

## Lesson Plan Template Explanation

<b>Teacher:</b> Siddons, Casey	<b>Date of Lesson:</b> 2016 - 11 - 09
<b>Subject:</b> Advanced World Studies 6	<b>Lesson Title:</b> Culture in the First Millennium - 6 Great Empires
<b>Period:</b> Period 4 - Advanced World Studies 6	<b>Unit:</b> 6.4 Lesson Sequence 3.3 <b>MSDE Standard/Indicator:</b> <b>World History</b> <ul style="list-style-type: none"> <li>• describe the major traditions and customs of Hinduism and Buddhism and their expansion throughout Asia</li> </ul> <b>Peoples of the Nations and World</b> <ul style="list-style-type: none"> <li>• analyze characteristics that are used to organize people into cultures</li> <li>• describe and analyze the practices, beliefs, and influence of religions of the world.</li> </ul>
<b>Mastery Objective:</b>	
<p>Today, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how the culture of the Heian Dynasty influenced its political, economic and social systems by researching and analyzing primary source documents.</li> </ul>	
<b>Framing the Learning:</b>	
<ul style="list-style-type: none"> <li>• Remind students about how culture is a system of shared beliefs, values, customs and behaviors.</li> <li>• For today’s lesson, we will be studying and diving deeper in the the seen and unseen aspects of cultures in the first millennium - today will be focused on the Heian Period in Japan.</li> <li>• Share the following Enduring Understandings in a slide and let students think about what is being stated:           <ul style="list-style-type: none"> <li>○ By the first millennium, the Heian and the other civilizations that we will be studying developed complex civilizations, each with a unique culture. The culture of the society influenced the political, economic and social systems of the civilization.</li> <li>○ Today, the cultures of nations with roots in the millennial civilizations have changed significantly. We will also be referencing the “forces of change” (democracy, humanism, industrialism, communication and nationalism and how they helped shape the modern world and the civilizations we will be studying).</li> <li>○ Societies continually balance the traditional beliefs of the first millennium with the new ideas and values of a modern world.</li> </ul> </li> <li>• Today’s essential questions are as follows (from MCPS curriculum):           <ul style="list-style-type: none"> <li>○ How does cultural diffusion influence the development of a society?</li> <li>○ How are world cultures different today than from the first millennium?</li> <li>○ How do modern government attempt to balance traditional culture with new ideas and values?</li> <li>○ How does traditional culture endure over time?</li> </ul> </li> </ul>	
<b>Warm Up:</b>	
<p>On the board, record the following question: What do you know about Japan? Create a list of three things you already know about Japan, along with three things you would like to know about Japan.</p> <p>As a class, we will review student responses by using random calling practices.</p>	

The teacher will compile a list of items that are shared using a Google Doc.

### **Whole Group Lesson:**

- After “framing the learning” (above), the teacher will begin the whole group lesson by introducing their research capture sheet.
- Briefly explain (and have students write on their capture sheet) what each column represents:
  - Political (write, “government and leaders” adjacent the word “political”)
  - Economic (write, “jobs, trade, money”)
  - Social (write “classes, education, diversity”)
- Explain the bottom portion as well - point out how the unseen culture (which we studied earlier) influences the seen culture above).
- Distribute the Heian Dynasty reading and ask students to review the “focus questions” on their own.
- Model for students how students should be highlighting and annotating throughout the reading.
- Provide eight minutes for students to read and annotate.

### **Independent Task:**

- Provide students with eight minutes to read and annotate by themselves.
- If they are finished, they may begin working on the “Political” column (if they annotated).

### **Guided Instruction:**

- Get students into partners using Clock Buddies to complete the political column together. Get students into two other partnerships to then complete the economic and social columns. Decide whether or not you would like to review “answers” or broad themes.
- Once all three columns are complete, direct students into homogenous groups based on the most recent MAPR (reading achievement) data to complete the “Unseen Culture.”

### **Differentiated Instruction:**

#### **Content (Knowledge, concepts and skills that students need to know):**

- Students with lower than a 210 MAPR score will be provided a reading that has already been annotated by the teacher.
- Students with a MAPR score that exceeds a 228 will be provided with the primary source documents in advance to begin reading and reviewing when they are finished.

#### **Process (How students make sense of the content):**

- Scaffolding: Some of the sentences for the capture sheet will be partially filled in.
- Enrichment: Students will be required to work on the primary source documents in small groups if they are finished.

**Product (How students show their learning):**

- Not applicable for this lesson.

**Summarizer:**

Provide students with a 321:

- What are 3 things you learned today about how culture impacted the Heian Dynasty in Japan?
- What are 2 things that were left unanswered during your research on the Heian Dynasty?
- What is 1 question you have about how Japanese Culture?

**Part 2 (Use documents E and F for this portion of the lesson...it may have to take place during another class period if you are not using the block schedule format at your school):**

All students will be analyzing and evaluating for point of view to further research how traditional cultures influenced influence modern day civilizations.

Students should be reorganized into small groups based on their MAPR scores. Students who are in the lower performing group should be stationed with the teacher in a small group setting. Students in the proficient or advanced range will be provided with extension activities (related to the other five millennial civilizations).

Students will be discussing / answering the following questions in their groups:

- Analyzing for point of view: *“What is the author’s opinion or belief about this topic?”*
- Influence of author’s background and experience: *“How might the background and experience of the author influence his/her opinion and beliefs?”*
- Evaluation of point of view: *“How does the author’s point of view influence the document (consider what is included and/or excluded)?”*
- Application: *How can you use this document? What other sources would you need to fully understand the event of issue?*