What Did They Leave Behind?

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This module is meant to be taught in conjunction with the Colorado Department of Education Instructional Unit Sample for 6th grade Social Studies entitled, "What Did They Leave Behind?", learning experience #10, found at:

http://www.cde.state.co.us/standardsandinstruction/instructionalunits-socialstudies

In this unit entitled "What did they leave behind" students explore how aspects of ancient cultural life are interpreted through artifacts left behind. Students will focus on material cultural artifacts as the physical evidence of the human experience. In addition, students will be introduced to how archaeologists and historians assess and evaluate primary and secondary sources to learn more about the lives of people in the past. This unit focuses on the early civilizations in the Americas, including the Maya, Inca, Aztec and Inuit. The unit culminates with students creating a website illustrating an analysis of artifacts found at an archaeological site and the significance of those artifacts.

GRADES	DISCIPLINE	COURSE
6	🌐 **Social Studies**	🗒 **Social Studies**

Section 1: What Task?

Teaching Task

Task Template 29 - Narrative

After reading literature and informational texts about an Inuit artifact or cultural practice, write a story in which you relate its importance to their way of life .

Common Core State Standards

Reading Standards for Literacy in History/Social Studies 6—12

RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
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.
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.
RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6—8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6—12

WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Additional Standards

Colorado

Colorado Academic Standards for Social Studies

CO	Interpret documents and data from multiple primary and secondary sources while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts
CO	Critique information to determine if it is sufficient to answer historical questions
CO	Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. Topics to include but not limited to Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange
CO	Give examples of how people have adapted to their physical environment

Texts

- % **The Inuit**
- % **Virtual meuseum exhibit of the Inuit**
- % **The First Peoples of Canada - The Inuit**
- % **Map of 4 Inuit Regions of Canada**

Colorado

Colorado Academic Standards for Social Studies

What Did They Leave Behind?

LDC Student Work Rubric - Narrative

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	**2**	**3**	**4**
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately and establishes a position, but focus is uneven. D. Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a theme or storyline, but lacks a clear or sustained purpose.	Establishes a theme or storyline, but purpose is weak, with some lapses in coherence.	Establishes a theme or storyline, with a well-developed purpose carried through the narrative.	Establishes a compelling theme or storyline, with a well developed purpose carried through the narrative through skillful use of narrative techniques.
Reading/Research	Directly restates information from reading materials, interviews, and/or visual materials; uses materials inaccurately, OR information from source materials is irrelevant for the purpose at hand.	Uses reading materials, interviews, and/or visual materials with minor lapses in cohesion, accuracy or relevance.	Accurately integrates reading material, interviews, and/or visual material to authenticate the narrative.	Accurately and seamlessly integrates reading material, interviews, and/or visual material to authenticate the narrative.
Development	Descriptions of experiences, individuals, and/or events are overly simplified or lack details.	Develops experiences, individuals, and/or events with some detail but sense of time, place, or character remains at the surface level.	Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character.	Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the sense of time, place, or character.
Organization	Attempts to use a narrative structure; composition is disconnected or rambling.	Applies a narrative structure (chronological or descriptive), with some lapses in coherence or awkward use of the organizational structure.	Applies a narrative structure (chronological or descriptive) appropriate to the purpose, task, and audience; storyline clearly conveys the theme or purpose.	Applies a complex narrative structure (chronological or descriptive) appropriate to the purpose, task and audience that enhances communication of theme or purpose and keeps the reader engaged.
Conventions	Lacks control of grammar, usage, and mechanics; little or ineffective use of transitions.	Demonstrates an uneven command of standard English; inconsistently uses transitions between sentences and paragraphs to connect ideas.	Demonstrates a command of standard English conventions with few errors; consistently uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.	Demonstrates a well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.
Content Understanding	Attempts to include disciplinary content, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanations.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

This unit focuses on the history of the people in the Americas. Specifically, the Maya, Inca, Aztec, and Inuit. The learning experiences are organized by cultures. There are two learning experiences per culture, the first serves as an introduction to the culture, the second looks at the culture in more depth. Therefore, the focus on the Inuit culture reflects the foci of the other three cultures studied in this unit.

Extension

Students may complete a writing graphic organizer to aide in the organization of their story http://www.readwritethink.org/files/resources/printouts/6-8%20Essay%20Map.pdf (Essay map graphic organizer)

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE: Based on prior knowledge of Mayan, Aztec, and Incan cultures and their adaptions to environment from previous learning experiences, students fill in a KWL chart based on viewing primary source photographs and illustrations.

Reading Process

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

Transition to Writing

BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

WRTIE YOUR STORY: Write your story about an artifact or cultural practice and explain its importance to Inuit survival.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
Not provided	**BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE**: Based on prior knowledge of Mayan, Aztec, and Incan cultures and their adaptions to environment from previous learning experiences, students fill in a KWL chart based on viewing primary source photographs and illustrations.	**SHORT RESPONSE WITH BULLETS (LDC PROTOTYPE)** In a quick write, record your first reaction to the task prompt. Add some notes of things you know about this issue.	*No Scoring*	• Link this task to earlier class content. • Discuss student responses. • Clarify timetable and support plans for the task.
40 mins	**BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE**: Based on prior knowledge of Mayan, Aztec, and Incan cultures and their adaptions to environment from previous learning experiences, students fill in a KWL chart based on viewing primary source photographs and illustrations.	**KWL CHART** 1. Look at the pictures provided. 2. Then, fill in the *K* part of the KWL chart with what you know about each picture and the *W* part of the chart with what you want to know.	Meets expectations if: • Students complete the chart with at least one thing that they "know" for each of the pictures provided. • Students ask at least one question for each of the pictures provided. • Students fill the *K* column with their prior knowledge of shelter, tools, clothing, and other artifacts from Native American cultures	1. Find appropriate pictures that illustrate shelter, tools, clothing and other artifacts of the Inuit culture. 2. Have students fill out KWL chart individually and then share out answers either in small groups or as a whole. 3. Ask students to identify similar responses. 4. Prompt students to provide a source for the information they "know." 5. After reviewing the prompt and the titles of the texts in the unit, ask students where they think they'll find the answers to their questions. *Mini-Task Author/School -* Katie Abole, David Buie, Justine Davies, Dana Hamilton, Asher Laub, Nithya Vasudevan (Bronx Leadership Academy 2)

Additional Attachments:

📑 **Inuit KWL with Images**

Reading Process

What Did They Leave Behind?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	**ACTIVE READING > NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.	**DOUBLE ENTRY JOURNAL** **PRODUCT:** Use http://www.arcticvoice.org/inuit.html#environment "Hunting" and "Kayak" sections to complete the double journal. Completed journal with _____ [# of required responses] entries **PROMPT:** In the first column, choose a quote or situation from the text that you can relate/react to. In the second column, record your thoughts or reaction. *The thoughts/reactions that you record should make a connection between the text and yourself (text-to-self), another text (text-to-text), or the world (text-to-world).*	• Answers questions with credible response. • Includes specific evidence from the text. • Completes both coloumns of the journal.	1. Remind students of the three types of connections: Text-to-Self Connection, Text-to-Text Connection, and Text-to-World Connection. Explain how readers often make connections to a story to help them better understand the text. 2. During and/or after the reading of a text, display a blank copy of the Double Entry Journal to demonstrate how to use this printout to make connections with the text. • In the first column, students should choose a quote or situation from the text that they can relate/react to. • In the second column, students should record their thoughts or reaction. 3. Reinforce the fact that the thoughts/reactions that students record should make a connection between the text and themselves (text-to-self), another text (text-to-text), or the world (text-to-world). Use chart paper or an overhead projector to model the process so that all students can see your reactions and reflections and follow along as you complete the Double Entry Journal. 4. Review the Double Entry Journal Tips Handout with students. 5. After students have had time to record their connections, ask students to share them aloud. Remind students to explain which of the three types of connections they are making, and also to make sure they are making connections that are productive and enhance their understanding of the text. *Possible extensions:* • Ask students to reflect and respond to the following prompt on the back of their Double Entry Journal - Choose one connection and explain specifically how it helped you better understand what you were reading. You may wish to write this statement on the board or chart paper for students to see while writing their answers. • *Works well when this is established as an ongoing routine. *Middle School - Baldwin, NY/National Writing Project* *Common Core Standards:* RL1, RL 10, W9, W10 *Resources:* Tips on Keeping a Double Entry Log Handout *Adapted from:* http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html

Additional Attachments:

📄 **Double Entry Journal Tips (PDF)**

📄 **Double Entry Journal Tips (Word Version)**

📄 **Double Entry Journal (PDF)**

📄 **Double Entry Journal (Word Version)**

What Did They Leave Behind?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES

50 mins	**ACTIVE READING > NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.	**READING PHOTOGRAPHS**
		Using the Library of Congress analysis protocol of Observe, Reflect and Question and the Primary Source analysis tool, record your analysis of the primary source photographs of the Inuit people provided to you
			Meets expectations if:
			
			Students thoughtfully coplete the Observe, Reflect, Question protocol.
				1. Purpose is for students to analyze primary source photographs of the Inuit culture to:
				
				  1. Build visual literacy skills.
				  2. Connect a primary source photograph/artifact that reflects a way of life and adaptaion to the physical enviormnent of the Inuit people.
				  3. Comprehend how an artifact or ultural practie is important to the survival of the Inuit pople.
				
				2. Teacher and students will use the Library of Congress analysis protocol of (Observe, Reflect, Question) to complete an analysis of primary source photographs.
				3. Students will use the Library of Congress online primary source analysis tool (worksheet) to enter their resposes as they analyze photographs. This can be either used on computers, or printed out and used as a woorksheet.
				4. Teacher will use the Library of Congress' Teacher Guide for analyzing photographs and prints to aid with facilitation of the analysis of primary source photographs.
				5. Teacher can view the attachment below that has links to specific primary source photographs from the Library of Congress.

Additional Attachments:

🔗 **Primary Source Analysis Tool**

🔗 **Teacher Guide for Primary Source Analysis**

📄 **Library of Congress resource**

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	**ACTIVE READING > NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.	**CORNELL NOTES** Take notes from an article using the Cornell Notes handout by (A) Defining unknown words, (B) Asking thoughtful questions, (C) Using Abbreviations or symbols, (D) Writing a summary paragraph of the most important information from the text. Use the following website articles to gather information about artifacts and cultural practices of the Inuit: http://www.labradorvirtualmuseum.ca/home/inuit_history.htm	**ALWAYS:** ● Defines unknown words from the text ● Asks thoughtful questions about the text ● Uses abbreviations/symbols in their notes when possible ● Summarizes the most important information in a paragraph **SOMETIMES:** ● Defines unknown words from the text ● Asks thoughtful questions about the text ● Uses abbreviations/symbols in their notes when possible ● Summarizes the most important information in a paragraph **NEVER:** ● Defines unknown words from the text ● Asks thoughtful questions about the text ● Uses abbreviations/symbols in their notes when possible ● Summarizes the most important information in a paragraph	**WARM UP** 1. Ask students to answer individually - What is the purpose of taking notes? What are different note-taking strategies you use? 2. Ask students to turn to the person sitting next to them and share out. 3. Have the entire class share out their ideas. 4. As students share out, record their ideas on the white/chalk board or in a Powerpoint. Some students might say: - Pick out main ideas - Summarize with short phrases and keywords - Note important facts and vocabulary words - Use symbols and abbreviations - Put into your own words - Ask questions 5. Explain to students that the note-taking strategy they will be learning about today called Cornell Notes involves many of these skills. It helps people remember and organize new information. **MODELING** 1. Distribute the blank Cornell Notes handout and the Sample Article to students. 2. Using either an overhead projector or computer, display the blank handout. 3. Explain to students you will model how to fill in the handout while the class reads the article. 4. Have one student read aloud the article. 5. As the student reads, stop occasionally to complete the Cornell Notes handout (see the Sample Handout). Have students fill in the same information on their handout. 6. Ask students to turn to the person sitting next to them - How do I select what information I need to write down on a Cornell Notes form? What types of information do I need to write down on a Cornell Notes form? 7. Have the entire class share out their ideas. **PRACTICE** 1. Assign partners and have students take turns reading the new article. As students read they should annotate the Practice Article by (A) Writing a "B" next to information that is a Benefit and (B) Writing a "D" next to information that is a Disadvantage 2. Have students work individually to complete their Cornell Notes Handout. 3. Have students share their notes with their partner. 4. Ask each pair to discuss - What information did you think was important to include on your handout? Why? 5. Have the entire class share out their ideas. **CLOSING** 1. Ask students to respond individually - What was challenging/easy about the Cornell Notes activity? How might this strategy be helpful throughout the year? 2. Have the entire class share out their ideas. Additional Instruction Cornell Notes can be used as the main method for students to develop their reading and writing skills through annotation of sources. This strategy can also be an effective means of formative assessment. While students are working, review their work; look for "trends" in misunderstandings (with either content or writing skills) and conduct a short mini-lesson with individuals, small groups, or the entire class.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES

Additional Attachments:

📄 **Cornell_Note_Taking_System.doc**

📄 **Cornell_Note_Taking_System.pdf**

📄 **Cornell Notes-student work.pdf**

📄 **Sample Article .pdf**

📄 **Practice Article.pdf**

📄 **Cornell_Note_Taking_System - Sample.pdf**

Transition to Writing

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	**BRIDGING CONVERSATION > PREPARING FOR WRITING**: Ability to begin linking reading results to writing task.	**WRITING IDEAS** **PRODUCT:** Writing Ideas Sheet as a form of planning/prewriting **PROMPT:** Use the Writing Ideas sheet to work through your ideas and begin establishing a theme for your _____[writing piece].	• Connects ideas to a larger, relevant theme • Includes specific details to describe possible writing topic	*This activity can be adapted to help students plan/prewrite for a final writing piece.* 1. Model how to brainstorm ideas for a possible writing topic. 2. Review with students the definition of theme and distribute the Themes Handout. Provide examples of different themes. 3. Give students time to work on the Writing Ideas Sheet. 4. Use this Sheet as a formative assessment. Check in with students individually and in small groups to discuss planning/prewriting - writing conferences. *Jefferson High School, Jeffco Public Schools - 8th grade English Language Arts* **Adapted from: http://woub.org/etseo/readwritetell/pdfs/7.Theme_ThemesList.pdf*

Additional Attachments:

📄 **Writing Idea Sheet**

| Not provided | **BRIDGING CONVERSATION > PREPARING FOR WRITING**: Ability to begin linking reading results to writing task. | **OUTLINE/ORGANIZER (LDC PROTOTYPE)** Create an outline based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence. | • Creates an outline or organizer. • Supports controlling idea. • Uses evidence from texts read earlier. | • Provide and teach one or more examples of outlines or organizers. • Invite students to generate questions in pairs about how the format works, and then take and answer questions. |

Writing Process

| Not provided | **WRTIE YOUR STORY**: Write your story about an artifact or cultural practice and explain its importance to Inuit survival. | **INITIAL DRAFT (LDC PROTOTYPE)** Write an initial draft complete with opening, development, and closing. | • Provides complete draft with all parts. • Supports the opening in the later sections with evidence | • Encourage students to re-read prompt partway through writing, to check that they are on track. |

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	**REVISION, EDITING, AND COMPLETION > FINAL DRAFT**: Ability to submit final piece that meets expectations.	**EVALUATING REVISIONS** Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	• Provides draft free from distracting surface errors. • Uses format that supports purpose. • Completes the Evaluating Revisions sheet.	• Briefly review selected skills that many students need to improve. • Teach a short list of proofreading marks. • Assign students to proofread each other's texts a second time. • Have students complete the Evaluating Revisions handout and then share their responses with a partner. • Have students share out their responses.

Additional Attachments:

📄 **Evaluating Revisions**

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided