Lesson Plans 2024-2025 **Week:** #5 – (September 09- September 13) **Teacher**: Staton, Volkmar and Whitman **Subject**: Social Studies

Unit Title:	**The Expansion of Early Civilizations: India and China**
Unit Vocabulary:	***Feudalism, Tao, cultural diffusion, Middle Kingdom, Confucius, empire, monarch, polygamy, polytheism, delta, dynasty, city-states, Gupta Empire, philosophy, reincarnation, Golden Age, Mandate of Heaven, Shi Huangdi, theocracy, The West or Western Civ., Silk Road, Sanskrit, caste system, metallurgy, karma, Siddhartha Gautama***

	Learning Target *(All Teachers)*	**Instructional Plan** *(Core Teacher)*	**Differentiation** ***(ELA/Math Inclusion Teacher)***	**Level UP/Advisory Plans** (Core Content Teachers) (Not NHI time)	**Teacher Tips & Notes** *(All Teachers)*
MON	**I can explain and compare the key features of Hinduism and Buddhism, analyzing the effects upon the Indus River Valley Civilization.** **Standard:** 6.1.P, 6.1.CC, 6.1.E	**Opening Strategy:** How does geography impact India? On what continent is India located? Consider the oceans, rivers, mountains, and deserts. Be able to apply the knowledge that was learned in Unit 1 to that of India? **Core Lesson Activities:** **Teaching Strategy: video on Buddhism and Hinduism (comparison video)** **Student Strategy:** Students will work on the Hinduism vs Buddhism Chart. Students will use the	**SWD Differentiation Strategy:** ● Simplified Instructions and Clear Visual Aids ● Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. ● Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. ● Modeling: Demonstrate how to find and explain themes using a sample poem before having	**Unit 2 Vocabulary Vocabulary Doc** **9/11 Observation**	Whitman: India Map and Hinduism and Buddhism Chart **Charts should be added to student notebooks in the Notes and Activities section.** **Hinduism …** **Indus Rive…**

		Indus River Valley - Ancient ... **Student Strategy:** Students will complete the chart with the teacher via a class discussion. If time permits, students will complete the following Students will read pages 145-147 and answer question 2 on page 149 of the textbook and read page 154 and 155 to answer question 3 on page 157 **Summarizing Activity:** Teacher will check for understanding by checking over students comparison charts and answers to textbook questions.	students work independently. ● One-on-One Support ● Individual Assistance: Provide one-on-one support to students who need additional help with understanding or completing tasks. **Inclusion Teacher Role:** ● **N/A**		
T U E	**Learning Target:** I can describe the impact of agriculture on the development of social systems of early India and the legacy of India's achievements	**Opening Strategy:** **Warm Up:** Ask students a question based on religion: What are the primary religions of India, and what effect do these religions have on a civilization? Have students draw the GRAPES of Ancient India, and review the geography and religions of Ancient India with students to add to their notebook charts on GRAPES.	**SWD Differentiation Strategy:** ● Simplified Instructions and Clear Visual Aids ● Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. ● Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis.	9/11 Observation Indus River Valley - Ancien…	

	upon the West by using GRAPES.	**<u>Teaching Strategy:</u>** Teachers will show this video Ancient India Achievements... off of Youtube (0:00-4:40) and allow students to write down information from the video in a GRAPES chart in their notebook. After the video, the teacher will show this answer key to allow students to correctly organize their information. ***Video should be played at .75x speed and pausing to allow students time to copy*** **<u>Student Strategy:</u>** The teacher will continues the GRAPES acrostic of civilization as a teaching method for Ancient India. After reviewing the G and R with the class, the teacher will use the slideshow Indus River Valley - Ancient ... to discuss the A, or achievements, of Ancient India with the class. If enough time permits, students will read pages 131 and 132 in the textbook and answer questions 2, 3 and 4 on page 134. **<u>Assessment:</u>** The teacher will cover the class helping students to complete the GRAPES charts of	• Modeling: Demonstrate how to find and explain themes using a sample poem before having students work independently. • One-on-One Support • Individual Assistance: Provide one-on-one support to students who need additional help with understanding or completing tasks. **Inclusion Teacher Role:** **N/A**		

		India in their notebooks. **After completion, teachers will go over the answers with the students as a whole class. Answers are in teacher book on page 134** **<u>Homework</u>** **<u>Additional Resources:</u>** **Indus River Valley - Ancient ...** **-videos used in class can be found at the beginning of the slideshow.**			
W E D	**I can describe the innovations of the Gupta empire and explain their legacy by analyzing their politics, economics, and social structures.** **<u>Standard:</u> 6.1 P, 6.1 CX**	**<u>Opening Strategy:</u>** **Teacher will show the video** **The Rise of the Gup...** **Rise of the Gupta Empire EdPuzzle** **<u>Core Lesson Activities:</u>** **<u>Teaching Strategy:</u> The teacher will direct students to the P E S section of their GRAPES on India graphic organizer in their notebook. The teacher will use the slideshow** **India: Gupta Empire to generate discussion on the Gupta Empire.** **<u>Student Strategy:</u> Students will**	**SWD Differentiation Strategy:** ● Simplified Instructions and Clear Visual Aids ● Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. ● Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. ● Modeling: Demonstrate how to find and explain themes using a sample poem before having	**9/11 Observation**	Progress reports go home

		record the important information of Politics, Economics, and Social Structure of GRAPES for the Gupta Empire. Often many of the GRAPES of India will overlap with one another, and students should use evidence and explain their reasoning (ex social structure and religion). Whitman: If time leftover: Man in the Red Bandana Video (remaining portion of advisory) **<u>Summarizing Activity:</u>** **The Exit ticket is posted on the last slide of the slideshow. What was the legacy of the Gupta Empire upon the West?**	students work independently. ● One-on-One Support ● Individual Assistance: Provide one-on-one support to students who need additional help with understanding or completing tasks. **Inclusion Teacher Role:** ● **N/A**		
T H U	**<u>Learning Target:</u> I can chart the key features of the geography of China by completing a map activity.** **<u>Standard:</u> 6.1 P, 6.1 C**	**<u>Opening Strategy:</u>** **<u>Warm Up:</u>** **Students will watch the video** **Geography of Ancient China...** **The video is linked in the slideshow. Kids love the game at the end of the video. "Find the chicken?"** **Reinforces vocab terms: dynasty, golden age** **<u>Teaching Strategy:</u> The teacher will provide students with a map of China. The teacher will guide**	**SWD Differentiation Strategy:** ● Simplified Instructions and Clear Visual Aids ● Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. ● Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis.	**<u>9/11 Observation</u>**	

		students as they plot the rivers, seas, and geographic features of China using Ancient China slideshow. The geography slides are on slides 5-20. Students should answer the questions on slide 20 on the back of their map worksheet. Students will use the slides and map to answer these questions. **China map.pdf - guide map** **china map key.pdf** **Student map/ copies** **Answer Key to Ancient Chin...** **Question on slide 20** **If time permits, work on vocab for a few minutes.** **<u>Student Strategy:</u> Students will complete the map of China and answer the map question on the back of the worksheet.** **<u>Assessment:</u> Teachers should check maps for understanding and may opt to take this for a grade.**	• Modeling: Demonstrate how to find and explain themes using a sample poem before having students work independently. • One-on-One Support • Individual Assistance: Provide one-on-one support to students who need additional help with understanding or completing tasks. **Inclusion Teacher Role:** • **N/A**		
F R	**<u>Learning Target:</u> I can explain the key**	**<u>Warm Up:</u> Videos below linked in**	**SWD Differentiation Strategy:** • Simplified Instructions and Clear Visual Aids		

I	features of Confucianism and the Mandate of Heaven by comparing it to Daoism/ Taoism and how they relate to China. **Standard:6.1.CX**	google slides. The teacher introduces Ancient Chinese religions of Confucianism and Daoism by having students watch the two videos. (ed puzzle verizon Confucius, Daoism **The hidden meanings of yin ...** Based on teacher choice. Students can answer the question along with the Edpuzzles or students can take notes in the SS notebook. **Teaching Strategy:** Teacher will pass out venn diagram (2 circles) and will guide students through the google slides about the Confucianism and Taoism/Daoism **7. Confucius and Taoism/ Da...** Filling out the venn diagram as a class. Teacher may also opt to have students create a T-Chart in notebooks with a text box at the bottom of the chart for a list of commonalities between the two philosophies. **Student Strategy:** Students can check their understanding by complete the interactive chart from their textbook (virtual) **Assessment:** teacher will walk around the room and check	• Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. • Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. • Modeling: Demonstrate how to find and explain themes using a sample poem before having students work independently. • One-on-One Support • Individual Assistance: Provide one-on-one support to students who need additional help with understanding or completing tasks. **Inclusion Teacher Role:** • **N/A**		

		students' venn diagrams during lesson and check student understanding of the interactive chart.			