

Teacher Name:	Katja Schatte	Date:	February 20, 2018
Subject:	History	Grade Level:	Sixth grade
Lesson Length:	40 minutes	Topic of Instruction:	Ancient India
Lesson Standards	<p>WH6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>CS3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p>		
Lesson Objective	<p>Introduction to the social structure of ancient India: Students will learn about India's caste system. They will be able to explain how it shapes and is shaped by ancient India's religious and economic structure and how it manifests in people's everyday lives. (Bigger lesson: Social inequality as a catalyst for change.)</p> <p>Student-friendly wording: I can explain what the ancient Indian caste system is, how it is connected to religion and the economy, and what people's lives looked like in this system.</p>		
Pre-requisite knowledge and Common Misconceptions	<p>Prerequisite knowledge</p> <ul style="list-style-type: none"> • Students have learned about the geography and everyday life in ancient India. • Students are familiar with different kinds of social stratification in ancient societies. • Students have learned about the relationship between religion and culture in different ancient societies. • Students have a basic understanding of economic activity, such as trade. <p>Common Misconceptions</p> <ul style="list-style-type: none"> • Assumption that students will remember the meaning of the following concepts: religion, culture, economy, social class • Assumption that students will remember specific examples of how these factors were interrelated in ancient societies we have already examined. 		
Lesson Agenda	<p>DO NOW (5 min.) Students open their notebooks on page 25L and take three minutes to review the text and the images they drew based on the text. Question: What do you remember about ancient India? (Write "Ancient India" on the right side of the board)</p> <p>DIRECT (15 min.) On the right side of the board, collect what students remember about ancient India. Supplement missing information.</p> <p>Explain to students that today, we will learn about social class in ancient India. At the end of tomorrow's class, they will know more about the</p>		

different social classes in ancient Indian society and what the lives of the members of those different social classes looked like.

Ask students what they remember about different social classes in other ancient societies:

Did all people have the same rights?

Did all people have the same amount of wealth?

(Give students two minutes to discuss in their table groups.)

On the left side of the board, put up a Four Squares Vocabulary graphic organizer around the word "Social Class"

Definition: a group of people in a society who are at the same economic and social level

Sentence: [Ask students first. If they don't have one, use the following one: Slaves were the lowest social class in ancient Egypt.]

Picture: Guide students toward looking at the pyramid of ancient Egyptian society in their notebooks.

Related words: economy, culture, religion (remind students of Hinduism), caste

- Explain to students that in ancient India, society was divided into castes.
- Today and tomorrow, they will learn, what life looked like for people belonging to the different castes, from the lowest and poorest one to the richest and most powerful one.

GROUP (20 min.)

- Explain that to begin with, each table group will learn about one caste to then share with the rest of the class **at the end** of tomorrow's class. There will be time to finish today's assignment tomorrow and practice presentations tomorrow. To receive an A, **all** sections of the worksheets must be filled out with information from the text or the image.
- Ask students to open page 27L of their notebooks and assign on caste to each table. Make sure to mention that castes are determined by birth (as established on the worksheet).
- Explain that there is one caste, the lowest one, which is sometimes considered to be outside of the whole system, which we will explore in a small online research project later this week.

	<p>➤ Pass out caste worksheets and put steps for group work on the board:</p> <ol style="list-style-type: none"> 1) Read text on your own and highlight unknown words. 2) Discuss unknown words with your group members and try to find out what they mean using context clues (remind students what those are). 3) Fill out worksheet in Round Robin. (Remind students how it works.) <p>DIFFERENTIATION: Teacher & TA support as needed for understanding unknown words and text comprehension</p> <p>WRAP-UP: Tell students that they will have time to finish up their presentations tomorrow. (No homework)</p>
<p>Lesson Assessment</p>	<p>Students demonstrate reading skills (using context clues, reading comprehension) in formative assessment (teacher walking from table to table to observe and support)</p> <p>Students demonstrate higher-order thinking skills by using evidence from the text and image to draw conclusions regarding caste members' lived experiences.</p> <p>Students demonstrate collaboration, organization, and oral presentation skills during their class presentations the next day.</p>
<p>Materials Needed</p>	<ul style="list-style-type: none"> • White board • Texts (one per student) & worksheets (one per table group) • History notebook