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Course: EDU 351-02
Grade: 6
Content Area: Social Studies

Dr. Sheehan
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Topic: Ashoka and Ancient India

INSTRUCTIONAL OBJECTIVE (Lesson Objective*)

After participating in an “Act It Out” strategy and Kahoot, *students will form an opinion based on evidence* and answering the question of how Ashoka’s character strengths shaped Ancient India, and will demonstrate mastery of the objective by completing the Kahoot with 100 percent mastery.

STANDARDS AND INDICATORS

New York State Social Studies Standards

Key Idea:

6.5 COMPARATIVE CLASSICAL CIVILZATIONS IN THE EASTERN HEMPISPHERE (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.

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 participate in an engaging activity, “Act it Out”.*

National Social Studies Standards and Themes

1. Individual Development and Cultural Identity

- ♣ Role of social, political, and cultural interactions in the development of identity
- ♣ Personal identity as a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions and lived experiences

NCSS C3 Inquiry Arc

Dimension 4:

Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings.

Indicator: *This will be evident when students complete the History Alive strategy, “Act it Out”.*

Common Core ELA Standards

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Indicator: *This will be evident when students complete the History Alive activity and engage in group discussions to prepare their scene.*

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 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 the students complete the "Act it Out" scene and discuss the differences and similarities involving the Ancient Indians and Ashoka.*

Social Studies Practices: Habits of Mind

D. Civic Participation

2. Participate in activities that focus on a localized issue or problem in a country other than the United States in the Eastern Hemisphere.

Indicator: *This will be evident when the students brainstorm their History Alive scenes collaboratively and engage in a hands-on activity, "Act it Out".*

MOTIVATION (Engaging the learner(s)*)

Students will be motivated by participating in an engaging History Alive strategy, "Act it Out". Students will work collaboratively together to brainstorm and create historic scenes.

MATERIALS

- Props for "Act it Out"
- SMART Board
- iPads for Kahoot!
- Writing utensils
- YouTube

STRATEGIES (Learning Strategies*)

- Group discussion
- Cooperative groups

- Independent work
- History Alive's "Act it Out"
- Interactive quiz on Kahoot

ADAPTATIONS (Exceptionality*)

- A student who is an English Language Learner will be given a word bank as an aid when completing the Kahoot.
- The hearing impaired student will be provided with a voice amplifier.
- A student with poor fine motor skills will be given scribed notes along with pencil grips.
- A student with a visual impairment will have an enlarged laptop instead of an iPad.

DIFFERENTIATION OF INSTRUCTION

For visual learners, students will view the PowerPoint containing pictures and videos of the Indian Empire. For kinesthetic learners, students will participate in an "Act it Out" strategy creating a collaborative scene with their groups. For linguistic learners, students will complete the "Thank you" letter to Ashoka and exercise their writing skills. For social-interactive learners, students will converse with their groups while brainstorming ideas for their "Act it Out". For auditory learners, students will listen to the teacher during the introduction of the lesson and view their classmates during the "Act it Out".

DEVELOPMENTAL PROCEDURES

1. *Motivation:* Students will begin by reviewing the YouTube video from the previous lesson the day before. Students will discuss how the song makes them feel and how it relates to the Ancient Indian Empire. Students will connect the previous lessons to their final activity, "Act it Out". *Teacher will define the compelling question "Did Ashoka's character strengths shape Ancient India? (What are Ashoka's character strengths? (Literal) Did Ashoka's character strengths have a positive or negative affect on Ancient India? (Inferential) What would you have done differently if you were Ashoka? (Metacognitive)*
2. Teacher will assign groups for the History Alive strategy, "Act it Out". Students will have time to prepare their skits with their assigned groups. Students will be asked to brainstorm their ideas and assign roles to each student. Each student should have an equal, active participation role in the skit. Teacher will observe group discussions and clear up any confusion they might have. *What role is each student going to play? (Literal) Is your scene realistic for the specific time period? (Inferential) How are you going to recreate each scene to conform to the Indian Empire? (Metacognitive)*
3. Students will be asked to create one of two opposing scenes: Scene 1: "Ashoka changed his beliefs after the war. Why did this happen? Create a scene of a news reporter interviewing Ashoka. Incorporate his beliefs, why they changed, what the future looks like, etc." The opposing side, Scene 2 includes: "Re-create a scene from the Indians point of view before the

war. Include how they felt about the empire, Ashoka, daily life, family life, etc.” *Did you enjoy this activity (“Act it Out)? (Literal) What was your favorite part about this activity? (Inferential) What would you have done differently? (Metacognitive)*

4. As a conclusion of the hands-on activity, the class will share their opinions of the activity and each groups’ version of the scenes. As an independent self-assessment, students will be asked to complete the Kahoot assessment on the iPads. The assessment will reflect on their knowledge and applied skills from the previous lessons and the History Alive strategy. The students will be asked to complete a journal entry for homework, connecting the unit and incorporating their opinions. *What did you learn from this lesson? (Literal) How can we connect this lesson to the previous lessons? (Inferential) If you had to create another scene for the History Alive’s “Act it Out” – what would you do instead? (Metacognitive)*

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

- The teacher will work with and observe students as they discuss their plans for the “Act it Out” scene.
- The teacher will observe students during the “Act it Out” based on their accuracy and effort levels.
- The teacher will review the students' Kahoot responses and discuss with the class for feedback.
- Students will complete a “Thank you” letter from the point of view of the Ancient Indians at the end of the unit writing to Ashoka and what impact he had on their lives.

INDEPENDENT PRACTICE

For homework, students will be asked to write a journal entry as if they were Ashoka. They will be asked to include topics such as: what you thought about the war, why you changed your mind, and what the future looks like in your country. Students will be encouraged to share their responses with the class the following day.

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 from the previous day and look at photographs of Ashoka and his empire on the PowerPoint slides. These techniques will help the students complete the Kahoot and homework assignment.

Academic Enrichment: Students who easily met the lesson objective will have the opportunity to create their own directions for an “Act it Out” scene. Students who easily complete this task will then be encouraged to write an opinion based paragraph including extensive ideas such as why they believe Ashoka built a positive or negative empire for his people. As an extension, students will be asked to write what they would have done differently. These techniques will require critical thinking.

TEACHER REFERENCES

Colonial Settlements, 1600s-1763. Retrieved from

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/indians/>

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The first Thanksgiving. (2015). Retrieved from

http://www.scholastic.com/scholastic_thanksgiving/webcast.htm