

**AGRICULTURE THROUGHOUT CIVILIZATION****Social Science and English/Language Arts**

Grade: 6-8

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**Acceleration Approach**

Standard has been accelerated by moving grade level 6 up to the standard used for grade level 8.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM
					—————→					

**Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)**

Patterns of Change

**Organizing Higher Order Skills (e.g. Bloom's, Paul's Model of Reasoning)**

Paul's Model of Reasoning – point of view, data, inferences, implications and consequences

**Differentiation Features - Students:**

- Continuous progress at advanced level and rate of instruction in Social Sciences; depth and complexity matched to ability.
- Assigned fewer tasks to master standards.
- Assessed earlier or before teaching.
- Use multiple higher-level skills.
- Study a concept in multiple applications.
- Use advanced resources

**COMMON CURRICULUM GOAL****Social Science—Historical Skills**

Analyze cause and effect relationships including multiple causalities.

CIM - Compare and contrast institutions and ideas in history, noting cause and effect relationships.

**ENGLISH/LANGUAGE ARTS****English/Language Arts-Reading**

Apply knowledge of word origins, word relationships, and context clues to determine the meaning of new words encountered in reading materials and use those words accurately.

**English/Language Arts-Communications**

Communicate supported ideas using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience, and purpose.

**CONTENT STANDARDS****Social Science-Historical Skills**

Identify and analyze cause and effect relationships in history.

**Social Science-Geography**

Understand how humans affect the physical environment.

Characteristics in the environment and changes in the environment affect human activities.

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**Archetypal Model**

- Analyze similarities and differences and then generalize the cause and effect relationships using advanced resources.
- Prepare a group presentation for the class of your findings. Organize the findings using the Graphic Organizer *Hamburger Model*. Use graphs, charts, or other visual products to demonstrate your points.

**TASK DEMAND****Sample Task Activity**

- Using a variety of advanced resources and working with other high-end learners, complete the Graphic Organizers *Social Studies-Wheel of Reasoning, Civilization and Change* and *A Web to Gather Civilization Information* showing elements of the development of agriculture in five different civilizations.
- Develop advanced vocabulary using Graphic Organizer *Vocabulary Web*.
- Examine causes and effect relationships with agricultural practices and ideas within their culture (e.g., celebrations, ceremonies, religion, family relations).
- Analyze the similarities and differences across cultures and generalize the cause and effect relationships between agriculture development and changes in human systems.
- Prepare a group presentation for the class of your findings. Use graphs, charts, or other visual products to demonstrate your points.

**Questions**

- How did early civilizations affect their physical environments as they developed systems of agriculture?
- How would you describe the conditions of the hunter-gatherer societies that led directly to the development of agriculture?
- In your opinion, what was the most beneficial effect of agriculture in human lives?
- In your opinion, what was a major negative effect?
- What were the main similarities among cultures? Differences?
- What are the connections to current lifestyles? Current agricultural practice?

**Implementation Time**

- 1 to 2 weeks including homework.

**BENCHMARKS****Social Science - Historical Skills**

8<sup>th</sup> Grade - Distinguish between cause and effect relationships and events that happen or occur concurrently or sequentially.

CIM -Compare and contrast institutions and ideas in history, noting causes and effect relationships.

**Social Science - Geography**

8<sup>th</sup> Grade - Understand how human modification of the physical environment in a place affects both that place and other places.

8<sup>th</sup> Grade - Understand how changes in a physical environment affect human activity.

**English/Language Arts - Reading**

All grades - Learn and use new vocabulary daily that is introduced through informational text, literary text and instruction.

**English/Language Arts - Communication**

8th Grade - Present information and match the message, vocabulary, voice, expression, and tone to the audience and purpose.

8th Grade - Use credible and relevant information to convey message.

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Scoring Guide Social Science	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
<b>Students will be able to:</b>						
Describe governments in terms of development.						
Student identified impact of agriculture on development in five different cultures.						
Student identified similarities and differences between cultures on relevant criteria.						
Student generalized a statement explaining the cause and effect relationships between agricultural development and changes in human systems of life style, religion and government.						
Student identified positive and negative effects of agriculture on cultural development.						
Scoring Guide English/Language Arts	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
<b>Students will be able to:</b>						
Present information and match the message, vocabulary, voice, expression, and tone to the audience and purpose.						
Use credible and relevant information to convey message.						

**Resources**

Social Studies Text: *Ancient Civilizations*  
High School World History textbooks  
Social Science Teacher Resource list from ODE.

**Internet**

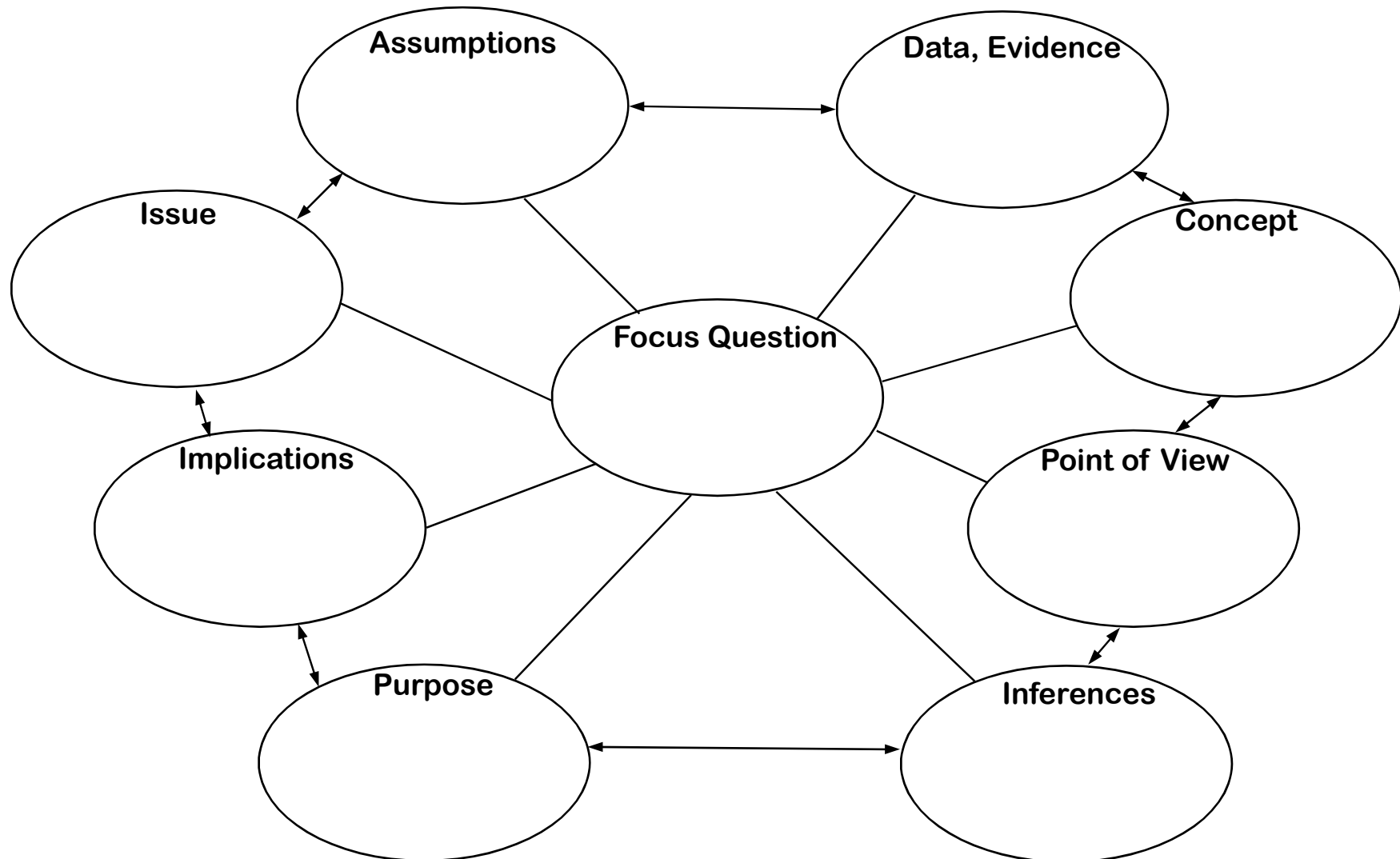
- Mesopotamia <http://www.learner.org/exhibits/collapse/mesopotamia.html>
- China Internet Resources [www.internet-at-work.com/hos\\_mcgrane/china/eg\\_china\\_intro.html](http://www.internet-at-work.com/hos_mcgrane/china/eg_china_intro.html)
- Ask Jeeves <http://www.askjeeves.com/>
- Direct Hit <http://www.directhit.com/>
- Georgetown College in Georgetown, Kentucky <http://www.uky.edu/AS/Classics/kidsclassics.html>
- Google [www.google.com/](http://www.google.com/)
- Harcourt Brace Social Studies Ancient Civilizations <http://www.harcourtschool.com/menus/auto/19/26.html>
- Kid Search Tools <http://www.rcls.org/ksearch.htm>
- Yahoo [www.yahoo.com/](http://www.yahoo.com/)

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

GRAPHIC ORGANIZER  
**SOCIAL STUDIES WEB—WHEEL OF REASONING**

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Name \_\_\_\_\_ Date \_\_\_\_\_  
Government \_\_\_\_\_



**GRAPHIC ORGANIZER**  
**CIVILIZATION AND CHANGE**

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Name \_\_\_\_\_ Date \_\_\_\_\_

Civilization	Time	Location	Modifications to the	Changes in	Changes in	Changes in
Civilization	Time Period	Location	Modifications to the Environment	Changes in Living Style	Changes in Religious Beliefs	Changes in Government Systems
Mesopotamia						
Egypt						
India						
China						
The Americas						

GRAPHIC ORGANIZER

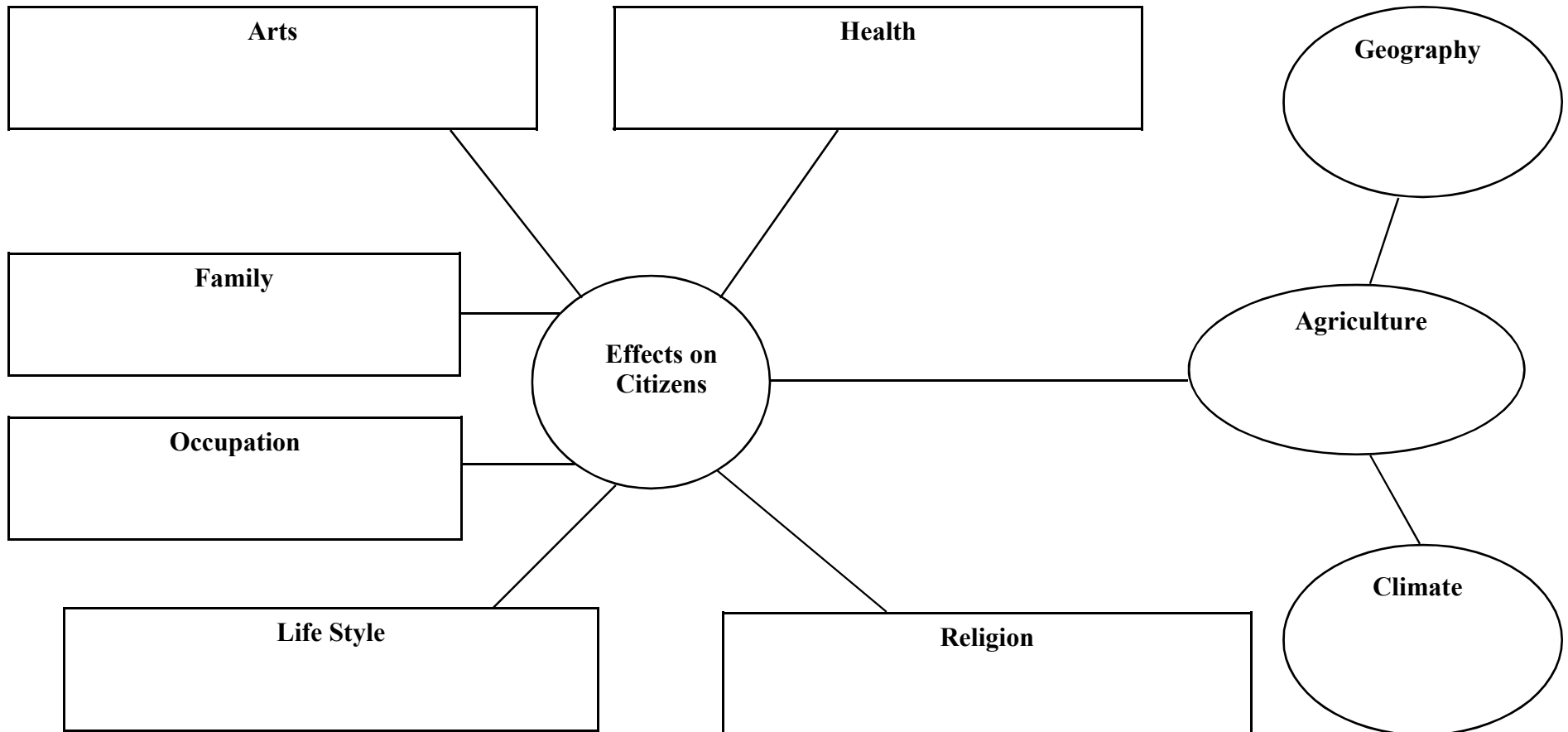
**A WEB TO GATHER CIVILIZATION INFORMATION**

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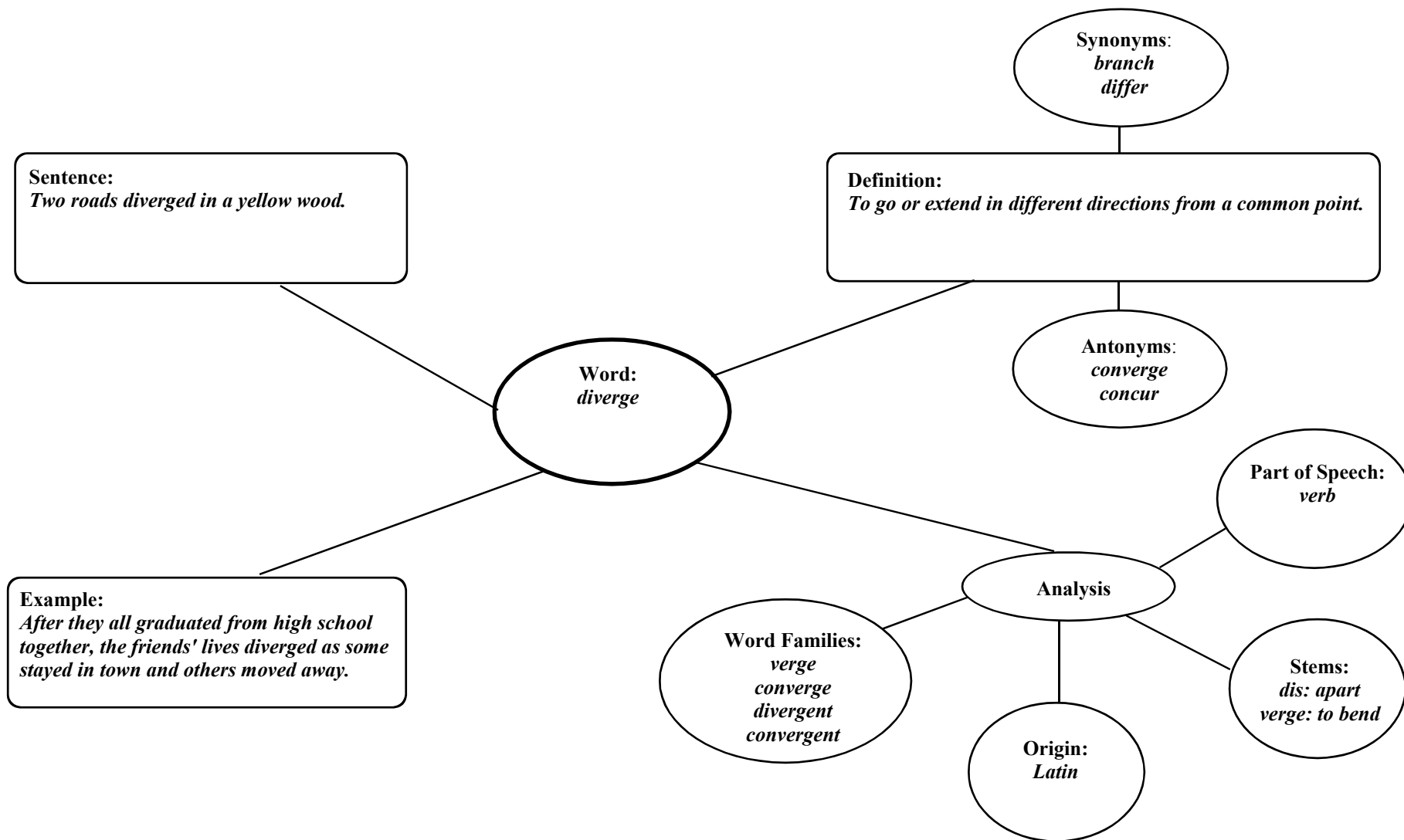
Name \_\_\_\_\_ Date \_\_\_\_\_

Civilization \_\_\_\_\_



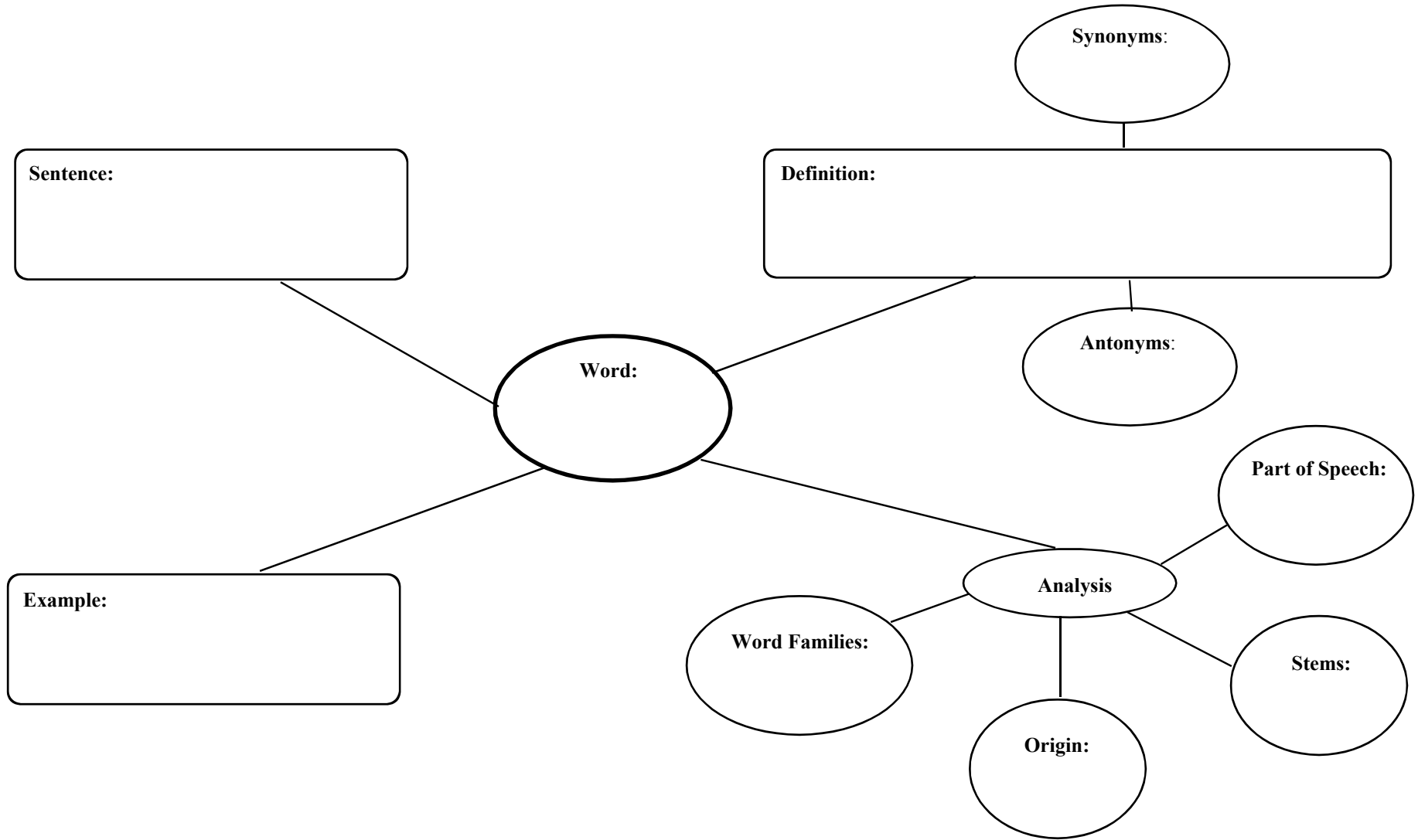
GRAPHIC ORGANIZER  
VOCABULARY WEB EXAMPLE

Name \_\_\_\_\_ Title \_\_\_\_\_



GRAPHIC ORGANIZER  
VOCABULARY WEB

Name \_\_\_\_\_ Title \_\_\_\_\_



GRAPHIC ORGANIZER

**HAMBURGER AND DAGWOOD MODELS  
FOR PERSUASIVE WRITING**

CURRICULUM #21

**HAMBURGER MODEL**

The Hamburger Model is to provide students with a useful metaphor to aid them in developing a persuasive paragraph or essay. The model should be introduced by the teacher, showing students the top bun and the bottom bun represent the introduction and conclusion of any persuasive writing piece. The teacher should note that the reasons given in support of the thesis statement are like the meat and vegetable in a hamburger, providing the major substance of the sandwich. Elaboration represents the condiments in a sandwich, the ketchup, mustard, and onions that hold the sandwich together, just as examples and illustrations hold a persuasive writing piece together.

Teachers should show students example of hamburger paragraphs and essays and students find the bun, hamburger and condiments. Discuss how “good” each sandwich is.

Teachers may now ask students to construct their own “hamburger” paragraphs. After students have constructed their own paragraphs, teachers may use peer and self assessments to have students judge their own and one another’s writing.

What is the “top bun” or topic and opinion statement of the paragraph?

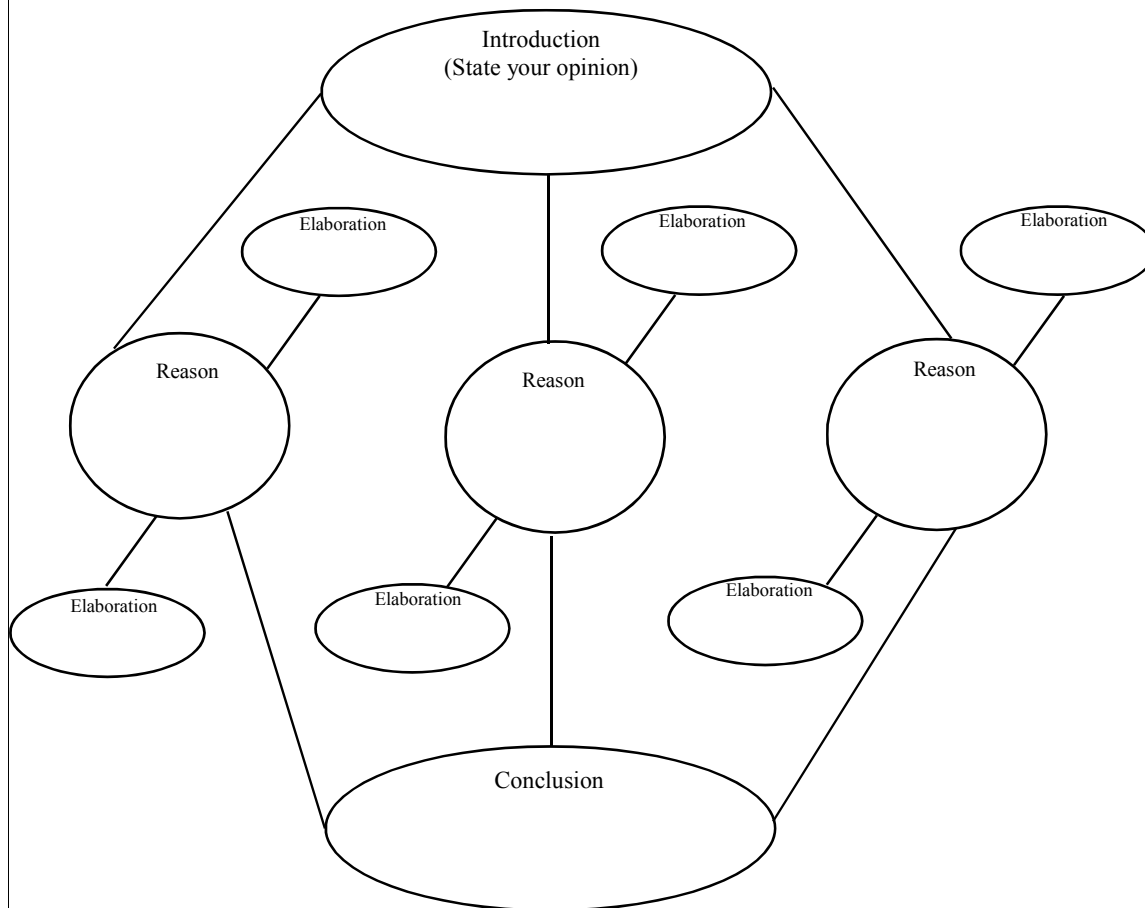
What is the writer’s “meat” or supporting information? How many reasons does the author provide? Are they convincing reasons?  
How did the writer add details and examples or extra fixings to the paragraph?

What is the “bottom bun” or conclusion to the paragraph?

**DAGWOOD MODEL**

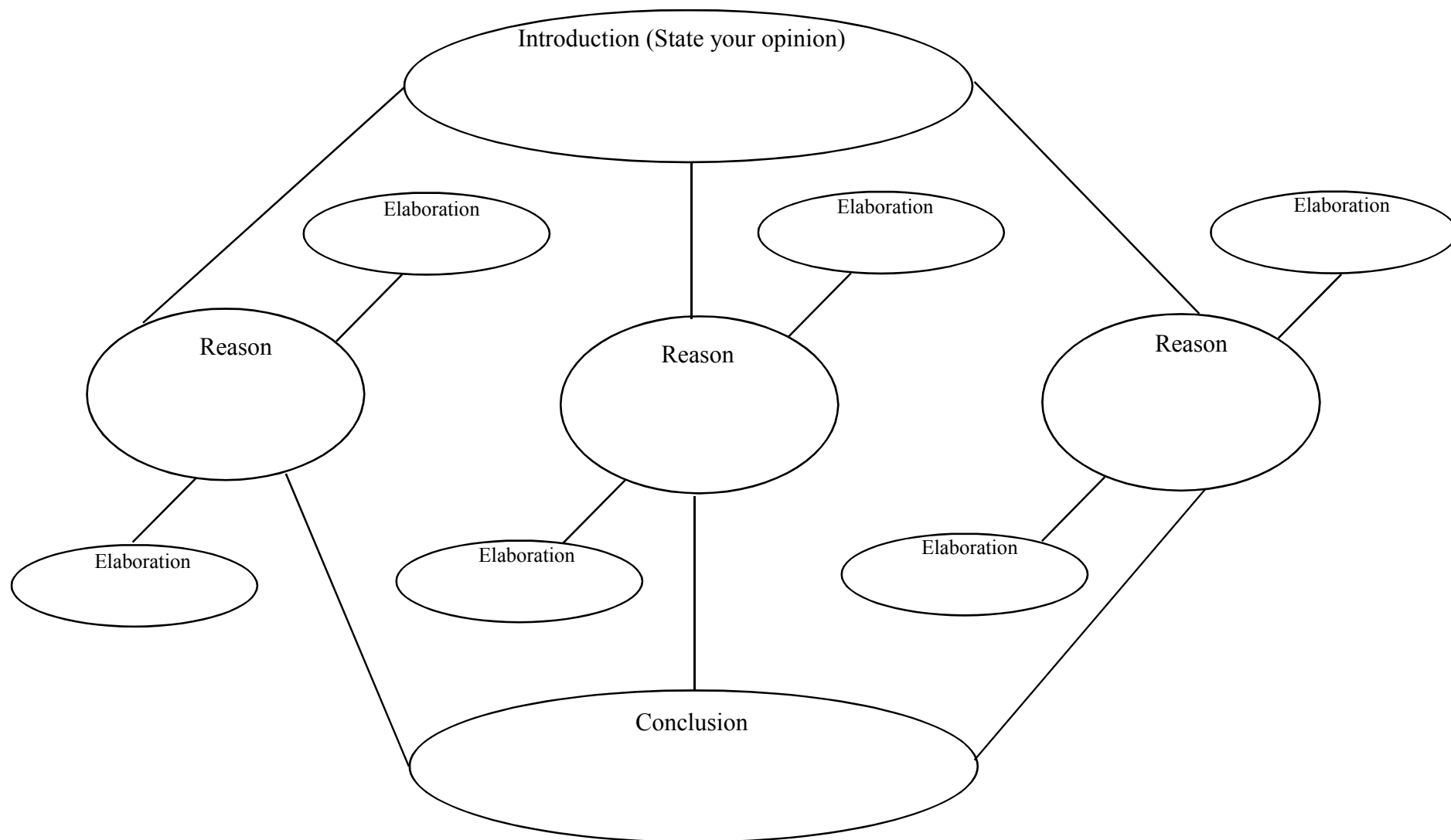
The Dagwood Model or Club Sandwich is an elaborate version of the Hamburger paragraph or essay.

**HAMBURGER MODEL**



GRAPHIC ORGANIZER  
**HAMBURGER MODEL**

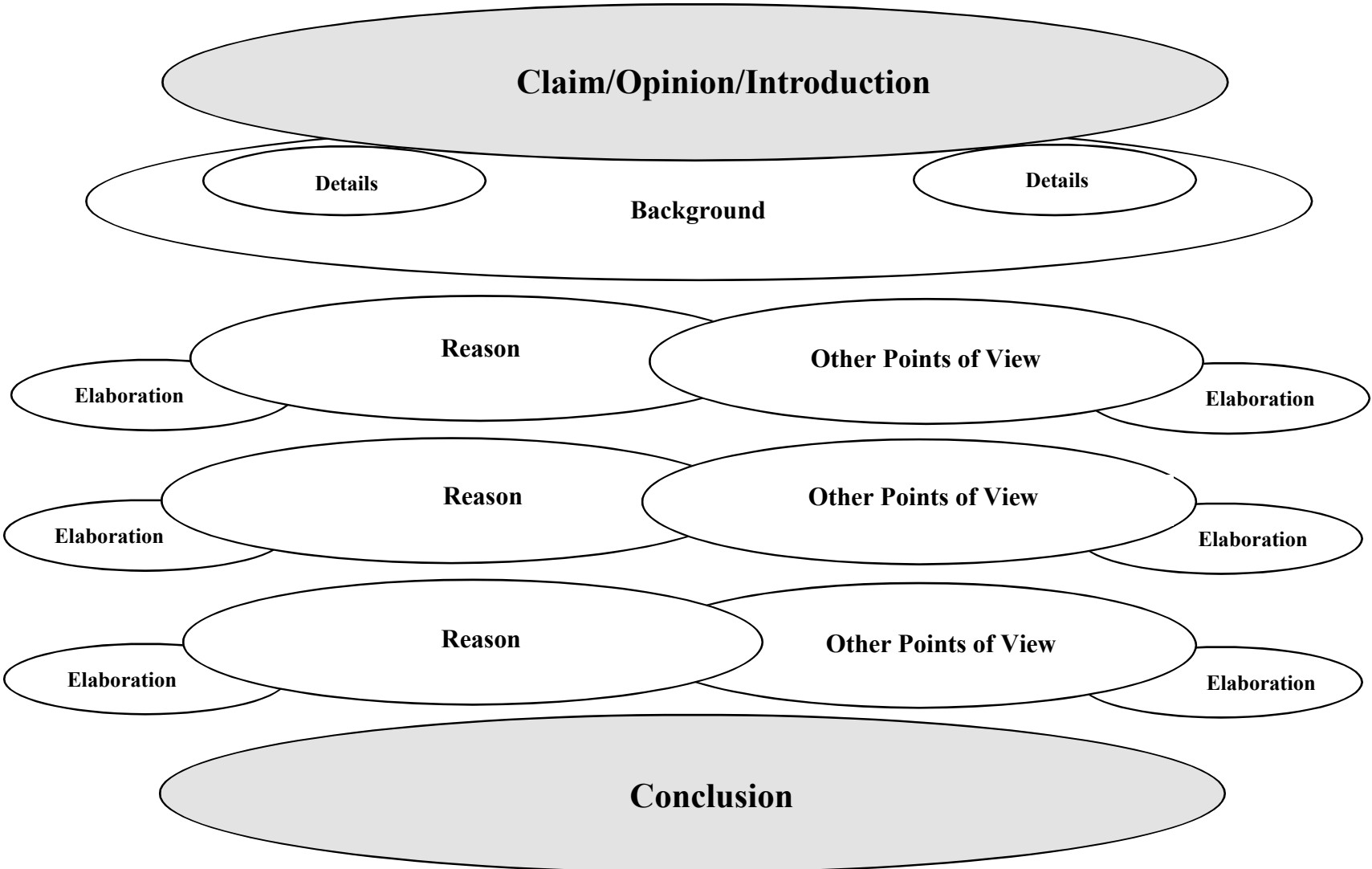
Name \_\_\_\_\_ Date \_\_\_\_\_



GRAPHIC ORGANIZER  
DAGWOOD WEB FORM

CURRICULUM #31

Name \_\_\_\_\_ Date \_\_\_\_\_



*Persuasion: A language arts unit for high-ability learners.* (1998). Center for Gifted Education The College of William and Mary College. Dubuque, Iowa: Kendall Hunt Publishing. Pg 79. Reprinted with permission.

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**TAG NEEDS ADDRESSED**

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input checked="" type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input checked="" type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input checked="" type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input checked="" type="checkbox"/> Pursuit of Advanced Level Research <input checked="" type="checkbox"/> Advanced Vocabulary Development	<input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA	<input checked="" type="checkbox"/> Advanced Critical Thinking in Social Science <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in Social Science <input checked="" type="checkbox"/> Challenging Social Science Resources <input type="checkbox"/> Creative Problem Solving Strategies in Social Science <input checked="" type="checkbox"/> Social Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Social Science Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in Social Science	<input checked="" type="checkbox"/> Personal Management <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p><b>English/LA:</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts</p>		<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p>Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>		