|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | | [**curriculum.newvisions.org/social-studies**](https://curriculum.newvisions.org/social-studies)  Timothy Lent - [tlent@newvisions.org](mailto:tlent@newvisions.org)  Kameelah Rasheed - [krasheed@newvisions.org](mailto:krasheed@newvisions.org) |  |
| **Please Read:** We encourage all teachers to **modify** the materials to meet the needs of their students. To create a version of this document that you can edit:  1. Make sure you are signed into a Google account when you are on the resource.  2. Go to the "File" pull down menu in the upper left hand corner and select "Make a Copy." This will give you a version of the document that you own and can modify. | | | | | | | | | | | Untitled drawing (10).jpg |
| **Teacher Overview:** *9.6 Vocabulary Opener* | | | | | | | | | | | |
| [**Go directly to student-facing materials!**](#kix.hx2m7jjcep3) | | | | | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **noun_713136_652c90.png** | [9.6 Unit Introduction: Contextualize and Connect Cause and Effect](https://docs.google.com/document/d/105HJ2Yc5AcGi1pN3o127UfvFpLuHcpPfWtS1eKXrDZ4/edit) | **9.6 Vocabulary Opener** | | SQ 1. [Where was the Ottoman Empire? How interconnected was it to other regions?](https://docs.google.com/document/d/1ev83yguxC1-nyQVVlnEOmYYSyuhTJpJNa-EsPtyVUY8/edit#) | **noun_713139_652c90.png** |

|  |  |
| --- | --- |
|  | **Unit Essential Question(s):** How did the Ottoman Empire and Ming Dynasty gain, consolidate, and maintain power? | [**Link to Unit**](https://curriculum.newvisions.org/social-studies/course/9th-grade-global-history/ottoman-and-ming-pre-1600/) |
| **Objective(s):**   * **Recall** prior knowledge of, define, and use key vocabulary words in the unit. |

**Social Studies Practices**

|  |  |  |
| --- | --- | --- |
| [**NYS Social Studies Practices**](https://docs.google.com/document/d/1BbSxR3Zm2iz30sd2QG63zzMpLHbirSHoSzJTe1YL9YA/edit) | [**New Visions Student Social Studies Practices**](https://docs.google.com/document/d/1wIIu9GwbUfjfvY-frgxKSQeHytikWeWAcByAM273RoQ/edit) | |
| **N/A** | |  |  |  | | --- | --- | --- | |  |  |  | | **Categorize** | **Annotate** | **Predict** | | |
|
|
|
|
|
|
|

[***Common Core State Standards***](https://docs.google.com/document/d/1F6GDXux9uFhOwVkSedEQX_1E4FCNTYlqF4ekvWI2Fe4/edit)

Depending on how you structure your lesson, you may address different standards. Below, are the standards that we believe are most important for this lesson.

|  |
| --- |
| **Reading** |
| **Craft and Structure:**  * [**CCSS.ELA-LITERACY.RH.9-10.4**](http://www.corestandards.org/ELA-Literacy/RH/9-10/4/)**:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |

|  |
| --- |
| **Teacher Directions for Practice 2. Prediction with Text Graffiti** |
| 1. Teachers: Please print out the cards in this practice and cut them into individual vocabulary cards. 2. Distribute one set of words to each group of four. 3. Each student should take a vocabulary card from the center of the table. 4. Students will have 15 seconds to write down words (terms, people, places, etc.) that they connect with the word on their card. 5. After 15 seconds, everyone will pass the card to their right. 6. Repeat this process every 15 seconds. 7. After all cards have been completed, bring the entire class back together. As a class, begin a conversation about each word to ensure that students have an accurate definition of each word. A possible instructional strategy includes asking groups what they believe a particular word means, then building off of other group ideas, create a student-sourced definition that ensures that all students have an accurate definition they understand. |

|  |
| --- |
| **OPENER:**  **Ottomans and Ming Pre-1600** |

**Practice 1:** Getting Familiar

**➡ Directions:** Examine the list of words and phrases below, then rate each one according to the following scale.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | I have no idea what this word means. | **2** | I think I’ve heard of it! | **3** | I can tell you something about it! | **4** | I can define it! | **5** | I can use it in writing and speaking! |

Example:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **2** | **conquer** | **3** | **conquest** | **3** | **consolidate** | **5** | **diverse** | **1** | **empire** | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Buddhism** |  | **Confucianism** |  | **cultural diffusion** |  | **Daoism** |  | **dynasty** |
|  | **filial piety** |  | **harmony** |  | **hierarchy** |  | **missionary** |  | **social mobility** |
|  | **sultan** |  |  |  |  |  |  |  |  |

**Practice 2:** *Prediction with* [*Text Graffiti*](https://www.teachingchannel.org/video/pre-reading-strategies)

**➡ Directions:**

1. Each student should take a vocabulary card from the center of the table.
2. Students will have 15 seconds to write down words (terms, people, places, etc.) that they connect with the word on their card.
3. After 15 seconds, everyone will pass the card to their right.
4. We will repeat this process until each student has written on each card.
5. After all cards have been completed, bring the entire class back together. As a class, begin a conversation about each word to ensure that students have an accurate definition of each word. A possible instructional strategy includes asking groups what they believe a particular word means, then building off of other group ideas, create a student-sourced definition that ensures that all students have an accurate definition.

(Teachers: Please print out the sheets below, cut into individual vocabulary cards and distribute one set of words to each group of students.)

|  |  |
| --- | --- |
| Buddhism | Confucianism |
| cultural diffusion | Daoism |

|  |  |
| --- | --- |
| dynasty | filial piety |
| harmony | hierarchy |

|  |  |
| --- | --- |
| missionary | social mobility |
| sultan |  |

**Practice 3:** *Visualize*

**➡ Directions:** Write the definition of each vocabulary word. Create an image to represent this definition.

|  |  |  |
| --- | --- | --- |
| **Word** | **Definition** | **Symbol/Image** |
| **Buddhism (n.)** | belief system founded in India by Siddhartha Gautama around 600 BCE that is based on Hinduism but teaches that anyone can achieve nirvana, not just those at the top of the caste system; Buddhism rejects the caste system |  |
| **Confucianism (n.)** | a philosophy founded by Confucius around 500 BCE in China; the philosophy stresses the importance of social order which can be explained through Five Relationships |  |
| **cultural diffusion (n.)** | the exchange of culture (one’s language, ideas, technology, art, and traditions ) between different groups of people |  |
| **Daoism (n.)** | a Chinese philosophy founded by Lao Tze around 500 BCE; Daoists believe that they should live their lives in harmony with nature by following “the way” (Dao). Daoists believe that people should not fight the way of nature, but instead follow it. |  |
| **dynasty (n.)** | a series of rulers from the same family or group |  |
| **filial piety (n.)** | Confucian concept of respect for one’s elders as described by the Five Relationships |  |
| **harmony (n.)** | peace and balance |  |
| **hierarchy (n.)** | a system for ranking groups of people |  |
| **missionary (n.)** | a person sent to promote a religion in a foreign place |  |
| **social mobility (n.)** | the ability to become part of a social class other than the one someone is born into |  |
| **sultan (n.)** | the word for “ruler” in many Arab societies including the Ottoman Empire |  |

**Practice 4:** *Correct, Incorrect, Explain*

**➡ Directions:** Read each statement and determine whether the bolded word is used correctly or incorrectly. If the bolded word is used correctly write a “C” in the second column and move on to the next statement. If the bolded word is used incorrectly, write “I” in the second column, then rewrite the sentence so it conveys the correct meaning of the word. You may need to change the word, or rewrite the whole sentence.

|  |  |  |
| --- | --- | --- |
|  | **C or I** | **If “incorrect,” *rewrite the sentence correctly*** |
| 9. **Buddhism** is a belief system that stresses the importance of social hierarchy and respect for one’s elders. |  |  |
| 8. **Confucianism** encourages its followers to follow “the way” to find harmony with nature. |  |  |
| 7. North Korea promotes **cultural diffusion** by punishing its citizens who try to visit other countries. |  |  |
| 10. **Daoism** is a belief system that was founded in India and its followers believe in reincarnation. |  |  |
| 1. Jimmy Zheng declared his family the ruling **dynasty** of Rock-Paper-Scissors because he was the third Zheng in a row to win the school championship after his eldest sister won it two years ago and his brother won it last year. |  |  |
| 5. Stan demonstrated **filial piety** when he refused to help his father clean up the house. |  |  |
| 2. The teacher observed that there was **harmony** in the classroom when the students politely helped each other figure out their math problems. |  |  |
| 3. On planet Enock, where every Enockian has the same amount of wealth and equal rights as everyone else, there is a strict social **hierarchy**. |  |  |
| 6. Ashoka, the ruler of India during the Maurya Empire, sent **missionaries** to other lands like China to spread Buddhism. |  |  |
| 4. Jovan, whose parents were poor farmers, became a wealthy lawyer and an example of **social mobility** in the society. |  |  |
| 11. A troop of 1,000 **sultans** were sent into battle by General Mahmet to fight for the empire. |  |  |