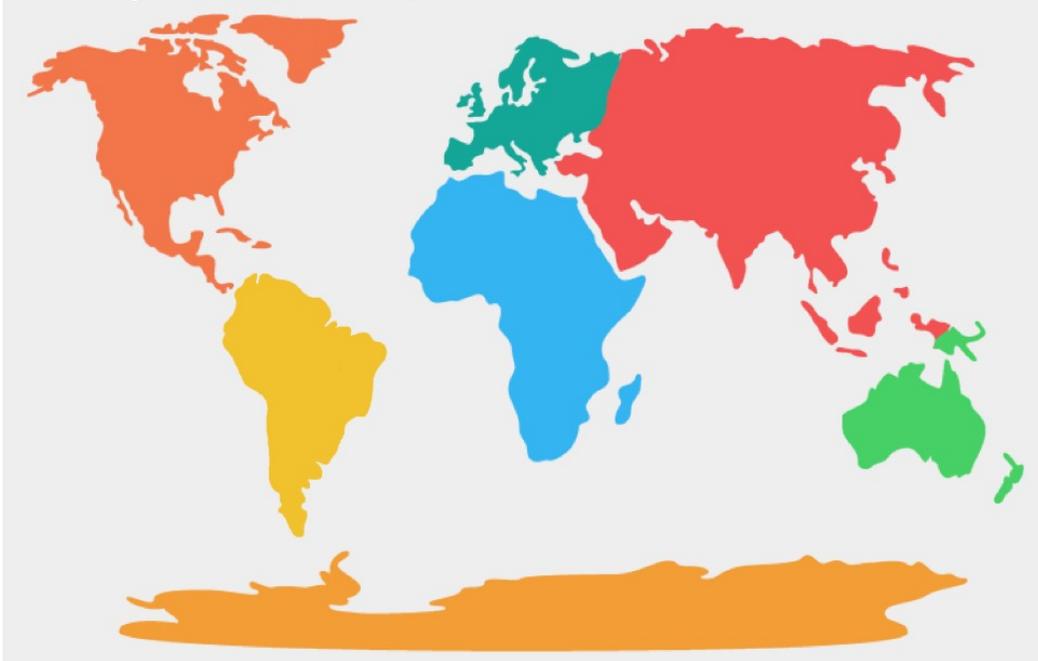
Question 1. Name the oceans on Earth.

Answer 1. Most American schools teach that the following oceans in geography courses: Atlantic, Pacific, Indian, Arctic, and (sometimes also include) Southern. NOTE: There is no specific number or names of the oceans on Earth (different cultures, and even people with certain cultures, have different names and numbers for the oceans). Scientists generally view the Earth as having one connected world ocean.

Recommendation: This is a Grade 4 standard. If less than 50% of students answered this question correctly, consider adding a lesson on the world's oceans (also see Lesson 4-10 in this curriculum).



Question 2. Label each continent on the picture below: Antarctica, Africa, Asia, Australia, Europe, North America, South America.



Answer 2.



Recommendation: This is a Grade 1 standard. If less than 50% of students answered this question correctly, consider adding a lesson on identifying the continents.



Question 3. Explain where humans first began.

Answer 3. The first humans came from Africa (about 160,000-70,000 years ago). Overtime, groups of humans migrated to the other continents of Earth (except Antarctica).

Recommendation: This is a Grade 4 standard. If less than 50% of students answered this question correctly, consider adding a lesson on the world's oceans (also see Lesson 4-12 in this curriculum).

Question 4. Explain what ancient Egypt was like.

Answer 4. They ancient Egyptians built a complex society. It has a social system with the pharaoh at the top and the peasants at the bottom. They built pyramids along the Nile River in Africa. (If a student has just one of the above answers, it would be sufficient.)

Recommendation: This is a Grade 4 standard. If less than 50% of students answered this question correctly, consider adding a lesson on ancient Egypt.

Question 5. Explain what ancient Maya (Mayans) were like.

Answer 5. The Maya built a complex society. Known for their hieroglyphics, astronomy, and calendar. They build along the Yucatán Peninsula and Caribbean Sea in México (If a student has just one of the above answers, it would be sufficient.)

Recommendation: This is a Grade 4 standard. If less than 50% of students answered this question correctly, consider adding a lesson on the Maya.

Question 6. Explain what ancient Mesopotamia like.

Answer 6. Ancient Mesopotamia built a complex society in the Fertile Crescent of the Middle East/West Asia. They had different social classes that allowed some people to be rich and other poor. They wrote important literature, legal codes/laws, and inventions.

Recommendation: This is a new concept in the Grade 6 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on ancient Mesopotamia.

Question 7. Explain what ancient Kush or Nubia like.

Answer 7. The ancient Kush built a complex society in the northeast of Africa. They Traded with neighbors, had famous skilled archers, and became wealthy through mining gold and silver.

Recommendation: This is a new concept in the Grade 6 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on ancient Kush/Nubia.



Question 8. Explain what ancient China like.

Answer 8. Ancient China built a complex society in the northeast of Asia. They had numerous families rule the empire over centuries (often referred to as dynasties). Ancient China is responsible for many inventions that we use today (such as paper or gun powder).

Recommendation: *This is a new concept in the Grade 6 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on ancient China.*

Question 9. Explain what ancient India like.

Answer 9. Ancient India built a complex society in the south of Asia (two specific ones include the Gandhara, and Mauryan). Several world religions have their origin in this region, including Hinduism and Buddhism. India was part of a trade network related to the Indian Ocean, which included East Asia and Africa.

Recommendation: *This is a new concept in the Grade 6 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on ancient India.*

Question 10. Explain what ancient people of the Caribbean (Taíno, Arawak, Carib) were like.

Answer 10. The people of the ancient Caribbean built complex societies. They likely migrated from the Amazon River of South America and had similar languages (Arawakan languages). Many Caribbean people today are descendants from the Indigenous people.

Recommendation: *This is a new concept in the Grade 6 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on ancient Caribbean.*



LESSON PLAN 6-1: Human Eras: Paleolithic, Neolithic, Ancient, Medieval, and Modern

MATERIALS

Human Origins Video (Lesson6-1Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]
Human Eras: Sources (SOURCEBOOK 6-1.A)
Notetaking Sheet: Human Eras Human (WORKSHEET 6-1.B)
Human Eras: Exit Ticket (ASSESSMENT 6-1.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T2.3: Explain that the term Paleolithic Era refers to the period of earliest human history, beginning c. 2.6 million years ago to c. 11,700 years ago, characterized by the first use of stone tools, fire, hunting and gathering weapons, and, about 50,000 years ago, by cave painting, sculpture, tools, and artifacts using diverse materials such as bone, shell, stone, mineral pigments, and wood).

MA-HSS.6.T2.4: Explain that the term Neolithic Era refers to the period beginning about 10,000 years ago to c. 4500 or c. 2000 BCE in different parts of the world, in which the technologies of agriculture.

MA-HSS.6.P3: Organize information and data from multiple primary and secondary sources.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: Are we living in a new era of human development (or are we still in the Modern Era or Post-Modern Era)? If we are living in a new era, what would you call it and why?



PREPARATION

1. Post Human Origin and Migration Questions

Post separately the following two questions about human origin and migration the board or chart paper hidden from view. Question 1: Where on Earth did humans begin? Question 2: How did humans get to where we live today (Boston)?

A. OPENER (10 minutes)

2. Watch the Human Origins Video

Reveal to the students Question 1 posted on the board or chart paper. Ask the question aloud: Where on Earth did humans begin? When students answer, follow up with this question: What makes you think that? Anticipated responses may include: Africa, Europe, Asia, outer space. Write students' ideas on the board or charter paper.

Reveal to the students Question 2 posted on the board or chart paper. Ask the question aloud: How did humans get to where we live today (Boston)? When students answer, follow up with this question: What makes you think that? Anticipated responses may include: they walked, Native people came to the Americas by a land bridge or boats (covered in the Grade 2 curriculum), they took ships, they took airplanes. Write students' ideas on the board or charter paper.

Tell students that they are going to watch a video that shows how most scientists think humans came to exist. It will also explain how humans moved from their origins in Africa to the other parts of the world. Have students watch a brief film Human Origins Video (Lesson6-1Video1) showing human migration that begins with Africa and ends with the Americas. Ask students about their reaction to this video and questions like "What makes humans different from other hominins?" (Answer: Hominins have large brains, small teeth, bipedality [walking upright], and tool use; Homo sapiens: Larger brain capacity, sophisticated stone technology, control fire) "How long did it take humans to spread around the Earth? (Answer-not in video: Began around 200,000 years ago; 50,000 years ago, left Africa; 15,000 years ago, humans come to the Americas). Explain that this migration happened relatively slowly, with humans moving their villages and homes over time and generations. Asks students, "Do you think it would have been difficult to travel over deserts, forests, and mountains by foot and oceans by small boat?"

Tell students that today we will be studying the different major periods of human history, which are called eras. The first era, Paleolithic, includes the first humans who we just learned about. Each era marks an important change in the course of humans. For example, the Paleolithic Era (meaning "old stone age") involved humans making tools from stone. The Neolithic Era (meaning "new stone age") involved humans developing farming. Today, you will read about five eras, including our last one, the Modern Era. You will debate if we are still in the Modern Era, or if another important change (the creation of the Internet and digital technology) means we are in a new era.

Notes on BCE/CE Dates and Periods:

This would be a good place to explain century dating to the students. Write on the board or chart paper the following: CE, BCE. Tell students that CE stands for "Common Era" and BCE stands for "Before Common Era." You may hear some people use BC or "Before Christ" and AD "Anno Domini" meaning the Year of the Lord in Latin. Those are



terms from the Christians, who mark Year 1 near the birth of Jesus. To respect people who are not Christian, historians use BCE and CE instead. It is also important to know that while most of the world uses this date system, but not everyone does. Different countries, cultures, and religions actually use different dating systems. For example, in the year 2020 in the Common Era calendar was the year 5780 in the Judaic calendar, 1441 in the Islamic calendar, 2563 in the Buddhist calendar, and Reiwa 2 in the Japanese calendar (which resets era and year with every new emperor). Another important thing to note is that there was no Year 0 or Century 0. So the Common Era calendar goes from 1 BCE to 1 CE. It also means that when counting centuries (100 years), 0-100 was the 1st Century (since there is no zero century). This is confusing for many people, as we are in the **2000s**, but also in the **21st Century**. Another confusing thing is that a new century (a decade; 10 years) does not begin until the year ending in 1 (so the year 2000 was still in the 20th century or 2020 was still in the 2010s).

B. DEVELOPMENT (20 minutes)

3. Read and Discuss the Human Eras Sources

Put students in small groups and have them read the five sources found in Human Eras: Sources (SOURCEBOOK 6-1.A). Source 1 describes the Paleolithic Era and the creation of stone tools by humans. Source 2 describes the Neolithic Era and the creation of farming. Source 3 describes the Ancient Era and the creation of written language. Source 4 describes the Medieval Era and creation of globalized trade routes. Source 5 describes the Modern Era and industrialization (manufacturing goods). Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information.

4. Engage in a Jig Saw About the Human Eras

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of three students, one is an expert on Source 1, 2, 3, 4, and 5. Have each student describe their document to the other members of their group. Students will take notes on the Notetaking Sheet: Human Eras (WORKSHEET 6-1.C).

Have students read the “A New Era?” (SOURCEBOOK 6-1.B), which describes the current debate between historians over what human era that we are currently in. Have students answer the following question in small groups: Do you think we are living in a new human era? If so, what would you name it and why?

Ask students to use the sources (WORKSHEET 6-1.A and WORKSHEET 6-1.C) to answer the following inquiry question: “Are we living in a new era of human development (or are we still in the Modern Era or Post-Modern Era)? If we are living in a new era, what would you call it and why? In answering this question, students should debate between the four different sources. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (15 minutes)

5. Write Up Argument on the Current Human Era

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-1.D), where they write their own personal response to the lesson’s Inquiry Question:



“Are we living in a new era of human development (or are we still in the Modern Era or Post-Modern Era)? If we are living in a new era, what would you call it and why?” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 6-1.D

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The student should take a stance on if we are in a new era (and what it should be called) or if we are still in the Modern Era.

Some information that students may include in their answer to the question:

A New Era:

- The Internet has revolutionized humans; people can access information about something in seconds.
- The Internet has changed how humans share stories or communicate.
- The Internet or digital technologies have changed humans lives equal or more than the changes of other eras (agriculture, metal tools, printing press, etc.).

Still in the Modern Era:

- The Internet has made accessing information faster, but it is not much different than a book, newspaper, or magazine.
- Humans communicate in the same ways as before; they now just do it over the computer than by the telephone or letter.
- The Internet or digital technologies have changed humans lives less than the changes of other eras (agriculture, metal tools, printing press, etc.)



LESSON PLAN 6-2: Anthropology of Ancient Africa (Cave Paintings, Domestication of Animals, and Iron Working)

MATERIALS

Rock Art Video (Lesson6-2Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Images (SOURCEBOOK 6-2.A)

Anthropology of Ancient Africa: Sources (SOURCEBOOK 6-2.B)

Anthropology of Ancient Africa: Exit Ticket (ASSESSMENT 6-2.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T1.3: Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations.

MA-HSS.6.T2.5: Explain how complex societies that practice agriculture may differ, some developing into permanently settled communities, some being nomadic and moving livestock from place to place, some cultivating land temporarily and moving to another location when a plot of land is no longer productive.

MA-HSS.6.P2: Develop focused questions or problem statements and conduct inquiries.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What is the most important early African achievement?*



PREPARATION

This lesson uses a method called Visual Thinking Strategy (VTS). The key to VTS is that you as a teacher only do two things: (1) Ask the following questions and (2) repeat as precisely as possible exactly what the students say.

Visual Thinking Strategy Questions:

- Open with: **“What’s going on in this picture?”**
Summarize student responses using conditional language (“Raoul thinks this could be...”). This keeps the conversation open to other interpretations by other students.
- If appropriate: **“What do you see that makes you say that?”**
This encourages students to back up their statements with things they see in the work of art.
- Ask the group: **“What more can we find?”**
This continues the conversation.

If this is your first time using VTS, I would recommend reading this description (with a video example from Grade 1) of it from the Milwaukee Art Museum:
<http://teachers.mam.org/collection/teaching-with-art/visual-thinking-strategies-vts/>

1. Post Definition of Achievement

Post the definition of achievement on the board or chart paper hidden from view.
Achievement: An important thing done successfully.

A. OPENER (10 minutes)

2. Engage in a Visual Thinking Strategy (VTS) on Cave Painting Images

Give students Images (SOURCEBOOK 6-2.A). Do not reveal that these are images of early human cave paintings in Africa. Project the first image (Lettered “A”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Project the second image (Lettered “B”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Tell students that today we will be learning about the early human societies in Africa and their major achievements. Reveal the definition of Achievement: An important thing done successfully. These images that we were looking at were photographs of cave paintings done over 3,000 years ago in the Drakensberg plateau of South Africa by a group of people called the San. What messages do you think these early humans were trying to send? Do you think this was a major human achievement?

3. Watch the Cave Painting Video

Show the students a short video about the save paintings (Lesson6-2Video1). The video is an interview with anthropologist Genevieve von Petzinger, who researches ancient cave paintings in Europe and Africa. After watching the video, ask the students,



“Do you think that these cave paintings were the first emojis? Why do you think ancient African people made them?” Anticipated responses may include: they were to send important messages, they wanted future people to know what they saw or learned, they wanted to remember important events for themselves.

B. DEVELOPMENT (20 minutes)

4. Read and Discuss the Sources on Ancient Africa

Put students in small groups and have them read the three sources found in Anthropology of Ancient Africa: Sources (SOURCEBOOK 6-2.A). Source 1 describes the cave paintings that were used to communicate in ancient Africa. Source 2 describes the domestication of animals in ancient Africa. Source 3 described the use of iron smelting in ancient Africa. Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information.

5. Discuss and Reach Consensus on the Most Important African Achievement

Have students in their group discuss which ancient African achievement was most important. Students should carefully examine each of the sources and weigh the evidence. They should try their best to come to some consensus.

6. Write Up Answer on Anthropology of Ancient Africa: Exit Ticket

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-2.C), where they write their group’s response to the lesson’s Inquiry Question: “What is the most important early African achievement?” Tell students to cite at least three pieces of evidence from the sources for this lesson. While they should work together to answer the inquiry question, each student should complete their own exit ticket sheet.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

C. CLOSING (15 minutes)

7. Share Group’s Response on the Anthropology of Ancient Africa: Exit Ticket

Ask students to use the share their answers on the exit ticket (ASSESSMENT 6-2.C). After each group shares, lead the class in a discussion as to which arguments they find most compelling. Return to the opening video, which discusses the work of an anthropologist. Ask the class to share if they would want to have this job in the future? Why or why not?

EVALUATION

ASSESSMENT 6-2.C

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The student should take a stance on one of the following being the most important ancient African achievement.

Some information that students may include in their answer to the question:

Cave Paintings

- This was one of the first forms of public communication
- They lasted thousands of years and we still have them in the present
- They helped share stories and news from the different ancient communities

Domestication of Animals

- This allowed for humans to use animals to farm better
- This created pets (perhaps connecting to their own love for pets)
- This allowed for people to settle in one place and not move around

Metal Work

- This allowed people to make tools and weapons
- This helped people travel further distances
- Today, much of our world is made from metal



LESSON PLAN 6-3: The Nok People: An Art Study

MATERIALS

Nok Artwork Video (Lesson6-3Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Nok Artwork Video (Lesson6-3SlideShow1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Slideshow Notes (WORKSHEET 6-3.A)

News Report on the Nok Artwork: Exit Ticket (ASSESSMENT 6-3.B)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T1.3: Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations.

MA-HSS.6.T2.2: Identify sites where archaeologists have found evidence of the origins of modern human beings.

MA-HSS.6.P3: Organize information and data from multiple primary and secondary sources.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What was life like for the Nok people? How are people today trying to preserve the record of their world?*



Art Connection

This lesson involves an art study of terracotta sculptures from the Nok people in modern day Nigeria. This is a good opportunity to coordinate with an art teacher and have students practice making clay sculptures of people.

A. OPENER (10 minutes)

1. Watch the Nok Artwork Video

Show the students a short video about the terracotta sculptures of the Nok (pronounced “knock”) people (Lesson6-3Video1). The video involves two people discussing a Nok sculpture, which is housed at the Brooklyn Museum. Terracotta means that the sculpture is made of clay and baked after being formed. Ask students, “What do you notice about the Nok terracotta?” Anticipated responses may include: they have detailed features, they look almost like a cartoon, they may have been painted or included something in the eyes.

B. DEVELOPMENT (20 minutes)

2. Show the Archeologist Slideshow

Next, show students the brief slideshow displaying images of archeologists preserving the Nok terracotta sculptures (Lesson6-3SlideShow1) and give the note-taking sheet (WORKBOOK 6-3.A) for the students. Tell them to take notes as you play the slideshow and that those notes will be used later to create a news report on the excavation of Nok artwork.

Below are the notes for each slide in the slideshow (these are also embedded in the slideshow).

Slide 1: A Nok figure. (Nok is pronounced “knock”)

Slide 2: Another Nok figure.

Slide 3: Another Nok figure. Notice the detail. Imagine how difficult it would have been to form this out of clay.

Slide 4: Two more Nok figures.

Slide 5: This is overlooking the village of Nok in modern day Nigeria. This is where the first terracotta sculptures made by the Nok people were found.

Slide 6: This is a map showing the location of Nok within Nigeria and Africa.

Slide 7: This is the farmland where some of the Nok terracotta were discovered.

Slide 8: These are images of the archeologists who excavated a site of Nok terracotta sculptures. The first step is to map out the area, so it can be recorded where artifacts are found. Notice the surveying tools they use to map out the area.

Slide 9: Next archeologists use stakes and rope to outline a square. They then carefully dig down into the ground about an inch at a time around the items and avoid disturbing them.

Slide 10: Then archeologists carefully clean dirt away from around the artifact.

Slide 11: Then archeologists measure the artifacts while still in the ground.

Slide 12: Then archeologists then take pictures of the artifacts and label them while they are still in their original location.

Slide 13: Here is an archeologist examining the Nok terracotta sculptures before they are removed and stored for protection.

Slide 14: Many people have tried to steal the Nok terracotta. In 2012, U.S. Customs Agents prevented some from being smuggled into the United States.



Slide 15: Here is a timeline of when the Nok terracotta were created.

Ask the students, “What do you notice about how archeologists excavated the Nok terracotta?” Anticipated responses may include: They were found in the ground. They were very delicate. They have been undisturbed for many years. Archaeologists needed to be very careful in uncovering them. It takes a long time to get them out of the ground.

3. Read and Discuss the Sources on Nok Artwork

In small groups, students should use their note-taking sheets to create a news article on the preservation of the Nok artwork. They should start by creating an outline of the main ideas that they want to include in the article. While they are drafting, you should continue to project the slideshow and tell students to let you know if there is a slide that they need to see again (and you can display it for them).

C. CLOSING (15 minutes)

4. News Report on the Nok Artwork: Exit Ticket

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-3.B), where they write their group’s news report on the Nok artwork preservation and answer to the lesson’s Inquiry Question: “What was life like for the Nok people? How are people today trying to preserve the record of their world?” Tell students to cite at least three pieces of evidence from the sources for this lesson. While they should work together to answer the inquiry question, each student should complete their own exit ticket sheet.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 6-3.B

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The student should take a stance on recent attempts to preserve the Nok people’s artwork and cultural record.

Some information that students may include in their answer to the question:

- The Nok people had a long history of creating artwork, including terracotta sculptures



- We do not know who is in the sculptures, but it could be important people of their time
- The terracotta were likely painted and included detailed features
- Today, archeologists are trying to locate these artifacts and preserve them; May include descriptions on the process of an artifact dig, such as mapping and creating a box with stakes and rope, digging carefully inch by inch, measuring and photographing artifacts, before they are removed.
- These artifacts are very important to the Nigerian people
- Some people have tried to steal and sell these valuable artifacts



LESSON PLAN 6-4: Ancient Nubia (Kush): How Can You Live in a Desert?

MATERIALS

Zoom In Inquiry Activity (SOURCEBOOK 6-4.A)
Map of Kush Kingdom (Nubia) (SOURCEBOOK 6-4.B)
Ancient Nubia: Sources (SOURCEBOOK 6-4.C)
Ancient Nubia: Exit Ticket (ASSESSMENT 6-4.D)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T2.5: Explain how complex societies that practice agriculture may differ, some developing into permanently settled communities, some being nomadic and moving livestock from place to place, some cultivating land temporarily and moving to another location when a plot of land is no longer productive.

MA-HSS.6.T3c.3: Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush).

MA-HSS.6.P2: Develop focused questions or problem statements and conduct inquiries.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What was the ancient Nubians' most important adaption to their environment?*



A. OPENER (10 minutes)

1. Zoom In Inquiry Activity

Put students in small groups. Give students the Zoom 1 image (SOURCEBOOK 6-4.A). Project the Zoom 1 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: a planet in outer space (Mars, the Moon), sand, footprints, a playground, a wall. Have students examine the source for about 2-3 minutes.

Give students the Zoom 2 image (SOURCEBOOK 6-4.A). Project the Zoom 2 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: a wall, sand, pyramids. Have students examine the source for about 2-3 minutes.

Give students the Zoom 3 image (SOURCEBOOK 6-4.A). Project the Zoom 3 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: pyramids, the sky, sand, a desert, people. Have students examine the source for about 2-3 minutes.

Tell students that this is an image of the great Nubian pyramids of the Kush Kingdom. Tell the students that Kush was an African empire that lasted from 1,000 BCE to about 500 CE. Today, we will learn about this kingdom and how they adapted to their environment, which was a desert. Have students look at the map of Kush within Africa (SOURCEBOOK 6-4.B). Highlight that it is in northeast Africa along the Nile River.

The Kush Kingdom was in a part of Africa called Nubia. Ask students if they have heard of that word before? As students in Boston, they may know the area of Roxbury known as Nubian Square. The area was once called Dudley Square, and was named after Thomas Dudley, who was a White politician and colonial leader when Massachusetts legalized slavery. Since the area was a historical African American neighborhood, a community group lobbied the city to change the name in 2019 to Nubian Square to describe one of the earliest African civilizations.

B. DEVELOPMENT (20 minutes)

2. Read and Discuss the Sources on Ancient Nubia

Put students in small groups and have them read the four sources found in Ancient Sources (SOURCEBOOK 6-4.C). Source 1 describes how the Nubians (Kush Kingdom) used the Nile River as an important water source for growing food and cotton. Source 2 describes their trade networks and how that brought resources into their kingdom. Source 3 describes how the desert provided natural protection from possible invaders, but that they also developed skilled archers as well. Source 4 describes how they mined the gold and iron under their soil for buildings and trade. Have one student from each



group read their source. As the student reads, tell the other group members to underline or highlight any important information.

3. Discuss and Reach Consensus on the Most Important Adaption in Nubia

Have students in their group discuss which adaption was most important to their kingdom. Students should carefully examine each of the sources and weigh the evidence. They should try their best to come to some consensus.

C. CLOSING (15 minutes)

4. Write Up Answer on Ancient Nubia: Exit Ticket

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-4.D), where they write their group's response to the lesson's Inquiry Question: "What was the ancient Nubians' most important adaption to their environment?" Tell students to cite at least three pieces of evidence from the sources for this lesson. While they should work together to answer the inquiry question, each student should complete their own exit ticket sheet.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

5. Share Group's Response on the Ancient Nubia: Exit Ticket

Ask students to use the share their answers on the exit ticket (ASSESSMENT 6-4.D). After each group shares, lead the class in a discussion as to which arguments they find most compelling.

EVALUATION

ASSESSMENT 6-4.D

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The student should take a stance on one of the following being the most important ancient African achievement.



Some information that students may include in their answer to the question:

Living Near Water and Vegetation:

- Built villages around the Nile River, which allowed the Nubians to grow vegetation
- Included wheat and barley, which would be made into bread
- Included beans and melons
- Allowed them to grow cotton to make clothes
- Allowed them to grow cattle, sheep, and water birds, which helped them produce meat, milk, and butte

Trading with Neighbors:

- Kush Kingdom (Nubia) was known as a trading center
- Used the wealth from their trading to support their life in a dry and arid desert
- Traded gold, ivory, ebony, ostrich feathers, palm fruit, and even animals like giraffes, antelopes, and monkeys
- Nubian traders would often return home many items in return, such as bronze from Egypt, oil and cedar wood from Lebanon

Desert as Natural Protection/Skilled Archers

- The desert provided natural protection from invaders
- Nubians became skilled at archery to protect themselves

Gold and Iron

- Mined gold and iron
- Used gold and iron, along with stone, to build their homes, government buildings, and religious building
- They traded it to neighbors; their wealth was used to provide for the people of the Kush Kingdom (Nubia), which led to few wars.



LESSON PLAN 6-5: Ancient Swahili Coast: The Center of the World?

MATERIALS

Dhow Video (Lesson6-5Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Map: Swahili Coast (SOURCEBOOK 6-5.A).

Ancient Swahili Coast: Sources (SOURCEBOOK 6-5.B)

Notetaking Sheet: Ancient Swahili Coast (WORKSHEET 6-5.C)

Ancient Swahili Coast: Exit Ticket (ASSESSMENT 6-5.D)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T4b.2: Explain the pivotal role Swahili coastal societies along the Indian Ocean played in linking trade networks between interior Africa and maritime routes along the coasts of Central and South Asia, and connecting to China; identify key goods in this trade (e.g., gold, ivory, iron, people from Africa, and cloth, glass beads, and porcelain from Asia).

MA-HSS.6.P4: Analyze the purpose and point of view of each source; distinguish opinion from fact.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What was the most important factor in making the Swahili Coast wealthy trading ports?*

PREPARATION

1. Note About This Topic

It is important that young adolescents learn about difficult histories from the caring and supportive adults in their lives. This lesson includes a discussion of the Indian Ocean slave trade and the people whose lives were disrupted or hurt by it. When teaching the



Indian Ocean slave trade, be careful to not draw comparisons to the Transatlantic Slave Trade and slavery in the Americas. While both systems involved forced labor and were dehumanizing, there were very different systems. Both systems were racialized (lighter skinned Arab people enslaved darker skinned Swahili people, as lighter skinned European people enslaved darker skinned West African people), but there are more examples of people in the Indian Ocean Slave Trade of gaining freedom. If your background on the Indian Slave Trade is limited, here is an article on the topic: <https://www.dw.com/en/east-africas-forgotten-slave-trade/a-50126759>

2. Set Up Carousel Activity

Around the room, post sources from the Ancient Swahili Coast: Sources (SOURCEBOOK 6-5.B).

3. Additional Resources

The African Studies Center at Boston University offers additional resources on the Swahili Coast, which can be used to expand this unit over multiple days. www.bu.edu/africa/outreach/teachingresources/culture-2/swahili/

A. OPENER (10 minutes)

4. Watch the Dhow Video

Show the students a short video about the dhow (pronounced “dow”) (Lesson6-5Video1), which is a traditional boat made on the Swahili Coast. In its construction, it uses no nails or power tools. Unlike traditional European boats, it also could change its sails to move the boat in any direction. Ask students, “What do you notice about the Zanzibar dhow?” Anticipated responses may include: it was used for trade, it did very well in monsoon storms, it is made with no nails or power tools, the sail can be moved to catch wind in any direction, they are used in races.

Next, show students a map of the ancient Swahili Coast (SOURCEBOOK 6-5.A). Highlight that East Africa is on the rim of the Indian Ocean and that the monsoonal winds change direction two times a year. Highlight that the Swahili Coast traded with both the Middle East (places like Jidda and Aden) and Indian (places like Kolkata [labeled as Calicut on the map]).

Tell that students that today, we will be studying the ancient people that first made the dhow. They used these boats to travel all around the Indian Ocean, creating major trade networks. We will also see the influence of their voyages on the Swahili people. We will learn about ways that the Swahili Coast became the center of the world.

B. DEVELOPMENT (20 minutes)

5. Engage in a Carousel Activity on the Ancient Swahili Coast

Give each student a clipboard with lined paper on it. Ask students to go to each of the seven stations (SOURCEBOOK 6-5.C). At each station, the students should write the source name and take notes on each. Tell students that they should be thinking about who wrote each source. What perspective might they have? Is there a reason for them to be telling the truth or not?

Once students have gone to each of the six stations, they should return to their seats. Put students in small groups. Have them look at their notes and choose one of the



sources that best explains why the Swahili Coast became such an important trade ports or come up with their own theory. Have each group share with the class the theory that they think is most likely.

C. CLOSING (15 minutes)

6. Write Up Argument on the Ancient Swahili Coast

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-5.D), where they write their own personal response to the lesson’s Inquiry Question: “What was the most important factor in making the Swahili Coast wealthy trading ports?” by choosing the source or sources (they may choose more than one). Tell students to cite at least three pieces of evidence from the sources or video.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 6-5.D

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The student should take a stance on one of the following being the most important ancient African achievement.

Some information that students may include in their answer to the question:

Source 1: Indian Ocean Map; Showing Portuguese Trade Routes

- This is a map from the perspective of Portuguese traders, who traded goods with the peoples of the Swahili Coast.
- This shows the extensive network of trade cities in East Africa/Swahili Coast, the Middle East, and India.

Source 2: Architecture of the Great Mosque of Kilwa

- These are photographs of the Great Mosque of Kilwa built by the Swahili people (from the perspective of the Swahili people); The religion of Islam was brought to East Africa by Arab traders.
- This shows the abilities of the Swahili people to create buildings and use detailed architecture.



Source 3: Gold Coins Used in the Swahili Coast

- These are coins made by the Swahili people (from the perspective of the Swahili people) that were found in India.
- This shows the amount of control that the Swahili Coast had on the trade of the Indian Ocean.

Source 4: Painting of the Dhow Boat

- This is a painting of the dhow boat from the perspective of Arab traders, who traded goods with the peoples of the Swahili Coast.
- The Swahili people are sailing the Arab people due to their excellent sailing skills.

Source 5: Painting of the Coastal City of Kilwa

- This is a painting of the city of Kilwa from the perspective of the Portuguese traders, who traded goods with the peoples of the Swahili Coast.
- This shows how large and developed Kilwa became because of their trade.
- This shows how the Europeans wanted to trade with the powerful Swahili Coast port cities.

Students should not use the additional source as evidence in answering the inquiry question. Instead, they should have discussed this difficult history in small groups.



LESSON PLAN 6-6: Lesson Title: Medieval Mali: A User's Guide to Building an Empire

MATERIALS

Readers Theater: Sundiata (SOURCEBOOK 6-6.A)
Mansa Musa Video (Lesson6-6Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]
The Epic of Sundiata Video (Lesson6-6Video2) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]
Ibn Battuta's Account of Mansa Musa (SOURCEBOOK 6-6.B)
Medieval Mali: Exit Ticket (ASSESSMENT 6-6.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T4b.3: Identify the locations, sources of wealth and importance of West African cities and empires, including the city of Timbuktu (beginning c.5th century CE), and the empire of ancient Ghana (beginning c. 700 CE).

MA-HSS.6.P4: Analyze the purpose and point of view of each source; distinguish opinion from fact.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-Literacy.W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What was the most important factor that led to the Mali Empire?*



A. OPENER (10 minutes)

1. Perform the Sundiata Readers Theater

Before you have students perform the readers theater, there is an optional video (Lesson6-6Video2) that can be shown, which tells the story of Sundiata (soon-dee-ah-ta) using Malian artwork. It is one way to allow students to hear a summary of the story before they perform it by reading a script. Note: Some of the historical Malian statues in the video include depictions of female breasts; you should preview the video and consider the maturity level of your students before showing the video.

Readers Theater is an activity where students take on a specific character and read a script adapted from literature, while the classroom audience pictures the actions that they are hearing read aloud. Assign volunteer students to each of the twelve roles in the script. Have students highlight their parts with a magic marker or write their name next to where they should speak.

Read for the students the “Overview” section at the beginning of the readers theater, which explains the history of the story and its oral telling by griots or West African story tellers. Sundiata is the story of Sundiata Keita, who was the first emperor of Mali. It tells the story of his struggles with dis/ability as a child, his need to escape his country to survive, and how he eventually saved his people from a terrible leader to unite the kingdom.

Next, have students locate the kingdom of Mali on the map of Africa and highlight it.

Next, begin the readers theater. Have each student speak their roles, one after another. All other students should be listening and following along.

At the end of the readers theater, asks students for their reaction. Write the following questions on the board or chart paper: What were Sundiata’s most important decisions? How did he unite the people of Mali? What lessons does this story teach about leading a nation or government? What other lessons does it teach?

B. DEVELOPMENT (20 minutes)

2. Show Mansa Musa Video

Tell students that they are going to watch a video (Lesson6-6Video1) that tells the story of Mansa Musa (man-sa moo-sa), who was the great nephew of Sundiata and who would rule of the Kingdom of Mali between 1312 and 1337 CE. Tell them that this helps us understand what happened after Sundiata’s rule and will help us answer the inquiry question of, “What was the most important factor that led to the Mali Empire?” Take notes on the video on the board or chart paper, so students can use those notes as evidence when they answer the inquiry question.

After showing the video, ask students the following questions: How did Mali become so wealthy? What was your reaction to Mansa Musa’s pilgrimage journey or Hajj to Mecca? How was Mansa Musa similar to his ancestor Sundiata? How was he different? What did Mansa Musa and the Mali people do to help themselves and other nations of people? How did these things make Mali stronger?



3. Participate in a Small Group Discussion of the Mali Kingdom

Have students read the account of Ibn Battuta (ib-in ba-too-ta) of Mansa Sulayman (man-sa soo-lay-mon), who ruled after Mansa Musa. Using this account, the video about Mansa Musa, and the readers theater text about Sundiata, students should discuss in their small groups the inquiry question: “What was the most important factor that led to the Mali Empire?” Tell them to reference the sources in their discussion.

C. CLOSING (15 minutes)

5. Write Up Argument on Mali Kingdom

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-6.C), where they write their own personal response to the lesson’s Inquiry Question: “What was the most important factor that led to the Mali Empire?” In answering this question, students should first brainstorm what steps the leaders of Mali took to build their empire, but also what actions they took to ensure that their people were cared for, which ultimately made their kingdom stable and prosperous, some would even say wealthy. Students to cite at least three pieces of evidence from the sources.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 6-6.C

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The student should take a stance on the most important factor that led to the Mali Empire. Students answers may vary but should include at least three pieces of evidence. Students might include ideas such as:

- The leaders of Mali believed in justice and were fair to their people
- They took care of their people and used their wealth to help them, including schools, mosques, and other community institutions
- They gain wealth from mining gold and salt
- They traveled to faraway places, to trade and for Mansa Musa’s Hajj (pilgrimage)
- They removed leaders from power who wanted control or to hurt people



LESSON PLAN 6-7: Landforms of Africa

MATERIALS

Climbing Kilimanjaro (Lesson6-7Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Notetaking Sheet: Landforms of Africa (WORKSHEET 6-7.A)

Source 1: Mount Kilimanjaro (SOURCEBOOK 6-7.B)

Source 2: Nile River (SOURCEBOOK 6-7.C)

Source 3: Sahara Desert (SOURCEBOOK 6-7.D)

Source 4: Mosi-oa-Tunya/Victoria Falls (SOURCEBOOK 6-7.E)

Source 5: Congo Basin Rainforest (SOURCEBOOK 6-7.F)

Landforms of Africa: Exit Ticket (ASSESSMENT 6-7.G)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T4a.1: On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, and the Mediterranean Sea. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, Mount Kilimanjaro, the Cape of Good Hope, the Great Rift Valley, Lake Victoria). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

MA-HSS.6.T4a.3: Explain how absolute and relative locations, major physical characteristics, climate (including drought and desertification), and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

MA-HSS.6.P3: Organize information and data from multiple primary and secondary sources.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What is Africa's most important landmark?*



PREPARATION

1. Set Up Stations

This activity will involve stations where students will learn about different African landforms. Before this block, put desks into 5 groups. Each group of desks will be the station for one landform. At each station, put one (or multiple) copies of the handout for that station (i.e. SOURCEBOOK 6-7.B, 6-7.C, 6-7.D, 6-7.E, 6-7.F). Consider putting each in a sheet protector or dry erase pockets to protect them.

A. OPENER (15 minutes)

2. Watch the Climbing Kilimanjaro Video

Show the students a short video about a group of South African women climbing Mt. Kilimanjaro to celebrate Women’s Month and demand social justice for all women (Lesson6-7Video1). During the video, stop it and ask students about their wonderings or questions that they might have (and write those on the board or chart paper). After watching the video, ask students to list the challenges that the climbers faced. Then go to the wonderings and questions and, using your background knowledge or access to a search engine, help student find answers to questions.

Tell students that today, we are going to take a road trip around Africa. You will get to know a little bit about five different important natural areas and you will have to decide, if you could only go to one natural landmark in Africa, where would it be.

B. DEVELOPMENT (20 minutes)

3. Engage in a Stations Activity on Natural Landmarks in Africa

Give each student pencil and clipboard with the Landforms of Africa Notes (WORKSHEET 6-7.A) on it. Ask students to go to each of the five stations (6-7.B, 6-7.C, 6-7.D, 6-7.E, 6-7.F). At each station, the students should take notes on the different landforms and specifically why this landform may be the most important.

Once students have gone to each of the five stations, they should return to their seats. Put students in small groups. Have them look at their note sheets and discuss which landform in Africa would they most like to visit and why.

C. CLOSING (10 minutes)

4. Write Up Argument on African Landforms

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-7.G), where they write their own personal response to the lesson’s Inquiry Question: “What is Africa’s most important landmark?” Tell students to cite at least three pieces of evidence from the sources. You may want to encourage students to get up and look at the information at a particular station, if it will help them answer the inquiry question.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



EVALUATION

ASSESSMENT 6-7.G

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should take a stance on the landmark in Africa that they think is most important. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

Mount Kilimanjaro

- Highest free-standing mountain
- Often has snow on its peak (but may not exist in 2-50 years from now due to climate change-we need to protect it)
- Almost every kind of ecological system is found on the mountain: cultivated land, rain forest, heath, moorland, alpine desert, and an arctic summit
- A variety of animals live in the area surrounding the mountain, including the blue monkey, bongo (a type of antelope), galago (also known as a bush baby), four striped mouse, white neck raven, warthog, and giraffe
- I have family members or ancestors who lived near it

Nile River

- Longest river in the world (disputed with the Amazon)
- Source is Nyanza/Lake Victoria
- The Pyramids of Ancient Egypt can be seen from the Nile River
- 95 percent of Egyptians live within a few kilometers of the Nile
- The Nile is a major transportation source for the region
- Dams are ruining the Nile and we need to fix it
- I have family members or ancestors who lived near it

Sahara Desert

- World’s largest hot desert
- Highest dunes in the world
- Highest recorded temperature in the Sahara was 47° Celsius (116.6° Fahrenheit)
- Climate change is making the desert larger and we need to stop it
- I have family members or ancestors who lived near it

Mosi-oa-Tunya/Victoria Falls

- One of the world’s largest waterfalls
- Tourist attraction (can wade in one of its pools)



- Many types of animals: hippopotamus, crocodile, white rhinos, elephant, antelope, and zebra
- I have family members or ancestors who lived near it

Congo Basin Rainforest

- Second largest rainforest (after the Amazon rainforest)
- has over 10,000 species of tropical plants, 400 species of mammals, 1,000 species of birds, and 700 species of fish (many are endangered and we need to help protect them)
- Provides food, fresh water and shelter to more than 75 million people
- I have family members or ancestors who lived near it



LESSON PLAN 6-8: Africa in Our Century

MATERIALS

Africa in Our Century: Image Sort (SOURCEBOOK 6-8.A)
Source 1: Creation of the African Union (SOURCEBOOK 6-8.B)
Source 2: War in Darfur (SOURCEBOOK 6-8.C)
Source 3: South Africa Hosts World Cup (SOURCEBOOK 6-8.D)
Source 4: Ebola Outbreak (SOURCEBOOK 6-8.E)
Africa in Our Century: Exit Ticket (ASSESSMENT 6-8.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T4a.2: Sub-Saharan Africa: On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

MA-HSS.6.T4a.3: Sub-Saharan Africa: Explain how absolute and relative locations, major physical characteristics, climate (including drought and desertification), and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

MA-HSS.6.P7: Determine next steps and take informed action, as appropriate.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What event has had the largest impact on Africa in the 21st Century?*



A. OPENER (15 minutes)

1. Participate in Image Sort

Put students in small groups (4-5 students). Tell students that today we will be learning about recent historical events in Africa. These are four images from the past two decades. Your challenge is to as a group try to put the images in chronological order, which means from oldest to newest. You should use clues within the picture to try and figure out which images come first.

Hand students the four images found in African in Our Century: Image Sort (SOURCEBOOK 6-8.A). Circulate the room asking and answering questions to help students see the various clues in the images.

After all students have their documents ordered, reveal the correct order and dates of each and read the brief statements below about what each image is (make sure students are look at the image when you read each).

Image D: 2002: Creation of the African Union

In 2002, the nations of Africa created the African Union and it met for the first time in South Africa. Since then, its Pan-African Parliament has met every year where the nations of Africa discuss political, economic, and social issues.

Image C: 2003: War in Darfur

In 2003, rebel groups in Sudan's western region of Darfur launched attacks on government bases there. The rebels claimed that the Sudanese government in Khartoum had ignored their people. The Janjaweed militia, which was supported by the Arab-dominated government, responded by attacking villages and forced people from their homes. Government forces responded and the fighting escalated. Numerous international groups have labeled these acts by the Sudanese government as genocide, or the systematic killing of people due to their identity

Image B: 2010: South Africa Hosts World Cup

In May 2004, the International Federation of Association Football (FIFA) chose South Africa to host the 2010 Football (Soccer) World Cup. This was the first time that an African country was chosen to host a major world supporting event. Over the next 6 years, South Africa built 10 stadiums across their country and invited the world to visit for the games.

Image A: 2014: Ebola Outbreak

In 2014-2016, West Africa faced the world's largest Ebola outbreak. It effected the Sierra Leone, Liberia, and Guinea particularly badly. Medical professionals, like doctors and nurses, faced danger to care for the sick. Over 11,000 people died from the disease and another 17,000 people survived. African nations were able to contain Ebola preventing it from spreading around the world.

B. DEVELOPMENT (20 minutes)

2. Read Different Sources on Recent African History

Put students in small groups and assign them one of the sources: Source 1: Creation of the African Union (SOURCEBOOK 6-8.B), Source 2: War in Darfur (SOURCEBOOK 6-



8.C), Source 3: South Africa Hosts World Cup (SOURCEBOOK 6-8.D), and Source 4: Ebola Outbreak (SOURCEBOOK 6-8.E).

3. Engage in a Jig Saw on Recent African History

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of three students, one is an expert on Source 1, 2, 3, and 4. Have each student describe their document to the other members of their group.

Ask students to use the sources to answer the following inquiry question: “What event has had the largest impact on Africa in the 21st Century?” In answering this question, students should debate between the four different sources. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (15 minutes)

4. Write Up Argument on Recent African History

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-8.F), where they write their own personal response to the lesson’s Inquiry Question: “*What event has had the largest impact on Africa in the 21st Century?*” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 6-8.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should take a stance on the recent historical event that has the largest impact on Africa. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

Creation of the African Union

- It brought Africa’s nations together to solve problems
- It helps support political, economic, and social problems



- It involves peacekeeping forces

War in Darfur

- Many people died; a genocide occurred
- It showed how racism affects people and can lead to violence
- It affected neighboring countries due to refugee camps

South Africa Hosts World Cup

- It was a great success with many non-Africans visiting Africa
- It shared Africa culture and a love for football (soccer) with the rest of the world
- Ghana advanced to the knockout stage

Ebola Outbreak

- Many people died from the Ebola outbreak
- It affected opportunities for many people who survived it (stigma)
- African nations were able to contain Ebola preventing it from spreading around the world



LESSON PLAN 6-9: African Nations Today (Multi-Day Mini-Unit)

MATERIALS

African Nations Project: Assignment Instructions (WORKSHEET 6-9.A)
African Nations Project: Template (WORKSHEET 6-9.B)
African Nations Project: Rubric (ASSESSMENT 6-9.C)
Laptops or computer lab (not included; preferred, but can be done without)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T3a.2: North Africa: On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

MA-HSS.6.T3a.3: North Africa: Explain how absolute and relative locations, major physical characteristics, climate (including drought and desertification), and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

MA-HSS.6.T4a.2: Sub-Saharan Africa: On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

MA-HSS.6.T4a.3: Sub-Saharan Africa: Explain how absolute and relative locations, major physical characteristics, climate (including drought and desertification), and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

MA-HSS.6.P4: Analyze the purpose and point of view of each source; distinguish opinion from fact.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-Literacy.RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CCSS.ELA-Literacy.W.6.1.a: Introduce claim(s) and organize the reasons and evidence clearly.



CCSS.ELA-Literacy.W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.

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.

CCSS.ELA-Literacy.W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What are the most important cultural, governmental, economic, and natural aspects of your nation?*

PREPARATION

This mini-unit will involve groups of 3-4 students working on research projects. It is recommended that you choose the groups beforehand based on your knowledge of their work habits and need for support.

DAY 1

1. Introduce African Nations Project (15 minutes)

Explain the project to students by previewing the steps to the process (WORKSHEET 6-8.A), which include STEP 1: CHOOSE A COUNTRY, STEP 2: RESEARCH, STEP 3: TAKE NOTES, STEP 4: CREATE AN OUTLINE, STEP 5: DRAFT SECTIONS, STEP 6: REVISE SECTIONS, and STEP 7: PUBLISH AND SHARE YOUR BOOK. Throughout this process, prompt students to ask questions and encourage them to highlight important parts of the project using highlighters or markers.

Select students to work in groups of 3-4. List the names of students in each group on board or chart paper for future reference.

If a laptop cart or computer lab is available, have groups of students gather with computers. Have students use Wikipedia (www.wikipedia.org) to look up various countries to help them decide what country they will write a book about. Consider allowing students to choose countries of personal importance (such as the countries of their relatives or ancestors, or countries they have visited). This would also be an opportune time to teach students about Wikipedia and being a “critical reader.” Wikipedia is a crowd sourced encyclopedia, which asks users to edit and add to the encyclopedia based on their expertise. Anyone can edit it, but also there are people who check recent edits to make sure there are accurate. Wikipedia is a good place to



start for basic information, but should not be the main source that you rely on. Any book that is written relies on multiple sources.

Once a group has a preferred country, list its name next to the students' group on the board or chart paper. Once groups are finished, have them begin to search for sources using the websites listed on the assignment (WORKSHEET 6-8.A).

DAY 2

2. Continue Research on African Nations Project

Have students continue to search for sources using the websites listed on the assignment (WORKSHEET 6-8.A). Make sure that they are using some African sources for their work (direct them to websites that relate to their countries from those countries themselves). Support students in their note taking.

DAY 3-4

3. Drafting and Copyediting African Nations Project

Show students the template file, which can help them with the formatting of their book (WORKSHEET 6-8.B). It is suggested that you download the file from the Open Social Studies website (www.opensocialstudies.org) and make it into a separate word processing file for the students to use as a starting place.

Have students begin drafting their book based on the sources and notes that they have collected. Prompt students to do their work in a word processing program (such as Microsoft Word, OpenOffice, or Google Documents) and remind them about every 5 minutes to save their work (6th graders are prone to crashed programs, especially when they are not regularly saving their work). Support students in the work creating the books. Day 3: Students should have a rough draft by the end of the class period (you should collect these and give feedback; this is also an important place to tell groups to pick up the pace if they are falling behind their peers). Day 4: Students should revise in class and produce a finished book. NOTE: If your students need additional time, it is suggested you add an additional class period or two for them to complete their work.

DAY 5

4. Publishing Party

Students should have their African Nations Project complete. In class, hold a publishing party. Consider bringing refreshments or inviting parents or community members. Students should each read their books to the class (being sure to show their images; it is recommended that you project their book images on an overhead project while they present).

EVALUATION

In this mini-unit, students will produce a book on an African nation, which will serve as the summative assessment for the unit. See the rubric to use to grade/give feedback on this assignment (ASSESSMENT 6-9.C).



LESSON PLAN 6-10: Life in Ancient Mesopotamia

MATERIALS

Mesopotamia Video (Lesson6-10Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Source 1: The Fertile Crescent (SOURCEBOOK 6-10.A)

Source 2: Way of Life (SOURCEBOOK 6-10.B)

Source 3: Gilgamesh (SOURCEBOOK 6-10.C)

Source 4: Invention of the Wheel (SOURCEBOOK 6-10.D)

Source 5: Code of Hammurabi (SOURCEBOOK 6-10.E)

Life in Ancient Mesopotamia: Exit Ticket (ASSESSMENT 6-10.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T3b.1: Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies; explain why historians have called the region that surrounds these rivers “the Fertile Crescent.”

MA-HSS.6.T3b.4: Describe how irrigation, mining and metalsmithing, agriculture, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to settlement and the growth of Mesopotamian civilizations.

MA-HSS.6.P3: Organize information and data from multiple primary and secondary sources.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *How should we remember ancient Mesopotamia?*

1. Set Up Carousel Activity

Around the room, post the sources from this lesson (SOURCEBOOK 6-10.A, SOURCEBOOK 6-10.B, SOURCEBOOK 6-10.C, SOURCEBOOK 6-10.D, SOURCEBOOK 6-10.E).



A. OPENER (15 minutes)

2. Watch the Mesopotamia Video

Tell students that today we are shifting to a new continent. Asia is the world's largest continent in both land and people. Some geographers break it up into 3-4 different regions, including West Asia or the Middle East (which includes countries like Iraq and Saudi Arabia), South Asia (which includes countries like India and Pakistan), East Asia (which includes countries China and Japan), and North Asia (which includes part of Russia or sometimes includes Mongolia). We will start in West Asia or the Middle East with the ancient civilization of Mesopotamia.

Show the students a short video on Mesopotamia (Lesson6-10Video1). The video describes the empires that formed in the Tigris River Valley around 3,000 BCE. After watching the video, ask the students, "What were some of the most important qualities of Mesopotamia?" Anticipated responses may include: they had a lot of farmland, they had a written language, they made large statues, they had kings, they had cities, they had our current timekeeping system.

B. DEVELOPMENT (20 minutes)

3. Engage in a Carousel Activity on Mesopotamia

Give each student a clipboard with lined paper on it. Ask students to go to each of the five stations (SOURCEBOOK 6-10.A, SOURCEBOOK 6-10.B, SOURCEBOOK 6-10.C, SOURCEBOOK 6-10.D, SOURCEBOOK 6-10.E). At each station, the students should write the source name and take notes on each. Tell students that they should be thinking about who wrote each source. What perspective might they have? Is there a reason for them to be telling the truth or not?

Once students have gone to each of the five stations, they should return to their seats. Put students in small groups. Have them look at their notes and choose the events that they think are most important in the development of Mesopotamia. Have each group share with the class the theory that they think is most likely.

C. CLOSING (15 minutes)

4. Write Up Argument on Mesopotamia

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-10.F), where they write their own personal response to the lesson's Inquiry Question: "*How should we remember ancient Mesopotamia?*" Tell students to imagine that they are historians and are writing an article on the history of Mesopotamia. Tell students that historians interpret the past; their job is to take a perspective on the events of the past. What is your perspective of Mesopotamia? As a historian, you will decide what events are most important and use evidence from our class activity to make your argument. Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



EVALUATION

ASSESSMENT 6-10.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should take a stance by interpreting the history of Mesopotamia. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

The Fertile Crescent

- A good place for agriculture
- Due to the ability to grow crops, people worried less about getting food
- Allowed them to focus on other tasks, such as inventions and writings
- Bridge between Africa, Asia, and Europe; important place for trade and exchange of ideas

Way of Life

- Different social classes that allowed some people to be rich and other poor
- Most people were most people were free commoners: farmers or labor trades (construction workers, bakers/butchers, chariot drivers, soldiers)
- Was a slave society, which is wrong

Gilgamesh

- One of the first pieces of literature
- Teaches the lesson that we do not live forever, but live the life that you want to live

Invention of the Wheel

- Wheel was likely created around 3,500 BCE in Mesopotamia
- Was used to spin pottery; 300 years later, they were used on chariots and wagons
- Important to move goods over long distances faster

Code of Hammurabi

- One of the earliest written legal codes (laws)
- Had some good laws that prevented people from hurting each other
- Had some bad laws that allowed people to have death sentence or enslave others



LESSON PLAN 6-11: Life in the Ancient Indus Valley

MATERIALS

Mohenjo Daro Video (Lesson6-11Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Source 1: Street and Water Systems (SOURCEBOOK 6-11.A)

Source 2: Way of Life (SOURCEBOOK 6-11.B)

Source 3: The Great Bath (SOURCEBOOK 6-11.C)

Source 4: Artwork (SOURCEBOOK 6-11.D)

Ancient Indus Valley Children's Book: Exit Ticket (ASSESSMENT 6-11.E)

Drawing paper (not supplied)

Pencils (not supplied)

Markers/crayons (not supplied)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.7.T1b.1: Explain the ways in which early Indian and Central Asian societies interacted with East African, Western Asian, and European societies (e.g., by conquest, trade, colonization, diffusion of religion, language, and culture).

MA-HSS.7.T1b.2: Describe important economic, political, and religious developments in Indian and Central Asian history and evaluate the ways in which they conform to or differ from developments in societies in other regions of the world.

MA-HSS.6.P3: Organize information and data from multiple primary and secondary sources.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.



PROCEDURES

Inquiry Question: *How should we remember ancient Indus Valley?*

1. Two-Day Lesson

This lesson spans over two days. Day 1 involves learning about the Indus Valley civilizations and drafting children’s books. Day 2 includes completing children’s books and sharing with class. Depending on your group of students, this lesson may span an additional 1-2 days working on the children’s books. To make this activity authentic, we suggest coordinating with primary grade classrooms in your school or district, where younger students can have access to and read the children’s books that your students create.

DAY 1

A. OPENER (15 minutes)

2. Watch the Mohenjo Daro Video

Tell students that for the next few days, we will be researching and writing children’s books for students in the elementary grades.

Show the students a short video on Mohenjo Daro (Lesson6-11Video1). The video describes one of the largest ancient cities built in the Indus Valley around 2500 BCE, which is today in Pakistan. After watching the video, ask the students, “What were some of the most important qualities of Mohenjo Daro?” Anticipated responses may include: it was very large (500 acres/five times the size of Vatican City), had many monuments, it had a great bath, elaborate sewer and water system, had no government or religious buildings (people seemed to rule themselves), may not have had social classes, and grid system/city blocks.

B. DEVELOPMENT (20 minutes)

3. Read and Discuss Mohenjo Daro

Put students in small groups and have them read the four sources (SOURCEBOOK 6-11.A, SOURCEBOOK 6-11.B, SOURCEBOOK 6-11.C, SOURCEBOOK 6-11.D). Source 1 describes Mohenjo Daro’s street and water systems. Source 2 describes the way of life of Mohenjo Daro’s people. Source 3 describes the Great Bath. Source 4 describes the artwork of Mohenjo Daro. Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information.

After the students read about each different aspect of ancient Indus Valley civilization, they should discuss the inquiry question: “How should we remember ancient Indus Valley?” Tell them that they should answer this question with their children’s book. Tell students that the children’s books can take many forms (listed below and on the exit ticket worksheet). Next to each item below are examples of each historical text genre. You should consider assembling a few examples of each category, share those with students, and allow students to access them as models while they create their children’s books.



- Historical fiction: Authors imagine the story of person living during a particular period. An example of this are the “I Survived” Series.
- Illustrated history: Authors primarily use pictures to tell a story, but include bubbles explaining to each part of drawings. An example of this are books by David Macauley on the pyramids, mill towns, cathedrals, and cities.
- Non-fiction: Authors describe the facts and features of the historical event or place (like an encyclopedia). An example of this are the “Who Was?” Series that tell the story of an important historical person.
- Historical comic book: Authors use images and dialogue in panels to tell a historical story. An example of this are the “Show Me History” Comic Series.

C. CLOSING (15 minutes)

4. Begin Drafting Children’s Book on Ancient Indus Valley

Students should create an outline for their book including both the main ideas of each page and describe picture that they will create. Have them use the Ancient Indus Valley Children’s Book: Exit Ticket (ASSESSMENT 6-11.E) as a guide for their project. Remind students that their children’s books should include at least 10 pages and a drawing/ few sentences of text on each page.

If students complete their outlines, give them drawing paper, pencils, and markers/crayons to begin drafting their book.

DAY 2

A. OPENER (5 minutes)

5. Finish Drafting Children’s Book on Ancient Indus Valley

Most groups should continue work on their children’s books. If they have not finished drafting their outline, give additional support to make sure they have enough time to complete the book.

B. DEVELOPMENT (40 minutes)

6. Complete Children’s Book on Ancient Indus Valley

Students should finish their children’s books continuing to be guided by the Ancient Indus Valley Children’s Book: Exit Ticket (ASSESSMENT 6-11.E) handout. It should include at least 10 pages and a drawing/few sentences of text on each page.

C. CLOSING (10 minutes)

7. Share Books/Collect and Bring to Primary Classrooms

If possible, have students visit a primary classroom and read their books to the students. They can then leave their books in the classroom library, so students may read them in the future.



If that is not possible, students should share their books with their own classmates and then donate their books to a primary classroom. If a primary classroom is not available, consider having students donate books to younger siblings.

EVALUATION

ASSESSMENT 6-11.E

In this lesson, students will produce a children's book on the people of Ancient Indus Valley, which will serve as the assessment. See the rubric to use to grade/give feedback on this assignment (ASSESSMENT 6-11.E).



LESSON PLAN 6-12: Native Peoples of Oceania: Indigenous Australians, Māori, and Samoans

MATERIALS

Pacific Islanders Navigation Video (Lesson6-12Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Māori Haka Video (Lesson6-12Video2) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Source 1: Indigenous Australians (SOURCEBOOK 6-12.A)

Source 2: Māori (SOURCEBOOK 6-12.B)

Source 3: Samoans (SOURCEBOOK 6-12.C)

Native Peoples of Oceania Graphic Novel: Exit Ticket (ASSESSMENT 6-12.D)

Laptops or computer lab (not included; preferred, but can be done without)

Drawing paper (not supplied)

Pencils (not supplied)

Markers/crayons (not supplied)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.7.T3b.1: Identify and describe the major social features of the indigenous peoples in Australia (the Aborigines) and New Zealand (the Maoris). Describe archaeological evidence, such as rock paintings, from the region and explain what it indicates about early Aboriginal and Maori cultures.

MA-HSS.6.P3: Organize information and data from multiple primary and secondary sources.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.



PROCEDURES

Inquiry Question: *How would you depict on of the Native peoples of Oceania in a graphic novel?*

A Note on the Topic:

This curriculum uses the term Indigenous people or Native people to describe the first people of the various continents. These terms are the most accurate, as they reflect that the native people were the original people to inhabit these areas. This lesson also uses the terms Pacific Islanders, which describes the first people of the various islands of the Pacific, and Native peoples of Oceania (as the Māori of New Zealand and Indigenous people of Australia are not usually considered Pacific Islanders).

It is important to note, in relation to the Native peoples of the Americas, Native Americans is generally used by the United States government and First Nations/People and Aboriginal are generally used by the Canadian government. Indian or American Indian is the most commonly used term among Indigenous people in the United States. However, Indigenous or Native people is become more commonly used. Wherever possible, this curriculum (and teachers) should refer to the actual nations that Native people belong to, such as Wampanoag, Miwok, Aleuts, (Native) Hawaiian, or Samoan. Here is a good article on usage: www.learnnc.org/lp/editions/nc-american-indians/5526

1. Two-Day Lesson

This lesson spans over two days. Day 1 involves learning about the civilizations of ancient Oceania and drafting graphic novels. Day 2 includes completing graphic novels and sharing with class. Depending on your group of students, this lesson may span an additional 1-2 days working on the graphic novels.

DAY 1

A. OPENER (15 minutes)

2. Watch the Pacific Islanders Navigation and Māori Haka Videos

Tell students that for the next few days, we will be researching and writing graphic novels about the different Indigenous groups of Oceania. Oceania is a term for the collective islands of the Pacific and continent of Australia. It includes the countries of Australia, New Zealand, Papua New Guinea, Palau, Fiji, Samoa, Marshall Islands, as well as the state of Hawaii and territory of Guam. At the end of this activity, we will create a class compilation of our graphic novels and you will be able to bring them home and share them with your families.

Show the students a short video on Pacific Island Navigation (Lesson6-12Video1). The video describes how the ancient Pacific Islanders traveled great distances using the ocean. After watching the video, ask the students, “What were some of the most important qualities of ancient Pacific Islanders’ navigation?” Anticipated responses may include: they used large sailing double-hulled canoes called wa’a kaulua, many people helped build wa’a kaulua, they use the stars and sun to navigate, they were able to tell important information from the types of waves, they were able to use clouds to see land and water forms far away.



Next, show the students a short video on the haka (ha-ka) of the Māori people. The video shows a Māori group performing the haka, which was used by Māori people to avoid fighting, but has become a celebration of life and expression of pride. After watching the video, ask students if they have seen similar dances in other cultures or have dances in their cultures that show pride or celebrate life. Students may share pow wow dances common among different Indigenous American groups, obon/bon dances common among Japanese and Japanese American people, polka dancing common among Polish Americans, or ballet folklórico common among in Mexicans and Mexican Americans.

B. DEVELOPMENT (20 minutes)

3. Examine Sources As a Whole Class

Ask the students to read aloud (using choral, partner, or independent reading) the three documents on the different Native peoples of Oceania: Indigenous Australians (SOURCEBOOK 6-12.A), Māori (SOURCEBOOK 6-12.B), and Samoans (SOURCEBOOK 6-12.C).

Divide the class into three or six groups (depending on your class size); assign each group the Indigenous Australians, Māori (mau-ry), or Samoans (sah-mo-ans). These sources are introductions to each group. Their group task is to create a graphic novel telling the history of their group. Tell them that it is very important that they tell the story from the perspective of the people themselves and that they should work hard to imagine how each group would want to be remembered. Introduce them to the assignment and review the steps found on the exit ticket (ASSESSMENT 6-12.D).

You should also introduce the students to the concept of a graphic novel. A graphic novel is a book that uses comic-strip formatting to tell a narrative (story) and in the form of a book. It is recommended that you provide some examples of grade-level appropriate historical graphic novels. We suggest “Boxers” by Gene Luen Yang and Lark Pien or “A Game for Swallows” by Zeina Abirached (example pages included in student handout). Highlight how the authors use images and text to convey complicated stories and different perspectives.

4. Begin Research on Indigenous Peoples of Oceania

If a laptop cart or computer lab is available, have groups of students gather with computers. If a laptop cart or computer lab is not available, you should find several articles from the below resources, print, and distribute to students.

Have students use the following resources created by the people who were are studying about themselves.

Aboriginal Australians

http://www.workingwithindigenoustralian.info/content/History_2_60,000_years.html

https://www.aboriginalart.com.au/aboriginal_australia.html

<https://www.aboriginalheritage.org/>

Māori

<https://www.govt.nz/browse/history-culture-and-heritage/nz-history/maori-history/>

<https://teara.govt.nz/en/maori>

<https://www.otago.ac.nz/christchurch/departments/mihi/i-hikoi/index.html>



Samoans

<http://www.ashpo.org/index.php/history.html>

<http://nzetc.victoria.ac.nz/tm/scholarly/tei-TuvAcco.html>

<https://www.touramericansamoa.com/about-samoa>

Students are also encouraged to do their own research, but to specifically seek sources from Indigenous perspectives. The exit tickets says, “If these sources do not provide enough information, you can search other websites. Be sure to seek the voices of the Native people themselves and check with your teacher to see if they are valid and accurate. In the past, Europeans wrote most of the histories of the Indigenous Australians, Māori, or Samoan people. In doing so, they presented the European narrative (their view of history), which often presented the Native people of Oceania in a negative way. You should avoid these types of sources when created your graphic novel, as your graphic novel should try to portray Indigenous perspectives of the past.”

C. CLOSING (15 minutes)

4. Begin Drafting Graphic Novels on Indigenous Peoples of Oceania

Students should create an outline for their graphic novel by mapping out the 3-9 “comic” boxes for each of the six pages. Have them use the Native Peoples of Oceania Graphic Novel: Exit Ticket (ASSESSMENT 6-12.D) as a guide for their project. Remind students that their graphic novels should include at least 6 pages of “comic” boxes with images and text bubbles. If students complete their outlines, give them drawing paper, pencils, and markers/crayons to begin drafting their book.

DAY 2

A. OPENER (5 minutes)

5. Finish Drafting Graphic Novels on Indigenous Peoples of Oceania

Most groups should continue work on their graphic novels. If they have not finished drafting their outline, give additional support to make sure they have enough time to complete the graphic novel.

B. DEVELOPMENT (40 minutes)

6. Complete Graphic Novels on Indigenous Peoples of Oceania

Students should finish their graphic novels continuing to be guided by the Native Peoples of Oceania Graphic Novel: Exit Ticket (ASSESSMENT 6-12.D) handout. It should include at least 6 pages of “comic” boxes with images and text bubbles.

C. CLOSING (10 minutes)

7. Share Graphic Novels/Collect

Have students share their books with their own classmates. After the class, photocopy each group’s graphic novels into one classroom compilation. Make enough bound or stapled copies for all of the students in the class and give them the completion, so they can read their peer’s work and share with their families.



EVALUATION

ASSESSMENT 6-12.D

In this lesson, students will produce a graphic novel on the ancient peoples of Oceania, which will serve as the assessment. See the rubric to use to grade/give feedback on this assignment (ASSESSMENT 6-12.D).

LESSON PLAN 6-13: Phoenicia: The Ancient Mediterranean World

MATERIALS

Zoom In Inquiry Activity (SOURCEBOOK 6-13.A)

Map: Phoenicia (SOURCEBOOK 6-13.B)

Source 1: Papyrus Video (Lesson6-13Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Source 2: Phoenician Writing System (SOURCEBOOK 6-13.C)

Source 3: Phoenician Maritime Trade (SOURCEBOOK 6-13.D)

Source 4: Phoenician Resistance and Alexander the “Not So” Great (SOURCEBOOK 6-13.E)

Phoenicia: Exit Ticket (ASSESSMENT 6-13.F)

Papyrus paper (not included; papyrus paper can be purchased through online retailers)

Modeling clay (not included; modeling clay can be purchased through online retailers)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T3d.3: Describe how the alphabetic Phoenician writing system differed from Mesopotamian cuneiform or Egyptian hieroglyphic writing; explain how Phoenician maritime traders contributed to the spread of the use of the alphabetic system, which eventually evolved into the Greek alphabet and then into letter symbols used in other languages.

MA-HSS.6.P3: Organize information and data from multiple primary and secondary sources.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.



CCSS.ELA-Literacy.W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *If you were an ancient historian, how would you write the history of the Phoenicians?*

PREPARATION

1. Load Papyrus Video on Computer

This activity involves having student watch a video on papyrus production as one of the sources. You should load this video on a computer or laptop before the beginning of class. You may also show this video to the entire class before proceeding to the development portion of the procedure.

NOTE: This is a one-day lesson. However, students may need an additional day to create their relief sculpture or papyrus scroll. We advise that you reserve a second day for students to finish these activities and share.

A. OPENER (15 minutes)

2. Zoom In Inquiry Activity

Put students in small groups. Give students the Zoom 1 image (SOURCEBOOK 6-13.A). Project the Zoom 1 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: a fish, a stick, a hockey stick/sports stick. Have students examine the source for about 2-3 minutes.

Give students the Zoom 2 image (SOURCEBOOK 6-13.A). Project the Zoom 2 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: a boat, fish, fishermen, travelers. Have students examine the source for about 2-3 minutes.

Give students the Zoom 3 image (SOURCEBOOK 6-13.A). Project the Zoom 3 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: boats, fishermen, traders, invaders, docks, wood/logs, sea monsters. Have students examine the source for about 2-3 minutes.



Tell students that this is a relief sculpture from King Sargon II's palace showing a Phoenician ship transporting cedar logs, which they are trading. It was made between 800-700 BCE and is today at the Louvre Museum in Paris. Tell the students that Phoenicians were a people who lived in the Levant region of the Middle East/West Asia, in the modern countries of Syria, Lebanon, Jordan, Israel, Palestine. was an African empire that lasted between 1500 and 300 BCE. Have students look at the map of Phoenicia (SOURCEBOOK 6-13.B). Highlight that it is in far west of Asia along the Mediterranean Sea. Explain to the students that this relief sculpture was one way that ancient historians recorded the past. They also used papyrus scrolls (thin paper made from the papyrus plant) and writing.

B. DEVELOPMENT (20 minutes)

3. Read and Discuss the Sources on Ancient Phoenicia

Put students in small groups and have them watch and read the four sources: Papyrus Video (Lesson6-13Video1), Phoenician Writing System (SOURCEBOOK 6-13.C), Phoenician Maritime Trade (SOURCEBOOK 6-13.D), Phoenician Resistance and Alexander the “Not So” Great (SOURCEBOOK 6-13.E). Source 1 is a video showing a educator at the Giza Papyrus Museum in Egypt demonstrating how papyrus scrolls were made. Source 2 describes the creation of the Phoenician writing system. Source 3 describes the sea trade routes established by the Phoenicians. Source 4 describes how Phoenicians responded when Alexander the Great invaded their city-states. As the student reads, tell the other group members to underline or highlight any important information.

4. Discuss and Reach Consensus on the Phoenicians

Have students in their group discuss how they think the Phoenicians would want to be remembered by people in the future. Tell them that they will pretend to be ancient Phoenician historians writing their story to the future world through relief sculptures or on papyrus scrolls. Students should carefully examine each of the sources and weigh the evidence. They should try their best to come to some consensus as to how the Phoenicians might want to be remembered.

5. Write Up Answer on the Phoenicians Using Relief Sculptures or Papyrus

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-13.F), where they write their group’s response to the lesson’s Inquiry Question: “If you were an ancient historian, how would you write the history of the Phoenicians?” Tell students that they may choose to capture the Phoenician history in a relief sculpture (they will use modeling clay to sculpt it and then let dry) or by writing on papyrus (papyrus paper can be purchased through online store). As a substitute, students can use paper to map out their relief sculpture or use drawing paper as a substitute for papyrus.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



C. CLOSING (15 minutes)

6. Share Group's Response on the Phoenicians: Exit Ticket

Ask students to use the share their answers on the exit ticket (ASSESSMENT 6-13.F). After each group shares, lead the class in a discussion as to which histories that they find most compelling and why. Have students highlight the ways that groups captured the Phoenician perspective of the past.

EVALUATION

ASSESSMENT 6-13.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

Each group's historical rendering will vary based on what aspects of the sources they decided to emphasize in their relief sculpture or papyrus scroll. All student exit tickets should include direct references to the information in the sources.



LESSON PLAN 6-14: Israel–Palestine Conflict: Making a Plan for Peace

MATERIALS

Israel and Palestine Conflict Video (Lesson6-14Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Map: Israel and Palestine/Polls: Israel and Palestine (SOURCEBOOK 6-14.A)

Source 1: One-State Solution (SOURCEBOOK 6-14.B)

Source 2: Two-State Solution (SOURCEBOOK 6-14.C)

Source 3: Confederation Solution (SOURCEBOOK 6-14.D)

Israeli–Palestinian Conflict: Note Taking Sheet (ASSESSMENT 6-14.E)

Israeli–Palestinian Conflict: Exit Ticket (ASSESSMENT 6-14.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T3a.2: On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

MA-HSS.6.T3a.3: Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

MA-HSS.6.P2: Develop focused questions or problem statements and conduct inquiries.

MA-HSS.6.P7: Determine next steps and take informed action, as appropriate.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What is the best solution for creating peace in Palestine and Israel?*



PREPARATION

1. One-Day Lesson

This lesson spans only one day. However, peace in Israel and Palestine is a complex topic. Depending on your group of students, this lesson may span an additional day preparing for the conversation.

2. Post Definition of Conflict

Post the definition of conflict on the board or chart paper hidden from view. Conflict: A serious disagreement lasting a long time and sometimes involving violence.

A. OPENER (15 minutes)

3. Watch the Israel and Palestine Conflict Video

Tell students that we will be studying a conflict that has lasted for over 100 years. Reveal the definition of Conflict as “A serious disagreement lasting a long time and sometimes involving violence.” We will start by watching a video on the history of a conflict between people who are Jewish and people who are Muslim in the nations of Israel and Palestine. Many people believe that this conflict has occurred for centuries, but in reality, the two groups co-existed relatively peacefully for much of their histories. Changes in the 20th century (1900s) led to the two groups of people fighting.

Show the students a short video on the Israel-Palestine Conflict (Lesson6-14Video1). While some of the events discussed in the video are complicated, it is intended to give the students a basic overview. You may decide to show the video a second time to ensure the students understand all of the complexities. After watching the video, ask the students, “What were some of the events that led to the people in Israel and Palestine fighting?” Anticipated responses may include: the Europeans created divisions between the two groups, many Jewish people moved to Israel to flee persecution in Europe, the creation of the separate country of Israel angered some Palestinians, the Holocaust made making a country for Jewish people more important, Israel declared independence in 1948, Arab nations attacked Israel in 1948-49 (Arab-Israel War), Israel defended itself during the Arab-Israel War and took more land than it was originally given by the Europeans, Israel attacked Egypt leading to the Six-Day War where they expanded their territory, Israel and Egypt created a peace agreement, several leaders who supported peace were killed, the U.S. tries to create a peace agreement between Israel and Palestine, extremists on the Israeli and Palestinian sides gain power, Palestinian people fight the Intifadas (Arab word for uprising) out of frustration.

Show students Israel-Palestine’s location on a map and show the changes in land control over the past 100 years (SOURCEBOOK 6-14.A). Tell students that we will be studying three of the peace plans proposed for the region and you will need to decide which plan you think is strongest.

Assign students to three groups and assign each one of the following sources as their stance for the three-way conversation: One State Solution (SOURCEBOOK 6-14.A), Two State Solution (SOURCEBOOK 6-14.B), Confederation Solution (SOURCEBOOK 6-14.C). Each group represents a different plan for making permanent peace between Israel and Palestine. Tell students that their task is to get to know their stance and then argue for it during a three-way conversation. After hearing about the different plans, including the pros and cons of each, you will get to decide which plan you think is best.



B. DEVELOPMENT (20 minutes)

4. Prepare for the Three-Way Conversation on Peace in Israel and Palestine

Tell the three groups to look at their document. Ask students to discuss in their groups, based on what they read, the reasons why their plan is stronger, but also some of the weaknesses to their plan. Have students use the Note Taking Sheet (WORKSHEET 6-14.D) to help make your argument (students should only complete the notes for their document at this point). Have students use a piece of paper to prepare an opening speech as to why their plan should be adopted. Tell students to choose one student to read their opening speech. Circulate the room helping students complete their opening speech.

5. Participate in the Three-Way Conversation on Peace in Israel and Palestine

Have students put their chairs in a triangle position where the three sides of the conversation can see each other. Tell students that we will now have a conversation about which plan we think is more likely to lead to peace. Tell students that there will be three rules for our debate:

1. We must respect each other. There is no one right answer and everyone's ideas are important.
2. We should only have one person speaking at a time (you may consider using a talking stick or item for this activity-where only the student holding that stick/item has the right to speak)
3. We should be listening when others speak.

Have one of the groups read their opening speech. Next, have another group read their opening speech. Finally, have the third group read their speech. [NOTE: It does not matter which group goes first].

After the opening speeches are read, tell the first group that they get to speak for 3 minutes and the other team cannot interrupt them. This is their chance to say why they think their idea is right.

Tell the second group that they get to speak for 3 minutes and the other team cannot interrupt them. This is their chance to say why they think their idea is right.

Tell the third group that they get to speak for 3 minutes and the other team cannot interrupt them. This is their chance to say why they think their idea is right.

Have students make points or ask questions to the other side and allow the other side time to respond. This should last 5-7 minutes. Go back and forth having each side ask and the other side answer their question/respond to their statement.

Tell the students that the debate is now over and that they will have a chance to make up their own mind, which may be different than the debate side that they were on.

Before they make up their own mind, tell them that we will review the arguments from each side. Ask the class to remind us of the arguments for the "One-State Solution." List these ideas on the board or chart paper. Have students add them to their worksheets, if they are not already recorded from the debate preparation. Ask the class to remind us of the arguments for "Two-State Solution." List these ideas on the board or chart paper. Have students add them to their worksheets, if they are not already recorded from the debate preparation. Ask the class to remind us of the arguments for "Confederation Solution." List these ideas on the board or chart paper. Have students add them to their worksheets, if they are not already recorded from the debate preparation.



C. CLOSING (15 minutes)

6. Write Up Preferred Plan Related to Peace in Israel and Palestine

Next, tell students that now that they have heard all three plans for peace, they are going to have to decide which plan they think would be strongest. For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-14.E), where they write their own personal response to the lesson's Inquiry Question: "*What is the best solution for creating peace in Palestine and Israel?*" Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 6-14.E

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The students should take a stance by choosing and defending one of the peace plans. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

One-State Solution

- Provides equal rights to all people in the country
- Removes the current barriers that prevent Palestinian and Israeli people from living in certain areas
- It would not require anyone to move
- There are also roughly equal populations of Jews and Arabs in the region; they would have relatively equal voting power, which may create a balance of power between the two groups

Two-State Solution

- Create two separate countries
- There would be borders and separate governments, which would allow the Israeli and Palestinian people to control their own futures
- It would likely decrease fighting between Israel and Palestine, as each country would have its own territory and government



Confederation Solution

- Provides equal rights to all people in the country
- Remove the current barriers that prevent Palestinian and Israeli people from living in certain areas. It would not require anyone to move
- It would not require anyone to move
- Government structure would always ensure that Jews and Arabs have equal political power



LESSON PLAN 6-15: Ancient Empires of the Central Asia: Persia/Sasanian, Gandhara, and Mauryan

MATERIALS

Images (SOURCEBOOK 6-15.A)
Source 1: Sasanian Empire (Persia) (SOURCEBOOK 6-15.B)
Source 2: Gandhara Empire (SOURCEBOOK 6-15.C)
Source 3: Maurya Empire (SOURCEBOOK 6-15.D)
Ancient Empires of the Central Asia: Exit Ticket (ASSESSMENT 6-15.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.7.T1b.1: Explain the ways in which early Indian and Central Asian societies interacted with East African, Western Asian, and European societies (e.g., by conquest, trade, colonization, diffusion of religion, language, and culture).

MA-HSS.7.T1b.3: Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

MA-HSS.6.P2: Develop focused questions or problem statements and conduct inquiries.

MA-HSS.6.P7: Determine next steps and take informed action, as appropriate.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *If you could live in any Central Asian empire, which one would it be and why?*

PREPARATION

This lesson uses a method called Visual Thinking Strategy (VTS). The key to VTS is that you as a teacher only do two things: (1) Ask the following questions and (2) repeat as precisely as possible exactly what the students say.



Visual Thinking Strategy Questions:

- Open with: **“What’s going on in this picture?”**
Summarize student responses using conditional language (“Raoul thinks this could be...”). This keeps the conversation open to other interpretations by other students.
- If appropriate: **“What do you see that makes you say that?”**
This encourages students to back up their statements with things they see in the work of art.
- Ask the group: **“What more can we find?”**
This continues the conversation.

If this is your first time using VTS, I would recommend reading this description (with a video example from Grade 1) of it from the Milwaukee Art Museum:
<http://teachers.mam.org/collection/teaching-with-art/visual-thinking-strategies-vts/>

A. OPENER (15 minutes)

1. Engage in a Visual Thinking Strategy (VTS) on Images from Ancient Central Asia

Give students Images (SOURCEBOOK 6-15.A). Do not reveal that these are images of the ruins of three great Central Asian Empires. Project the first image (Lettered “A”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Project the second image (Lettered “B”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Project the second image (Lettered “C”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Tell students that today we will be learning about the early human societies in Central Asia. These images that we were looking at were photographs of what remains of the ancient Sasanian, Gandhara, and Maurya Empires. Ask students: What can we tell about these ancient societies from what they have left behind?

B. DEVELOPMENT (25 minutes)

4. Read and Discuss the Sources on Ancient Central Asian Empires

Put students in small groups and have them read the three sources: Source 1 describes the Sasanian Empire (SOURCEBOOK 6-15.B). Source 2 describes the Gandhara Empire (SOURCEBOOK 6-15.C). Source 3 describes the Mauryan Empire (SOURCEBOOK 6-15.D). Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information.



5. Discuss and Reach Consensus on the Ancient Central Asian Empire Where They Would Want to Live

Have students in their group discuss which ancient Central Asian Empire that they would like to live in. Students should carefully examine each of the sources and weigh the evidence. They should try their best to come to some consensus and explain why their choice is preferred.

6. Write Up Answer on Ancient Empires of the Central Asia: Exit Ticket

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-15.E), where they write their group's response to the lesson's Inquiry Question: "If you could live in any Central Asian empire, which one would it be and why?" Tell students to cite at least three pieces of evidence from the sources for this lesson. While they should work together to answer the inquiry question, each student should complete their own exit ticket sheet.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

C. CLOSING (10 minutes)

7. Share Group's Response on the Ancient Empires of the Central Asia: Exit Ticket

Ask students to use the share their answers on the exit ticket (ASSESSMENT 6-15.E). After each group shares, lead the class in a discussion as to which arguments about the different empires that they find most compelling.

EVALUATION

ASSESSMENT 6-15.E

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The students should take a stance by choosing and defending their choice to live in one of the ancient Central Asian empires. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

Sasanian Empire (Persia)

- Was located in modern day Iran
- Known for its art, architecture, music, literature, and philosophy
- Many Sasanians practiced a religion called Zoroastrianism, they also allowed many different religious groups within their empire
- They made grand monuments and cities, with extensive roads, water mills and canals, and buildings
- They created schools to educate their people, including the Grand School (which was their highest school)
- They had an extensive trade network, where they bought and sold goods with far away peoples

Gandhara Empire

- Was located in modern day Pakistan and Afghanistan
- Known for art, music, and trade (especially perfumes and herbs)
- Buddhism was the main religion; made thousands of images and statues of Buddha across the region
- Gandharans also allowed many different religious groups within their empire
- They also created complex cities, which served as trading places for people from outside the region, and this made them a very wealthy empire

Maurya Empire

- Was located in modern day India
- Known for farming and trade (especially in salt, wood, and boat building)
- governors for each region with departments focused on specific parts of society: art, trade, commerce (business), births and deaths, agriculture, forests, metal, mines, roads, and public buildings
- Hinduism, Jainism, and Buddhism were their main religions
- Had 50–60 million (possibly the largest empire of its time) and it became very wealthy from trade



LESSON PLAN 6-16: Ancient Chinese Inventions

MATERIALS

Ancient Chinese Paper Making Video (Lesson6-16Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Source 1: Character-Based Language (Logograph System) (SOURCEBOOK 6-16.A)

Source 2: Paper/Moveable Print (SOURCEBOOK 6-16.B)

Source 3: Gun Powder/Rockets (SOURCEBOOK 6-16.C)

Source 4: Compass (SOURCEBOOK 6-16.D)

Source 5: Mechanical Clock (SOURCEBOOK 6-16.E)

Notetaking Sheet: Ancient Chinese Inventions (WORKSHEET 6-16.F)

Ancient Chinese Inventions: Exit Ticket (ASSESSMENT 6-16.G)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.7.T2b.2: Describe important economic, political, and religious developments in early Chinese history and evaluate the ways in which they are similar to or different from the characteristics of societies in other regions of the world.

MA-HSS.7.T2b.2d: The Chinese ideographic writing system (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system

MA-HSS.7.T2b.2e: Important technologies of China such as bronze casting, silk and gunpowder manufacture.

MA-HSS.6.P3: Organize information and data from multiple primary and secondary sources.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What was the most important invention of ancient China?*



A. OPENER (15 minutes)

1. Watch Ancient Chinese Paper Making Video

IMPORTANT: Do not tell students this is a video on paper making. Show the students a short video about the ancient process of papermaking in China (Lesson6-16Video1). As the video plays, after each segment of the process ask students to wonder about the following question: “What do you think she is making?” At the end of the video, reveal that this is a demonstration of the technique used in ancient China to make paper. Tell students that today we will study five different inventions that were first discovered or created by people in ancient China.

B. DEVELOPMENT (25 minutes)

2. Read and Discuss the Ancient Chinese Inventions Sources

Put students in small groups and have them read the five sources found in this lesson (SOURCEBOOK 6-16.A, SOURCEBOOK 6-16.B, SOURCEBOOK 6-16.C, SOURCEBOOK 6-16.D, SOURCEBOOK 6-16.E). Source 1 describes Chinese languages as character-based and using logograph systems. Source 2 describes the Chinese invention of paper and moveable print (something often incorrectly attributed to Gutenberg in Europe). Source 3 describes the Chinese invention of gun powder and later rockets. Source 4 describes the Chinese invention of the compass. Source 5 describes the Chinese invention of the mechanical clock. Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information.

3. Engage in a Jig Saw About Ancient Chinese Inventions

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of three students, one is an expert on Source 1, 2, 3, 4, and 5. Have each student describe their document to the other members of their group. Students will take notes on the Notetaking Sheet: Ancient Chinese Inventions (WORKSHEET 6-16.F).

Ask students to use the sources to answer the following inquiry question: “Are we living in a new era of human development (or are we still in the Modern Era or Post-Modern Era)? If we are living in a new era, what would you call it and why? In answering this question, students should debate between the four different sources. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (15 minutes)

4. Write Up Argument on Ancient Chinese Inventions

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-16.G), where they write their own personal response to the lesson’s Inquiry Question: “What was the most important invention of ancient China?” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



EVALUATION

ASSESSMENT 6-16.G

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should take a stance by choosing and defending one of the ancient Chinese inventions as most important. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

Character-Based Language (Logograph System)

- Created a written language used across a large region
- Based on original drawings of words
- A written character or two can represent an entire concept
- Allows ideas to be captured quickly
- Helps spread ideas

Paper/Moveable Print

- Created letters, pamphlets, books, maps
- Allows ideas to be captured over time
- Led to more people learning to read
- Helps spread ideas
- Paper is used in many important products, including paper screens and windows in houses, hats and clothes, and eventually money.

Gun Powder/Rockets

- Can be used for fireworks and celebrations
- Can be used for deadly weapons and has killed many people (negative impact)
- Used for defense from invaders

Compass

- Can help arrange items in a house or decide where to put a building
- Can help people travel across land and sea in the correct direction

Mechanical Clock

- Used water to keep track of time
- Helps keep track of time and not rely on the sun
- Allows people to make and keep appointments and events



LESSON PLAN 6-17: Ancient Chinese Dynasties: Zhou, Qin, Han, Tang

MATERIALS

Ancient Chinese Dynasties Scavenger Hunt (WORKBOOK 6-17.A)
Source 1: Zhou Dynasty (SOURCEBOOK 6-17.B)
Source 2: Qin Dynasty (SOURCEBOOK 6-17.C)
Source 3: Han Dynasty (SOURCEBOOK 6-17.D)
Source 4: Tang Dynasty (SOURCEBOOK 6-17.E)
Ancient Chinese Dynasties: Exit Ticket (ASSESSMENT 6-17.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.7.T2b.2: Describe important economic, political, and religious developments in early Chinese history and evaluate the ways in which they are similar to or different from the characteristics of societies in other regions of the world.

MA-HSS.7.T2b.2a: The continuity of rule and encouragement of learning in the Shang and Zhou dynasties (c. 1600–256 BCE)

MA-HSS.7.T2b.2b: The teachings of Confucius (551–479 BCE), including writings on ethics and good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler and the philosophy/religion of Taoism, emphasizing harmony of humanity and nature

MA-HSS.7.T2b.2c: The First Emperor’s unification of China in the short Qin Dynasty (221–206 BCE) by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating, with the use of slave labor, large state building projects for irrigation, transportation, and defense (e.g., the Great Wall) and his own tomb with life-size terracotta warriors

MA-HSS.6.P3: Organize information and data from multiple primary and secondary sources.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.



PROCEDURES

Inquiry Question: *Which dynasty of China was strongest?*

PREPARATION

1. Set Up Ancient Chinese Dynasties Scavenger Hunt

Around the room or playground (depending on the availability), hide clues from the Ancient Chinese Dynasties Scavenger Hunt (SOURCEBOOK 6-17.A). Each group will need to find 4 clues about their dynasty. The dynasties are color coded (if your printer is black and white, you can color code them by using different paper colors or markers): Zhou (blue), Qin (orange), Han (yellow), Tang (green). You can hide clues in random places in the room (the location does not matter).

A. OPENER (15 minutes)

2. Participate in Ancient Chinese Dynasties Scavenger Hunt

Tell students that today we will be going on team scavenger hunts to find clues about four different dynasties (which is another name for a family that rules a kingdom) of ancient China. Put students in four groups and assign them a dynasty and a color: Zhou (blue), Qin (orange), Han (yellow), Tang (green). Once you have retrieved all four of your group's clues, you should return to your desks/tables and arrange them in chronological order (what happened first to what happened last). The first team to do so will have won the scavenger hunt. When all teams have returned to their desks, we will read each of the facts in chronological order with Zhou first, Qin second, Han third, and Tang last to give the students a sense of the major events during these periods.

B. DEVELOPMENT (25 minutes)

3. Read and Discuss the Ancient Chinese Dynasty Sources

Put students in small groups and have them read the four sources found in this lesson: Zhou Dynasty (SOURCEBOOK 6-17.A), Qin Dynasty (SOURCEBOOK 6-17.B), Han Dynasty (SOURCEBOOK 6-17.C), Tang Dynasty (SOURCEBOOK 6-17.D).

4. Present Strengths and Weaknesses of Ancient Chinese Dynasties

Ask students to use the sources to answer the following inquiry question: "Which dynasty of China was strongest? In answering this question, students should debate between the four different dynasties. Tell students that they do not need to choose the dynasty that they represented in the scavenger hunt. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (15 minutes)

5. Write Up Argument on Ancient Chinese Dynasties

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-17.F), where they write their own personal response to the lesson's Inquiry Question: "Which dynasty of China was strongest?" Tell students to cite at least three pieces of evidence from the sources for this lesson.



Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 6-17.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should take a stance by choosing and defending the dynasty that they thought was strongest. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

Zhou Dynasty

- Longest in Chinese history
- A feudal system that helped those at the top gain wealth and power (negative)
- Important philosophical and religious works: Confucianism, Taoism, Sun Tzu’s “The Art of War”

Qin Dynasty

- Shortest in Chinese history
- Powerful emperor
- He removed power from nobles and enslaved people (negative)
- He ended free speech and had a massive book burning to stop ideas that might oppose Confucianism and his rule (negative)
- Built the terracotta warrior statues
- Built the first part of the Great Wall

Han Dynasty

- A time of learning and cultural change
- Emperor Gaozu, a former commoner, understood the life of the peasants; lowered taxes and opened up bureaucratic positions (government jobs) positions to all classes; allowed some people to earn more money and work their way up society
- Empress Lu Zhi becomes the first women emperor of China; She was a powerful ruler who had some of her enemies killed (negative)



- Silk Road began, which was a trade route between China and peoples to their west (such as West Asia/Middle East, Europe, and Africa); increased the wealth of China

Tang Dynasty

- Era of inventions and advancements in Chinese history (gunpowder, air conditioning, gas stoves, printing, advancements in medicine, science, technology, architecture, and literature)
- Empress Wu Zetian improved education, agriculture, and reformed the government
- From 712-756 CE, Emperor Xuanzong built public libraries to collect all the books and calendars in print
- Yi Xing invention of the first mechanical clock powered by water in 725 CE
- Huang-Chao Rebellion was an uprising against the emperor led by soldiers and peasants; They were unhappy with their lack of wealth and opportunity, and stood up for their rights



LESSON PLAN 6-18: Ancient Peoples of Eastern Asia: Japan, Korea, Mongolia, and Việt

MATERIALS

Ancient Peoples of Eastern Asia Images (SOURCEBOOK 6-18.A)
Source 1: Ancient Japan (SOURCEBOOK 6-18.B)
Source 2: Ancient Korea (SOURCEBOOK 6-18.C)
Source 3: Ancient Mongolia (SOURCEBOOK 6-18.D)
Source 4: Ancient Việt (SOURCEBOOK 6-18.E)
Ancient Peoples of Eastern Asia: Exit Ticket (ASSESSMENT 6-18.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.7.T2c.2: Describe the impact of encounters, such as through trade, religion, and conquest, among the ancient civilizations of China, Japan, and Korea.

MA-HSS.7.T3: Southeast Asia and Oceania: Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

MA-HSS.6.P4: Analyze the purpose and point of view of each source; distinguish opinion from fact.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What is each ancient people's greatest contribution to the world?*

PREPARATION

1. Set Up Carousel Activity

Around the room, post sources from Ancient Peoples of Eastern Asia Images (SOURCEBOOK 6-18.A). Hang next to each image large pieces of chart paper with the



following questions on it: Where do you think this picture is (can you name a place, like a country or city)? What do you think is happening in the picture?

A. OPENER (15 minutes)

2. Engage in a Carousel Activity on the Ancient Peoples of Eastern Asia

Ask students to go to each of the eight stations (SOURCEBOOK 6-18.A). At each station, the students should write the answer to the questions posted on the chart paper. They can write their own answers, but also react to previous answers. Let them know to star items from previous groups that they agree with. Once students have gone to each of the eight stations, they should return to their seats. Review what each group write on the chart paper at the eight stations. While doing this, reveal the group associated with each source (explanations are on the back of each source): Sources 1 and 4 are from Japanese history, Sources 2 and 5 are from Korean history, Sources 3 and 7 are from Mongolian history, Sources 4 and 8 are from Vietnamese history.

B. DEVELOPMENT (25 minutes)

3. Analyze Ancient Peoples of Eastern Asia Sources

Put students in small groups. Tell students that you will now each be given chronological sources (in order from oldest to newest events) in related to one of these groups. Your group will need to decide which event in their history was their greatest contribution to the world. You will answer the inquiry question: What is each ancient people's greatest contribution to the world?

Ask students to use the sources to answer the following inquiry question: "Which dynasty of China was strongest? In answering this question, students should debate between the four different dynasties. Tell students that they do not need to choose the dynasty that they represented in the scavenger hunt. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (15 minutes)

4. Write Up Argument on Ancient Peoples of Eastern Asia

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-18.F), where they write their own personal response to the lesson's Inquiry Question: "What is each ancient people's greatest contribution to the world?" Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 6-18.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using



sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The students should take a stance by choosing and defending the most important contribution of each group of people. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

Ancient Japan

- Some say that the Japanese islands were created by the gods Izanami and Izanagi when they dipped a spear into the sea
- Ninigi, the first ruler of Japan, was the grandson of Amaterasu, the kami of the sun; His great grandson was Emperor Jimmu, who ruled from 660-585 BCE
- Around 400 BCE, migrants began to arrive from continental Asia, especially Korea and China; Japan began to adopt Buddhism as one of its main religions
- Capital to Heiankyo (Kyoto) led to art, music, and literature
- A Japanese woman named Murasaki Shikibu create the world's first novel, the Tale of Genji
- Clans created samurai

Ancient Korea

- Some say that Korea was founded by Dangun Wanggeom (or Tangun), who was the offspring of the god Hwanung (supreme being) and a female bear transformed into a woman
- The Gojoseon Kingdom became wealthy due to agriculture and natural resources like gold, silver, copper, tin, and zinc, which they traded with others
- Koreans invented movable metal type printing (something not existing in Europe until centuries later)
- The people of Korea became angry at the large palaces and water parks built by King Uijong. Rebellions broke out in 1126 and 1135 CE

Ancient Mongolia

- Genghis Khan became the first ruler of Mongolia, uniting the nomadic tribes of the Asian steppe and creating a great calvary (horse warriors)
- They created dress, diet, and housing to survive harsh winters
- Genghis Khan would rule over much of Asia and the empire would expand as far as Eastern Europe
- Kublai Khan, grandson of Genghis, would reign from 1260 to 1294 CE. He declared himself the emperor of China and make a new capital in Daidu (Beijing)

Ancient Việt

- Some say that the Việt people originated from the marriage of a dragon father and Âu Cơ, a fairy mother, who had 100 sons



- The Phù Nam (Funan) area in the south becomes a place of major sea trading ports
- The Champa Kingdoms, including Lâm Ấp, formed in central Vietnam and created elaborate buildings
- Wanting freedom for the Việt people, the Trưng sisters (Trưng Trắc and Trưng Nhị) led a revolt against China
- Around 100 CE, Buddhism comes to Vietnam and China continues to rule
- In 939 CE, Ngô Quyền finally defeats Chinese forces and ends Chinese control of the region
- In 1280 CE, the Vietnamese stop a Mongol invasion



LESSON PLAN 6-19: History Detectives: How Did a Giraffe End Up in the Chinese Imperial Court?

MATERIALS

Image (SOURCEBOOK 6-19.A)

The Giraffe and the Chinese Court: Sources (SOURCEBOOK 6-19.B)

The Giraffe and the Chinese Court: Exit Ticket (ASSESSMENT 6-19.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.7.T2b.2f.: China's role in trade across Asia and to and from Africa and Europe

MA-HSS.7.T2c.2: Describe the impact of encounters, such as through trade, religion, and conquest, among the ancient civilizations of China, Japan, and Korea.

MA-HSS.6.P4: Analyze the purpose and point of view of each source; distinguish opinion from fact.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *How did a giraffe end up in the Chinese imperial court?*

PREPARATION

This lesson uses a method called Visual Thinking Strategy (VTS). The key to VTS is that you as a teacher only do two things: (1) Ask the following questions and (2) repeat as precisely as possible exactly what the students say.

Visual Thinking Strategy Questions:

- Open with: **“What’s going on in this picture?”**
Summarize student responses using conditional language (“Raoul thinks this could be...”). This keeps the conversation open to other interpretations by other students.



- If appropriate: **“What do you see that makes you say that?”**
This encourages students to back up their statements with things they see in the work of art.
- Ask the group: **“What more can we find?”**
This continues the conversation.

If this is your first time using VTS, I would recommend reading this description (with a video example from Grade 1) of it from the Milwaukee Art Museum:
<http://teachers.mam.org/collection/teaching-with-art/visual-thinking-strategies-vts/>

A. OPENER (15 minutes)

2. Engage in a Visual Thinking Strategy (VTS) on the Giraffe and the Chinese Court Images

Give students the Image (SOURCEBOOK 6-19.A). Do not reveal that this is an image of a giraffe in the Chinese imperial court. Project the image and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Tell students that today we will be learning about Zheng He, who was a Chinese explorer, and an interesting event where a giraffe from Africa ended up in China. What are some of your educated guesses about how this giraffe ended up in Beijing.

B. DEVELOPMENT (25 minutes)

3. Analyze the Giraffe and the Chinese Court Sources

Put students in small groups. Tell students that you will now each be given a set of sources telling you information about how this Africans giraffe ended up in China. Your group will need to read the sources. Next, you should pretend to be historians who are interpreting (telling the meaning) of this event. You will answer the inquiry question: How did a giraffe end up in the Chinese imperial court? Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (15 minutes)

4. Write Up Argument on the Giraffe and the Chinese Court

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-19.C), where they write their own interpretations answering the lesson’s Inquiry Question: “How did a giraffe end up in the Chinese imperial court?” Tell students to cite at least three pieces of evidence from the sources for this lesson. Students should brainstorm as a group. You may have each group choose a scribe and write up one exit ticket per group, or have each individual student record their interpretation.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



EVALUATION

ASSESSMENT 6-19.C

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The student should write a historical account answering the question: “How did a giraffe end up in the Chinese imperial court?” Students answers may vary but should include at least three pieces of evidence from the sources.



LESSON PLAN 6-20: Comparing Global Trade Routes: Ancient and Modern Silk Roads

MATERIALS

New Silk Road Video (Lesson6-20Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Maps (SOURCEBOOK 6-20.A)

Source 1: Silk Road Opened an Important Global Trade Network (SOURCEBOOK 6-20.B)

Source 2: Silk Road Possibly Caused the Spread of the Plague (SOURCEBOOK 6-20.C)

Source 3: Belt and Road Initiative Built Needed Infrastructure (SOURCEBOOK 6-20.D)

Source 4: Belt and Road Initiative Put Nations in Debt (SOURCEBOOK 6-20.E)

Silk Road and Belt and Road Initiative: Exit Ticket (ASSESSMENT 6-20.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T3g.1: Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g., gold, ivory from Africa, grain from Western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China).

MA-HSS.6.P4: Analyze the purpose and point of view of each source; distinguish opinion from fact.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What has changed the world more, the Silk Road (100s BCE–1450s CE) or the Belt and Road Initiative (2013 CE-present)?*



A. OPENER (15 minutes)

1. Watch the New Silk Road Video

Show the students a short video about the new Silk Road, also known as the Belt and Road Initiative in Chinese (Lesson6-20Video1). The video compares the original Silk Road with the new Belt and Road Initiative. After watching the video, ask the students, “Why do you think China is trying to create a new modern Silk Road?” Anticipated responses may include: they want to make money, they want to be friends with other nations, they want other nations to owe them money, they are competing economically with the U.S., they want to be connected (road, water routes, digital technologies, energy) with Europe, Africa, and other parts of Asia. Show the students the two maps comparing the Silk Road to the Belt and Road Initiative (SOURCEBOOK 6-20.A). Write “similarities” and “differences” on the board or chart paper. Have students list ways that the maps are similar and different, and list this on the board.

B. DEVELOPMENT (25 minutes)

2. Read and Discuss Silk Road and Belt and Road Initiative Sources

Put students in small groups and have them read the five sources found in this lesson (SOURCEBOOK 6-20.B, SOURCEBOOK 6-20.C, SOURCEBOOK 6-20.D, SOURCEBOOK 6-20.E). Source 1 describes how the Silk Road created a global network of trade benefiting Asia, Europe, and Africa. Source 2 describes how the Silk Road may have been what caused the spread of the Bubonic Plague in Europe. Source 3 describes how the Belt and Road Initiative is building roads, trains, digital technology networks in parts of Africa, Europe, and Asia. Source 4 describes the debt that nations have to China from the Belt and Road Initiative that is allowing China to influence their decisions. Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information.

Next, have students discuss in their groups the answer to the inquiry question: What has changed the world more, the Silk Road (100s BCE–1450s CE) or the Belt and Road Initiative (2013 CE-present)? Students should attempt to convince their group members that their argument is strongest, but at the end of the lesson, each student will get to write their own argument.

C. CLOSING (15 minutes)

3. Write Up Argument on the Silk Road and Belt and Road Initiative

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-20.F), where they write their own personal response to the lesson’s Inquiry Question: “What has changed the world more, the Silk Road (100s BCE–1450s CE) or the Belt and Road Initiative (2013 CE-present)?” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



EVALUATION

ASSESSMENT 6-20.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The student should write a historical account answering the question: “What has changed the world more, the Silk Road (100s BCE–1450s CE) or the Belt and Road Initiative (2013 CE-present)?” Students answers may vary but should include at least three pieces of evidence from the sources.

Silk Road (100s BCE–1450s CE)

- Made many nations wealthy through the global trade network
- Included the trade of silk, spices, oils, pearls, leopard skins, gold, papyrus, and even housewares
- Trade benefited different groups of people in Asia, Europe, and Africa, making nations in those different regions very wealthy from their trade
- Spread ideas, languages, and religions (Buddhism, Zoroastrianism, Judaism, and later, Christianity and Islam)
- Helped prevent war and keep peace
- Likely spread one of the world’s first pandemics, the Bubonic Plague (negative)

Belt and Road Initiative (2013 CE-present)

- \$1.3 trillion by 2027 spent by China to build infrastructure projects in Africa, Eastern Europe, and other parts of Asia
- China lent money and building train lines, highways, school and health care buildings, cell phone networks, and computer networks
- Helped poorer countries around the world improve the lives of their people through transportation, internet technologies, and health care
- Many countries became indebted to China, some more than double the amount of their wealth (negative)
- China often owns the infrastructure and makes money from it (negative)



LESSON PLAN 6-21: The Crusades: Resistance to Invaders

MATERIALS

Zoom In Inquiry (SOURCEBOOK 6-21.A)
The Crusades: Overview SOURCEBOOK 6-21.B)
Source 1: Uprisings in Aleppo and Baghdad (SOURCEBOOK 6-21.C)
Source 2: Saladin Wins Back Jerusalem (SOURCEBOOK 6-21.D)
Source 3: The Siege of Acre (SOURCEBOOK 6-21.E)
The Crusades: Resistance to Invaders: Exit Ticket (ASSESSMENT 6-21.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T3g.1: Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g., gold, ivory from Africa, grain from Western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China).

MA-HSS.6.T3g.2: Use information from primary and secondary sources to research contributions of one of the ancient Mesopotamian, Egyptian, Phoenician, Israelite, Islamic, and Eurasian societies to the modern world.

MA-HSS.6.P4: Analyze the purpose and point of view of each source; distinguish opinion from fact.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What was the most important act of resistance to the European Crusades in the Middle East?*



PREPARATION

1. Post Definition of Resistance

Post the definition of resistance on the board or chart paper hidden from view.

Resistance: The refusal to accept something; to prevent a group from controlling others.

A. OPENER (15 minutes)

2. Zoom In Activity

Put students in small groups. Give students the first image labeled Zoom 1 image (SOURCEBOOK 6-21.A). Project the Zoom 1 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: a castle, a farm, a mountain. Have students examine the source for about 2-3 minutes.

Give students the Zoom 2 image (SOURCEBOOK 6-21.A). Project the Zoom 2 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: a castle, a town, a prison. Have students examine the source for about 2-3 minutes.

Give students the Zoom 3 image (SOURCEBOOK 6-21.A). Project the Zoom 3 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: a castle, an army, invaders. Have students examine the source for about 2-3 minutes.

Put students in small groups. Give students the second image labeled Zoom 1 image (SOURCEBOOK 6-21.A). Project the Zoom 1 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: a castle, a sporting event, church or mosque. Have students examine the source for about 2-3 minutes.

Give students the Zoom 2 image (SOURCEBOOK 6-21.A). Project the Zoom 2 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: a town, a parade, a sporting event, a ship. Have students examine the source for about 2-3 minutes.

Give students the Zoom 3 image (SOURCEBOOK 6-21.A). Project the Zoom 3 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell



from what you see?”, “What clues do you see?” Anticipated responses may include: a castle, an army, invaders. Have students examine the source for about 2-3 minutes.

Tell students that today we will be learning about the Arab resistance to an invasion of Europeans during an event called the Crusades. Reveal the definition of Resistance: The refusal to accept something; to prevent a group from controlling others. Ask students to explain to you what resistance means and if they can think of any examples of resistance from the past or today. Can you think of any examples where people refused to accept something or stop a group from controlling them?

Tell the students that the first image that we looked at (show them the image) is French and German knights (soldiers) during the Siege of Damascus in 1148 (in modern day Syria). This is how many Europeans saw their Crusades. The second image that we looked at (show them the image) was of Saladin, an Arab military leader, entering the city of Jerusalem. This is how many Arabs saw their defense of their lands from the invading Europeans.

B. DEVELOPMENT (25 minutes)

2. Read and Discuss About the Crusades and Arab Resistance

Put students in small groups and have them read the four sources found in this lesson (SOURCEBOOK 6-21.B, SOURCEBOOK 6-21.C, SOURCEBOOK 6-21.D, SOURCEBOOK 6-21.E). The first document describes an overview of the Crusades from beginning to end. Source 1 describes uprisings by people in Aleppo and Baghdad in reaction to the invasion of Europeans. Source 2 describes Arab military leader Saladin and the taking back of Jerusalem in 1187 CE and the massacre that was caused by King Richard I after the Europeans’ loss. Source 3 describes the Siege of Acre in 1191 CE, which was the beginning of the end of the Crusades. Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information.

Next, have students discuss in their groups the answer to the inquiry question: What was the most important act of resistance to the European Crusades in the Middle East? Students should attempt to convince their group members that their argument is strongest, but at the end of the lesson, each student will get to write their own argument.

C. CLOSING (15 minutes)

3. Write Up Argument About the Crusades and Arab Resistance

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-21.F), where they write their own personal response to the lesson’s Inquiry Question: “What was the most important act of resistance to the European Crusades in the Middle East?” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



EVALUATION

ASSESSMENT 6-21.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The student should write an answer the question: “What was the most important act of resistance to the European Crusades in the Middle East?” Students answers may vary but should include at least three pieces of evidence from the sources.

Uprisings in Aleppo and Baghdad

- Arab people rebelled against their rulers who were supporting the European invasion
- They were standing up for Muslim, Christians, and Jews who were forced out of their homes
- They saw this as a struggle to do right (jihad) and protect their home land

Saladin Wins Back Jerusalem

- Muslim military leader Saladin took back Jerusalem from the Europeans
- He made several decisions that would result in fewer people being killed
- He freed the elderly people and wives and children of knights
- King of England, Richard I (The Lionheart) killed many Muslim people in revenge (showing how brutal the European forces were)

The Siege of Acre Muslim

- Acre had long been an important port city for the European Crusaders in the Levant; it had changed hands between Europeans and Arabs several times
- Sultan al-Ashraf Khalil lead an army in their attack of the city
- The European knights left and the Crusades were officially over



LESSON PLAN 6-22: Climate and Terrain of Asia

MATERIALS

Asia's Landforms (Lesson6-22Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]
Global Climate Groups Map (SOURCEBOOK 6-22.A)
Terrain Types (SOURCEBOOK 6-22.B)
Notetaking Sheet: Climate and Terrain of Asia (WORKSHEET 6-22.C)
Source 1: Asian Steppe (SOURCEBOOK 6-22.D)
Source 2: The Himalayas (SOURCEBOOK 6-22.E)
Source 3: Monsoon Region (SOURCEBOOK 6-22.F)
Source 4: Arabian Desert (SOURCEBOOK 6-22.G)
Source 5: Ring of Fire (SOURCEBOOK 6-22.H)
Climate and Terrain of Asia: Exit Ticket (ASSESSMENT 6-22.I)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T3a.1: On a physical map, use cardinal directions, map scales, key/legend, and title to locate important physical features of the region (e.g. the Indian Ocean, the Black Sea, Aegean Sea, Mediterranean Sea, Red Sea, Arabian Peninsula, the Persian Gulf, the Nile, Tigris, and Euphrates Rivers, the Strait of Gibraltar, the Bosphorus, and the Suez Canal). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

MA-HSS.7.T1a.1: On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central and South Asia. On a topographic map of Central and South Asia locate important physical features of the region (e.g. the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Khyber Pass, the Deccan Plateau, the Himalayan Mountains, and the Steppes). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

MA-HSS.7.T2a.1: On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate East Asia. Locate important physical features (e.g. the Huang He [Yellow] River and Chang Jiang [Yangtze] Rivers, and the Himalayan Mountains) and other characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

MA-HSS.7.T3a.1: On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. Locate important physical features (e.g. the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef) and characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

MA-HSS.6.P3: Organize information and data from multiple primary and secondary sources.



MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Which of Asia’s regions would you like to visit most?*

PREPARATION

1. Set Up Stations

This activity will involve stations where students will learn about different African landforms. Before this block, put desks into 5 groups. Each group of desks will be the station for one landform. At each station, put one (or multiple) copies of the handout for that station (i.e. SOURCEBOOK 6-22.B, 6-22.C, 6-22.D, 6-22.E, 6-22.F). Consider putting each in a sheet protector or dry erase pockets to protect them.

2. Post Definitions of Climate and Terrain

Post the definitions of climate and terrain on the board or chart paper hidden from view. Climate: The weather conditions in an area over a long period of time. Terrain: The features (parts) of the land.

National Geographic has two helpful websites on climate and terrain that you may want to reference:

Climate (climate groups):

www.nationalgeographic.com/science/earth/earths-atmosphere/climate/

Terrain (landforms):

<https://www.nationalgeographic.org/encyclopedia/landform/>

A. OPENER (15 minutes)

3. Watch the Asia’s Landforms Video

Show the students a short video about the different types of landform in Asia (Lesson6-22Video1). During the video, stop it and ask students about their wonderings or questions that they might have (and write those on the board or chart paper). After watching the video, reveal the definition of climate. Have students explain the geography term of climate by giving examples. Some examples might include: tropical (wet and hot), polar (cold), desert (dry), temperate (warm summers, cool winters),



continental (cool summers and cold winters). Show students the Global Climate Groups Map (SOURCEBOOK 6-22.A) and highlight some of the key climate groups found on Earth, focusing on Asia. Next, show the landform video again. While watching ask students to raise their hand when they notice a climate. When multiple students raise their hands at the same time, pause the video and ask them to describe the type of climate that they see. Next, reveal the definition of terrain. Have students explain the geography term of terrain by giving examples. Some examples might include: mountain and hills, plains (flat land), river valley, plateau (high flat landform). Show students the Terrain Types (SOURCEBOOK 6-22.B) and highlight some of the key climate groups found on Earth, focusing on Asia. Next, show the landform video again. While watching ask students to raise their hand when they notice a terrain. When multiple students raise their hands at the same time, pause the video and ask them to describe the type of terrain that they see.

Tell students that today, we are going to learn about the different regions of Asia, with a focus on their climate and terrain. You will get to know a little bit about five different regions, and you will have to decide, which region would you like to visit and why?

B. DEVELOPMENT (20 minutes)

4. Engage in a Stations Activity on Climate and Terrain of Asia

Give each student pencil and clipboard with the Climate and Terrain of Asia Notes (WORKSHEET 6-22.C) on it. Ask students to go to each of the five stations (6-22.D, 6-22.E, 6-22.F, 6-22.G, 6-22.H). At each station, the students should take notes on the different climate/terrain explained and specifically why this region may be a good place to visit.

Once students have gone to each of the five stations, they should return to their seats. Put students in small groups. Have them look at their note sheets and discuss which regions of Asia would they most like to visit and why.

C. CLOSING (10 minutes)

5. Write Up Argument on Climate and Terrain of Asia

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-22.I), where they write their own personal response to the lesson's Inquiry Question: "Which of Asia's regions would you like to visit most?" Tell students to cite at least three pieces of evidence from the sources. You may want to encourage students to get up and look at the information at a particular station, if it will help them answer the inquiry question.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 6-22.I

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers



section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should take a stance on the region in Asia that they would most like to visit. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

Asian Steppe

- Want to see grasslands that extend for over 5,000 miles
- Want to experience extreme temperatures; Mongolia, yearly temperatures can range from 94° Fahrenheit (33° Celsius) in the summer to -40° Fahrenheit (-40° Celsius) in the winter
- Want to see wild Przewalski’s horses, saiga antelopes, saker falcons, and bustards
- Have a personal connection, such as family members or friends living there

The Himalayas

- Want to climb or visit the highest mountains in the world
- Want to experience a tropical climate and then a permanent ice climate
- Want to see snow leopards, Himalayan tahr, red panda, Asian black bear, and langurs
- Have a personal connection, such as family members or friends living there

Monsoon Region

- Want to experience constant heavy rains and dryness in two yearly seasons
- Want to experience tropical climate; In India, yearly temperatures can range from 104° Fahrenheit (40° Celsius) in the summer to 50° Fahrenheit (10° Celsius) in the winter
- Want to see Asian giant softshell turtle, Bengal tiger, Asian elephant, lion-tailed macaque (monkey), king cobra, and the mugger crocodile
- Have a personal connection, such as family members or friends living there

Arabian Desert

- Want to experience incredibly dry conditions; visit a city in the middle of a desert
- Want to experience hot temperatures; In Saudi Arabia, yearly temperatures can range from 122° Fahrenheit (50° Celsius)
- Want to see oryx, Arabian wolf, Arabian leopard, hare, warbler, and dabb lizard.
- Have a personal connection, such as family members or friends living there

Ring of Fire

- Want to see active or inactive volcanoes
- Want to experience an earthquake



- Want to be in a tropical or temperate climate; In Japan, the temperature averages 95° Fahrenheit (35° Celsius) in the summer to 33.6° Fahrenheit (0.9° Celsius) in the winter.



LESSON PLAN 6-23: Asia in Our Century

MATERIALS

Asia in Our Century: Image Sort (SOURCEBOOK 6-23.A)
Source 1: ASEAN Charter (SOURCEBOOK 6-23.B)
Source 2: North Korea Nuclear Tests (SOURCEBOOK 6-23.C)
Source 3: China Hosts the 2008 Olympics (SOURCEBOOK 6-23.D)
Source 4: Tōhoku Earthquake and Tsunami and Fukushima Daiichi Disaster (SOURCEBOOK 6-23.E)
Source 5: Asian Media Goes Global: Bollywood, K-Pop, and Anime (ASSESSMENT 6-23.F)
Asia in Our Century: Exit Ticket (ASSESSMENT 6-23.G)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T3a.2: Western Asia, the Middle East. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

MA-HSS.7.T1a.2: Central and South Asia: On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

MA-HSS.7.T2a.2: East Asia: On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

MA-HSS.7.T3a.2: Southeast Asia and Oceania: On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

MA-HSS.6.P7: Determine next steps and take informed action, as appropriate.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.



CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What event has had the largest impact on Asia in the 21st Century?*

A. OPENER (15 minutes)

1. Participate in Image Sort

Put students in small groups (4-5 students). Tell students that today we will be learning about recent historical events in Asia. These are five images from the past two decades. Your challenge is to as a group try to put the images in chronological order, which means from oldest to newest. You should use clues within the picture to try and figure out which images come first.

Hand students the four images found in Asia in Our Century: Image Sort (SOURCEBOOK 6-23.A). Circulate the room asking and answering questions to help students see the various clues in the images. After all students have their documents ordered, reveal the correct order and dates of each and read the brief statements below about what each image is (make sure students are look at the image when you read each).

Image D: 2006: North Korea Nuclear Tests

In 2006, North Korea, against international law, began testing nuclear weapons. It has done six nuclear tests since, which has South Korea and Japan, as well as other nations, concerned about the potential for a nuclear accident or war.

Image C: August 2008: China Hosts the 2008 Olympics

China hosted its first Olympic Games in 2008. This was the third time that the Olympics were held in Asia, following the 1964 Summer Olympics in Tokyo, Japan, and the 1988 Summer Olympics in Seoul, South Korea. In 2022, Beijing will host the Winter Olympic Games and it will be the first city in history to have hosted a summer and winter Olympics.

Image B: December 2008: Formation of ASEAN

While the Association of Southeast Asian Nations or ASEAN began in 1967, in 2008, the 10 member nations created a charter similar to that of the European Union. The organization provides cooperation between the nations based on economic, political, security, military, educational, and cultural interests.

Image E: 2009-2019: Asian Media Goes Global: Asian Media Goes Global: Bollywood, K-Pop, and Anime

From 2009 to 2019, East Asian and South Asian media gained global popularity. This included the 2009 Indian film *Slumdog Millionaire* (which won an Oscar Award in the



U.S.), the 2012 Korean pop (K-Pop) hit song “Gangnam Style” from rapper Psy and the 2013 debut of the group BTS, the 2016 and 2017 Bollywood films Dangal and Secret Superstar, or the 2019 anime film Pokémon Detective Pikachu.

Image A: 2011: Tōhoku Earthquake and Tsunami and Fukushima Daiichi Disaster
In 2011, a magnitude 9.0 earthquake hit the northeast coast of Japan’s Honshu Island (the largest island that includes the capital of Tokyo). The earthquake caused a major tsunami (ocean wave), which caused the Fukushima Daiichi Nuclear Power Plant to have permanent damage to its reactors and it caused radiation leaks.

B. DEVELOPMENT (20 minutes)

2. Read Different Sources on Recent Asian History

Put students in small groups and assign them one of the sources: Source 1: Formation of ASEAN (SOURCEBOOK 6-23.B); Source 2: North Korea Nuclear Tests (SOURCEBOOK 6-23.C); Source 3: China Hosts the 2008 Olympics (SOURCEBOOK 6-23.D); Source 4: Tōhoku Earthquake and Tsunami and Fukushima Daiichi Disaster (SOURCEBOOK 6-23.E); Source 5: Asian Media Goes Global: Bollywood, K-Pop, and Anime (ASSESSMENT 6-23.F)

3. Engage in a Jig Saw on Recent Asian History

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of three students, one is an expert on Source 1, 2, 3, and 4. Have each student describe their document to the other members of their group.

Ask students to use the sources to answer the following inquiry question: “What event has had the largest impact on Asia in the 21st Century?” In answering this question, students should debate between the four different sources. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (15 minutes)

4. Write Up Argument on Recent Asian History

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-23.G), where they write their own personal response to the lesson’s Inquiry Question: “*What event has had the largest impact on Asia in the 21st Century?*” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 6-23.G

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using



sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The students should take a stance on the recent historical event that has the largest impact on Asia. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

ASEAN Charter

- Association of Southeast Asian Nations (ASEAN) created their first charter in 2008
- It created a union similar to the European Union
- Provides cooperation between the nations based on economic, political, security, military, educational, and cultural interests
- They discuss regional issues related to economics, energy, and security with other Asian nations
- It helped the Southeast Asian nations improve their economies and infrastructure (buildings, roads, public transportation, etc.)

North Korea Nuclear Tests

- There is a heavy guarded border between the two countries called the Demilitarized Zone (DMZ)
- There has long been tensions between the two nations and there is concern about the potential for a nuclear accident or war
- North Korea withdrew from the United Nations' Treaty on Nuclear Weapons and started a nuclear program; conducted six nuclear tests and numerous missile launches
- Missiles landed near neighboring South Korea, Japan (with several missiles going over Japan), and the Philippines
- South Korea and North Korea have made recent agreements to work toward peace, but there are worries that this will not last long

China Hosts the 2008 Olympics

- China hosted its first Olympic Games in 2008. This was the third time that the Olympics were held in Asia, following the 1964 Summer Olympics in Tokyo, Japan, and the 1988 Summer Olympics in Seoul, South Korea
- In 2022, Beijing will host the Winter Olympic Games and it will be the first city in history to have hosted a summer and winter Olympics
- To prepare for the Olympics, China build Beijing National Stadium, also known as the Bird's Nest; Designed by Swiss and Chinese architects and Ai Weiwei (who now lives in England after he was forced out of China for protesting the government's human rights violations)



Tōhoku Earthquake and Tsunami and Fukushima Daiichi Disaster

- Was a magnitude 9.0 earthquake that hit the northeast coast of Japan's Honshu Island (the largest island that includes the capital of Tokyo)
- The earthquake caused a major tsunami (ocean wave) that reached 133 feet (40.5 meters) high that destroyed many coastal cities (see image above); It was the most powerful earthquake ever recorded in Japan and the fourth most powerful earthquake in the world
- Over 10,000 people died in the earthquake
- Caused the Daiichi Nuclear Power Plant in Fukushima
- Economic cost was \$235 billion, making it the costliest natural disaster in history

Asian Media Goes Global: Bollywood, K-Pop, and Anime

- From 2009 to 2019, East Asian and South Asian media (films, television, music) also gained global popularity
- All around the world people were seeing Bollywood movies (the Indian version of Hollywood), listening to K-Pop (a nickname for Korean pop music), or watching anime cartoons from Japan
- In 2009, the Indian-British film Slumdog Millionaire won an Oscar Award in the U.S. In 2012, the K-Pop song "Gangnam Style" from rapper Psy top the charts in multiple countries including the U.S.
- The K-Pop group BTS won Billboard Music Awards in 2017, 2018, and 2019
- The Bollywood films Dangal (2017) and Secret Superstar (2018) together made a combined \$400 million worldwide
- The 2019 anime film Pokémon Detective Pikachu made \$433 million



LESSON PLAN 6-24: Asian and Oceania Nations Today (Multi-Day Mini-Unit)

MATERIALS

Asian and Oceania Nations Project: Assignment Instructions (WORKSHEET 6-8.A)
Asian and Oceania Nations Project: Template (WORKSHEET 6-8.B)
Asian and Oceania Nations Project: Rubric (ASSESSMENT 6-9.C)
Laptops or computer lab (not included; preferred, but can be done without)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T3a.2: Western Asia, the Middle East. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

MA-HSS.7.T1a.2: Central and South Asia: On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

MA-HSS.7.T2a.2: East Asia: On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

MA-HSS.7.T3a.2: Southeast Asia and Oceania: On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

MA-HSS.6.P4: Analyze the purpose and point of view of each source; distinguish opinion from fact.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-Literacy.RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).



CCSS.ELA-Literacy.W.6.1.a: Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-Literacy.W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.

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.

CCSS.ELA-Literacy.W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What are the most important cultural, governmental, economic, and natural aspects of your nation?*

PREPARATION

This mini-unit will involve groups of 3-4 students working on research projects. It is recommended that you choose the groups beforehand based on your knowledge of their work habits and need for support.

DAY 1

1. Introduce Asian and Oceania Nations Project (15 minutes)

Explain the project to students by previewing the steps to the process (WORKSHEET 6-8.A), which include STEP 1: CHOOSE A COUNTRY, STEP 2: RESEARCH, STEP 3: TAKE NOTES, STEP 4: CREATE AN OUTLINE, STEP 5: DRAFT SECTIONS, STEP 6: REVISE SECTIONS, and STEP 7: PUBLISH AND SHARE YOUR BOOK. Throughout this process, prompt students to ask questions and encourage them to highlight important parts of the project using highlighters or markers.

Select students to work in groups of 3-4. List the names of students in each group on board or chart paper for future reference.

If a laptop cart or computer lab is available, have groups of students gather with computers. Have students use Wikipedia (www.wikipedia.org) to look up various countries to help them decide what country they will write a book about. Consider allowing students to choose countries of personal importance (such as the countries of their relatives or ancestors, or countries they have visited). This would also be an opportune time to teach students about Wikipedia and being a “critical reader.” Wikipedia is a crowd sourced encyclopedia, which asks users to edit and add to the



encyclopedia based on their expertise. Anyone can edit it, but also there are people who check recent edits to make sure there are accurate. Wikipedia is a good place to start for basic information, but should not be the main source that you rely on. Any book that is written relies on multiple sources.

Once a group has a preferred country, list its name next to the students' group on the board or chart paper. Once groups are finished, have them begin to search for sources using the websites listed on the assignment (WORKSHEET 6-24.A)

DAY 2

2. Continue Research on Asian and Oceania Nations Project

Have students continue to search for sources using the websites listed on the assignment (WORKSHEET 6-24.A). Make sure that they are using some Asian sources for their work (direct them to websites that relate to their countries from those countries themselves). Support students in their note taking.

DAY 3-4

3. Drafting and Copyediting Asian and Oceania Nations Project

Show students the template file, which can help them with the formatting of their book (WORKSHEET 6-24.B). It is suggested that you download the file from the Open Social Studies website (www.opensocialstudies.org) and make it into a separate word processing file for the students to use as a starting place.

Have students begin drafting their book based on the sources and notes that they have collected. Prompt students to do their work in a word processing program (such as Microsoft Word, OpenOffice, or Google Documents) and remind them about every 5 minutes to save their work (6th graders are prone to crashed programs, especially when they are not regularly saving their work). Support students in the work creating the books. Day 3: Students should have a rough draft by the end of the class period (you should collect these and give feedback; this is also an important place to tell groups to pick up the pace if they are falling behind their peers). Day 4: Students should revise in class and produce a finished book. NOTE: If your students need additional time, it is suggested you add an additional class period or two for them to complete their work.

DAY 5

4. Publishing Party

Students should have their Asian and Oceania Nations Project complete. In class, hold a publishing party. Consider bringing refreshments or inviting parents or community members. Students should each read their books to the class (being sure to show their images; it is recommended that you project their book images on an overhead project while they present).

EVALUATION

In this mini-unit, students will produce a book on an Asian and Oceania nation, which will serve as the summative assessment for the unit. See the rubric to use to grade/give feedback on this assignment (ASSESSMENT 6-24.C).



LESSON PLAN 6-25: The Salish People: Examining the čəsnaʔəm (Marpole Midden) Site

MATERIALS

Musqueam Introduction Video (Lesson6-25Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]
Map of British Columbia and Musqueam Lands (SOURCEBOOK 6-25.A)
Coastal Salish Artifacts (SOURCEBOOK 6-25.B)
Source 1: Europeans Arrive in čəsnaʔəm/Excavations (SOURCEBOOK 6-25.C)
Source 2: Fraser Arms Hotel (SOURCEBOOK 6-25.D)
Source 3: Protests/Vancouver to Consider Transferring Land to Musqueam Nation (SOURCEBOOK 6-25.E)
Suggested Conservation Methods (SOURCEBOOK 6-25.F)
The Salish People: Exit Ticket (ASSESSMENT 6-25.G)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.4.T4e.3: Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Paiute, Coast Salish).

MA-HSS.6.T1.1: Explain how different academic fields in the social sciences concentrate on different means of studying societies in the past and present.

MA-HSS.6.T1.2: Give examples of ways in which a current historical interpretation might build on, extend, or reject an interpretation of the past.

MA-HSS.6.T1.3: Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations.

MA-HSS.6.T2.2: Identify sites where archaeologists have found evidence of the origins of modern human beings and explain current theories of how human groups moved from Africa over time into the continents now known as Asia, Europe, the Americas, and Oceania. Give examples of how ongoing archaeological research adds new data that changes interpretations of how migrations and habitation sites are dated.

MA-HSS.6.P3: Organize information and data from multiple primary and secondary sources.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.



CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What is the best way to protect ancient Indigenous cultural sites?*

1. Post Definition of Sovereignty

Post the definition of sovereignty on the board or chart paper hidden from view.
Sovereignty: The power of a group to govern or rule itself.

Art Connection

This lesson involves artifacts from the Musqueam (musk-we-im) people (descendants of the Coastal Salish [say-lish]) in modern day British Columbia, Canada. This is a good opportunity to coordinate with an art teacher and have students study the art of the Salish peoples, which has a distinctive style. For more information, see here:

<https://www.amnh.org/exhibitions/permanent/northwest-coast/coast-salish>

A. OPENER (10 minutes)

1. Watch the Musqueam Introduction Video

Show the students a short video about the Musqueam people (Lesson6-25Video1). The video involves local Musqueam nation members discussing their relationship with the non-Indigenous people of Vancouver, Canada. Ask students, “What were some of the issues that Musqueam people are facing in Vancouver?” Anticipated responses may include: Non-Musqueam people taking/living on their land, non-Musqueam not understanding or listening to Musqueam people, non-Musqueam damaging the natural environment of the area (oil tankers, pipelines).

Reveal the definition of Sovereignty: The power of a group to govern or rule itself. Ask students to read the word and definition, and then explain in their own words what it means. Ask them to provide examples of sovereignty, if possible (such as Boston having the right to make its own laws or the United States having the right to stop other countries from invading it).

Tell students that the video that we just watched was about the Musqueam (musk-we-im) people and issues they are having with their sovereignty. They were the first people of Vancouver, Canada, which they call *čəsnaʔəm* (tsus-na-um). Write *čəsnaʔəm* on the board or chart paper. The Musqueam are the ancestors of the Salish (say-lish) people, who lived in the land of Vancouver for thousands of years before Europeans arrived. Show them the Map of British Columbia and Musqueam Lands (SOURCEBOOK 6-



25.A). Explain that the Musqueam Indian Band (Musqueam Nation) has over the years filed several lawsuits against the Canadian government related to their land and protecting it. They have led protests to stop the construction of buildings on their ancestors homes and burial grounds. Why do you think some non-Musqueam people are not respecting the Musqueam’s sacred sites? Why do you think some people do not think the Musqueam should have sovereignty rights (rights to rule themselves and make their own decisions for their land and people)? Today, we will study some of the Musqueam’s Salish ancestors’ sites and consider ways that they can be preserved.

B. DEVELOPMENT (25 minutes)

2. Read and Discuss About Protecting Musqueam/Salish Ancestral Sites

Put students in small groups and have them read the four sources found in this lesson (SOURCEBOOK 6-25.B, SOURCEBOOK 6-25.C, SOURCEBOOK 6-25.D, SOURCEBOOK 6-25.E). Source 1 shows artifacts from the Salish people. Source 2 describes the Indigenous people’s his, Europeans arrival in c̓əsnaʔəm, and White people’s excavations of Native bodies. Source 3 explains how the Fraser Arms Hotel was built destroying Indigenous burial sites and ancestral artifacts. Source 4 explains how Musqueam people protested and Vancouver debated giving ownership of Marpole Midden back to the Musqueam Nation.

Next, have students discuss in their groups the answer to the inquiry question: What is the best way to protect ancient Indigenous cultural sites? Students should attempt to convince their group members that their suggestion would be best, but at the end of the lesson, each student will get to write their own argument.

C. CLOSING (15 minutes)

3. Write Up Argument About Protecting Musqueam/Salish Ancestral Sites

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-25.G), where they write their own personal response to the lesson’s Inquiry Question: “What is the best way to protect ancient Indigenous cultural sites?” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 6-25.G

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”



What to look for?

The student should take a stance on ways to defend the Musqueam people's Salish ancestors' homes and burial grounds.

Some information that students may include in their answer to the question:

- Giving the Musqueam more protected land
- Not allowing construction in the area without Musqueam approval
- Paying the Musqueam Nation money when there is building on their land
- Not allowing anyone to destroy Musqueam burial grounds or ancestral homes
- Making sure that Musqueam's ancestors artifacts are protected and given back to the Musqueam people



LESSON PLAN 6-26: Native People of the Caribbean: The Taíno

MATERIALS

Taíno DNA Video (Lesson6-26Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]
The Taíno: Sources (SOURCEBOOK 6-26.A)
The Taíno: Exit Ticket (ASSESSMENT 6-26.B)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T1.1: Explain how different academic fields in the social sciences concentrate on different means of studying societies in the past and present.

MA-HSS.6.T1.2: Give examples of ways in which a current historical interpretation might build on, extend, or reject an interpretation of the past.

MA-HSS.6.T1.3: Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations.

MA-HSS.6.T5a.4: Describe the culture and way of life of the indigenous populations of the region (e.g., Carib [Antilles and South America], Taino [Cuba, Trinidad, Jamaica, Hispaniola, Puerto Rico], Lenca [Honduras], Miskito [Nicaragua], Huatares and Chorotegas [Costa Rica], Lokono, also known as Arawak [Trinidad and Tobago]).

MA-HSS.6.P4: Analyze the purpose and point of view of each source; distinguish opinion from fact.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What was life like in the Caribbean before the invasion of Europeans?*



A. OPENER (15 minutes)

1. Watch the Taíno DNA Video

Ask the students, do you know if anyone in your family has taken a DNA test? Maybe to find out if they had certain health risks, to find out if they are related to someone, or to learn more about where their ancestors came from? Allow students time to share.

Show the students a short video about geneticist (genetic scientist) Maria Nieves-Colón, who has uncovered that the Indigenous people of Puerto Rico did not disappear, but that many Puerto Ricans have traces of their DNA (Lesson6-26Video1). During the video, stop it and ask questions about the video or explain any concepts that your students may not understand. After watching the video, ask the students, “Why do you think people believed the Taíno had disappeared? Why is it important to know that Puerto Ricans today are descendants of the Indigenous or first people of the island?” Anticipated responses may include: Europeans spread rumors that all the Native people were dead, Puerto Ricans thought they were descendants of the Native people, but there was no evidence, it is very hard to research in the area due to the impact of heat and humidity on ancient skeletal remains.

B. DEVELOPMENT (25 minutes)

2. Analyze the Taíno Sources

Put students in small groups. Tell students that you will now each be given a set of sources (SOURCEBOOK 6-26.B) telling you information about the Taíno people, the first people of Puerto Rico and the people who lived there when Europeans arrived (including Columbus in 1493). Your group will need to read the sources. Next, you should pretend to be historians who are interpreting (telling the meaning) of this event. Your challenge is to tell the Taíno history from that of the Indigenous people of the island. You will answer the inquiry question: What was life like in the Caribbean before the invasion of Europeans? Circulate the room, helping the students who may have difficulty synthesizing the sources into a narrative from the Taíno perspective.

C. CLOSING (15 minutes)

3. Write Up Interpretations on the Taíno People

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-26.B), where they write their own interpretations answering the lesson’s Inquiry Question: “What was life like in the Caribbean before the invasion of Europeans?” Tell students to cite at least three pieces of evidence from the sources for this lesson. Students should brainstorm as a group. You may have each group choose a scribe and write up one exit ticket per group, or have each individual student record their interpretation.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



EVALUATION

ASSESSMENT 6-26.B

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The student should write a historical account answering the question: “What was life like in the Caribbean before the invasion of Europeans? Students answers may vary but should include at least three pieces of evidence from the sources and be from the Taínos perspective (rather than the European perspective).



LESSON PLAN 6-27: Indigenous People of the Amazon

MATERIALS

Isolated Indigenous Nations (Lesson6-27Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Indigenous Lands Map (SOURCEBOOK 6-27.A)

Notetaking Sheet: Indigenous People of the Amazon (WORKSHEET 6-27.B)

Source 1: Protect Indigenous Land (SOURCEBOOK 6-27.C)

Source 2: Support Indigenous Cultures and Languages (SOURCEBOOK 6-27.D)

Source 3: Help Increase Indigenous People's Access to Technology in Remote Areas (SOURCEBOOK 6-27.E)

Source 4: Prevent Contact with Isolated Indigenous People (SOURCEBOOK 6-27.F)

Indigenous People of the Amazon: Exit Ticket (ASSESSMENT 6-27.G)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T1.1: Explain how different academic fields in the social sciences concentrate on different means of studying societies in the past and present.

MA-HSS.6.T1.2: Give examples of ways in which a current historical interpretation might build on, extend, or reject an interpretation of the past.

MA-HSS.6.T1.3: Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations.

MA-HSS.6.T5a.4: Describe the culture and way of life of the indigenous populations of the region (e.g., Carib [Antilles and South America], Taino [Cuba, Trinidad, Jamaica, Hispaniola, Puerto Rico], Lenca [Honduras], Miskito [Nicaragua], Huatares and Chorotegas [Costa Rica], Lokono, also known as Arawak [Trinidad and Tobago]).

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

MA-HSS.6.P7: Determine next steps and take informed action, as appropriate.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.



PROCEDURES

Inquiry Question: *How can we protect the Indigenous people of the Amazon?*

PREPARATION

1. Set Up Stations

This activity will involve stations where students will learn about different African landforms. Before this block, put desks into 5 groups. Each group of desks will be the station for one landform. At each station, put one (or multiple) copies of the handout for that station (i.e. SOURCEBOOK 6-27.C, 6-27.D, 6-27.E, 6-27.F). Consider putting each in a sheet protector or dry erase pockets to protect them.

A. OPENER (15 minutes)

2. Watch the Isolated Indigenous Nations Video

Show the students a short video about isolated Indigenous nations in the Amazon region of the Americas (Lesson6-27Video1). During the video, stop it and ask students about their wonderings or questions that they might have (and write those on the board or chart paper). Ask students to suggest reasons why these people have been isolated for so long. Anticipated responses may include: To protect themselves from war or disease, because they were faraway or difficult to reach, because they were afraid if invading people from Europe (who often had weapons or disease).

Show students the Indigenous Lands Map (SOURCEBOOK 6-27.A) and highlight that the Brazilian government in the 1960s created an agency to protect Indigenous lands and culture, and this map shows where protected Indigenous lands are.

Tell students that today, we are going to learn about Indigenous people living in the Amazon River region of Brazil. In the end of the lesson, you will need to suggest the best ways that we can protect Indigenous people's land and culture.

B. DEVELOPMENT (20 minutes)

3. Engage in a Stations Activity on the Indigenous People of the Amazon

Give each student pencil and clipboard with the Notetaking Sheet: Indigenous People of the Amazon (WORKSHEET 6-27.B) on it. Ask students to go to each of the four stations (6-27.C, 6-27.D, 6-27.E, 6-27.F). At each station, the students should take notes on the different ways to support the Indigenous people of the Amazon and specifically why this method may be helpful.

Once students have gone to each of the four stations, they should return to their seats. Put students in small groups. Have them look at their note sheets and discuss which methods would be most helpful for the Indigenous people of the Amazon.

C. CLOSING (10 minutes)

4. Write Up Argument on Indigenous People of the Amazon

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-27.G), where they write their own personal response to the lesson's Inquiry Question: How can we protect the Indigenous people of the Amazon? Tell students to cite at least



three pieces of evidence from the sources. You may want to encourage students to get up and look at the information at a particular station, if it will help them answer the inquiry question.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 6-27.G

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should take a stance on which methods would be most supportive to the Indigenous people of the Amazon. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

Protect Indigenous Lands

- Indigenous reservations protect the Amazon rainforest from further damage
- Brazil had a history of supporting the rights of Indigenous people, including Fundação Nacional do Índio (FUNAI)
- Brazil’s current president Jair Bolsonaro has attacked Indigenous people; does not see them as equals and wants to allow people to mine, log, and cattle ranch on their land

Support Indigenous Cultures and Languages

- Over 330 different Indigenous languages spoken in the Amazon; many of these languages have less than 500 speakers still using them
- Create more programs to help Indigenous people preserve their language and culture (such as the video program)
- Will allow the Kayapó people not only teach their language and culture to their children, but also share it with others

Help Increase Indigenous People’s Access to Technology in Remote Areas

- Do not want to have those technological advances (healthcare and electricity), if it means their way of life is affected or the government takes away their protected lands
- Many Indigenous villagers in Brazil have generators for electricity and access to the Internet through cell phones



Prevent Contact with Isolated Indigenous People

- There are some isolated nations that have never had contact with people outside their communities; The isolated peoples have not built up immunity to common diseases
- Many of these groups have purposely stayed away from other humans, because they saw over the past 400 years Europeans kill many tribes around them by war or diseases
- Some have proposed that there should be laws to prevent contact with these isolated Indigenous groups



LESSON PLAN 6-28: Places of Latin America

MATERIALS

Latin American Street Food (Lesson6-28Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Latin America Map (SOURCEBOOK 6-28.A)

Notetaking Sheet: Places of Latin America (WORKSHEET 6-28.B)

Source 1: México City (SOURCEBOOK 6-28.C)

Source 2: Rio de Janeiro (SOURCEBOOK 6-28.D)

Source 3: Lima (SOURCEBOOK 6-28.E)

Source 4: Havana (SOURCEBOOK 6-28.F)

Places of Latin America: Exit Ticket (ASSESSMENT 6-28.G)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T5a.2: Demonstrate knowledge of political geography by locating the current countries and major cities of Central America and the Caribbean Islands on a political map; use knowledge of maps to complement information gained from text about a country or region.

MA-HSS.6.T5b.1: On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate important physical features of the region (e.g. Isthmus of Panama, Andes Mountains, Cape Horn, Amazon River, and the southern, northern, eastern, and western regions of South America). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

MA-HSS.6.T5b.2: On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region, the Great Barrier Reef) and characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

MA-HSS.6.P3: Organize information and data from multiple primary and secondary sources.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.



CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What Latin America place would you like to visit and why?*

PREPARATION

1. Post Definition of Place

Post the definitions of place on the board or chart paper hidden from view. Place: An area with unique physical and human characteristics.

National Geographic has a helpful website on place that you may want to reference: <https://www.nationalgeographic.org/topics/resource-library-concept-place/>

A. OPENER (15 minutes)

2. Watch the Latin American Street Food Video

Have students look at the Latin American Map (SOURCEBOOK 6-28.A) that identifies its major cities. Explain that Latin America includes Spanish and Portuguese in South America, Central America, and North America. An American is anyone who lives in the Americas (but it is also a term we use for people in the United States, which can be confusing-in fact, Spanish speaking countries use a different to mean U.S. Americans called *estadounidense* or “United Stater”] In fact, many Americans, outside of the United States and Canada think of the Americas as one continent).

Tell students that today we will be studying the concept of place. Reveal the definition of place. Have students explain the geography term of place by giving examples. Ask them to think of areas that are unique in the humans/communities or natural areas there. Some examples might include: Boston, the Great Wall of China, the Amazon River, France, Musqueam ancestral lands.

Tell students that one thing that makes a place, or a unique area, is its cuisine or style of food. We are going to start today’s lesson by watching four short videos, each showcases a specific type of food from a Latin American city. Your challenge is to guess which city, using your Latin American map, is being shown in the video.

Show the students a short video about the different types of street food in Latin America (Lesson6-28Video1). During the video, stop it after each city (there will be a signal in the video to pause) and ask students to take guesses. After you restart the video, it will reveal the city’s name.

At the end of the entire video, ask students, “Which Latin American street foods have you tried? Which would you like to try? Why?”

Tell students that today, we are going to learn about five different cities in Latin America and what makes them unique areas or places. You will have to decide, Latin American place you would like to visit and why?



B. DEVELOPMENT (20 minutes)

3. Read and Discuss the Latin American Places Sources

Put students in four groups and have them read one of the four sources on the unique cultures of each Latin American city. Source 1 is on México City (México) (SOURCEBOOK 6-28.C), Source 2 is on Rio de Janeiro (Brazil) (SOURCEBOOK 6-28.D), Source 3 is on Lima (Peru) (SOURCEBOOK 6-28.E), and Source 4 is on Havana (Cuba) (SOURCEBOOK 6-28.F). Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information.

4. Engage in a Jig Saw About Latin American Places

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of three students, one is an expert on Source 1, 2, 3, and 4. Have each student describe their document to the other members of their group. Students will take notes on the Places of Latin America: Exit Ticket (WORKSHEET 6-28.B).

Ask students to use the sources (WORKSHEET 6-28.C and WORKSHEET 6-28.F) to answer the following inquiry question: “What Latin America place would you like to visit and why?” In answering this question, students should debate between the four different sources. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one place.

C. CLOSING (10 minutes)

5. Write Up Argument on Latin American Places

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-28.G), where they write their own personal response to the lesson’s Inquiry Question: “What Latin America place would you like to visit and why?” Tell students to cite at least three pieces of evidence from the sources. You may want to encourage students to get up and look at the information at a particular station, if it will help them answer the inquiry question.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 6-28.G

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”



What to look for?

The students should take a stance on the Latin American place that they would most like to visit. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

México City

- See the mixing of Indigenous and Spanish traditions
- Eat the foods (tortas, tortillas, etc.)
- See/participate in Día de los Muertos (Day of the Dead) parade
- Visit family or friends who live there

Rio de Janeiro

- Go to the beach
- Watch a football (soccer) match
- See the mosaic sidewalks
- Experience the city and nature at the same time
- Eat the foods (churrasco)
- Experience a mix of many cultures (Portuguese, Indigenous, African, Italian, Japanese, and German)
- See/participate in Carnival and the samba
- Visit family or friends who live there

Lima

- Experience a city with a long history (starting with the Inca)
- See mountains and the ocean
- Experience a mix of many cultures (Quechua people, descendants of enslaved people from Africa and Spanish settlers, recent immigrants from Japan and China)
- Eat the foods (ceviche)
- Visit family or friends who live there

Havana

- Experience a city of contrasts: Old and new, brightly painted buildings and the earth tones of nature, spicy foods that go well with cold drinks
- Eat the foods (ceviche)
- See old cars from the 1950s
- Dance the salsa or visit dance clubs
- Visit museums
- Eat the foods (ropa vieja, arroz con pollo, croqueta, pastelito, Cuban pizza)
- Visit family or friends who live there



LESSON PLAN 6-29: Latin America in Our Century

MATERIALS

Latin America in Our Century: Image Sort (SOURCEBOOK 6-29.A)
Source 1: Panama Takes Control of the Panama Canal (SOURCEBOOK 6-29.B)
Source 2: Economic Crisis in Venezuela (SOURCEBOOK 6-29.C)
Source 3: Pope Francis Elected (SOURCEBOOK 6-29.D)
Source 4: Chilean Miners Rescued (SOURCEBOOK 6-29.E)
Source 5: Brazil Hosts the World Cup and Olympics (SOURCEBOOK 6-29.F)
Latin America in Our Century: Exit Ticket (ASSESSMENT 6-29.G)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T5a.2: Demonstrate knowledge of political geography by locating the current countries and major cities of Central America and the Caribbean Islands on a political map; use knowledge of maps to complement information gained from text about a country or region.

MA-HSS.6.T5b.1: On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate important physical features of the region (e.g. Isthmus of Panama, Andes Mountains, Cape Horn, Amazon River, and the southern, northern, eastern, and western regions of South America). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

MA-HSS.6.T5b.2: On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region, the Great Barrier Reef) and characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

MA-HSS.6.P7: Determine next steps and take informed action, as appropriate.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.



CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What event has had the largest impact on Latin America in the 21st Century?*

A. OPENER (15 minutes)

1. Participate in Image Sort

Put students in small groups (4-5 students). Tell students that today we will be learning about recent historical events in Asia. These are five images from the past two decades. Your challenge is to as a group try to put the images in chronological order, which means from oldest to newest. You should use clues within the picture to try and figure out which images come first.

Hand students the four images found in Asia in Our Century: Image Sort. Circulate the room asking and answering questions to help students see the various clues in the images. After all students have their documents ordered, reveal the correct order and dates of each and read the brief statements below about what each image is (make sure students are look at the image when you read each).

Image D: October 2010: Chilean Miners Rescued

In 2010, 33 trapped Chilean miners inside the San Jose Mine for 69 days were lifted to the surface of the earth through a newly drilled escape tunnel into which a capsule was slowly lowered and raised by a giant crane

Image C: 1999: Panama Takes Control of the Panama Canal

In 1977, U.S. President Jimmy Carter and military leader Omar Torrijos signed the Panama Canal Treaties, which allowed Panama to take control of the canal on December 31, 1999.

Image B: June 2010: Economic Crisis in Venezuela

In 2010, Venezuela began to suffer from one of the worst economic collapses in history, one that was more severe than that of the United States during the Great Depression. Over the next decade, it led to massive food shortages and a refugee crisis.

Image E: 2013: Pope Francis Elected

In 2013 Pope Francis was elected the first Roman Catholic pope from Latin America. His election was a sign of the growing power of Latin America within the Catholic Church and the world.

Image A: 2014: Brazil Hosts the World Cup and Olympics

In 2014 and 2016, Brazil hosted the World Cup (soccer championship) and then the summer Olympics. This was the first time a nation hosted the two events back-to-back, since the United States hosted both in the mid-1990s.



B. DEVELOPMENT (20 minutes)

2. Read Different Sources on Recent Latin American History

Put students in small groups and assign them one of the sources: Source 1: Panama Takes Control of the Panama Canal (SOURCEBOOK 6-29.B), Source 2: Economic Crisis in Venezuela (SOURCEBOOK 6-29.C), Source 3: Pope Francis Elected (SOURCEBOOK 6-29.D), Source 4: Chilean Miners Rescued (SOURCEBOOK 6-29.E), Source 5: Brazil Hosts the World Cup and Olympics (SOURCEBOOK 6-29.F).

3. Engage in a Jig Saw on Recent Latin American History

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of three students, one is an expert on Source 1, 2, 3, 4, and 5. Have each student describe their document to the other members of their group.

Ask students to use the sources to answer the following inquiry question: “What event has had the largest impact on Latin America in the 21st Century?” In answering this question, students should debate between the four different sources. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (15 minutes)

4. Write Up Argument on Recent Latin American History

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 6-29.G), where they write their own personal response to the lesson’s Inquiry Question: “*What event has had the largest impact on Latin America in the 21st Century?*” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 6-29.G

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should take a stance on the recent historical event that has the largest impact on Latin America. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

Panama Takes Control of the Panama Canal

- Latin American country takes control of this important canal
- Panama gained back the nearly 370,000 acres (1,500 square kilometers) of land, including 7,000 military facilities, warehouses, schools, and private residences
- In October 2006, Panamanian voters approved a \$5.25 billion plan to double the canal's size to accommodate larger ships

Economic Crisis in Venezuela

- As a result, over the past decade, there have been food shortages, an increase in crime, and a lack of medical supplied in the country
- There were widespread protests of the Maduro government
- This has resulted in thousands of Venezuelans fleeing the country as refugees to places like Colombia, Peru, the United States, and Canada

Pope Francis Elected

- First Latin American Roman Catholic Pope
- His election was a sign of the growing power of Latin America within the Catholic Church and the world
- Pope Francis's election was also unusual, as it involved the resignation of pope

Chilean Miners Rescued

- 33 trapped Chilean miners, who were inside the San Jose Mine for 69 days, were lifted to the surface of the earth through a newly drilled escape tunnel into which a capsule was slowly lowered and raised by a giant crane

Brazil Hosts World Cup and Olympics

- Many people viewed Brazil hosting two major world events (and the first Olympics and second World Cup they have hosted) as a major achievement
- The World Cup had 3.5 million visitors and the Olympics had 6.6 million visitors
- While both events cost Brazil money to host, it also created revenue (wealth) for local businesses



LESSON PLAN 6-30: Nations of the Americas Today (Multi-Day Mini-Unit)

MATERIALS

The Americas Nations Project: Assignment Instructions (WORKSHEET 6-30.A)
The Americas Nations Project: Template (WORKSHEET 6-30.B)
The Americas Nations Project: Rubric (ASSESSMENT 6-30.C)
Laptops or computer lab (not included; preferred, but can be done without)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.6.T5a.2: Demonstrate knowledge of political geography by locating the current countries and major cities of Central America and the Caribbean Islands on a political map; use knowledge of maps to complement information gained from text about a country or region.

MA-HSS.6.T5b.1: On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate important physical features of the region (e.g. Isthmus of Panama, Andes Mountains, Cape Horn, Amazon River, and the southern, northern, eastern, and western regions of South America). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

MA-HSS.6.T5b.2: On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region, the Great Barrier Reef) and characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

MA-HSS.6.P4: Analyze the purpose and point of view of each source; distinguish opinion from fact.

MA-HSS.6.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-Literacy.RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CCSS.ELA-Literacy.W.6.1.a: Introduce claim(s) and organize the reasons and evidence clearly.



CCSS.ELA-Literacy.W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.

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.

CCSS.ELA-Literacy.W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What are the most important cultural, governmental, economic, and natural aspects of your nation?*

PREPARATION

This mini-unit will involve groups of 3-4 students working on research projects. It is recommended that you choose the groups beforehand based on your knowledge of their work habits and need for support.

DAY 1

1. Introduce the Americas Nations Project (15 minutes)

Explain the project to students by previewing the steps to the process (WORKSHEET 6-8.A), which include STEP 1: CHOOSE A COUNTRY, STEP 2: RESEARCH, STEP 3: TAKE NOTES, STEP 4: CREATE AN OUTLINE, STEP 5: DRAFT SECTIONS, STEP 6: REVISE SECTIONS, and STEP 7: PUBLISH AND SHARE YOUR BOOK. Throughout this process, prompt students to ask questions and encourage them to highlight important parts of the project using highlighters or markers.

Select students to work in groups of 3-4. List the names of students in each group on board or chart paper for future reference.

If a laptop cart or computer lab is available, have groups of students gather with computers. Have students use Wikipedia (www.wikipedia.org) to look up various countries to help them decide what country they will write a book about. Consider allowing students to choose countries of personal importance (such as the countries of their relatives or ancestors, or countries they have visited). This would also be an opportune time to teach students about Wikipedia and being a “critical reader.” Wikipedia is a crowd sourced encyclopedia, which asks users to edit and add to the encyclopedia based on their expertise. Anyone can edit it, but also there are people who check recent edits to make sure there are accurate. Wikipedia is a good place to



start for basic information, but should not be the main source that you rely on. Any book that is written relies on multiple sources.

Once a group has a preferred country, list its name next to the students' group on the board or chart paper. Once groups are finished, have them begin to search for sources using the websites listed on the assignment (WORKSHEET 6-30.A)

DAY 2

2. Continue Research on the Americas Nations Project

Have students continue to search for sources using the websites listed on the assignment (WORKSHEET 6-30.A). Make sure that they are using some Asian sources for their work (direct them to websites that relate to their countries from those countries themselves). Support students in their note taking.

DAY 3-4

3. Drafting and Copyediting the Americas Nations Project

Show students the template file, which can help them with the formatting of their book (WORKSHEET 6-30.B). It is suggested that you download the file from the Open Social Studies website (www.opensocialstudies.org) and make it into a separate word processing file for the students to use as a starting place.

Have students begin drafting their book based on the sources and notes that they have collected. Prompt students to do their work in a word processing program (such as Microsoft Word, OpenOffice, or Google Documents) and remind them about every 5 minutes to save their work (6th graders are prone to crashed programs, especially when they are not regularly saving their work). Support students in the work creating the books. Day 3: Students should have a rough draft by the end of the class period (you should collect these and give feedback; this is also an important place to tell groups to pick up the pace if they are falling behind their peers). Day 4: Students should revise in class and produce a finished book. NOTE: If your students need additional time, it is suggested you add an additional class period or two for them to complete their work.

DAY 5

4. Publishing Party

Students should have their Americas Nations Project complete. In class, hold a publishing party. Consider bringing refreshments or inviting parents or community members. Students should each read their books to the class (being sure to show their images; it is recommended that you project their book images on an overhead project while they present).

EVALUATION

In this mini-unit, students will produce a book on an Americas nation, which will serve as the summative assessment for the unit. See the rubric to use to grade/give feedback on this assignment (ASSESSMENT 6-30.C).



GRADE 6: POST-TEST: ANSWERS

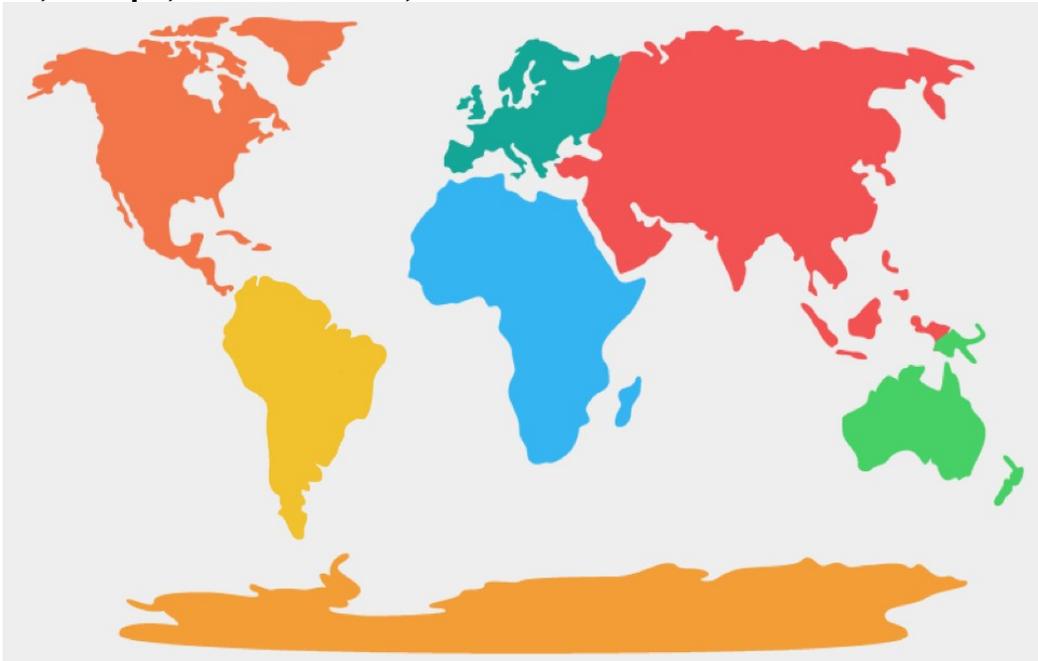
At the end of the Open Social Studies Curriculum Grade 6, it is recommended that teachers administer the Grade 6 Post-Test, which is located after Lesson 6-30 in the Student Workbook. The Grade 6 Post-Test is a 12-question assessment of the main concepts that should have been learned in previous years (questions 1-5) and new concepts that are included in this curriculum (questions 6-12). This assessment will give an indication of the students' current social studies knowledge and their results can be compared to the post-test that they took at the beginning of the year.

Below are the answers to the post-test.

Question 1. Name the oceans on Earth.

Answer 1. Most American schools teach that the following oceans in geography courses: Atlantic, Pacific, Indian, Artic, and (sometimes also include) Southern. NOTE: There is no specific number or names of the oceans on Earth (different cultures, and even people with certain cultures, have different names and numbers for the oceans). Scientists generally view the Earth as having one connected world ocean.

Question 2. Label each continent on the picture below: Antarctica, Africa, Asia, Australia, Europe, North America, South America.



Answer 2.



Question 3. Explain where humans first began.

Answer 3. The first humans came from Africa (about 160,000-70,000 years ago). Overtime, groups of humans migrated to the other continents of Earth (except Antarctica).

Question 4. Explain what ancient Egypt was like.

Answer 4. They ancient Egyptians built a complex society. It has a social system with the pharaoh at the top and the peasants at the bottom. They built pyramids along the Nile River in Africa. (If a student has just one of the above answers, it would be sufficient.)

Question 5. Explain what ancient Maya (Mayans) were like.

Answer 5. The Maya built a complex society. Known for their hieroglyphics, astronomy, and calendar. They build along the Yucatán Peninsula and Caribbean Sea in México (If a student has just one of the above answers, it would be sufficient.)

Question 6. Explain what ancient Mesopotamia like.

Answer 6. Ancient Mesopotamia built a complex society in the Fertile Crescent of the Middle East/West Asia. They had different social classes that allowed some people to be rich and other poor. They wrote important literature, legal codes/laws, and inventions.



Question 7. Explain what ancient Kush or Nubia like.

Answer 7. The ancient Kush built a complex society in the northeast of Africa. They Traded with neighbors, had famous skilled archers, and became wealthy through mining gold and silver.

Question 8. Explain what ancient China like.

Answer 8. Ancient China built a complex society in the northeast of Asia. They had numerous families rule the empire over centuries (often referred to as dynasties). Ancient China is responsible for many inventions that we use today (such as paper or gun powder).

Question 9. Explain what ancient India like.

Answer 9. Ancient India built a complex society in the south of Asia (two specific ones include the Gandhara, and Mauryan). Several world religions have their origin in this region, including Hinduism and Buddhism. India was part of a trade network related to the Indian Ocean, which included East Asia and Africa.

Question 10. Explain what ancient people of the Caribbean (Taíno, Arawak, Carib) were like.

Answer 10. The people of the ancient Caribbean built complex societies. They likely migrated from the Amazon River of South America and had similar languages (Arawakan languages). Many Caribbean people today are descendants from the Indigenous people.

Question 11. Choose one group of ancient people that you studied this year, and describe how they worked for fairness or justice.

Answer 11. Answers will vary. Students should use at least three pieces of evidence to support their answer.

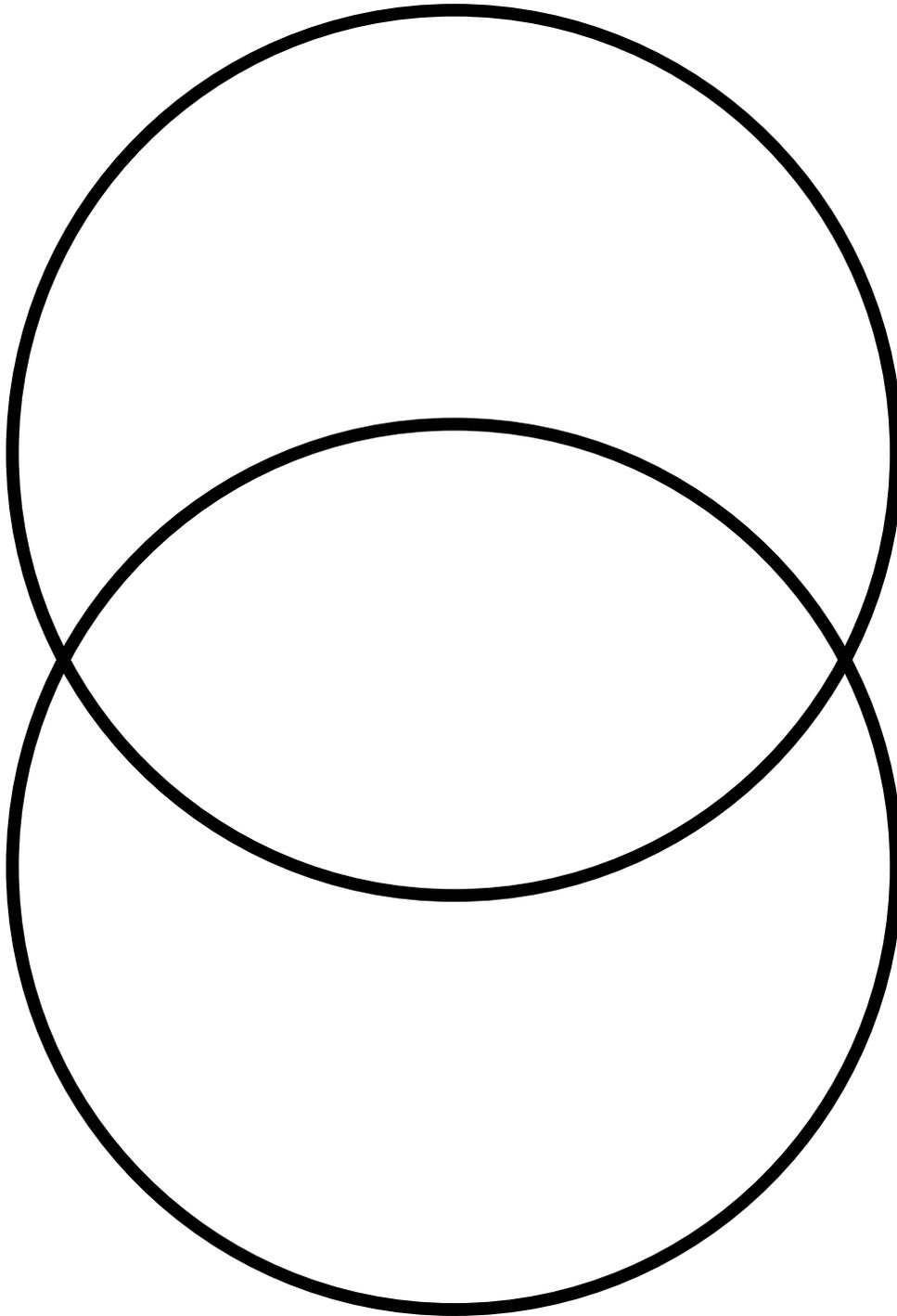
Question 12. Choose one group of modern-day people that you studied this year, and describe how they worked for fairness or justice.

Answer 12. Answers will vary. Students should use at least three pieces of evidence to support their answer.

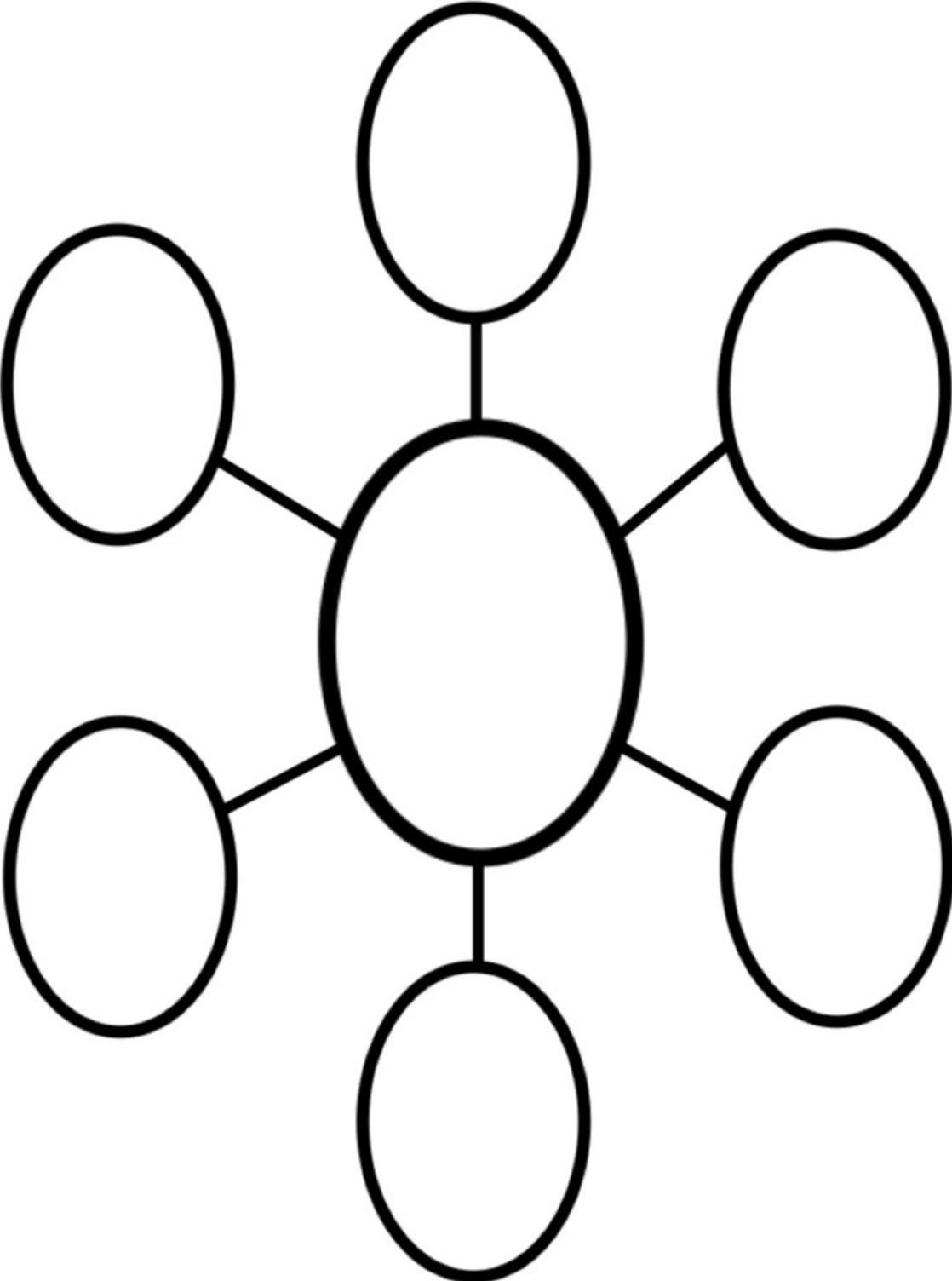


ORGANIZERS

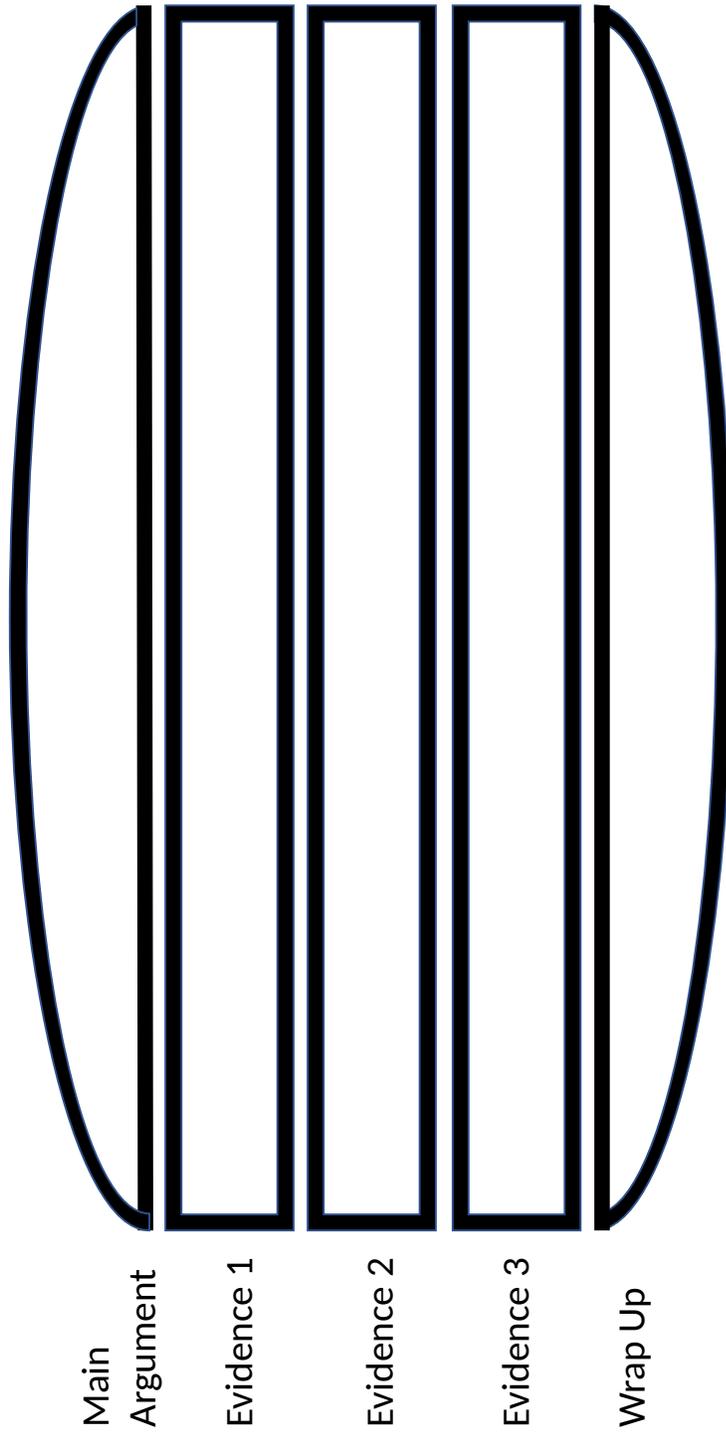
Venn Diagram



Thought Web



Paragraph Sandwich



Two Column Notes

Main Idea	Details



WRITING RUBRIC

	4	3	2	1
Argument	Made an advanced argument	Made a beginning argument	Only explained; did not take a side	Did not answer question
Evidence	Included more than 3 pieces of evidence	Included 3 pieces of evidence	Included less than 3 pieces of evidence	Included no evidence
Links Evidence to Argument	Connected each piece of evidence to the argument	Connected most pieces of evidence to the argument	Connected few pieces of evidence to the argument	Did not connect evidence to argument/did not have an argument or evidence



ADDITIONAL RESOURCES

Below is a list of lesson plan and unit resources from other organizations, which in conjunction with Open Social Studies, may help teachers develop a content-rich elementary social studies curriculum.

Boston Public Schools: History and Social Studies Department

K-12 Curriculum Resources

<https://sites.google.com/a/bostonpublicschools.org/history/curriculum-documents/>

Massachusetts Department of Elementary and Secondary Education

Model Curriculum Units (Elementary-Level; Social Studies)

http://www.doe.mass.edu/candi/model/download_form.aspx

C3 Teachers

Inquiries

<http://www.c3teachers.org/>

New York State Education Department

New York State K-12 Social Studies Resource Toolkit

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

Teaching Tolerance

Elementary Resources

<http://www.tolerance.org/activities>

Facing History and Ourselves

Educator Resources

<https://www.facinghistory.org/educator-resources>

Primary Source

Online Curriculum

<https://www.primarysource.org/for-teachers/online-curriculum>

Share My Lesson (American Federation of Teachers)

Educator Resources

<https://sharemylesson.com>

Better Lesson (National Education Association)

Educator Resources

<https://betterlesson.com>



ABOUT THE DEVELOPERS



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Chris Martell is an Assistant Professor of Social Studies Education at the University of Massachusetts Boston. He teaches courses on elementary and secondary social studies methods. He was a social studies teacher for eleven years in urban and suburban contexts. For most of his teaching career, Chris taught in Framingham, Massachusetts, which is a racially and economically diverse urban school outside Boston with large immigrant populations from Brazil, Central America, and the Caribbean. His research and professional interests focus on social studies teachers in urban and multicultural contexts, critical race theory, culturally relevant pedagogy, and historical inquiry.



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Jenn Bryson is a former elementary classroom teacher in the Chelsea Public Schools and specializes in the professional preparation of elementary education teachers at Boston University. Her responsibilities include coordination and supervision of student teachers in the elementary education program and the student-teaching abroad programs in London, England, Sydney, Australia, and Quito, Ecuador. She also facilitates the elementary pre-practicum placements for juniors and graduate students. In addition, Jenn teaches a course on urban education, leads field seminars on classroom management, and facilitates a book club entitled “Dads Read” at the William Monroe Trotter School in Dorchester, Massachusetts.

