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

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Topic: Gupta Empire

INSTRUCTIONAL OBJECTIVE (Lesson Objective*)

After a listen and retell on Ashoka, students will produce an opinion based on evidence from passages on whether the character strengths of Ashoka shaped the Gupta Empire by demonstrating mastery through an exit slip.

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.

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 listen to informative documents and produce an opinion about the character strengths of Ashoka and the people of the Gupta Empire.*

National Social Studies Standards and Themes

4. Individual Development & Identity

- describe personal changes over time, such as those related to physical development and personal interests;
- describe personal connections to place—especially place as associated with immediate surroundings

6. Power, Authority, & Governance

- Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict;

- Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security;

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.

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 listen to and form opinions about Ashoka and the people in the Gupta Empire based on documents read.*

Common Core ELA Standards

Writing Standards for Literacy in History/Social Studies

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 when the students answer the exit slip questions with relevant and accurate facts about the character strengths of Ashoka.*

Speaking Standards for Literacy in History/ Social Studies

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 engage in conversations with their partners after the listen and retell strategy. Students will also engage in class discussions.*

Listening Standards for Literacy in History/ Social Studies

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Indicator: *This will be evident when students listen to the four passages in the listen and retell strategy. Students will answer questions based on the passages read to them by the teacher. Students will also listen to their partners retell the four passages in the listen and retell strategy.*

Social Studies Practices: Habits of Mind

Gather Information and Making Conclusion

Indicator: This will be evident when students orally defend their opinion on where they stand.

MOTIVATION (Engaging the learner(s)*)

The students will participate in a listen and retell.

MATERIALS

- Index cards
- SMARTBOARD
- Passages describing Ashoka and the Gupta Empire
- Character strengths handout
- Youtube video on Ashoka
- Graphic organizer

STRATEGIES (Learning Strategies*)

- Direct instruction: The teacher will review the parent homework on character strengths
 - The teacher will read the documents to the students
- Cooperative Learning: Students will work with a partner. Students will repeat information using the five words they chose from the documents read by the teacher to their partners. Students will discuss a character strength of the second, third, and fourth document with their partner.
- Independent practice: Students will complete an exit slip.
- Class discussion: Students will participate in class discussions when they answer questions based on the passages. Students will base their answers from the documents with supporting facts.

ADAPTATIONS (Exceptionality*)

- The student with the grapho-motor disability will be asked to write down the five words for each document and only three sentences to answer the opinion based question. The student will be given the option to type his response to the homework question.
- The student who is an English Language Learner will be provided with the character strength handout prior to the lesson.
- The hearing impaired student will be provided with a voice amplifier.

DIFFERENTIATION OF INSTRUCTION

Visual learners will be stimulated by key points presented in the PowerPoint presentation. Visual learners will be stimulated through the graphic organizer.

Auditory learners will be stimulated by listening to the four passages of Ashoka and the Mauryan Empire. Students will also be stimulated through class discussions and conversation with their partners.

Verbal (linguistic) learners will be stimulated by engaging in class discussions and conversations with their partners. Students will also be stimulated by writing down their responses and filling in their graphic organizers.

Kinesthetic learners will be stimulated through the graphic organizer and retelling the passages to their partners with the five words they choose for each passage.

DEVELOPMENTAL PROCEDURES

- The teacher will review the homework from the previous lesson. The teacher will ask (“What character strengths did your parents choose for themselves?” (Literal) What character strengths did your parents pick for you? (Literal) Is there another character strength that would describe your parents? How? (Inferential) Do you think it is important to have more than one character strength? (Metacognitive)). Students will share their character strength paragraph.
- Students will participate in a listen and retell activity as a literacy strategy. The students will listen to passages about Ashoka. After listening to the passages the student will get in pairs and retell the passages to their partners. After passages one and two students will answer (In what year did Ashoka inherit the throne? (Literal) Do you agree with the attitude of the Mauryan Empire to conquer territory through wars? (Inferential) Why do you think that Ashoka changed his philosophy after the Kalinga War? (Metacognitive) with their partners. Students will share their answers to the class. Students will answer “After listening to the second passage, what character strength best relates to Ashoka?”
- Students will write the character strength of Ashoka in the graphic organizer with three relevant facts.
- Students will participate in a listen and retell activity as a literacy strategy. The students will listen to passages about the Mauryan Empire. After listening to the passages students will get in pairs and retell the passages to their partners. After passages one and two, students will answer (What major Edict was described? (literal) Do you agree with the way Ashoka shaped the Mauryan Empire? (Inferential) Why do you think Ashoka allowed religious freedom in the Mauryan Empire? (Metacognitive)). Students will

answer “After listening to the last passage, what character strength best describes the Mauryan Empire?”

- The students will write the character strength of the Mauryan Empire in the graphic organizer with three relevant facts.
- As an independent assessment, students will complete an exit slip. They will have to list another character strength other than the one they chose with their partner to describe Ashoka and the Mauryan Empire. (Did Ashoka change his attitude from when he first ruled the Mauryan Empire? (Literal) Was the change of Ashoka more positive or negative? (Inferential) What changes did Ashoka implement in the Mauryan Empire? Why do you think he implemented these changes (Metacognitive))
- The teacher will assign homework. Students will be asked to watch a Youtube video and develop a written response that answers the question “Does the video support the character strength discussed in class? How?”

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

- The teacher will observe students as they retell the passages that were read to them to a partner.
- The teacher will be able to assess whether students were able to connect a character strength to Ashoka.
- The teacher will be able to assess whether students were able to connect a character strength to the Mauryan Empire.
- The teacher will work with and observe students as they complete their graphic organizer.
- The teacher will assess the exit slip that students will turn in.

INDEPENDENT PRACTICE

Following the lesson, students will watch a Youtube video about Ashoka and will develop a written response answering the question “Does the video support the character strength discussed in class?”

FOLLOW-UP: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Instruction: Students who did not easily meet the lesson objective will, along with the teacher, reread the passages and identify key ideas that can be used to describe the character strength of Ashoka and the Mauryan Empire.

Academic Enrichment: Students will investigate the Edicts of Ashoka.

TEACHER REFERENCES

Baidya, S. (2014, April 13). 20 facts about battle of Kalinga. Retrieved from

<http://factslegend.org/20-facts-battle-kalinga/>

Dowling, M. (2016, July 11). Ashoka and the Mauryan Empire. Retrieved from

<http://www.mrdowling.com/612-ashoka.html>

Gktoday. (2011, May 05). Ashoka's edicts and inscriptions. Retrieved from

<http://www.gktoday.in/asokas-edicts-inscriptions/>

The British Museum. (2002). Ashoka and the Mauryan Empire. Retrieved from

<http://www.ancientindia.co.uk/staff/resources/background/bg1/bg1pdf.pdf>

CHARACTER STRENGTHS



INTEGRITY:

Presenting oneself in a genuine way; taking responsibility for one's feeling and actions.

FORGIVING:

Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance.

<p>SPIRITUALITY: Having coherent beliefs about the higher purpose, the meaning of life and the meaning of the universe.</p>	<p>HUMOR: Liking to laugh and tease; bringing smiles to other people; seeing the light side.</p>
<p>APPRECIATION OF BEAUTY AND EXCELLENCE: Appreciating beauty, excellence, and/or skilled performance in serious domains of life.</p>	<p>CURIOSITY: Taking an interest in ongoing experiences for it's own sake; exploring and discovering.</p>
<p>HOPE: Expecting the best in the future and working to achieve it.</p>	<p>LOVE OF LEARNING: Mastering and enthusiasm for new skills, topics, and knowledge.</p>



Passage 1

In 269 B.C.E. Ashoka Maurya inherited the throne of the Mauryan Empire in India. When Ashoka became the king of the Mauryan Empire he continued to fight wars like his family to expand the empire. Kalinga was a coastal kingdom that had a large and long coast that had numerous ports. Kalinga was once under the Magadha control, but regained independence when the Mauryas began to rule the country. Kalinga was considered to have a strong army. However, Ashoka was determined to regain control of Kalinga because he knew that Kalinga was going to be beneficial to the empire. Ashoka who was an aggressive man possessed the resources for the

indian empire to feel bold and invade Kalinga. He started a war against the rulers of Kalinga known as the Kalinga war.

Passage 2

Ashoka's army won the Kalinga War in which, according to historical sources, 100,000 people were killed and 150,000 people were forced to leave their homes. Ashoka felt profound sorrow and regret for the slaughter, death, and deportation his war caused. As a result, Ashoka converted to the peaceful religion of Buddhism. From that point onwards he based all of his government policies on Buddhist teachings. Ashoka believed that his empire should live under freedom and his people should live in peace. He had his new laws inscribed on rocks and stone pillars that were put up in public places throughout the empire. These policies are known as

Ashoka's Rock and Pillar Edicts.

Passage 3

Major Rock Edict VII- Ashoka requests tolerance for all religions.

Ashoka created edicts that shaped India. An example is the major rock edict VII that requests tolerance for all religions. This created peace and the ability to have an open mind in the population all over India. Ashoka was determined to promote equality and the freedom to practice any religion without being bothered. Tolerance of religion allowed India to prosper as a country and it prompted individuals to practice their own beliefs.

Passage 4

Ashoka served as an inspiring model because he propagated Buddhism, distributed wealth, built monasteries and looked after peace. Throughout his life Ashoka followed a policy of nonviolence. The slaughter of animals were prohibited. He promoted the concept of vegetarianism. The caste system (class system determined by birth) was brought to an end because in Ashoka's eyes everyone was equal and everyone had the right to be treated equal. Every person was given the rights to freedom.

Name: _____

Date: _____

Ashoka	Mauryan Empire
Character Strength:	Character strength:

Reason 1:	Reason 1:
Reason 2:	Reason 2:
Reason 3:	Reason 3:

Name: _____

Date: _____

EXIT SLIP

1. Did Ashoka change his attitude from when he first ruled the Mauryan Empire? How?

2. What changes did Ashoka implement in the Mauryan Empire? Why do you think he implemented these changes?

3. List another character strength other than the one you chose in class with your partner to describe Ashoka and the Mauryan Empire.