

Table of Contents: Unit Four

UNIT FOUR OVERVIEW

Table of Contents	1
Advanced Skills	2
Why Teach Evaluation of Point of View?	2
When Do I Teach The New Lessons?	3
How Can I Integrate Advanced Skills Throughout Unit 6.4?	4

LESSONS

Building Historical Thinking, Source Analysis & Writing Skills:

Cultural Conflict in the U.S. –Advanced Lesson	6
Maya Document Based Inquiry – Advanced Lesson	14
Millennium Civilizations DBI – Advanced Lesson Adaptation	18

LESSON / ASSESSMENT

Modern Culture Conflict – Advanced Lesson & Unit Assessment	34
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APPENDIX

How to Analyze: Evaluating Point of View	
Graphic Organizer: Evaluating Point of View	
Graphic Organizer: Comparing Documents	

Unit Four Overview

Cultural Systems: The First Millennium and Today

There are two types of resources included in this unit that support instruction in *Historical Thinking*, *Source Analysis*, and *Writing* skills. Advanced Lesson Adaptations are designed to be taught in conjunction with lessons in Unit 6:4. Advanced Lessons are to be taught in addition to or instead of lessons in Unit 6:4. Primary sources and images are used throughout the advanced guide to teach historical thinking and document analysis skills.

The thinking, reading, and writing skills that are taught and reinforced in Unit Four provide the foundation for the skills that will be taught in Advanced Grades Seven and Eight. The chart below is taken from the Social Studies Skills Framework for Grade Six (Advanced 6, Unit 1 Appendix). It shows which skills are suggested for instruction and reinforcement in Unit Four. Evaluating point of view to make judgments about how documents can be used is the skill primarily focused on in this guide.

Advanced Skills: Unit Four		
Historical Thinking	Source Analysis	Writing Focus
Source Evaluation <ul style="list-style-type: none">evaluating point of view to make judgments about how a document could be used	<i>All source analysis skills from previous units.</i>	<i>All writing skills from previous units.</i>

Why Teach Evaluation of Point of View?

Our understanding of the past is shaped by individuals and their beliefs. In Advanced Unit 6:3, students learned that the background and experiences of an author may influence the author's point of view on an issue or event. In this unit, students extend their understanding to evaluate how that point of view may influence what an author includes or does not include in a work. Students use their evaluation to determine how a source could be used, including its value and limitations for understanding a topic or issue. Like all historical thinking skills, analysis for point of view transfers to students' understanding of the world today. Students become more sophisticated consumers of the information around them when they are able to identify and evaluate the point of view found in a variety of sources.

When Do I Teach the New Lessons?

You will have to decide how to best use the resources, lesson extensions, and advanced lessons provided in this guide. Depending on your students and class grouping, the lessons may work best as an extension to the 6.4 lessons you already teach or as a replacement lesson for something in the on-level curriculum guide. When changing lessons for advanced instruction, be sure to incorporate any critical information that may be missed by adapting the lesson or adding the new lesson. The chart below is a suggestion for how you may incorporate the Advanced 6.4 resources into the on-level Grade Six curricular

	New Lesson	When to Use
Lesson Sequence One	<ul style="list-style-type: none"> Cultural Conflict in the U.S. : <i>Advanced Lesson</i> 	<ul style="list-style-type: none"> After 6:4.1.4 “The United States: Seeing Beliefs in Culture” (Skip Lesson 6:4.1.3 “Wall of Culture”)
Lesson Sequence Three	<ul style="list-style-type: none"> Maya Document Based Inquiry: <i>Advanced Lesson</i> Millennium Civilizations DBI: <i>Advanced Lesson Adaptation</i> 	<ul style="list-style-type: none"> After 6:4.3.1 “Where and When: Six Millennium Civilizations” Instead of 6:4.3.2 “The Gupta: A Model for Reading” and 6:4.3.3 “Culture Matters: Millennium Civilizations”
Lesson Sequence Four & End of Unit Assessment	<ul style="list-style-type: none"> Modern Culture Conflict: <i>Advanced Lesson and End of Unit Assessment</i> 	<ul style="list-style-type: none"> After 6:4.4.2 “Setting the Stage for Data Research” and completion of the Culture Changes Project. <i>Two tasks that are part of this lesson serve as the Advanced End of Unit Assessment Addendum for this unit.</i>

Use the chart on pages 4-5 to assist you as you plan ongoing advanced instruction throughout the entire unit.

