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Course: EDU
Grade: 6
Content Area: Social Studies

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Topic: Ancient China/
Confucius

INSTRUCTIONAL OBJECTIVE

After watching a read aloud of the story “Going Places” and producing a character strength chart depicting 2 accurate characteristics of each of the main characters of the book as well as themselves students will form an opinion based on evidence by filling out short answer explaining their reason with three accurate facts.

STANDARDS AND INDICATORS

New York State Social Studies Standards

Key Idea:

- 6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements. (Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV)

Key Concepts

- 6.5 C- A period of peace, prosperity, and cultural achievements may be indicative of a golden age.

Indicator:

- This will be evident when students analyze Confucius’ character traits and how they influenced China.

National Social Studies Standards and Themes

4. Individual Development & Identity

- F- Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can: explore factors that contribute to one’s personal identity such as interests, capabilities, and perceptions.

6. Power, Authority, & Governance

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*, so that the learner can

- H- Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

Indicator:

- This will be evident when students are able to recognize their character strengths as well as their peers.

NCSS C3 Inquiry Arc

Dimension 3:

Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations

Indicator:

- This will be evident when the students learn about how character strengths can influence social issues.

Common Core ELA Standards

Standards for Speaking and Listening

CCSS.ELA-Literacy.SL.6.1

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.W.6.1.b

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Indicator:

- This will be evident in the writing portion of the lesson when the answer the short questions and listening when they listen to the story.

Social Studies Practices: Habits of Mind

Gathering, Interpreting and Using Evidence

1. Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.

Indicator:

- This will be evident when students gather information about how Confucius impacted China during the Golden Age through present day.

MOTIVATION (Engaging the learner(s)*)

Students will watch a YouTube video of a read aloud “Going Places” by Paul and Peter Reynolds.

MATERIALS

- PowerPoint
- YouTube video
- Read aloud
- Graphic organizer
- Character analysis
- Homework worksheets
- Writing utensils

STRATEGIES (Learning Strategies*)

- Group discussion
- Cooperative groups
- Independent work

ADAPTATIONS (Exceptionality*)

- A student who is an English Language Learner will be given a sheet with pictures accompanying the word and definition of the characteristic choices.
- The hearing impaired student will be provided with a voice amplifier.

DIFFERENTIATION OF INSTRUCTION

- For the student with auditory strengths, the read aloud will capitalize on this strength.
- For the student with spatial and visual strengths, the characteristic chart will capitalize on this strength.
- For the student with linguistic abilities, answering the short answer questions will capitalize on this strength.
- For the student with intrapersonal skills, assessing their character traits will capitalize on this ability.

DEVELOPMENTAL PROCEDURES

1. Motivation: Students will watch a YouTube video read aloud of the story “Going Places” by Paul and Peter Reynolds. The teacher will explain what a characteristic is and give a personal example. The class will be asked to think about what character traits Rafael and Maya exhibit.
2. Students will be given a worksheet with the definitions the desired character strengths. Students will complete a graphic organizer separating the character traits of Rafael, Maya as well as themselves. *(Why did you choose those two character strengths to describe Maya? Use examples from the book to support your reasoning, In your opinion what is the moral of the story “Going Places”? How are Maya and Rafael different? Use examples from the book to support your reasoning.)*
3. Students will be broken into pairs and given a characteristic chart. Students will be asked to circle 3 character strengths that they believe best describes their partner. *(Do you agree or disagree with your partners choices why or why not? How did it make you feel to learn what your partner thinks of you? If you could possess one trait that was not circled what would it be and why?)*

ASSESSMENT (artifacts* and assessment [formal & informal]*)

- The teacher will observe students as they answer the questions after the read aloud.
- The teacher will work with and observe students as they complete their graphic organizer.
- The teacher will review the students' homework assignments.

INDEPENDENT PRACTICE

For homework, students will be given a character strength sheet and be asked to assess their parent’s character strengths, students will then ask their parents assess their character strengths. Students will

listen and read lyrics to a song that was provided by the teacher and analyze the deeper meaning.

FOLLOW-UP: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention: Students who did not easily meet the lesson objective will be given a copy of the book “Going Places”. Students will have the text in front of them as they answer the questions. This technique will help the students complete their graphic organizer.

Academic Enrichment: Students who easily met the lesson objective will have the opportunity to pick their favorite entertainer and write a paragraph describing their character traits.

TEACHER REFERENCES

Just so you know, I'm a girl. (2010, July 30). *Des 'ree - you gotta be* |Lyrics| Retrieved from <https://www.youtube.com/watch?v=9oZXJD1NVW0>

Matthew Arend (2015, March 2). #SiglerRAD - going places Retrieved from <https://www.youtube.com/watch?v=0vRbPfKexUk>

Oxford (2016). In *Oxford Dictionary*. Oxford University Press. Retrieved from <https://en.oxforddictionaries.com/>

Units., B. I. (n.d.). New York State P-12 Common Core Learning Standards. Retrieved from <https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards>

