

## Unit 6-1, Fall Semester: Contributions to Society *Alternate Specialized LEADS Unit*

The theme “**Contributions to Society**” was selected for a 16-week interdisciplinary study of ancient civilizations and their contributions to society and science. The goal of this unit is for students to recognize the influence of ancient civilizations on today’s society. Through their research, students will investigate ancient civilizations including Egypt, Rome, China, India, and Greece. Students will read a variety of genres, including historical fiction, biography, and nonfiction. The thematic unit will incorporate language arts, science, and social studies standards. Students will be able to work as individuals, teams, and in small groups.

**Please refer to LEADS Unit 6-1 at the end of this document for the Driving Questions and the NJCCCS for language arts, social studies, and science.**

### **Language Arts Materials (Contributions to Society)**

Teachers will read aloud from the CORE novel to expose all students to the background knowledge and vocabulary in the 6<sup>th</sup> grade curriculum. Vocabulary chosen by the students/teacher is then made into a Word Wall (please see Word Wall resources on LEADS website for more information). Word Walls are an integral part of effective instruction; students should be interacting with Word Walls on a daily basis.

**Core:** City of Ember (DRA 50) by Jeanne DuPrau  
Time War Trio: Tut, Tut (DRA 38) by Jon Scieszka  
The Lightning Thief (DRA 40) by Rick Riordan

***NOTE:** \*\*If students are two or more years behind the level of the CORE novel, they will not be able to read along with the core novel due to reaching the frustration level. The novel must be considered a read-aloud only, with the struggling readers listening to and visualizing the story.\*\**

**Guided Reading:** Day of the Dragon King (DRA 28) by Mary Pope Osborne  
Tales of Ancient Civilizations (DRA 34) by Perfection Learning  
Jason and The Golden Fleece (DRA 38) by Claudia Zeff

Guided reading novels are to be used after the teacher reads from the CORE novel and models a skill to be learned (i.e. summarizing). After the teacher gives them a purpose for reading (based on the skill she modeled with the CORE novel), the students then read their guided reading novel. Guided reading is as its name implies: the students (3-5 per group) read for a purpose, and then the teacher checks in with them as they read, checking for comprehension and guiding them to perform the skill. Over time, the teacher must slowly release the students to perform the skill in writing without his/her assistance. For example, if a student can write a summary on their independent reading level without any assistance, they have mastered that skill on that level. To establish the guided reading groups, teachers will use DRA results.

## **Social Studies Materials**

American Reading Company's Ancient Civilizations Kit (1<sup>st</sup> –3<sup>rd</sup> grade level)

The baskets of single titles are used for teacher read alouds, independent reading and group/individual research for project-based learning tasks. Lessons focus around the driving questions and the standards as listed below:

### **Nonfiction Social Studies Texts:**

The Story of Rome (DRA 34) by Rosie Dickins

Who Was King Tut (DRA 38) by Roberta Edwards (from the Who Was...series)\

Ancient Rome and Pompeii (DRA 34) by Mary Pope Osborne

*\*\*Note: Units will continue to expand based on teacher/student feedback.\*\**

## **Science Materials**

### **Astronomy:**

The Sun (DRA 40)

The Moon (DRA 40)

Galaxies, Galaxies (DRA 40-50)

Venus (DRA 40)

How To Meet Aliens (DRA 40)

### **Titles for Experiments:**

Kids' Invention Book (DRA 34)

Oh Yuck: Encyclopedia of Everything Nasty (DRA 50-60)

Try It With Food (DRA 40)

Just Add Water (approx. DRA 40)

**Time frame for units:** Based on the premise that students using an alternate specialized LEADS unit are 2 or more years behind in their reading levels, 16 weeks (or one whole semester) is allotted to cover the unit.

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The following pages contain the LEADS Unit 6-1 "Contributions to Society", including the Driving Questions for the unit, the specific standards to teach, resources, and suggested PBL activities that can be tailored to fit the needs of each individual student.

## **Sixth Grade Unit 1**

### **Theme Overview:**

The theme “**Contributions to Society**” was selected for an eight-week interdisciplinary study of ancient civilizations and their contributions to society and science. The goal of this unit is for students to recognize the influence of ancient civilizations on today’s society. Through their research, students will investigate ancient civilizations including Egypt, Rome, China, India, and Greece. Students will read a variety of genres, including historical fiction, biography, and nonfiction. The thematic unit will incorporate language arts, science, and social studies standards. Students will be able to work as individuals, teams, and in small groups.

### **Driving Questions:**

- **How did the art, drama, and literature of ancient civilizations reflect the life, traditions, and beliefs of society?**
- **What were major socio economic, scientific, and political contributions of these ancient civilizations to our society today?**
- **How did people in the Ancient World conceptualize and attempt to cope with the world around them through math, science, philosophy, and religion?**
- **How did geography and natural resources influence ancient civilizations?**

### **New Jersey Core Curriculum Content Standards specific to this unit:**

#### **Science**

5.3.8B1-Perform mathematical computations using labeled quantities and expressing answers in correctly derived units.

5.9.6A1-Explain how the motions of the earth, sun, and moon define units of time including days, months, and years.

5.2.8B2-Describe the development and exponential growth of scientific knowledge and technological innovations.

#### **Social Studies**

6.3.8A1- Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods including:

- Early hominid development, including the development of language and writing;
- Migration and adaptation to new environments;
- Differences between wild and domestic plants and animals;
- Locations of agricultural settlements; and
- Differences between hunter/gatherer, fishing and agrarian communities

6.3.8B2- Describe the political framework of Athenian society and its influence on modern society, including:

- The influence of Athenian political ideals on public life;
- The importance of participatory government;
- The role of women in Athenian society, their rights under law and possible reasons why democracy was limited to males; and
- Athenian ideas and practices related to political freedom, national security, and justice.

6.3.8B3- Describe the social and political characteristics of the Greek city-states, including:

- Similarities and differences between Athenian democracy and Spartan military aristocracy;
- Location and political structure of the city-states;
- Hierarchical relationships in Greek societies; and
- Civic, economic, and social tasks performed by men and women of different classes.

6.3.8B4- Describe the significant contributions of ancient Greece to Western Civilization, including:

- Characteristics of classic Greek art and architecture and how they are reflected in modern art and architecture;
- Socrates' values and ideas;
- Philosophy, including Plato and Aristotle;
- Greek drama including Sophocles and Euripides;
- History including Herodotus, Xenophon, and Thucydides; and
- Greek mythology.

6.3.8B5- Discuss the cultural influences of Greece, Egypt, Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade.

6.3.8B6- Describe the origins and social framework of Roman society, including:

- The geographic location of various ethnic groups on the Italian peninsula and their influence on early Roman society;
- The legends of the founding of Rome and how they reflect the beliefs and values of its citizens; and
- Daily life in Rome and Pompeii.

6.3.8B7- Describe the political and social framework of Roman society including:

- Political and social institutions of the Roman Republic and reasons for its transformation from Republic to Empire; and
- The influence of key Roman leaders.

## Language Arts

The unique character of language arts allows incredible flexibility as to when one standard or another is emphasized. Most LAL standards must be considered **power standards**, meaning taught throughout the entire year through many literary works and across all content areas. Therefore, what follows is just a suggestion as to what you might emphasize with this unit. Also, please refer to the NJ Clarification of Standards Grade 7 located on the LEADS website.

3.2.7B3 - Write reports and subject appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works consulted page.

3.2.7B4 - Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based.

3.2.7D1- Gather, select, and **organize information** appropriate to a topic, task, and audience.

3.2.7D10 - State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.

3.2.7D11 - Present evidence when writing persuasive essays, examples, and justification to support arguments.

3.3.7B3 - Talk with others to identify and explore issues and problems.

3.4.7B2 - Exhibit proficiency in **integrating** oral reading with listening, writing, and viewing.

## **Materials**

### **Possible core novels and/or authentic readings:**

*Tuck Everlasting* by Natalie Babbitt (E)

*The Giver* by Lois Lowry (C)

*The Roman Mysteries: The Thieves of Ostia* by Caroline Lawrence (A)

*The Golden Goblet* by Eloise Jarvis McGraw (A)

*The Mirror of Fire and Dreaming the Brotherhood of the Conch Book II* by Chitra Banerjee Divakaruni (C)

(continued on next page)

*The City of Ember* by Jeanne DuPrau (E)

Social Studies Textbook-Chapters 3-5; 9-12; 13-16

Science Textbooks: *Astronomy, Introduction to Matter; Forces, Motion and Energy;*

*Microorganisms, Fungi and Plants.*

### **Guided Reading:**

ILA Anthology (Prentice Hall) : "Mummy", pgs. 46-51; "The Dog of Pompeii", pgs. 220-229;

"Orpheus", pgs. 408-411; "The Gorgon's Head", pgs. 797-803; "Arachne", pgs. 822-825.

Expository Text - Articles from *Encarta* and/or *Grolier*, Newsweek, Time

*National Geographic*-Reading Expeditions

*Detectives in Togas* by Henry Winterfield (E)

*Roman Mysteries: The Secrets of Vesuvius* by Caroline Lawrence (C)

*The Egypt Game* by Zipha Keatley Snyder (A)

*Bone from a Dry Sea* by Peter Dickenson (C)

### Independent Reading/Research:

American Reading Company leveled readers – Ancient Civilizations Collection  
Scott Foresman leveled readers:

Title	F&P Level	DRA	Lexile
<i>Discovering the Old Stone Age</i>	W	44+	960
<i>Looking at Prehistory</i>	V	44+	910
<i>What Archaeology Tell Us About Prehistory</i>	Y	44+	1000
<i>Ideas That Shaped Egyptian Life</i>	U	44+	840
<i>Life and Beliefs in Ancient Egypt</i>	V	44+	940
<i>Egyptian Mythology and Everyday Life</i>	X	44+	980

### Teacher Resources:

*City of Ember*

<http://www.webenglishteacher.com/duprau.html>

A “must visit” web site! Collection of web sites, including questions, cross-curricular connections, and vocabulary.

[http://www.mce.k12tn.net/reading52/city\\_of\\_ember.htm](http://www.mce.k12tn.net/reading52/city_of_ember.htm)

This has actual lesson plans including questions, vocabulary, activities, etc...

*The Mirror of Fire and Dreaming*

<http://www.chitradivakaruni.com>

This site is about the author.

*The Golden Goblet*

<http://www.sdcoe.k12.ca.us/score/gob/gobsg1.html>

<http://www.nationalgeographic.com/egypt/index.html>

This is an interactive website of King Tut’s tomb.

[http://cybersleuth-kids.com/sleuth/History/Ancient\\_Civilizations/index.htm](http://cybersleuth-kids.com/sleuth/History/Ancient_Civilizations/index.htm)

<http://www.kathimitchell.com/ancivil.html>

[http://www.ancientcivilizations.co.uk/home\\_set.html](http://www.ancientcivilizations.co.uk/home_set.html)

<http://www.socialstudiesforkids.com/subjects/ancientcivilizations.htm>

World Book Encyclopedia, Brain Pop, Encyclopedia Britannica, Facts on File  
Expository Text - Articles from *Encarta* and/or *Grolier*  
*National Geographic*-Reading Expeditions

### Audio-Visual

#### ***Movies (clips)***

*Hercules* Walt Disney  
*The Clash of the Titans*  
*Ben Hur*  
Excerpts of *Gladiator*

National Geographic Video Clip Library  
<http://www.youtube.com/user/NationalGeographic>

UnitedStreaming Video Clip Library  
<http://streaming.discoveryeducation.com/home/aboutus.cfm>

Graphic Organizers

### **Suggested Student Activities**

#### **Theme introduction activities:**

Brainstorm what it means to contribute to society.  
Brainstorm students' background knowledge about ancient civilizations.  
Teacher will direct student understanding to incorporate the idea that all civilizations from ancient to present have contributed to society.

#### **Core text activities:**

1. Listen to daily read alouds and discuss vocabulary words.
2. Predict possible outcomes of the character's actions.
3. Critique and appraise decisions made by the characters, citing specific examples from the text.
4. Make inferences using textual information and providing supporting evidence.

#### **Short-term projects that could result in a long-term PBL of a newspaper:**

1. Read editorials from a newspaper and identify writer's point of view.
2. Write an editorial from the point of view of a person from a specific ancient civilization.
3. Cover one of the events of an ancient civilization as a reporter. Write an informative article including the five W's.
4. Create a cartoon depicting the times.
5. Create a sports page depicting the sporting events on the time.
6. Write two classified ads: employment and sales.

7. Create advertisements for products and/or services of the time period.
8. Support the premise that Egypt is the gift of the Nile.
9. Analyze the responsibility of a Pharaoh.
10. Compare/contrast Egypt's government with the United States' government.
11. Create your own alphabet.
12. Draw parallels between farms of ancient Egypt and American plantations.
13. Compare/contrast life of an ancient Egyptian child with that of a present day child.

**Short-term projects that could result in a long-term PBL of an interactive museum exhibit:**

1. Research your civilization and choose a focus for your museum exhibit.
2. Create a brochure describing your exhibit.
3. Create an advertisement of a persuasive nature. *(continued on next page)*
4. Write a detailed description of your exhibit; include relevant content information. Record or videotape your description. (Optional)

**Other possible long-term projects:**

1. Create a movie treatment, an outline of a movie script. Choose an aspect of the ancient civilization and devise a movie idea.
2. Create a travel brochure of an ancient civilization.
3. Write a short skit set in an ancient civilization of your choice featuring characters that actually existed during that time.

**Assessments**

- Informal daily observations
- Writing Conferences
- Anecdotal Notes (Guided Reading and Guided Writing)
- Rubrics:

Writing Rubric  
Speaking Rubric  
Oral Presentation-Dramatization  
Open Ended Scoring rubric  
Final Project