

Uriel Barrera-Vasquez

Course Title: 6th Grade Ancient World History(Eastern Hemisphere)

Lesson Title: Discovering the Ghosts Among Us

Stage 1 Desired Results		
<p>ESTABLISHED GOALS From the New York State Social Studies Core Curriculum Standards <i>Content Understandings of Eastern Hemisphere Nation</i></p> <ul style="list-style-type: none">• Different peoples may view the same event or issue from different perspectives. (Identity)• Civilizations and cultures of the Eastern Hemisphere (China, India, Greece, and Rome) are explored through the arts and sciences, key documents, and other important artifacts.(Culture)• The civilizations and cultures of the Eastern Hemisphere have contributed important ideas, beliefs, and traditions to the history of humankind. (Identity)• Individuals and groups in the Eastern Hemisphere have played important roles and made important contributions to world history. (Culture) <p><i>Geography</i></p> <ul style="list-style-type: none">• The migration of groups of people has led to cultural diffusion because people carry their ideas and ways of life with them when they move from one place to another.(Human Systems)	<i>Transfer</i>	

<ul style="list-style-type: none"> • The nations and regions of the Eastern Hemisphere can be studied using maps, globes, aerialand and other photographs, satellite-produced images, and models. (Taken from: <i>National Geography Standards</i>, 1994). • Urbanization has been a characteristic of the civilizations and cultures of the Eastern Hemisphere. (Human Systems) <p><i>Economics</i></p> <ul style="list-style-type: none"> • The ways resources are used impact the economic, political, and historic aspects of life throughout the world. (Scarcity) <p><i>Government</i></p> <ul style="list-style-type: none"> • The values of Eastern Hemisphere nations are embodied in their constitutions, statutes, and important court cases. 		
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Explore cultural and civic institutions in New York City such as museum, parks, public spaces, universities, etc and looking for the “living past” • Make connection between the material they are learning in class with the many architectural buildings and spaces in New York 	

	<ul style="list-style-type: none"> ● Explore several of New York City diverse communities and look for “cultural evidence” from the past ● Ask relevant questions on how and why some ancient ideas and cultural practices survived and others did not ● How the development and plan of urban spaces, such as New York City, resemble ancient urban development ● That ancient cultural, planning and technological practices are use and practiced in other urban spaces, domestically and internationally ● Nations all over the world are constantly working to preserve and protect major cultural practices, spaces and institutions 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Some ancient forms of urban planning and civic organization are still alive today ● Throughout history knowledge, technology and human-know-how has been passed down generation after generation through various means 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why do some artistic and cultural practices survive today? ● Why did some artistic and cultural practices disappear? ● How have ancient civilization and cultures contributed to modern, urban life? ● What major artifacts(museum and public spaces) found in NYC help us understand ancient world cultures

	<ul style="list-style-type: none"> • Many cultural, artistic, architectural practices from the past are very much alive today, used and relevant • Ancient artifacts are open to different interpretations and perspectives • Modern methodologies to historical research have greatly helped understand the ancient past • Nations, including the United States, are racing to preserve and protect ancient artifacts, culture and institutions. 	<ul style="list-style-type: none"> • How have immigrant community and groups help preserve ancient customs and traditions? • How has urban planning change or not change over thousands of years? • What are several tangible artistic and architectural practices we see today in New York and other urban spaces?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • what major urban planning techniques are used today such as the use aqueducts, flood controls, irrigation systems, public spaces, grid systems, and residential planning • how and why museums and other artistic institutions organize and display ancient art • why some several ancient practices are use today • how different groups and individuals shape and mold the city • how to use primary documents, artifacts, and images to understand the past 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • analyzing major works of ancient art found in NYC museums and public spaces • identifying ancient cultural practices and why they are still in use today • research major cultural patterns and practices from ancient past and how they were used then and practiced today • developing language to research and understand other cultural groups • describing ancient artistic, cultural and institutional practices used today

	<ul style="list-style-type: none"> • how secondary document and images enhance our understanding of the past 	
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<ol style="list-style-type: none"> 1. List, identify, recognize, match, organize, choose, apply, analyze, classify, prioritize 2. List, identify, recognized, organize, apply, prioritize 3. Describe, examine, identify, reconstruct, analyze, observe, infer, choose, prioritize, point out, illustrate, interact, compare, summarize, locate 	<ol style="list-style-type: none"> 1. Musing Over Museums: Using PowerPoint and images, students will look at the different components that make up a museum and museum exhibits. They will be able to identify the components of a museum (gallery, permanent exhibits, temporary exhibits, artifacts) explain how artifacts are displayed (gallery name, titles and labels) and how to best view and understand artifacts. 2. Passports to the World: Students will understand the components that make passport and how a passport is a key to global understand. Next, students will deconstruct the various parts of their Assyrian Panel Passport 	

<p>4. Organize, prepare, identify, analyze, infer, compare</p> <p>5. Organize, prepare, identify, analyze, infer, compare, survey, illustrate, point out, examine, interact, summarize, locate</p> <p>6. Produce, judge, summarize, present</p>	<p>in preparation for their field trip to the Brooklyn Museum of Art to view the Assyrian Panels.</p> <p>3. Assyrian Panels at the Brooklyn Museum: Students will look at the 12 bas-relief panels at the Brooklyn Museums. Students will be able to:</p> <ul style="list-style-type: none"> ● Describe the process how the panels arrived in Brooklyn ● Examine several Assyrian artistic styles ● Identity the meaning of several Assyrian religious iconography ● Reconstruct the palace of Ashur-nasir-pal II using a journal entry <p>4. Assigning Spaces, One: In preparation for their Downtown Extravagance field trip, students will work in groups to research online several significant economic buildings and public spaces in downtown Manhattan. Students will look at the original purpose of the each place, how that purpose has changed and how the surround neighborhood has also changed.</p>	
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<p>7. Organize, prepare, identify, analyze, infer, compare, survey, illustrate, point out, examine, interact, summarize, locate</p> <p>8. Organize, prepare, identify, analyze, infer, compare, survey, illustrate, point out, examine, interact, summarize, locate</p>	<p>Lower Manhattan was once a busy harbor and center of trade and commerce and students will explore and develop an understanding of how these places worked to make New York City the financial powerhouse it is today. Here are the following spaces and places:</p> <ul style="list-style-type: none"> ● Castle Clinton – fortress that guarded the New York City harbor ● The United States Custom Building/Museum of the American Indian – originally the custom house for the harbor now a Smithsonian museum ● Bowling Green – original town green for settlement of New Amsterdam ● Wall Street/Federal Hall – originally the protective wall of New Amsterdam, later becomes a major center of trade <p>5. Downtown Extravaganza: Students will travel to downtown Manhattan to explore and look for evidence of New York City’s past trading and</p>	
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<p>9. Produce, judge, summarize, present</p> <p>10. Describe, list, organize, examine, identify, reconstruct, analyze, observe, choose, prioritize, point out, illustrate, interact, compare, summarize, locate</p>	<p>commerce history and the role certain spaces and places played a role in this economic development and history. Students will also make connect these places to ancient places and how they served similar purposes.</p> <ul style="list-style-type: none"> ● Castle Clinton – fortress that guarded the New York City harbor ● The United States Custom Building/Museum of the American Indian – originally the custom house for the harbor now a Smithsonian museum ● Bowling Green – original town green for settlement of New Amsterdam ● Wall Street/Federal Hall – originally the protective wall of New Amsterdam, later becomes a major center of trade <p>6. Downtown Extravaganza Presentations: Students will create a historical guide pamphlet and prepare a guided tour of these places. The guide will have the summarized history of each place, its original</p>	
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	<p>usage, how it changed over time and its current usage. Students will also explain the role each particular place had in the economic development and history of New York City and how these spaces connect to ancient places.</p> <p>7. Assigning Spaces, Two: In addition to being a huge financial/economic center, New York City is also a great civic and cultural center. Students will look at the original purpose of the each place, how that purpose has changed and how the neighborhood has also changed. We will be focusing on the Upper West Side neighborhood of Morningside Heights because it contains several major civic, cultural and educational spaces students can research and access. Here are the following spaces and places</p> <ul style="list-style-type: none">● Columbia University – the flag ship university in the city, it was originally located downtown but moved uptown.● St. John the Divine Cathedral – the largest cathedral in the United States – serves both as	
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	<p>a center of worship and museum</p> <ul style="list-style-type: none">● Tomb of President Ulysses S. Grant – tomb and monument to the President Grant in Riverside Park● Broadway and the Grid – the system of streets and avenues is urban planning at its best and clearly evident in this part of the city <p>8. Uptown Extravaganza: Students will travel to Morningside Heights to explore and look for evidence of New York City’s civic, educational and cultural significance and the role certain spaces and places played a role in this social history. Students will also make connect these places to ancient places and how they served similar purposes.</p> <ul style="list-style-type: none">● Columbia University – the flag ship university in the city, it was originally located downtown but moved uptown● St. John the Divine Cathedral – the largest cathedral in the United States – serves both as	
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	<p>“museum” is going on, parents, families and friends will be invited to tour and visit them museum. In an adjacent room, we’ll have a world food court. I have students from many parts of West Africa, South America and parts of Asia. Students will create guides to their exhibits that will be located in four galleries - the galleries will be the following</p> <ul style="list-style-type: none">● Ancient Art in New York City● Public Spaces as Art● Historical Buildings and Change● Great Institutions the Make the City <p>Students will work with their reading and writing teachers to make their presentations. At KIPP we have a tradition of working together so the writing and reading teachers will very much be part of this process. The writing teacher will provide the following support ways:</p> <ul style="list-style-type: none">● Align her non-fiction writing unit to make this happen● Help student brainstorm, organize, draft, edit and revise student guides● Provide time during their small, remediation block to	
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	<p>provide additional writing support</p> <p>The reading teacher will provide the following support ways:</p> <ul style="list-style-type: none"> ● Align her non-fiction reading unit to make this happen ● Provide students will additional text to support their research and investigation ● Provide time during their small, remediation block to provide additional research and investigation support 	
<p>Describe, list, examine, identify, reconstruct, analyze, observe, infer, choose, prioritize, point out, illustrate, interact, compare, summarize, locate</p>	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> 11. Chapter and Unit tests (this will probably be over 4 or 5 chapters) 12. Vocabulary quizzes 13. Homework checks 	
<p>Stage 3 – Learning Plan</p>		
<p><i>Summary of Key Learning Events and Instruction</i></p> <ol style="list-style-type: none"> 1. Why Ancient History?: Students will identify the reason why we study the ancient past. Many people feel the distant past is irrelevant and more of hobby. Thought a number of lessons, students will analyze and understand 		

why study the past. The lessons will be as follows:

- Identifying the Seven Characteristics of Civilization(stable food supply, social structure, government, religion, art, technology and written language) and how these “lucky seven” were developed in the past and how they are still evident today in the United States and their lives
- History binders will be converted into passports to world cultures – class notes will be called boarding pass, homeworks will be called flights and students will receive world flags visa stickers when they accomplish certain tasks in the classroom – these tasks can be academic or character growth tasks

2. Musing Over Museums: See description above

3. How Art Arrives to NYC: Students will discuss the various ways that art and major cultural pieces arrive to museums around the world and in

NYC. Students understand that art is borrowed, bought and at times “stolen” and put on display. Students will look and analyze at the following pieces of art.

- Cleopatra’s Needle in Central Park
- The Parthenon Friezes at the British Museum
- The Assyrian Panels at the Brooklyn Museum

4. Passports to the World: See description above

5. Assyrian Panels at the Brooklyn Museum Field trip: See description above

6. Post-Brooklyn Museum Visit:
Students will identify the key reason why it is important to preserve and display art. Often students do not understand why museums exist or why art is preserved. Students will identify key differences between viewing art in school/internet/books and viewing it person. Students will look at scale, details and placement/presentation and how these things can be more greatly appreciated and understand when view art in person.

<p>7. Cities as Place: Students will identify the key elements needed to build and maintain a city – in the past and in today. This a key lesson because students make the connection with how ancient knowledge and know-how are still evident today. In other words, many of the things need to create a thriving and successful city are similar to those from the past. With the mindset, students will hopefully begin to see the modern city, such as New York, as a continuation from the ancient past.</p> <ul style="list-style-type: none"> ● Access to food – access to a stable food supply ● Organization and Population – organization of space and people within that space ● Government – laws and see that those laws are enforces ● Institutions – both civic, religious and cultural institutions that enhance urban life <p>8. Assigning Spaces, One: See description above</p> <p>9. Downtown Extravaganza Field Trip: See description above</p>		
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<p>10. Downtown Extravaganza Presentations: See description above</p> <p>11. Evidence of the Past, 1: After their Downtown Extravaganza field trip students will identify evidence of ancient urban planning are evident today.</p> <p>12. Assigning Spaces, Two: See descriptions above</p> <p>13. Uptown Extravaganza Presentations: See description above.</p> <p>14. Evidence of the Past, 2: After their Uptown Extravaganza field trip students will identify evidence of ancient urban planning are evident today</p> <p>15. World History Museum represented in NYC. See description above</p> <p>16. Text readings for this plan will include chapter readings on the Middle East, Egypt, Greece and India. This will probably be over a 4 or 5 month period of time.</p> <p>17. There will be four chapter tests, which will include in content student gathering during their field trips.</p> <p>18. There will also be a number of smaller vocabulary and map quizzes and exit</p>		
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tickets to gauge student understanding		
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