

Integrated Thematic Unit: Grade 6 - Theme 4: Discovering Ancient Cultures

Based on Houghton Mifflin ELA Theme Concept and Connected to Social Studies Standards

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Stage 1 - Desired Results for Universal Access

HM Theme Concept:

Discovering Ancient Cultures

Cross-Curricular Goals or Standards:

- HSS 6.1** Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- HSS 6.1.1** Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
- HSS 6.2** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
- HSS 6.6** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
- HSS 6.7** Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

HM Reading Skill/Cognitive Tasks:

- Author's Viewpoint
- Cause and Effect
- Topic, Main Idea, Supporting Details

HM Writing Workshop:

Research Report: synthesizes information from reliable sources on a particular topic

Summary:

Theme 4, "Discovering Ancient Cultures," explores civilizations from China, Ghana, and Central America. The non-fiction selections provide a glimpse into the government, culture and daily life of various ancient civilizations. Conflicts between cultures are also considered throughout this theme.

Prerequisites:

- Skills of independent work
- Students should be pre-assessed for reading level
- Students should be pre-assessed for the reading comprehension skills taught in this unit.

Integrated Thematic Unit: Grade 6 - Theme 4: Discovering Ancient Cultures

<p>Essential Understandings:</p> <ol style="list-style-type: none">1. Great civilizations have risen and fallen over the course of human history2. Natural resources and geography affect the unique culture and daily life of ancient civilizations.3. Interaction between cultures can lead to either cooperation or conflict	<p>Essential Questions:</p> <ol style="list-style-type: none">1. How does geography affect a civilization?2. What are the factors that would lead to cooperation or conflict between cultures?3. What are the causes that would lead to either the rise or fall of a civilization?
<p>Students will know:</p> <ul style="list-style-type: none">• That the study of ancient civilizations requires the analysis of geographic, political, economic, religious, and social structures.• Interactions between cultures can lead to cooperation and conflict.	<p>Students will be able to:</p> <ul style="list-style-type: none">• Identify Author's Viewpoint• Identify Cause and Effect• Identify Topic, Main Idea, Supporting Details• Explain the causes of conflict and cooperation between some ancient cultures.• Analyze how geography and natural resources influence the development of a culture.

Stage 2 - Assessment Evidence for Universal Access

HM Theme:

_____ SCOE Test **OR** _____ Houghton Mifflin Theme Skills Test

Anthology Selections:

<p>_____ Selection Tests (Teachers' Resource Blackline Masters)</p>	<p>_____ Reading Response Journals</p>
<p>_____ "Think About the Selection" pg. 378 pg. 402 pg. 424</p>	<p>_____ Daily Log</p>
<p>_____ Assessing Skill per selection:</p> <ul style="list-style-type: none"> • Practice Book OR • Skill Performance Task (TE Teachers' Resource Tab) <p>Suggested Activities:</p> <p>R9 Create an Advertisement R11 Cause and Effect of Current Events R13 Write a Research Paper</p>	<p>_____ Other</p>

Summative Performance Task: Based on Essential Understandings

- _____ Writing to Inform
- _____ Presenting to Inform

Suggested Prompt (for writing or presenting to inform):

Imagine you are transported back in time to one of the ancient civilizations you've learned about in this theme. Write an essay or story describing what your life would be like in that culture. Tell us what parts of your new "ancient" life you like, and what parts you do not like. Use specific historical information that you have learned from your reading in this theme or your social studies textbook and work.

Key Criteria:

- _____ Criteria Cards for each product
- _____ Assessment Cards for each product on Extension Menu (see page 8)
- _____ Writing to Inform and Presenting to Inform Rubrics

Other Evidence:

- _____ Daily Log of Extension Work and Reading Log
- _____ Self Evaluation Checklist
- _____ Task commitment and engagement when working independently
- _____ Peer Reviews

Stage 3 - Learning Plan for Universal Access

Launch the Theme – 2 Days:

- Building connections to text, academic language and Essential Understandings of the HM Theme
- HM Theme Matrix
- GLAD Strategies
 - Focus and Motivation:

 - Input:

 - Guided Oral Practice:

Teach the Theme - 2 Days:

- Read the selection, allowing advanced students to work at their own pace.
- Reading Comprehension Skill Lessons (before, mid, after anthology read)
- Check for Comprehension with “Responding: Think About the Selection” in student book
- **Extension Menu** of Learning Activities: *Practice and Application*
- **Performance Task:** Bringing together of HM selections, Target Page, Theme Matrix, research and Extension Menu projects.
- Presented as a written piece or a presentation:
- HM Theme Matrix
- GLAD Strategies
 - Focus and Motivation:

 - Input:

 - Guided Oral Practice:

Closure and Evaluation – 2 Days:

- HM Theme Matrix
- GLAD Strategies:
 - Closure/Evaluation

- Theme Performance Task: Presentation to Audience
- SCOE Test **OR** Theme Assessment Test

Differentiation / Universal Access

Student Role

1. Students choose from an **Extension Menu** of Learning Activities/Products that integrates Social Studies, Science and or Art with Reading Theme and Reading Skills.
2. Students apply their learning from Extension Menus into a **Performance Task**:
 - Writing to inform (use rubric)
 - Presenting to inform (use rubric)
3. Students keep track of progress in **Daily Log of Extension Work and Reading**
4. Students work independently, sign **Independent Study Agreement**
5. Students help find research resources to learn more about the essential understandings and essential questions found on the **Target Page**
6. Students complete **Self-Evaluation Checklist** at end of theme.

Teacher Role

1. Model, Teach and Practice the use of product criteria for various subjects and purposes before asking students to be independent.
2. Teach students to do their own record keeping
3. Review and monitor the skills of independent work i.e. time management
4. Teacher checks in with Extension Menu students regularly to scaffold learning and check on organization of materials
5. Teacher provides clear directions, criteria and rubrics for Extension Menus
6. Teacher provides clear directions, criteria and rubrics for Performance Tasks
7. Teacher helps find research resources to support the essential understandings and essential questions found on the **Target Page**

Theme 6-4: Discovering Ancient Cultures ~ Extension Menu

Name _____

Due Date _____

Directions: Choose 3 activities in a row as you would in Tic-Tac-Toe

<p>1. <u>Model</u></p> <p>Construct a model of a section of Great Wall.</p> <ul style="list-style-type: none"> Refer to pages 436-437 of social studies text, <i>Reflections</i>. Check out: http://tinyurl.com/2jvm5u for ideas. Be sure to include: Paragraph that includes brief history and China's actual construction process (including construction materials) Built to proper scale (example: 1 inch = 5 feet) 	<p>2. <u>Journal Entry</u></p> <p>Write two journal entries. One from the perspective of Moctezuma, the other from the perspective of Cortez. Be sure to include:</p> <ul style="list-style-type: none"> Historical facts from <u>Lost Temple from the Aztecs</u> First impression by each of the other Events that occurred after the initial meeting between the Aztecs and the Spaniards 	<p>3. <u>Power Point Presentation</u></p> <p>Create a Power Point Presentation on the daily life in ancient Rome. Refer to pages 520-525 in <i>Reflections</i>. Points to consider:</p> <ul style="list-style-type: none"> Organized according to topic, main idea, supporting details Include information on Life at Home, City Life and Country Life, Slavery and Entertainment.
<p>4. <u>Crossword Puzzle</u></p> <p>Make a crossword puzzle using at least 15 vocabulary words from Theme 4. Refer to pages 360 – 361, 388-389, and 408 – 409.</p> <ul style="list-style-type: none"> Definitions must be from HM glossary. Each clue also includes a sentence using the vocabulary work in context. Simply leave a _____ where the vocabulary word would go. <p>Check out the following web page for pictures of each vocab. word. Once there be sure to click on the link for the story and its vocab. that you are interested in. http://tinyurl.com/ywexv5</p>	<p>5. <u>Chart</u></p> <p>Calculate the age of yourself and 3 other people using the Aztec 260 day calendar. Refer to pg. 371 & 379 of HM.</p> <ul style="list-style-type: none"> Create a chart comparing the ages using the Aztec calendar vs. our 365 day calendar. Be sure to include: A written theory about how geography and nature may have influenced the creation or different aspects of the Aztec calendar. Check out: http://tiny.cc/BzNge 	<p>6. <u>Comic Book</u></p> <p>Write and illustrate a comic book about Cleopatra and Mark Anthony. Refer to HM pg. 380-383 and <i>Reflections</i> 506-511. Be sure to include:</p> <ul style="list-style-type: none"> Who Mark Anthony and Cleopatra are The nature of their relationship How their relationship effected both Rome and Egypt
<p>7. <u>Flowchart or Diagram</u></p> <p>Create a flowchart or diagram explaining routes of trade as described in <u>The Royal Kingdoms of Ghana, Mali, and Songhay</u>. Be sure to include information on:</p> <ul style="list-style-type: none"> The items traded and who (culture or country) that traded them Dumb bartering Caravans Specific information on the location of origin of the traded goods (where they came from), destination (where they were going) <i>and</i> what was received in return for these items. 	<p>8. <u>Demonstration</u></p> <p>Understand and teach the process of mummification by making a fruit mummy. Check out: http://www.unmuseum.org/exmum.htm</p> <p>Your demonstration should include:</p> <ul style="list-style-type: none"> Step by step process of mummifying a piece of fruit Information on <i>why</i> and <i>how</i> the ancient Egyptians mummified the deceased Your theory on why the mummification process was successful in the desert environment of Egypt but might not have been in a tropical region 	<p>9. <u>Friendly Letter</u></p> <p>From the perspective of a Chinese worker, write a friendly letter to a friend or family member about your experiences while helping to construct The Great Wall. Refer to <u>The Great Wall</u> (HM pg. 391 – 403). Your 2- – 3-page letter should include:</p> <ul style="list-style-type: none"> Information on why the wall is being built. Description of the construction process (including materials used) Description of a typical day for you and other workers Your feelings and attitude about the Chinese government and The Great Wall

Matching Assessment for Extension Menu 6-4: Discovering Ancient Cultures

<p>1. <u>Model</u></p> <p><input type="checkbox"/> Follows Model Criteria Card</p> <p><input type="checkbox"/> Model is built to scale</p> <p><input type="checkbox"/> Model represents a <i>section</i> of The Great Wall and not the entire wall</p> <p>Paragraph(s) include</p> <p><input type="checkbox"/> Brief history</p> <p><input type="checkbox"/> Construction process</p> <p>Total: _____</p>	<p>2. <u>Journal Entry</u></p> <p><input type="checkbox"/> Follows Journal Entry Criteria Card</p> <p><input type="checkbox"/> Includes two separate entries, one from the perspective of Moctezuma, the other from Cortes.</p> <p><input type="checkbox"/> Includes historical facts from <u>Lost Temple from the Aztecs</u></p> <p><input type="checkbox"/> First impressions clearly described in detail</p> <p><input type="checkbox"/> Events that occurred after the initial contact are accurate and clearly described in detail</p> <p>Total: _____</p>	<p>3. <u>Power Point Presentation</u></p> <p><input type="checkbox"/> Follows Power Point Presentation Criteria Card</p> <p><input type="checkbox"/> Information gathered from SS text <i>Reflections</i> (and/or other sources)</p> <p><input type="checkbox"/> All information is organized according to topic, main idea, supporting details</p> <p><input type="checkbox"/> Description of home life, city life and country life, slavery and entertainment include examples and are clearly written</p> <p><input type="checkbox"/> Presentation includes clear articulate voice projection</p> <p>Total: _____</p>
<p>4. <u>Crossword Puzzle</u></p> <p><input type="checkbox"/> Follows Crossword Puzzle Criteria Card</p> <p><input type="checkbox"/> Puzzle includes at least 15 words</p> <p><input type="checkbox"/> Definitions are taken directly from the glossary of your HM reading book</p> <p><input type="checkbox"/> Each Clue also includes a sentence using the vocabulary work in context. Be sure to leave a _____ where the vocabulary word goes</p> <p><input type="checkbox"/> Graph paper used to create your puzzle</p> <p>Total: _____</p>	<p>5. <u>Chart</u></p> <p><input type="checkbox"/> Follows Chart Criteria Card</p> <p><input type="checkbox"/> Chart includes information for four people including yourself</p> <p><input type="checkbox"/> For each individual, age <i>accurately</i> calculated using both Mayan and traditional calendar</p> <p><input type="checkbox"/> Written theory states clear reasons of how geography and nature influenced the creation or different aspects of the Mayan calendar</p> <p><input type="checkbox"/> All work is proofread and recalculated to ensure accuracy and personal best</p> <p>Total: _____</p>	<p>6. <u>Comic Book</u></p> <p><input type="checkbox"/> Follows Comic Book Criteria Card</p> <p><input type="checkbox"/> Clearly states who Mark Anthony and Cleopatra are and why they are important</p> <p><input type="checkbox"/> Demonstrates/explains the nature of their relationship</p> <p><input type="checkbox"/> Describes/explains how Rome and Egypt were both affected by their relationship</p> <p><input type="checkbox"/> Facts and details were researched using both HM and Reflections</p> <p>Total: _____</p>
<p>7. <u>Flowchart or Diagram</u></p> <p><input type="checkbox"/> Follows Flowchart or Diagram Criteria Card</p> <p><input type="checkbox"/> Specific info on who traded what items and what they received in return for their traded goods.</p> <p><input type="checkbox"/> Clearly and accurately lists the origin of the most common traded items</p> <p><input type="checkbox"/> Clearly and accurately lists trade routes</p> <p><input type="checkbox"/> Includes info on dumb bartering and caravans</p> <p>Total: _____</p>	<p>8. <u>Demonstration</u></p> <p><input type="checkbox"/> Follows Demonstration Criteria Card</p> <p><input type="checkbox"/> Clearly demonstrates the mummification procedures</p> <p><input type="checkbox"/> Demonstration explains how your process is similar to that of the ancient Egyptians</p> <p><input type="checkbox"/> Accurately describes <i>why</i> and <i>how</i> the ancient Egyptians used the mummification process</p> <p><input type="checkbox"/> Considers why the mummification process was successful in the desert environment of Egypt but might not be in a tropical region</p> <p>Total: _____</p>	<p>9. <u>Friendly Letter</u></p> <p><input type="checkbox"/> Follows Letter Criteria Card</p> <p><input type="checkbox"/> Written from the perspective of a Chinese worker during the construction of The Great Wall</p> <p><input type="checkbox"/> Letter includes historically accurate information on why the Chinese government built the Great Wall</p> <p><input type="checkbox"/> Includes an accurate description of the construction process</p> <p><input type="checkbox"/> Includes a description of what a typical day is like for you as a worker <i>and</i> your thoughts and feelings about the Chinese Government and The Great Wall.</p> <p>Total: _____</p>

Name _____

Date _____

Choice # _____

Points earned _____

Choice # _____

Points earned _____

Choice # _____

Points earned _____

Total points:

Points earned _____ Grade _____

Thematic Matrix: Grade 6 Theme 4: Ancient Cultures

Essential Questions:

1. How does geography affect a civilization?
2. What are the factors that would lead to cooperation or conflict between cultures?
3. What are the causes that would lead to either the rise or fall of a civilization?

← Elements of the essential understanding →

Topic of Study	Context Setting (Place & Time)	Influence of Natural Resources or Geography	Elements (examples) of Daily Life or Culture	Conflict or Cooperation with other Cultures
Lost Temple of the Aztecs				
The Great Wall				
The Royal Kingdoms of Ghana, Mali, and Songhay				

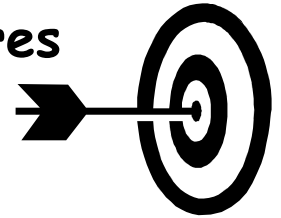
Enduring Understanding:

Name _____

Due Date _____

Target
Page

HM Theme 6-4: Discovering Ancient Cultures



Cross-Curricular Goals (Content Standards):

- HSS 6.1** Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- HSS 6.1.1** Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
- HSS 6.2** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
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- HSS 6.7** Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

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