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Course: EDU 351
Grade: 6

Content Area: Social Studies

Dr. Sheehan
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Topic: Confucius

INSTRUCTIONAL OBJECTIVES

After reviewing a week of work about the effects that Confucius had on ancient China, students will collaborate in an Act- It Out- strategy, with a 3 out of 4 on a rubric.

STANDARDS AND INDICATORS

New York State Social Studies Standards

Key Ideas:

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:

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

Indicator: This will be evident when students are collaborating in their act it out strategy.

National Social Studies Standards and Themes

Time, Continuity, & Change

- Demonstrate an ability to use correctly vocabulary associated with time such as past, present, and future, and long ago; read and construct simple timelines, identify examples of change, and recognize examples of cause and effect relationships.
- Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.

Indicator: This will be evident when students are writing their essays.

Common Core Anchor Standards for Social Studies

College and Career Readiness Anchor Standards Reading

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Indicator: This will be evident when students are writing their essays.

Social Studies Practices: Habits of Mind

- Chronological Reasoning

Indicator: This will be evident when students collaborating in their act it out strategy.

MOTIVATION

Students will participate in an Act-It-Out strategy comparing ancient China to modern China.

MATERIALS

- SMART Board
- Rubric
- Costumes/props

STRATEGIES

- Group discussion
- Cooperative groups
- Independent work
- Act-It-Out

ADAPTATIONS

- The student with ADD will receive scribed notes.
- The hearing-impaired student will be provided with a voice amplifier.
- A student who is an English Language Learner will be placed in a group with proficient speakers.

DEVELOPMENTAL PROCEDURES

1. Teacher will go over last's night's homework with students.
2. Students will participate in an Act- It- Out activity. Students will be divided into two groups; one group will be depicting life in Ancient China and the other will be depicting life in modern China. Each group will have ten minutes to prepare for their skit, and five mins to perform it in front of the class. (*Who is Confucius?*) (*Do you think the effects of Confucius were significant?*) (*Why do you need to learn about Confucius in today's world?*)
3. Students will complete a Kahoot challenge on their tablet or laptop.

ASSESSMENT

- The teacher will observe students while they perform in their groups.
- The teacher will review the students completed Kahoot challenge.
- The teacher will review the students completed essays.

INDEPENDENT PRACTICE

For homework, students will write an essay about life with Confucius in Ancient China

FOLLOW-UP: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention: The students who did not easily meet the objective, under direct intervention with the teacher will go online to watch a you tube video, a biography about Confucius.

Academic Enrichment: The students who easily met the objective will choose a quote from Confucius, and write him a letter telling him why they chose that quote and how they would apply it to their own life.