

Yale 2016 PIER Summer Institute: Ancient Cities, Modern Inquiries

Title of Lesson: **CAN YOU DIG IT?**

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School: **Clint Independent School District**

Subject Area(s): **Social Studies; Science; Writing**

Grade Level(s): **6th Grade**

Time Allotment: **5 Days; 45 minutes per day**

Lesson Description: *Include- why is this important for students to know?*

This lesson is a student-centered lesson based on discovery through inquiry and hands-on engagement. It is important for students to make connections and understand relationships among societies' shared institutions, comparing and contrasting ancient societies to modern societies, and understand the role of resources and technology in the advancement of a society.

Scaffolding:

Teacher will modify and accommodate instruction tailored to the specific needs of students categorized as 504, or students having an IEP and incorporate opportunities for extension or challenge for students categorized as gifted and talented.

Learning Context: *How does this lesson/unit fit within the context of the larger unit or other units?*

In addition to Social Studies, this lesson fits in with other units in a cross-curricular manner relating to Science, Writing, and Art.

Compelling Question(s): *What question(s) will guide student inquiry during the lesson/unit?*

The teacher will employ the use of multiple question stems such as:

What do you observe?

What prediction can you make about...?

How can you compare and contrast...?

What would happen if...?

What can be analyzed?

What can be inferred?

How does this apply in more modern situations?
What are the limitations of this model?

Content Standards: *What standards are addressed through the teaching of this lesson/unit?*

From the Texas Essential Knowledge and Skills (TEKS):

6th Grade Social Studies-

- **6.1** Students understand that historical events influence contemporary events.
- **6.15 (B)** Students will describe traits that define cultures
- **6.15 (C)** Students will analyze similarities and differences among societies.

Lesson Objectives/Learning Intentions:

Students need to understand, explain, and compare and contrast the connection between past societies and modern societies.

Lesson Vocabulary:

Content Vocabulary	Skill/Process Vocabulary
Institution, Technology, Innovation, Impact, Antiquities, Resource, Advances, Architecture, Monuments, Militia, Planned Settlement Configuration, Herdsman, Ceramicists, Metal Workers, Farmers, Irrigation, Organic Settlement Configuration, Assembled City, Archaeology, Burial Site, Goods, Commerce, Trade (verb), Trade (noun), Economy, Barter, Commodities, Imports, Exports, Citadel, Hierarchy, Government, Beliefs, Traditions, Citizenship, Statuettes, Cuneiform, Cultivation, Hieroglyphics, Excavation Site, Artisans,	Know, Understand, Explain, Determine, Analyze, Question, Compare, Contrast, Describe, Examine, Relate, Create, Pose, Infer

Supporting Questions: *These questions are intended to contribute knowledge and insights to the inquiry behind the compelling question. These questions should provide students with the opportunity to explore content essential to advance the inquiry. Supporting questions should also serve to support development of formative assessment tasks (progress monitoring) and teacher or student selection of resources/teaching materials.*

Supporting Question 1	Supporting Question 2	Supporting Question 3
(Day 1) <ul style="list-style-type: none"> • What do you see? • What do you think? • What do you wonder? • What components are essential to a functioning society? 	(Day 2) <ul style="list-style-type: none"> • What can artifacts left behind in ancient cities represent, mean, prove, or tell about the society? • What does “living” look like according to your poster? <p>Do they worship? Do they memorialize/honor? Do they have skills/trades? Do they barter/trade/sell? Do they farm? Do they educate? Do they govern? Do they fight? Do they spend? Do they submit? Do they cultivate? Are they social? /Are they communal or dispersed? Do they love? How are their dwellings configured-Are they organic or planned? Do they invent?</p>	(Day 3) <ul style="list-style-type: none"> • What is excavation? • What is the evidence of this society’s specializations or characteristics that are unique to this society? • What institutions do all ancient societies share? • How does proximity of resources dictate the survival of a society? • How does the presence or lack of innovation and technology contribute to the growth or decline of a society?
Formative Assessment	Formative Assessment	Formative Assessment

<ul style="list-style-type: none"> • Students will complete a “See, Think, Wonder” graphic organizer. • Students will complete a poster illustrating an ancient city while working in cooperative groups. 	<ul style="list-style-type: none"> • What are essential institutions in the society? • What is the difference between planned and organic settlement configuration? • What is archaeology? 	<ul style="list-style-type: none"> • Students will complete the Archival Documentation Form and answer supporting questions culminating with the declaration of the discovered ancient city’s specialization.
Materials/Resources	Materials/Resources	Materials/Resources
Materials: <ul style="list-style-type: none"> • Interactive Student Notebook (ISN) • Poster Board • Pencils • Pens • Colored Pencils • STW Chart-graphic organizer Resources: <ul style="list-style-type: none"> • Audio-visual-Power point with video clip and images 	Materials: <ul style="list-style-type: none"> • 6 Shoeboxes- for evenly divided groups • Sand/Gravel mix • Tools- (plastic spoons, forks, paintbrushes of various sizes and textures) • Artifacts- (everyday items-student or teacher created or provided) • Student created posters • Exit Ticket-graphic organizer 	Materials: <ul style="list-style-type: none"> • 6 Shoeboxes-for evenly divided groups • Sand/Gravel mix • Tools- (plastic spoons, forks, paintbrushes of various sizes and textures) • Artifacts • Pencils • Archival Documentation Form-(teacher-created)

Summative Assessment/Performance Task:

- **The summative performance task will assess all supporting questions, intentions, and goals. The test format will be a combination of objective as well as essay questions.**

Lesson Activities:

Procedure:

Day 1-45 min.

***This lesson begins as a review and expanding on students' prior knowledge of components which make a functioning society.**

Engage

- Students will be divided into evenly distributed leveled cooperative groups.
- Teacher will begin the lesson by reviewing the components of a functioning society. Teacher will ask students to recall and explain components such as government, economy, society, industry, economy, religion, trade, etc.
- Teacher will use an anticipatory set by showing students a power point presentation containing a hyperlinked video clip of an excavation site in Africa and additional slides of images of artifacts discovered at those sites or similar sites. (For example, showing images such as: tablets, cuneiform, ceramics, writings, coins and money, spearheads, monument ruins, wheels, and textiles).
- Students will be asked to make observations and list notations about what is seen, to write about what thoughts they have and how those thoughts make them feel, and finally to list any questions or ideas that they want to know more about as a result of having seen the primary sources.
- Students will discuss their findings amongst themselves in their groups.
- Students will synthesize a list of the essential components required in any society.
- Teacher will record a class list of the component on the board from the consensus statements provided by each group.
- Teacher will provide comprehensive input to clarify any misconceptions or

misunderstandings.

Explore

- Students will then be asked to brainstorm ideas on how to create their own ancient city incorporating the essential components of a functioning society.
- The teacher will remind them to include examples such as government, religion, economy, culture, technology, geography, goods, commodities etc.
- In addition to using the components of a functioning society, students will now select one trade, practice, belief, etc. to highlight as a specialization for that city. In the upcoming activity, examples of this specialization will be used as discoverable clues and artifacts left for a future excavation.
- Teacher will monitor and guide students throughout the groups to encourage a diverse selection of themes and decrease the chances of duplicate themes and check for understanding.
- Once groups have decided on a specialization for their ancient city, they will begin to create a poster based on the peoples of their created cities. The posters should have the name of the city, an illustration of the people, and identifiable markers to distinguish their city from another group's city. For example, students can illustrate hairstyles, living quarters, money, their way of dress, trades and skills, evidence of education, government or hierarchy.
- Groups will converse and create a consensus statement on what they learned. They will share consensus statements with the class as a whole-group closing exercise. The teacher will model what this looks like by emphasizing the importance of using content vocabulary.

Day 2-45 min.

Explain

- Teacher opens lesson by reviewing the slides from the previous day and asking students to not only recall and identify the images, but to explain what the images in the slides represent. (For example, a slide depicting an image of pottery may represent cultural or economic practices.)
- The teacher will review by revisiting student questions and answers from previous

days. Teacher will lead with compelling, guiding, and supporting questions.

- Students will return to their cooperative groups and begin by creating a buried ancient city using the shoeboxes, sand/gravel mix, and various everyday items to represent the artifacts. (The everyday items can be teacher/student created or supplied).
- The artifacts left behind will be representations of components of the poster based on the theme used to illustrate the ancient city in the group's poster. (For example if a group creates an ancient city that has a specialization in farming, then evidence of a farming community should be apparent at the site).
- Students will work on finishing the layers of sand/gravel and artifacts until the completion of their ancient city site.
- Teacher will wrap up the lesson ending with an exit ticket to practice newly acquired academic vocabulary.

Day 3-45 min.

Explore/Elaborate

- Teacher will model the daily objectives, goals, tasks, and expectations of the day's lesson. Teacher will distribute the Archival Documentation Form and explain directions on how to use the form. This form should be divided into two parts. In part 1, the form should include a space for students to document the number of artifacts uncovered, a place to illustrate the features and details of the artifacts, a section to describe the proposed use of the artifacts, a section to list the location or proximity to other artifacts uncovered, and an area to write a prediction of the specialization of the ancient city.
- In part 2, the form should have a place where students explain the similarities and differences between the characteristics of the ancient city buried on day 2 and the excavated city uncovered on day 3. Students should also list and describe the limitations of the model.
- Students will begin the lesson by exchanging shoebox excavation sites with another group.
- Students will now have the task of excavating the newly acquired sites. Students will slowly uncover artifacts layer-by-layer using the tools listed in the materials checklist.

- Students will record and document the data of the artifacts on the Archival Documentation Form. This organizer will assist students in the exercise while simultaneously working as a formative assessment. Teacher will clearly model the expectations for successful completion and goal attainment to be assessed prior to the close of the lesson.

Day 4-45 min.

Reflect and Review

- Groups will converse and create a consensus statement on what they learned and will share consensus statements with the class as a whole group closing exercise. Teacher will model what this looks like and emphasize the expectation that academic talk should be used utilizing newly acquired academic vocabulary.

Supporting Questions/Formative Assessment:

- Teacher will review using previous day's formative assessment, supporting questions, compelling questions, and the review of content objectives and learning intentions. Teacher will create a 10-question quiz based on these objectives and goals.
- While students remain in their leveled cooperative groups, they will be divided into pairs and given a copy of the quiz.

Procedure for the quiz:

Step 1: Student 1 reads the first question to student 2. Student 1 has the pencil.

Step 2: Student 2 answers and explains the question read by Student 1.

Step 3: Student 1 then records the correct answer of Student 2 and passes the pencil. If the answer is incorrect, Student 1 will instruct and drill Student 2 until Student 2 gives the agreed upon answer.

Step 4: Student 1 will then record onto the quiz the correct/agreed upon answer given by Student 2 and then passes the pencil.

Step 5: The team alternates in this fashion until the completion of the quiz.

- Once students have all completed the quiz, the teacher reviews the quiz with the class for accuracy.
- As a homework assignment for additional practice, teacher will distribute a blank Venn diagram and ask students to compare and contrast historical societies with contemporary societies.

Materials:

Teacher-Created Quiz

Pencils

Graphic Organizer Venn Diagram

Day 5-45 min.

Evaluate and Reflect

- **Students will take the summative assessment.**

Supporting Questions: Stems from summative assessment

Formative Assessment: N/A

Materials: Unit Test, Pencil