UNIT PLAN TEMPLATE

Name: **MaryHannah Schwarzen** Date: **11/16/2020**

Subject/Content: ***Early Civilizations: India, China, Japan*** Grade Level: **9th grade**

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| Curriculum Standards | Unit Goals |
| *State Curriculum Standards***AH.05 - Identify and locate early civilizations (e.g., China, Egypt, Indus River Valley, Mesopotamia), and explain why civilizations arose in those places.****Ah.15 - Describe the characteristics of early civilizations in Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.****AH.16 - Describe the characteristics of early civilizations in China, with emphasis on the development of an empire, the construction of the Great Wall, and the Han Dynasty.****AH.18 - Describe the characteristics of early civilizations in India, with emphasis on the Aryan migrations and the caste system.** | *Create goals that are observable* 1. **After learning about each ancient civilization art style, students will design an art project using the images and material taught in class.**
2. **After students will identify key characteristics and differences between ancient India, China, and Japan through creating a trifold board detailing information about each civilization.**
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| Biblical Integration |
| *What worldview question(s) are addressed in this unit? What activity would allow students to answer the question(s)? What can students connect to or distinguish from a Biblical worldview?*1. **Where do we believe people groups came from? – this question may be answered by referring back to the early passages of Genesis, particularly post-Tower of Babel**
2. **How does our biblical foundation dictate what we believe about where people came from? – again, this may be answered by referring to early passages of Genesis**
3. **What aspects of a culture do we approve of or disapprove of? – through discussion, what aspects of these cultures do we agree or disagree with and why?**
4. **What do we believe about human creativity? – humans are created to be creative, since we are made in the image of God, and this can be a discussion in class while working on the art projects**
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| Unit Anticipatory Set |
| *How will you pique the interest of students for the subject matter to come? How should you inform students about the lesson’s context and objectives in age appropriate language? What do students need to know before they can delve into instruction in the lessons to come?**This is the bell ringer/anticipatory setting for the first lesson, but it sets the scene for the entire unit through introducing the different aspects of a civilization, and thus also serves as the Unit Anticipatory Setting.* **As students file in, a section of this video will be playing:****Indus Valley Civilization: Crash Course World History #2 –** [**https://www.youtube.com/watch?v=n7ndRwqJYDM&list=PLtxL7hT3GEDZ21hbSjey1WUBzpEDeQZUc&index=8**](https://www.youtube.com/watch?v=n7ndRwqJYDM&list=PLtxL7hT3GEDZ21hbSjey1WUBzpEDeQZUc&index=8)**The teacher should play until the 2:57 mark, to avoid redundancy. The video is longer and will go into details that will be covered in class. This short section will describe four aspects necessary to make a civilization:**1. **Agriculture and production surplus**
2. **Cities**
3. **Trade**
4. **Form of authority**

**These four aspects will also be covered in assigned readings each day.** |
| Activities Planned |
| *List and/or describe the daily activities planned for the unit.*1. **Students will complete an art project each day, based on the art style of the early civilization discussed in class. For India, they will create a pictograph in the style of the Indus River Valley using clay, for Japan they will use clay to create a pot, and for China, they will create a calligraphy scroll using ink, brush and art paper.**
2. **Students will create a trifold board highlighting:**
* **Similarities and differences of early civilizations discussed in class**
* **The geography of each civilization (blob maps)**
* **The benefits of each area chosen to set up a civilization (answers question, “what does geography have to do with where people choose to live?”)**
* **Various cultural aspects unique to each culture (ties into similarities and differences)**
* **Artistic expression of these cultures (“artifacts”)**
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| Assessment |
| Informal*: How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?*1. **Students will demonstrate understanding through class discussions surrounding the Focus Questions and higher-level thinking questions for each lesson through group discussion.**
2. **Students will demonstrate understanding of the art styles of each civilization and how they chose to express themselves through an assigned art project each week mimicking the style and imagery of each culture.**

Formal: *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?*1. **The teacher will collect and document student learning and mastery of lesson objectives through the end of unit project. This end of unit project will be an exhibition of:**
* **Trifold board highlighting the above criteria**
* **Daily art projects mimicking the cultural expression of each civilization**
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LESSON PLAN TEMPLATE

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| Name: MaryHannah Schwarzen | Date: **11/16/2020** |
| Lesson Title: **Early India** | Grade/Level: **9th grade** |
| Curriculum Standards  | Focus Question/Big Idea/Goal |
| *State Curriculum Standards***AH.05 - Identify and locate early civilizations (e.g., China, Egypt, Indus River Valley, Mesopotamia), and explain why civilizations arose in those places.****AH.05 – Compare and contrast the rise of early civilizations (e.g., China, Egypt, Indus River Valley, Mesopotamia) in terms of social, political, and economic development.****AH.14 - Describe the origins and central features of Buddhism:****• Key Person(s): Siddhartha Gautama (Buddha)****• Sacred Texts: Tripitaka****• Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana****AH.18 - Describe the characteristics of early civilizations in India, with emphasis on the Aryan migrations and the caste system.** | *What question(s), big idea(s), and/or goals drive your instruction?*1. **What is a culture?**
2. **Why and where do civilizations get started?**
3. **What aspects of geography impact how people choose places to live?**
4. **How do geography and lifestyle affect culture?**
5. **How do cultures express themselves?**

Central Focus: **This unit looks to focus on the cultural aspects of early civilizations, comparing and contrasting them. It also looks to highlight the why, where, and how of people building a lifestyle and culture for themselves. Finally, this unit looks to explore cultural through its art styles, what this says of the culture, and how the art is impacted by geographical and social interactions.****This particular lesson looks to answer the above questions and explore the Central Focus through exploring the Indus River Valley Civilization.**  |
| Lesson Objective(s) |
| *Objectives are measurable.*1. **After observing the teacher, students will be able to demonstrate knowledge of the Indus River Valley area geography, through drawing their blob map.**
2. **After reading the assigned articles in class, students will express knowledge of the Indus River Valley Civilization through compiling the information in an Early Civilizations tri-fold board.**
3. **After exploring Indus River Valley art and cultural expression, students will construct their own “artifact,” utilizing the style and imagery explored in class.**
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| Cross-curricular connections |
| *State connections between the material covered and other content areas.***WG.17 - Explain how humans are affected by and depend on the physical environment and its resources.****WG.20 - Define the concept of culture and its components (e.g., culture hearth, culture traits, material, and nonmaterial culture).****WG.21 - Explain how physical geography and economic practices shape the cultural landscapes of various regions.****S.07 - Describe components of culture (e.g., nonmaterial culture, norms and values, material culture, subcultures).****HS3.VA.Cn2. A Evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.****9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** |
| Literacy/Academic Vocabulary |
| *What opportunities will you provide for students to practice content language/vocabulary and develop fluency*? **Vocabulary Words:**1. **Harappa**
2. **Indus River Valley**
3. **Fertile Crescent**
4. **Aryan migration**
5. **Agrarian**
6. **Society**
7. **Culture**
8. **Civilization**

**These words will be displayed on a whiteboard with their definitions. (Fun idea for last day if the teacher has time: take all the vocab words form the unit and mix up the words and their definitions and see if the students can match them all up)** **Literacy:**1. **Students will practice literacy through reading Khan Academy articles together in groups. Groups will be utilized to pair students with stronger/weaker readers to challenge and assist. Each article has many visuals, to assist struggling readers grasp content and aid comprehension. The teacher will go over the articles with the class when asking the inquiry questions to aid and gauge comprehension.**
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| Questions for higher order thinking and assessment |
| *These cannot be answered by yes or no.*1. **Why did people choose the Indus River Valley as their home?**
2. **How does this area affect the culture they build?**
3. **What communities grow out of this first civilization?**
4. **What cultural aspects are unique to this people group?**
5. **What aspects of this culture can we still see in modern Indian culture?**
6. **How do this culture and its subsequent children cultures express themselves?**
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| Assessment/Evaluation |
| Informal*: How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?*1. **Students will demonstrate understanding of the geography of the Fertile Crescent through their blob maps.**
2. **Students will demonstrate reading and content comprehension through answering the higher-level thinking questions after reading the articles assigned in class.**
3. **Students will demonstrate comprehension of Indus River Valley art and culture through their “artifact” project.**

Formal: *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?***The teacher will collect evidence of comprehension through the end of unit project-based learning assignment. This will include creating a tri-fold board highlighting:**1. **Similarities and differences of early civilizations discussed in class**
2. **The geography of each civilization (blob maps)**
3. **The benefits of each area chosen to set up a civilization (answers question, “what does geography have to do with where people choose to live?”)**
4. **Various cultural aspects unique to each culture (ties into similarities and differences)**
5. **Artistic expression of these cultures (“artifacts”)**
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| Materials |
| *What do you need for this lesson?*1. **Projector with computer link, that can show pictures, videos, and websites from the internet**
2. **Printouts of articles for reading during We Do, You Do section**
3. **Brown clay (will probably need the kind that you have to bake, which means the teacher will need to bring them home at night)**
4. **Utensils for cutting and shaping clay; plastic knives, toothpicks**
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| Bell Ringer/Anticipatory Set |
| *What will students do as they enter the classroom and get ready to start the lesson? How will you engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics.***As students file in, a section of this video will be playing:****Indus Valley Civilization: Crash Course World History #2 –** [**https://www.youtube.com/watch?v=n7ndRwqJYDM&list=PLtxL7hT3GEDZ21hbSjey1WUBzpEDeQZUc&index=8**](https://www.youtube.com/watch?v=n7ndRwqJYDM&list=PLtxL7hT3GEDZ21hbSjey1WUBzpEDeQZUc&index=8)**The teacher should play until the 2:57 mark, to avoid redundancy. The video is longer and will go into details that will be covered in class. This short section will describe four aspects necessary to make a civilization:**1. **Agriculture and production surplus**
2. **Cities**
3. **Trade**
4. **Form of authority**

**These four aspects will also be covered in assigned readings each day.** |
| Instruction |
| *Provide specific details of lesson content and delivery. This could include step by step procedures, discovery, modeling (“****I Do****”), questions, encouraging higher order thinking and problem solving, etc.**This lesson is meant to be more inquiry based, and less based on a lecture and worksheets, so that it highlights the C3 standards for college, career, and civic life through inquiry and interdisciplinary approaches.***After the bellringer, the teacher will give a brief synopsis of the learning goals for the lesson and will highlight the focus questions above and the central focus of this unit. The teacher will then begin the discussion on early India. This discussion will start with the teacher passing out blank maps of the Fertile Crescent for blob mapping. While the teacher gives a brief synopsis of the Indus River Valley civilization, and its geography, students will add the necessary details to the map to create a comprehensive visual look at the geography of the Indus River Valley civilization. To do this, the teacher will direct the students to draw in certain geographical aspects onto their maps as they are mentioned in the synopsis. The teacher will use his or her own as an example for students to follow.** **The synopsis should include:*** **Where the Indus River Valley was located**
* **Key aspects of the civilization (and what sets it apart from other civilizations that were starting at the same time)**
* **Lifestyle and livelihood of the culture**
* **The cultural shifts that take place over time that result in the extinction of the Indus River Valley civilization**
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| Guided and Independent Practice |
| *This is the “****We Do****” and “****You Do****” section where students are encouraged to think critically. Provide specific details that demonstrate a gradual release of responsibility from teacher to students.**Most of the lesson should be spent in this time, and not in the instruction portion.* **After the brief synopsis, the teacher will hand the learning over to the students. Students will be assigned several readings, and they will be broken into small groups to accomplish them. From each source, the students will choose pertinent information that they want to use on their trifold boards for the project-based learning assessment for the end of this unit. The teacher will remind them that this information should link back to the Focus Questions and Central Focus of the lesson and unit.** **These readings include (print out for easy access):** 1. **Khan Academy’s World History Project - Origins lesson compilation, Era 3, “Cities, Societies, and Empires”: “Introduction to Agrarian Societies:** [**https://www.khanacademy.org/humanities/whp-origins/era-3-cities-societies-and-empires-6000-bce-to-700-c-e/33-comparing-early-agrarian-societies-betaa/a/read-introduction-to-agrarian-societies-beta**](https://www.khanacademy.org/humanities/whp-origins/era-3-cities-societies-and-empires-6000-bce-to-700-c-e/33-comparing-early-agrarian-societies-betaa/a/read-introduction-to-agrarian-societies-beta)
2. **Khan Academy’s Article, “A Brief History of the Cultures of Asia”:** [**https://www.khanacademy.org/humanities/ap-art-history/start-here-apah/brief-histories-apah/a/a-brief-history-of-the-cultures-of-asia**](https://www.khanacademy.org/humanities/ap-art-history/start-here-apah/brief-histories-apah/a/a-brief-history-of-the-cultures-of-asia)
3. **Khan Academy’s World History Project - Origins lesson compilation, Era 3, “Cities, Societies, and Empires”:** [**https://www.khanacademy.org/humanities/whp-origins/era-3-cities-societies-and-empires-6000-bce-to-700-c-e/33-comparing-early-agrarian-societies-betaa/a/read-ancient-agrarian-societies-indus-river-valley-beta**](https://www.khanacademy.org/humanities/whp-origins/era-3-cities-societies-and-empires-6000-bce-to-700-c-e/33-comparing-early-agrarian-societies-betaa/a/read-ancient-agrarian-societies-indus-river-valley-beta) **(article on Indus River Valley)**

**After these readings, the class will review together (while still sitting in their groups) the information that they have decided to pull and discuss the Focus Questions and Central Focus.** **Upon completion of the readings and discussion, the class will explore the Museum of the Indus River Valley Civilization website, and the DK Find Out website to view artifacts found at the Indus River Valley site. They will do this via the classroom projector as a whole class.** [**https://indusrivervalley-civilization.weebly.com/art-and-architecture.html**](https://indusrivervalley-civilization.weebly.com/art-and-architecture.html)[**https://www.dkfindout.com/us/history/indus-valley-civilization/indus-arts-and-crafts/**](https://www.dkfindout.com/us/history/indus-valley-civilization/indus-arts-and-crafts/)**After exploring, the teacher will break students off into tables and will pass out clay. He or she will instruct the students to try making their own “artifact,” an art piece that mimics the style and objects previously explored. During this time, the teacher will display ideas on the digital board.****If the teacher is interested in adding an art lesson aspect, he or she might try such potions below:*** [**https://www.wikihow.com/Make-a-Clay-Dog**](https://www.wikihow.com/Make-a-Clay-Dog)
* [**https://ceramicartsnetwork.org/daily/ceramic-art-and-artists/ceramic-sculpture/how-to-sculpt-mammal-heads-in-clay/**](https://ceramicartsnetwork.org/daily/ceramic-art-and-artists/ceramic-sculpture/how-to-sculpt-mammal-heads-in-clay/)
 |
| Closure |
| *Verbalize or demonstrate learning or skill one more time. This may include stating future learning objectives.***Once students have finished their art project, the teacher will inform them that these will be part of their project-based learning project for the unit. They will be creating one “artifact” for each civilization, and then using these alongside their tri-fold boards for their overall final project exhibition.** **The teacher will close the lesson by asking the central focus questions and ask how these can be answered considering what the class has learned about the Indus River Valley.**  |
| Differentiation |
| *How will you adapt the instruction to meet the needs of individual students?*1. **Visuals via articles, pictures, websites, and video for visual learners**
2. **Hands-on materials and project through blob mapping and “artifact” creation for tactile learners**
3. **Lecture and group discussion for auditory learners**
4. **Video and a variety of visuals for ELL students**
5. **Integration through repetition (lecture, hands-on approach, group projects) to meet multiple intelligences and students with IEPs**
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LESSON PLAN TEMPLATE

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| Name: MaryHannah Schwarzen | Date: **11/16/2020** |
| Lesson Title: **Early China** | Grade/Level: **9th grade** |
| Curriculum Standards  | Focus Question/Big Idea/Goal |
| *State Curriculum Standards***AH.05 - Identify and locate early civilizations (e.g., China, Egypt, Indus River Valley, Mesopotamia), and explain why civilizations arose in those places.****AH.05 – Compare and contrast the rise of early civilizations (e.g., China, Egypt, Indus River Valley, Mesopotamia) in terms of social, political, and economic development.****AH.14 - Describe the origins and central features of Buddhism:****• Key Person(s): Siddhartha Gautama (Buddha)****• Sacred Texts: Tripitaka****• Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana****AH.16 - Describe the characteristics of early civilizations in China, with emphasis on the development****of an empire, the construction of the Great Wall, and the Han Dynasty.** | *What question(s), big idea(s), and/or goals drive your instruction?*1. **What is a culture?**
2. **Why and where do civilizations get started?**
3. **What aspects of geography impact how people choose places to live?**
4. **How do geography and lifestyle affect culture?**
5. **How do cultures express themselves?**

Central Focus: **This unit looks to focus on the cultural aspects of early civilizations, comparing and contrasting them. It also looks to highlight the why, where, and how of people building a lifestyle and culture for themselves. Finally, this unit looks to explore cultural through its art styles, what this says of the culture, and how the art is impacted by geographical and social interactions.****This particular lesson looks to answer the above questions and explore the Central Focus through exploring early ancient Chinese civilization.**   |
| Lesson Objective(s) |
| *Objectives are measurable.*1. **After observing the teacher, students will be able to demonstrate knowledge of the early Chinese geography, through drawing on their blob map.**
2. **After reading the assigned articles in class, students will express knowledge of early Chinese civilization through compiling the information in an Early Civilizations tri-fold board.**
3. **After exploring early Chinese art and cultural expression, students will construct their own “artifact,” utilizing the style and imagery explored in class.**
 |
| Cross-curricular connections |
| *State connections between the material covered and other content areas.***WG.17 - Explain how humans are affected by and depend on the physical environment and its resources.****WG.20 - Define the concept of culture and its components (e.g., culture hearth, culture traits, material, and nonmaterial culture).****WG.21 - Explain how physical geography and economic practices shape the cultural landscapes of various regions.****S.07 - Describe components of culture (e.g., nonmaterial culture, norms and values, material culture, subcultures).****HS3.VA.Cn2. A Evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.****9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** |
| Literacy/Academic Vocabulary |
| *What opportunities will you provide for students to practice content language/vocabulary and develop fluency*? **Vocabulary Words:**1. **Dynasty**
2. **Calligraphy**
3. **Civilization**
4. **Society**
5. **Culture**

**These words will be displayed on a whiteboard with their definitions. (Fun idea for last day if the teacher has time: take all the vocab words form the unit and mix up the words and their definitions and see if the students can match them all up)** **Literacy:****Students will practice literacy through reading Khan Academy articles together in groups. Groups will be utilized to pair students with stronger/weaker readers to challenge and assist. Each article has many visuals, to assist struggling readers grasp content and aid comprehension. The teacher will go over the articles with the class when asking the inquiry questions to aid and gauge comprehension.** |
| Questions for higher order thinking and assessment |
| *These cannot be answered by yes or no.*1. **Where in China do people decide to settle? Why?**
2. **What areas do they choose to *not* live in or near?**
3. **How do these areas affect the culture the early Chinese build?**
4. **What cultural aspects are unique to this people group?**
5. **What aspects of this culture can we still see in modern Chinese culture?**
6. **How does it compare to the Indus River Valley culture and its subsequent cultures?**
7. **How did the early Chinese culture express itself?**
 |
| Assessment/Evaluation |
| Informal*: How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?*1. **Students will demonstrate understanding of the geography of ancient China through their blob maps.**
2. **Students will demonstrate comprehension of early Chinese art and culture through their “artifact” project.**

Formal: *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?***The teacher will collect evidence of comprehension through the end of unit project-based learning assignment. This will include creating a tri-fold board highlighting:**1. **Similarities and differences of each early civilizations discussed in class**
2. **The geography of each civilization (blob maps)**
3. **The benefits of each area chosen to set up a civilization (answers question, “what does geography have to do with where people choose to live?”)**
4. **Various cultural aspects unique to each culture (ties into similarities and differences)**
5. **Artistic expression of these cultures (“artifacts”)**
 |
| Materials |
| *What do you need for this lesson?*1. **Projector with computer link, that can show pictures, videos, and websites from the internet**
2. **Printouts of Khan Academy articles for reading groups**
3. **Calligraphy equipment – calligraphy brushes, art paper, ink blocks (a good place to get these is at a Sunrise Market)**
 |
| Bell Ringer/Anticipatory Set |
| *What will students do as they enter the classroom and get ready to start the lesson? How will you engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics.*[**The Great Wall of China in 4K**](https://www.youtube.com/watch?v=EotbKqZmBuY)**Questions to ask after the video and for students to answer:**1. **Do you know what historic landmark this is? How do you think it will tie into our lesson for today?**
2. **What do you think the purpose of this wall was? Why would you build a wall like this?**
3. **How do you think a “primitive” people was able to complete such an architecturally advanced structure (Teacher Note: this will tie into the conversation about how the ancient Chinese were anything but “primitive!”)**
 |
| Instruction |
| *Provide specific details of lesson content and delivery. This could include step by step procedures, discovery, modeling (“****I Do****”), questions, encouraging higher order thinking and problem solving, etc.**This lesson is meant to be more inquiry based, and less based on a lecture and worksheets, so that it highlights the C3 standards for college, career, and civic life through inquiry and interdisciplinary approaches.***After the bellringer, the teacher will give a brief synopsis of the learning goals for the lesson and will highlight the focus questions above and the central focus of this unit. The teacher will then begin the discussion on early China. The teacher will start by passing out blank maps of the early China for blob mapping. While the teacher explains in brief about early Chinese civilization, and its corresponding geography, students will add the necessary details to the map to create a comprehensive visual look at the geography of ancient China. The teacher will direct the students to draw in certain geographical aspects onto their maps as they are mentioned in the synopsis and will use his or her own as an example for students to follow.** **The synopsis should include:*** **Where the early Chinese civilizations were located, and why**
* **Key aspects of the civilization (and what sets it apart from other civilizations that were starting at the same time)**
* **Lifestyle and livelihood of the culture**
* **The construction of the Great Wall (ties back into the bell ringer)**
 |
| Guided and Independent Practice |
| *This is the “****We Do****” and “****You Do****” section where students are encouraged to think critically. Provide specific details that demonstrate a gradual release of responsibility from teacher to students.**Most of the lesson should be spent in this time, and not in the instruction portion.* **After the brief synopsis, the teacher will hand the learning over to the students. Students will be assigned several readings, and they will be broken into small groups to accomplish them. From each source, the students will choose pertinent information that they want to use on their trifold boards for the project-based learning assessment for the end of this unit. The teacher will remind them that this information should link back to the Focus Questions and Central Focus of the lesson and unit.** **These readings include (print out for easy access):** 1. **Khan Academy’s Article, “Geography Shapes Culture and History in the Far East”:** [**https://www.khanacademy.org/humanities/big-history-project/agriculture-civilization/first-cities-states/a/east-asia**](https://www.khanacademy.org/humanities/big-history-project/agriculture-civilization/first-cities-states/a/east-asia)
2. **Khan Academy’s Article, “Growth of Cities:** [**https://www.khanacademy.org/humanities/whp-origins/era-3-cities-societies-and-empires-6000-bce-to-700-c-e/33-comparing-early-agrarian-societies-betaa/a/read-growth-of-cities-beta**](https://www.khanacademy.org/humanities/whp-origins/era-3-cities-societies-and-empires-6000-bce-to-700-c-e/33-comparing-early-agrarian-societies-betaa/a/read-growth-of-cities-beta)
3. **Khan Academy’s Article, “An Introduction to Ancient China”:** [**https://www.khanacademy.org/humanities/art-asia/imperial-china/neolithic-art-china/a/an-introduction-to-ancient-china**](https://www.khanacademy.org/humanities/art-asia/imperial-china/neolithic-art-china/a/an-introduction-to-ancient-china) ***(use accompanying pictures of art)***

**After these readings, the class will review together (while still sitting in their groups) the information that they have decided to pull and discuss the Focus Questions and Central Focus.** **After completing the discussion, students will come back to their seats to watch several videos about art in early China:****Decoding Calligraphy:** [**https://www.khanacademy.org/humanities/art-asia/imperial-china/beginners-guide-imperial-china/v/decoding-chinese-calligraphy**](https://www.khanacademy.org/humanities/art-asia/imperial-china/beginners-guide-imperial-china/v/decoding-chinese-calligraphy)**Appreciating Calligraphy:** [**https://www.khanacademy.org/humanities/art-asia/imperial-china/beginners-guide-imperial-china/v/decoding-chinese-calligraphy**](https://www.khanacademy.org/humanities/art-asia/imperial-china/beginners-guide-imperial-china/v/decoding-chinese-calligraphy)**Ascending the Heron Tower written in cursive script:** [**https://www.khanacademy.org/humanities/art-asia/imperial-china/beginners-guide-imperial-china/v/heron-tower**](https://www.khanacademy.org/humanities/art-asia/imperial-china/beginners-guide-imperial-china/v/heron-tower)**After exploring, the teacher will break students off into tables. The teacher (using student assistance) will pass out calligraphy equipment. He or she will instruct the students to experiment with making their own calligraphy scroll, like the class watched in the videos. The teacher will pull up a brief guide to certain calligraphy characters and project it on the board, to give students ideas to mimic.**  |
| Closure |
| *Verbalize or demonstrate learning or skill one more time. This may include stating future learning objectives.***Once students have finished their art project, the teacher will inform them that these will be part of their project-based learning project for the unit. They will be creating one “artifact” for each civilization, and then using these alongside their tri-fold boards for their overall final project exhibition.** **The teacher will close the lesson by asking the central focus questions and ask how these can be answered considering what the class has learned about ancient China.**  |
| Differentiation |
| *How will you adapt the instruction to meet the needs of individual students?*1. **Visuals via articles, pictures, websites, and video for visual learners**
2. **Hands-on materials and project through blob mapping and “artifact” creation for tactile learners**
3. **Lecture and group discussion for auditory learners**
4. **Video and a variety of visuals for ELL students**
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LESSON PLAN TEMPLATE

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| Name: MaryHannah Schwarzen | Date: **11/16/2020** |
| Lesson Title: **Early Japan** | Grade/Level: **9th grade** |
| Curriculum Standards  | Focus Question/Big Idea/Goal |
| *State Curriculum Standards***AH.15 - Describe the characteristics of early civilizations in Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.****AH.13 - Describe the origins and central features of Shintoism:****• Key Person(s): No singular founder****• Sacred Texts: No sacred text****• Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past, animism****AH.14 - Describe the origins and central features of Buddhism:****• Key Person(s): Siddhartha Gautama (Buddha)****• Sacred Texts: Tripitaka****• Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana** | *What question(s), big idea(s), and/or goals drive your instruction?*1. **What is a culture?**
2. **Why and where do civilizations get started?**
3. **What aspects of geography impact how people choose places to live?**
4. **How do geography and lifestyle affect culture?**
5. **How do cultures express themselves?**

Central Focus: **This unit looks to focus on the cultural aspects of early civilizations, comparing and contrasting them. It also looks to highlight the why, where, and how of people building a lifestyle and culture for themselves. Finally, this unit looks to explore cultural through its art styles, what this says of the culture, and how the art is impacted by geographical and social interactions.****This particular lesson looks to answer the above questions and explore the Central Focus through exploring early ancient Japanese civilization.**  |
| Lesson Objective(s) |
| *Objectives are measurable.*1. **After observing the teacher, students will be able to demonstrate knowledge of ancient Japanese geography, through drawing their blob map.**
2. **After reading the assigned articles in class, students will express knowledge of the early Japanese Civilization through compiling the information in an Early Civilizations tri-fold board.**
3. **After exploring early Japanese art and cultural expression, students will construct their own “artifact,” utilizing the style and imagery explored in class.**
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| Cross-curricular connections |
| *State connections between the material covered and other content areas.***WG.17 - Explain how humans are affected by and depend on the physical environment and its resources.****WG.20 - Define the concept of culture and its components (e.g., culture hearth, culture traits, material, and nonmaterial culture).****WG.21 - Explain how physical geography and economic practices shape the cultural landscapes of various regions.****S.07 - Describe components of culture (e.g., nonmaterial culture, norms and values, material culture, subcultures).****HS3.VA.Cn2. A Evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.****9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** |
| Literacy/Academic Vocabulary |
| *What opportunities will you provide for students to practice content language/vocabulary and develop fluency*? **Vocabulary Words:**1. **Dynasty**
2. **Kofun**
3. **Nara**
4. **Jomon**
5. **Heian**
6. **Civilization**
7. **Society**
8. **Culture**

**These words will be displayed on a whiteboard with their definitions. (Fun idea for last day if the teacher has time: take all the vocab words form the unit and mix up the words and their definitions and see if the students can match them all up)** **Literacy:****Students will practice literacy through reading Khan Academy articles together in groups. Groups will be utilized to pair students with stronger/weaker readers to challenge and assist. Each article has many visuals, to assist struggling readers grasp content and aid comprehension. The teacher will go over the articles with the class when asking the inquiry questions to aid and gauge comprehension.** |
| Questions for higher order thinking and assessment |
| *These cannot be answered by yes or no.*1. **Where in Japan do people decide to settle? Why?**
2. **What areas do they choose to *not* live in or near?**
3. **How do these areas affect the culture the early Japanese build?**
4. **What cultural aspects are unique to this people group?**
5. **What aspects of this culture can we still see in modern Japanese culture?**
6. **How does it compare to the Indus River Valley culture and its subsequent cultures and the early Chinese culture?**
7. **How did the early Japanese culture express itself?**
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| Assessment/Evaluation |
| Informal*: How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?*1. **Students will demonstrate understanding of the geography of ancient Japan through their blob maps.**
2. **Students will demonstrate comprehension of early Japanese art and culture through their “artifact” project.**

Formal: *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?***The teacher will collect evidence of comprehension through the end of unit project-based learning assignment. This will include creating a tri-fold board highlighting:**1. **Similarities and differences of early civilizations discussed in class**
2. **The geography of each civilization (blob maps)**
3. **The benefits of each area chosen to set up a civilization (answers question, “what does geography have to do with where people choose to live?”)**
4. **Various cultural aspects unique to each culture (ties into similarities and differences)**
5. **Artistic expression of these cultures (“artifacts”)**
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| Materials |
| *What do you need for this lesson?*1. **PDF printouts of articles from Khan Academy**
2. **Projector with computer link, that can show pictures, videos, and websites from the internet**
3. **Brown clay (will probably need the kind that you have to bake, which means the teacher will need to bring them home at night)**
4. **Utensils for cutting and shaping clay; plastic knives, toothpicks**
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| Bell Ringer/Anticipatory Set |
| *What will students do as they enter the classroom and get ready to start the lesson? How will you engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics.***For the bell ringer for this class, students will sit in their seats and the teacher will ask them what they have enjoyed so far from the last two lessons. What have they liked the most from each culture? What have they found different or odd? Who can remember the four aspects that indicate that you are a civilization? Are there any aspects with which they were already familiar? This will be a good time to review the last two lessons and review the four aspects of a civilization.**  |
| Instruction |
| *Provide specific details of lesson content and delivery. This could include step by step procedures, discovery, modeling (“****I Do****”), questions, encouraging higher order thinking and problem solving, etc.**This lesson is meant to be more inquiry based, and less based on a lecture and worksheets, so that it highlights the C3 standards for college, career, and civic life through inquiry and interdisciplinary approaches.***After the bellringer, the teacher will give a brief synopsis of the learning goals for the lesson and will highlight the focus questions above and the central focus of this unit. The teacher will then begin the discussion on early Japan. The teacher will start by passing out blank maps of the early Japan for blob mapping. While the teacher explains in brief about early Japanese civilization, and its corresponding geography, students will add the necessary details to the map to create a comprehensive visual look at the geography of ancient Japan. The teacher will direct the students to draw in certain geographical aspects onto their maps as they are mentioned in the synopsis and will use his or her own as an example for students to follow.** **The synopsis should include:*** **Where the early Japanese civilizations were located, and why**
* **Key aspects of the civilization (and what sets it apart from other civilizations that were starting at the same time)**
* **Lifestyle and livelihood of the culture**
* **Evolutions within the society tied to dynasties, rulers, and innovations**
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| Guided and Independent Practice |
| *This is the “****We Do****” and “****You Do****” section where students are encouraged to think critically. Provide specific details that demonstrate a gradual release of responsibility from teacher to students.**Most of the lesson should be spent in this time, and not in the instruction portion.* **After the brief synopsis, the teacher will hand the learning over to the students. Students will be assigned several readings, and they will be broken into small groups to accomplish them. From each source, the students will choose pertinent information that they want to use on their trifold boards for the project-based learning assessment for the end of this unit. The teacher will remind them that this information should link back to the Focus Questions and Central Focus of the lesson and unit.** **These readings include (print out for easy access):** 1. **Khan Academy’s Article, “Regional Trade Networks”:** [**https://www.khanacademy.org/humanities/whp-origins/era-3-cities-societies-and-empires-6000-bce-to-700-c-e/32-long-distance-trade-betaa/a/read-regional-trade-networks-1000-bce1-ce-beta**](https://www.khanacademy.org/humanities/whp-origins/era-3-cities-societies-and-empires-6000-bce-to-700-c-e/32-long-distance-trade-betaa/a/read-regional-trade-networks-1000-bce1-ce-beta)
2. **Khan Academy’s Article, “Authority in Ancient Empires”:**[**https://www.khanacademy.org/humanities/whp-origins/era-3-cities-societies-and-empires-6000-bce-to-700-c-e/36-the-growth-of-empires-betaa/a/read-authority-and-control-in-ancient-empires-beta**](https://www.khanacademy.org/humanities/whp-origins/era-3-cities-societies-and-empires-6000-bce-to-700-c-e/36-the-growth-of-empires-betaa/a/read-authority-and-control-in-ancient-empires-beta)
3. **Khan Academy’s Article, “An Introduction to Japan”:** [**https://www.khanacademy.org/humanities/art-asia/art-japan/japanese-art/a/introduction-to-japan**](https://www.khanacademy.org/humanities/art-asia/art-japan/japanese-art/a/introduction-to-japan)
4. **Khan Academy’s Article, “A Brief History of the Arts of Japan: The Jomon to Heian Periods”:** [**https://www.khanacademy.org/humanities/art-asia/art-japan/japanese-art/a/a-brief-history-of-the-arts-of-japan-the-jomon-to-heian-periods**](https://www.khanacademy.org/humanities/art-asia/art-japan/japanese-art/a/a-brief-history-of-the-arts-of-japan-the-jomon-to-heian-periods)

**After these readings, the class will review together (while still sitting in their groups) the information that they have decided to pull and discuss the Focus Questions and Central Focus.** **After completing the discussion, students will come back to their seats to review Encyclopedia Britannica’s articles with pictures of different artifacts and art collected from early Japan:****Jomon Period:** [**https://www.britannica.com/art/Japanese-art/Jomon-period**](https://www.britannica.com/art/Japanese-art/Jomon-period)**Heian Period:** [**https://www.britannica.com/art/Japanese-art/Heian-period**](https://www.britannica.com/art/Japanese-art/Heian-period)**After exploring, the teacher will break students off into tables. The teacher (using student assistance) will pass out clay and will instruct students to do their best to mimic the clay pots created during the Jomon period.**  |
| Closure |
| *Verbalize or demonstrate learning or skill one more time. This may include stating future learning objectives.***Once students have finished their art project, the teacher will inform them that these will be part of their project-based learning project for the unit. They will be creating one “artifact” for each civilization, and then using these alongside their tri-fold boards for their overall final project exhibition.** **The teacher will close the lesson by asking the central focus questions and ask how these can be answered considering what the class has learned about ancient Japan.**  |
| Differentiation |
| *How will you adapt the instruction to meet the needs of individual students?*1. **Visuals via articles, pictures, websites, and video for visual learners**
2. **Hands-on materials and project through blob mapping and “artifact” creation for tactile learners**
3. **Lecture and group discussion for auditory learners**
4. **Video and a variety of visuals for ELL students**
5. **Integration through repetition (lecture, hands-on approach, group projects) to meet multiple intelligences and students with IEPs**
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