

Student: Francis Sommers
Course: EDU 351 02
Grade: 4
Content Area: Social Studies

Dr. Sheehan
Date: October 28, 2016
Topic: Gupta Empire

INSTRUCTIONAL OBJECTIVE

After completing “Reading like an Historian: Gupta Empire” document analysis: on the Gupta Empire, students will *write an argument to support a claim* citing evidence from the documents to identify one character strength displayed by Ashoka in a short paragraph 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:

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

Indicator: *This will be evident when the students do “Thinking like a historian: Gupta Empire” and analyze documents discussing the Golden Age of India and Ashoka.*

National Social Studies Standards and Themes

V. Individuals, Groups, & Institutions

- B. Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.
- f. Give examples of the role of institutions in furthering both continuity and change.

NCSS C3 Inquiry Arc

Dimension 2:

Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history. Look with lens and skills of the discipline

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 “Thinking like a Historian: Gupta Empire” packet and write about how the character of Ashoka related to the laws he created and how that shaped the Gupta Empire.*

Common Core ELA Standards

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes:

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

Production and Distribution of Writing:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Indicator: *This will be evident when the answer questions for all three documents and during their independent practice where they will write 4-6 sentences about how a character strength of Ashoka shaped the Gupta Empire.*

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).

3. Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.

B. Chronological Reasoning

3. Identify causes and effects using examples from current events or grade-level content and historical events

Indicator: *This will be evident when the students read primary documents in their “Thinking like a Historian: Gupta Empire” packet on events that occurred during the Gupta Empire under the rule of Ashoka. Students will then draw conclusions of how those events caused by Ashoka lead to the development of a golden age in India.*

MOTIVATION (Engaging the learner(s)*)

The motivation of the lesson will be that students will take the unique perspective of a historian while

analyzing primary documents on the golden age of Gupta India and Ashoka. This is distinctively different from the daily analysis of information from students in the classroom where teachers normally mediate the knowledge between documents and meanings by asking leading questions.

MATERIALS

- SMART Board
- Document Packet
- “Read like a Historian: Gupta Empire”
- Character Strengths: Graphic organizer
- Writing utensils

STRATEGIES (Learning Strategies*)

- Group discussion
- Cooperative groups
- Independent work
- Reading like a Historian Strategies

ADAPTATIONS (Exceptionality*)

- A student who is an English Language Learner will be given “Character Strengths” graphic organizer as an aid when writing about what the character strength(s) of Ashoka are based on the documents.
- The hearing impaired student will be provided with a voice amplifier that will be worn by the teacher for the duration of the classmate.
- A student with poor fine motor skills will be given a scribe to write down the student’s answers for each of the teacher assigned activities.

DIFFERENTIATION OF INSTRUCTION

- For the student who is an auditory learner will benefit from the teacher’s verbal explanation of explicit instructions for “Reading like a Historian: Gupta Empire”
- For the student who is a social interactive learner will benefit from collaboration with other classmates when discussing the context of each document in “Reading like a Historian: Gupta Empire)
- For the student who is a visual learner will benefit from having the instructions and essential question on the Smart Board.

DEVELOPMENTAL PROCEDURES

1. Motivation: Students will look at the “Reading like a Historian: Gupta Empire” packet and review the directions listed on the Smart Board and in the packet. The teacher will then explain

to students how they will be analyzing documents on Ancient India and Ashoka from the perspective of a historian. The teacher will then ask leading questions to the students of how would a historian go about analyze documents. These questions will help student comprehension that they must use a higher level of thinking when reading each document. *(What ancient empire are we observing in our packets? (literal) Does every historian have the same views on all historical documents/events? and why? (inferential) Why is it important to understand the possible biases by authors writing documents? (metacognitive))*

2. After the teacher has concluded questions on the directions, students will begin participating in a “Thinking like a Historian” activity as a literacy strategy. The students read the first document on the Rock Edicts of Ashoka and closely look for key details/facts and then answer the three questions that follow. The teacher will be walking around the room providing assistance and assessing student comprehension. (Who created the Rock Edicts in Ancient India? (literal) Do you think Ashoka would have made a law for religious toleration before the war of Kalinga? (inferential) How would a law of religious toleration affect the day-to-day life of people in the Gupta Empire? Would it be better or worse? (metacognitive))
3. After the Students have completed the questions for document #1, The teacher will then explain the different types questions (source, close reading, and close reading & perspective) that the students will create for document #3 and provide examples for the students. The teacher will then gradually release responsibility to the students and have them begin independent practice on the remaining two documents. (Why were the people of the Gupta Empire able to make so many advancements? (literal) How does the author of document #2 describe life in India? Use evidence from the document. (inferential) Did the Rock Edicts of Ashoka play a role in creating a time of peace for the Gupta Empire? Use evidence any of the three documents. (metacognitive))
4. As an independent assessment, students will utilize the character graphic organizer from the previous lesson and determine one character strength that Ashoka displayed as the ruler of India. The students will then take their chosen strength for Ashoka and cite two documents that reflect the character strength of Ashoka and how that helped shape the Gupta Empire in 4-6 sentences. (How did Ashoka have a positive impact on the people of the Gupta Empire? (literal)What character strength best describes Ashoka as a ruler? And why? (inferential) How did the strength of Ashoka help shape the Gupta Empire? Use evidence from the documents (metacognitive))

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

- The teacher will be walking around classroom monitoring student comprehension
- The teacher will work with and observe students as they answer and create questions for the documents in “Thinking like an historian: Gupta Empire.”.
- The teacher will review the students independent practice the following class to check on level of comprehension for all students.

INDEPENDENT PRACTICE

As an independent assessment, students will utilize the character graphic organizer from the previous lesson and determine one character strength that Ashoka displays as the ruler of India. The students will then take their chosen strength for Ashoka and cite two documents that reflect character strength of Ashoka and how that helped shape the Gupta Empire.

FOLLOW-UP: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention: Students who did not easily meet the lesson objective will with the assistance from the teacher reread the documents and review questions. The teacher will then have the students watch a video on the Edicts of Ashoka, teacher will provide follow up questions to assess student comprehension.

Academic Enrichment: Students who easily met the lesson objective will have the opportunity to view all of the Rock Edicts of Ashoka. The students will then choose 2-3 new Rock Edicts that were not in the “Thinking like a Historian: Gupta Empire” packet and try to make comparison to government documents and laws from the US to the Gupta Empire. Students will then write a paragraph for each chosen edict and state any similarities or differences between that edict and a US law/document.

TEACHER REFERENCES

Andreae Giles, Guy Parker Rees. "*Giraffes Can't Dance*". New York: Orchard. 2001. Print

Gupta Golden Age. (2014). Retrieved October 28, 2014, from
https://docs.google.com/document/d/16wCulUOdL2LqGom_utbajpQoJQIUAmZdxzEGhVjRjz8/edit

New York State K-12 Social Studies Framework. EngageNY.com. Accessed 10.28.16

Ven. S. Dhammika. "The Edicts of King Asoka: An English Rendering" (The Wheel Publication No. 386/387) ISBN 955-24-0104-6 (adapted)

Name: _____

Date: _____

Thinking Like an Historian: Gupta & Ashoka

1. Read document and take note of important details while reading. This includes the author, time period of document, intended audience(s), and possible bias of the author.
2. Answer all three questions for each document in full sentences and use evidence from the document to support your answer.

Document #1:

Ashoka Maurya was the first Buddhist king of India. After conquering Kalinga in 260 BCE, he saw the death caused by his army and became a Buddhist. Ashoka created huge pillars (cylinders) and rocks with his edicts (laws) written on them. Ashoka believed that these edicts would create safe communities throughout his empire. These laws later became known as the “Ashoka’s Rock and Pillar Edict.” The following are examples of his edicts:

Rock Edict XII: The faiths of others all deserve to be honored for one reason of another. By honoring them, if one holds someone in high regard in his own faith and at the same time performs a service to the faith of others.

Source: "The Edicts of King Asoka: An English Rendering" by Ven. S. Dhammika (The Wheel Publication No. 386/387) ISBN 955-24-0104-6 (adapted)

1) Who created the “Rock Edict’s” and why?

2) What did the Author mean in Rock Edict XII when he said *“The faiths of others all deserve to be honored for one reason of another.”*? What evidence suggests that Ashoka would have not made a law like Rock Edict XII before conquering Kalinga?

3) Does the edict in document #1 favor King Ashoka or the people of his empire and why?

Thinking Like an Historian

1. Read the documents and take note of important details while reading. This includes the author, time period of document, intended audience(s), and possible bias of the author.
2. Create three questions for the document and answer the questions in full sentences and use evidence from the document to support your answer.
3. Your three questions should be three different types Sourcing, Close Reading, and Close Reading & Perspective

Sourcing: Who wrote the article and what might be the motivation and personal interest.

- Ex. Who wrote the Declaration of Independence? Why might America have drafted this document

Close Reading (Inferential and Academic): What does the document actually say and what do the specific words or phrases refer to.

- What does it mean when Jefferson said “that all men are created equal & independent”? what audience does this phrase target?

Close Reading and Perspective: This is a question that asks the reader to gauge the perspective of the author.

- Ex. Would British citizens have the same feelings toward the King of England as Jefferson and the Americans? Why?

Document #2:

Under the rule of Ashoka, the Gupta Empire experienced a golden age with advancements in education, architecture, and mathematics. This golden age occurred because of a long period of peace for the Gupta Empire. People in India could obtain a higher education in Buddhist monasteries. The decimal system was also created during this period of prosperity in India. Architecture experienced great growth in India as stone temples and buildings were constantly being constructed.

1. (Sourcing) What Empire had a time period of peace and advancements in this document?

2. (Close Reading) What did the author mean by “ _____ ” (provide evidence)

3. (Close reading perspective) How does the author describe life during the time of the Gupta Empire India? Use evidence from the document to support your answer.

4. (Collaboration) After reading documents 1 & 2, do you think the Edicts of Ashoka made it possible for India to have a time of prosperity? And Why?

Document #3:

"Whoever honors his own [religion] and insults another man's whether from blind loyalty or with the intention of showing his own [religion] in a favorable light, does his own [religion] the greatest possible harm. Acceptance is best, with each hearing and respecting the other's teachings. It is the wish of the [king] that members of all religions should learn from one another and should teach virtue."

—From the Edicts of Ashoka (268 B.C.)

1) Sourcing question:

2) Close reading question:

3) Close Reading & Perspective
