

# WAUCONDA SCHOOL DISTRICT 118

## UNIT PLANNING ORGANIZER

**Subject: Social Studies**

**Grade Level or Course: 6th**

**Unit: 6 Israelites**

**Pacing: 2 weeks**

### STAGE 1 – DESIRED RESULTS

**Essential Questions:**

How do religions develop?

What are the characteristics of a leader?

How does religion shape society?

Why does conflict develop?

**Big Ideas:** In order to cultivate empathy and perspective, students must be able to show tolerance through understanding so that they can approach controversial topics like religious beliefs from multiple perspectives and infer the influences and values behind thoughts and actions that may at first seem intolerable or incomprehensible.

**CCSS (Priority Standards):**

**CCSS (Supporting Standards):**

## STAGE 2 – EVIDENCE

Concepts (What students need to know)	Performance Tasks (What students will be able to do)	21st Century Skills
<ul style="list-style-type: none"> <li>• The difference between monotheism and polytheism</li> <li>• The beliefs of the ancient Israelites</li> <li>• Key leaders of the ancient Israelites</li> <li>• The Jewish exile in Babylon and the Jews return to Judah</li> <li>• What life was like during Greek and Roman rule</li> </ul>	<ul style="list-style-type: none"> <li>• Contrast religious concepts</li> <li>• Identify leaders and historical figures</li> <li>• Read a historical map of SW Asia/ Canaan</li> <li>• Analyze how geography contributes to settlement</li> <li>• Draw a map of Canaan or dwelling in Canaan</li> <li>• Analyze the role of kings in ancient Israel</li> <li>• Summarize information about the ancient Israelites</li> <li>• Read a map depicting the exile to Babylon</li> <li>• Identify the role of scribes spreading ideas</li> <li>• Demonstrate understanding of Jewish culture and interpret what they learned</li> <li>• Analyze how conflicts develop</li> <li>• Read and interpret primary sources</li> <li>• Make the connection between historical events and religious holidays</li> <li>• Use a graphic organizer to differentiate four different Jewish groups under Roman rule</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creativity and innovation</b></li> <li>• <b>Problem solving</b></li> </ul>

### Common Formative/Summative Assessments:

- Lesson quizzes 1,2,3,4
- Traditional Test Questions 1-21

**Interim Assessments (Informal Progress Monitoring checks):**

**Modified Common Assessments:**

**Modified Interim Assessments:**

**STAGE 3 – LEARNING PLAN  
(INSTRUCTIONAL PLANNING)**

**Suggested Resources/Materials/Informational Texts**

**Suggested Research-based Effective Instructional Strategies**

- Thieves
- Anticipatory Guides
- Use of Text Evidence with primary and secondary sources
- Word ladders
- Fryer’s Model
- Think- Pair- Share
- Connect 2 or more
- G.R.A.P.E.S .
- Video the 10 commandments

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications	Interdisciplinary Connection
Essential Vocabulary: Judaism Exodus	Movie:The Ten Commandments DBQ short video clips	Reading Text Evidence -reading articles  Context clues Cause and Effect

<p>Diaspora</p> <p>Ten Commandments</p> <p>monotheism</p> <p>synagogue</p> <p>prophet</p> <p>Talmud</p> <p>Dead Sea Scrolls</p> <p>Zealots</p> <p>rabbis</p> <p>Passover</p> <p>High Holy Days</p> <p>.</p> <p><b>Worth-knowing Vocabulary:</b></p> <p>principles</p> <p>.</p>	<p><b>Strategic partner work</b></p> <p><b>Modified handouts and reading</b></p> <p><b>Visuals during direct instruction</b></p> <p><b>Preferential seating</b></p>	<p>Analyze Primary and Secondary Sources</p> <p><u>LA</u></p> <p>Writing using primary sources and text evidence</p> <p>Archaeology Project and narrative</p> <p><u>Mathematics</u> - degrees of Longitude and Latitude</p> <p><u>Science</u>- The use of carbon dating to discover the age of an artifact</p>
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