**UbD Unit 3 for Indigenous History Culture and Thought:**

**The Indigenous Spiritual Beliefs of Ancient Civilizations in India and Today**

This UbD template is made specifically for Indigenous History with a “Stage 3” that emphasizes the DBQ process and Writer’s Workshop.

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| Designer: Jessica Lopez | Unit #: 3 | Calendar Window: Jan 5 - March 11, 2016 |

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| Stage 1 - Desired Results | |
| Core Standards for English: **Common Core State Standards (**[**www.corestandards.org**](http://www.corestandards.org)**), Next Generation Science Standards (**[**http://www.nextgenscience.org**](http://www.nextgenscience.org)**), Indigenous Standards (found in Course Sites).**  [**CCSS.ELA-LITERACY.RH.6-8.1**](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)**a-e**  **Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.**  [**CCSS.ELA-LITERACY.RH.6-8.1**](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) **a-f**  **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.**  [**CCSS.ELA-LITERACY.RH.6-8.1**](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)  **Cite specific textual evidence to support analysis of primary and secondary sources.**  [**CCSS.ELA-LITERACY.RH.6-8.2**](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/)  **Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.**  [**CCSS.ELA-LITERACY.RH.6-8.3**](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/)  **Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).**  [**CCSS.ELA-LITERACY.RH.6-8.4**](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/)  **Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies**  [**CCSS.ELA-LITERACY.RH.6-8.7**](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/)  **Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.**  [**CCSS.ELA-LITERACY.RH.6-8.8**](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/)  **Distinguish among fact, opinion, and reasoned judgment in a text.** | |
| Core Standards for Social Studies: **New Mexico Content Standards and Benchmarks (http://164.64.110.239/nmac/parts/title06/06.029.0011.htm)**  (3) grades 5-8 benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration  (ii) describe and analyze the geographic, political, economic, religious and social structures of early civilizations of India, to include: location and description of the river systems and other topographical features that supported the rise of this civilization; significance of the Aryan invasions; structure and function of the caste system; important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero);  (4) grades 5-8 benchmark 1-D. skills: research historical events and people from a variety of perspectives;  (a) grade 5 performance standards:  (i) differentiate between, locate and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information;  (ii) use resources for historical information (e.g., libraries, museums, historical societies, courthouse, worldwide web, family records, elders);  (iii) gather, organize and interpret information using a variety of media and technology;  (iv) show the relationship between social contexts and events;  (v) use effective communication skills and strategies to share research findings;  (b) grade 6 performance standards:  (i) organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions; | |
| Unit Big Idea: **Physical features of the land directly affected how culture developed for ancient civilizations in India**  ELA-based: **Understand the definition of a claim, how to identify claims within a text, and how to create a supported claim.**  Content-based: **Identify claims and counter-claim by analyzing primary and secondary texts about India** | |
| Unit EQs: | Unit EUs: |
| ELA-based:   1. How did the physical features of India affect the development of culture for its ancient people? 2. In what ways did Hinduism and Buddhism shape society for the people of India? | ELA-based:   1. Students will understand that the shape of the land also shaped ancient people’s perception of the physical and spiritual world. 2. Students will identify how some religious beliefs in ancient India created social structure and hierarchy. |
| Unit Indigenous History Knowledge (Social Studies knowledge): | Unit Reading, Analysis and Writing Skills (ELA Skills): |
| ELA-based:   1. Who were the indigenous people of India and what were their major architectural achievements? 2. How can we use knowledge of our own indigenous cultures to understand the varied cultural practices of India? | ELA-based:   1. Students will understand document based questions and how to analyze texts for written response.   2. Students will develop ability to analyze primary and  secondary texts in order to develop original and supported  claims. |
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| Stage 2 - Assessment Evidence (Document-based Questions) | |
| [**AP DBQ Rubric**](https://drive.google.com/drive/u/0/folders/0B5-Sm6sBABWZb3VVVWYweTN0bDQ)  [**PERSIA**](http://apcentral.collegeboard.com/apc/public/courses/descriptions/4498.html) | **DBQ** |
| DBQ Title: **Hinduism and Buddhism of Ancient India** |
| DBQ Question (Criteria for DBQ Questions): **How did Hinduism and Buddhism influence life of ancient people in India?** |
| DBQ Documents/Artifacts (copy and paste or provide links): **I will be revising the following DBQ Essay for grade level. Some of the primary and secondary text may be changed as well.**  **http://www.npenn.org/cms/lib/PA09000087/Centricity/Domain/1162/2013%20DBQ%20-%20Hinduism%20and%20Buddhism.pdf** |

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| Stage 3 - Plan for Learning  Stage 3 for Indigenous History is an eight week structure that is organized by weeks and focus area. The three main focus areas are: 1) GUIDED CONTENT; 2) [DBQ WRITING](http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/3497.html); 3) [WRITER’S WORKSHOP and CRITIQUE](http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20(Full).pdf) | | | |

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| *Phase 1 - GUIDED CONTENT and TOPICAL ESSENTIAL QUESTIONS* (2-4 weeks) | | | | |
|  | ***Social Studies Content*** | ***Reading and Analysis***Measurable Outcomes:  *As a result of this week, students will be able to…*  *Key:*  *Spiraling Skills from past units and lessons*  *New skills for the week/unit*  *DBQ writing (analyzing and responding to primary and secondary texts)* | **Readings (text, author, pages)**  **History Alive! *The Ancient World Unit 3 Ancient India* (Teacher’s Curriculum Institute, 2004)**  **Achieving Moksha is the Goal of Life (Prentice Hall World History, Ellis and Esler)**  **Hindu Caste System diagram and image**  **Four Noble Truths of Buddha**  **(Dhammacakkappavattana Sutta)**  **The Eightfold Path of Siddartha Gautama graphic and image (The Human Experience, Glencoe)** | **Formative Assessment**  Quick Writes  Bell Ringers  Vocabulary Foldables  Short-Cycle DBQ and Written Responses (articles/annotations/5 Ws and 1 H)  Short Film Fridays  Powerpoint Presentations &  Notetaking strategies  Google Drive Writing Portfolio and Folder  Sketches (maps, Hindu God/Goddesses/7 Cultural Universals of India) |
| **Week 1** | Geography (8 Key Physical Features of India)  EQ:  EU:  (Quick Write: Celebrating a New Year in India and Other Cultures - Reading and Response/New Year’s Resolutions inspired by NACA Core Values) | Ch. 13 - Geography and Early Settlement of India (read aloud chapter)   * Using the NACA Annotation Guide. * Identifying Proof Reading Marks * Writing about the 5 Ws and the one H * Write summary paragraph (first/finaldraft) * Publish - type in Google Drive * Use Summary Writing Rubric |  | **Geography Quick Write**  (Locating India on a map group activity. Create web graphic of the 8 Key Physical Features of India:Ganges, Indus, Brahmaputra River, Himalayas, Thar Desert, Western/Eastern Ghats Mountains, Hindu Kush Mountains and Deccan Plateau) |
| Week 2 | The ruins of Mohenjodaro (7 Cultural Universals)  EQ:  EU:    (8 Key Physical Features Map Packet | Ch. 14 - Unlocking the Secrets of Mohenjodaro (read aloud chapter)   * Introduce Laptop Technology Contract * Assign Laptops * small online Internet Scavenger Hunt (research skills) * Cite online sources Scavenger Hunt WORKSHEET * Short Film Friday: Wildest India Thar Desert |  | **The Mystery of Mohenjodaro Quick Write: What do YOU think happened to this civilization?**  (read article, annotate, create an informed claim about how the Mohenjodaro civilization ended, use textual evidence, write paragraph/revise for final draft, publish in Google Drive Humanities Folder) |
| Week 3 | Origins of Hinduism: The five basic Hindu beliefs and how they shaped ancient Indian society  EQ:  EU: | Ch. 15 Learning About Hindu Beliefs (read aloud)   * Introduce DBQ * create TWO Chapter 15 Vocabulary Foldables * two sketches (mandala and Hindu Caste System) |  | **Bell Ringer Wednesday** - What are the five basic beliefs of Hinduism and how did these beliefs shape ancient Indian Society?  **Bonus Bell Ringer Question** - How are Hindu beliefs SIMILAR and DIFFERENT to your own traditional practices? |
| Week 4 | Buddha’s path to enlightenment  EQ:  EU: | Ch. 16 The Story of Buddhism (read aloud)   * Read Four Noble Truth non-fiction, annotate, answer 5 Ws/1H, write response paragraph, proofread, final draft, publish Google Drive * Buddha and the Bodi Tree Powerpoint * Short Film Friday: Buddha Documentary |  | **The Four Noble Truths and Buddha’s Teachings Quick Write:** What is enlightenment and how did Buddha use the Eightfold Path to teach others?  Do you agree or disagree with his teachings. Please explain. |
| Week 5 | The Golden Age of India: Seven great achievements of the Gupta period  EQ:  EU: | Ch. 18 The Achievements of the Gupta Empire |  |  |

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| *Phase 2 - DBQ WRITING* (1 Week) | | | |
|  | Day | Writing Process Step (1) Read and Annotate Using the [NACA Annotation Guide](https://docs.google.com/document/d/1uVjVboA9dgN0EQSPk1JNrUVZBC5Oi3Wz2DnV4WDibZk/edit) - a minimum of one period depending on the complexity of the documents/artifacts; 2) Use the NACA DBQ Graphic Organizer to organize your ideas, and; 3) Write - a minimum of two periods to craft the writing) | |
| Week 5 | M - Reading and annotating the artifacts from DBQ #1 |  | |
| T - Five W’s and the H from the artifacts in DBQ # 1 |  | |
| W - Writing Day |  | |
| F - Writing Day |  | |

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| *Phase 3 - WRITER’S WORKSHOP and CRITIQUE* (2-4 Weeks) | | | |
|  | ***Writing*** Measurable Outcomes: As a result of this week, students will be able to... | Lesson Format:  Do Now; Mini-Lesson; Student Critique; Wrap-up | Formative Assessment |
| Week 6 |  |  |  |
| Week 7 |  |  |  |
| Week 8 |  |  |  |
| Week 9 |  |  |  |