Day 8+9: Work Days

**Standard**: 6th Grade Social Studies

**Strand**: History

**Topic**: Early Civilizations

**Content** **Statement**: 2 – Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

**Standard**: 6-8th Grade English Language Arts (Common Core)

**Strand**: History/Social Studies

**Topic**: Integration of Knowledge and Ideas

**Content** **Statement**: 6-8.8 – Distinguish among fact, opinion, and reasoned judgment in a text.

**Standard**: 6-8th Grade English Language Arts (Common Core)

**Strand**: History/Social Studies

**Topic**: Craft and Structure

**Content** **Statement**: 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. **Standard**: 6-8th Grade English Language Arts (Common Core)

**Strand**: History/Social Studies

**Topic**: Integration of Knowledge and Ideas

**Content** **Statement**: 6-8.7 – Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Objectives**

Students will be able to evaluate information to determine the most important concepts.

Students will be able to create a presentation to demonstrate an understanding of culture in China and relate it to the geography of China.

**Intro**

The class will review the rubric together before they work in their groups. Quick review of topics with white boards can help determine what students know and need help with in their research and the construction of their projects.

**Lesson Activities**

The rest of class will be time for students to conduct further research using the provided links (or printed versions) or going further on their own. They can work on how they will represent their information in their final project during this time, too. This will also be time to meet with students from the previous day’s lesson who didn’t understand the technology lesson, as evidenced by their learning log entries.

**Closure**

Students will share their group process each day and set goals for the next day.