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Course: EDU 351 02

Grade: 6

Content Area: Social Studies

Date: November 9, 2016

Topic: Confucius

### **INSTRUCTIONAL OBJECTIVE (Lesson Objective\*)**

After participating in a History Mystery, students will demonstrate mastery of the objective by completing the chart provided with at least 75% accuracy.

### **STANDARDS AND INDICATORS**

#### **New York State Social Studies Standards**

##### **Key Idea:**

6.5 COMPARATIVE CLASSICAL CIVILIZATION 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 peaceful, prosperous, and demonstrates great cultural achievements. (Standards: 2, 3, 5; Themes ID, TCC, GEO, SOC, GOV, CIV)

##### **Key Concepts:**

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

**Indicator:** *This will be evident when students are analyzing the beliefs and values of Confucius.*

#### **National Social Studies Standards and Themes**

OC CCXL.Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can

- a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
- b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
- c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;
- d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;
- e. give examples and describe the importance of cultural unity and diversity within and across groups.

#### **NCSS C3 Inquiry Arc**

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

**Indicator:** *When the students are using the documents during the History Mystery to form an opinion.*

### **Common Core ELA Standards**

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

#### 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.

**Indicator:** *This will be evident when students are writing down what documents support the statement and when they are discussing their decision with a classmate.*

### **Social Studies Practices: Habits of Mind**

#### A. Gathering, Interpreting and Using Evidence

2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
4. Identify arguments of others.

**Indicator:** *This will be evident when students are using the documents provided to form an opinion.*

### **MOTIVATION (Engaging the learner(s)\*)**

Students will read a classified letter asking them for help in regarding a decision of moving to China or not.

### **MATERIALS**

- SMART Board
- Writing utensils
- Documents A-H
- Envelopes
- PowerPoint
- ChromeBooks

### **STRATEGIES (Learning Strategies\*)**

- Group discussion
- Cooperative groups
- History Mystery

### **ADAPTATIONS (Exceptionality\*)**

- The hearing impaired student will be provided with a voice amplifier.
- A student with poor fine motor skills will be given scribed notes.

### **DIFFERENTIATION OF INSTRUCTION**

For the student with interpersonal strengths, the team interactions will capitalize on this strength

For the student with spatial and visual strengths, placing the documents will capitalize on this strength

### **DEVELOPMENTAL PROCEDURES**

1. Students will read a classified letter asking them for help in regarding a decision of moving to China or not.
2. Students will participate in a History Mystery involving documents about Confucius ideas and communist ideas. Students will match each document to the chart provided in order to conclude whether or not they support the statement provided. (*Were there more documents supporting Confucius ideas or communist ideas?(Literal), When do you think these documents were from?(inferential), can you notice a constant theme based on how you separated the documents?(inferential)*)

67114496. After students have matched the documents to the chart on the History Mystery, they will develop an opinion based on whether moving to China is a good idea or not and if the beliefs of Confucius are still present. (*Is china the same now as it was during the time of Confucius?(literal) Based on the documents shown, would you want to move to china? (inferential) Why do you think it would be a good idea/bad idea for the mystery girl to move to China?(metacognitive)*)

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

- The teacher will observe students as they place the documents on the chart provided with the envelope.
- The teacher will work with students as they work on the chart.
- The teacher will review the work of students after they completed placing the document on the chart.

### **INDEPENDENT PRACTICE**

For homework, students will develop a well-organized essay using four facts learned in class deciding whether the mystery girl should move to China or not.

### **FOLLOW-UP: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

Direct Teacher Intervention: Students who did not easily meet the lesson objective will, along with the teacher, reread the documents that are now labeled who wrote them and when, and apply them to the chart on the envelope.

Academic Enrichment: Students who easily met the lesson objective will have the opportunity to search for more documents on provided ChromeBooks to support their opinion on whether or not the mystery girl should move to China.

## **TEACHER REFERENCES**

"New York State K-12 Social Studies Framework". EngageNY. N.p., 2016. Web. 6 Nov. 2016.

"Reading Like A Historian | Stanford History Education Group". Sheg.stanford.edu. N.p., 2016. Web. 6 Nov. 2016.

Liu, S. (1964). How to be a good Communist. Peking: Foreign Languages Press.