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|  | [**curriculum.newvisions.org/social-studies**](https://curriculum.newvisions.org/social-studies)Timothy Lent - tlent@newvisions.org  Kameelah Rasheed - 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:** *9.3 Vocabulary Opener* |
| [**Go directly to student-facing materials!**](https://docs.google.com/document/d/1NWEZ3Jai2_OOUxsExIeUvfq5UWuyKQUZF7lI9FwFzxU/edit#bookmark=kix.la6s27qbzc1b) |

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|  | **Unit Essential Question(s):** How did classical civilizations gain, consolidate, maintain, and lose their power? [**Link to Unit**](https://curriculum.newvisions.org/social-studies/course/9th-grade-global-history/classical-civilizations/) |
| **Objective(s):** * **Recall** prior knowledge of, define, and use key vocabulary words in the unit.
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[**NYS Social Studies Framework**](https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework)

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| **Key Idea** | **Conceptual Understandings** | **Content Specifications** |
| **N/A** | **N/A** | **N/A** |

**Social Studies Practices**

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| [**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)  |
| **Gathering, Using and Interpreting Evidence** (A4)**Comparison and Contextualization** (C3) |

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| **Annotate** | **Categorize** | **Predict** |

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[**NYS Common Core Learning Standards**](https://docs.google.com/document/d/1F6GDXux9uFhOwVkSedEQX_1E4FCNTYlqF4ekvWI2Fe4/edit#heading=h.as9qhl37e1d)

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| **Reading** | **Writing**  | **Speaking and Listening**  |
| **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. | **Text Types & Purposes:** [**CCSS.ELA-LITERACY.WHST.9-10.1**](http://www.corestandards.org/ELA-Literacy/WHST/9-10/1/)**:** Write arguments focused on *discipline-specific content*. | **Comprehension and Collaboration:**[**CCSS.ELA-LITERACY.SL.9-10.1**](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)**:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| **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.
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| **VOCABULARY OPENER:****Classical Civilizations** |

**Practice 1:** Getting Familiar

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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:

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

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **achievement** |  | **belief system** |  | **collapse** |  | **dynasty** |
|  | **empire** |  | **geographic feature** |  | **government** |  | **invade** |
|  | **power** |  | **trade** |  | **unify** |  | **wealth** |

**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.)

|  |  |
| --- | --- |
| achievement | belief system |
| collapse  | dynasty |

|  |  |
| --- | --- |
| empire | geographic feature |
| government  | invade |

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| --- | --- |
| power | trade |
| unify  | wealth |

**Practice 3:** *Visualize*

**Directions:** After reading the definition of each vocabulary word, create an image to represent this definition.

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| --- | --- | --- |
| **Word** | **Definition** | **Symbol/Image** |
| **achievement (n.)** | an outstanding thing done successfully typically by effort, courage, or skill |  |
| **belief system (n.)** | a set of ideas and practices that help explain the origins of life, what happens after people die, and how to live a good life (note: all religions are belief systems, but not all belief systems are religions) |  |
| **collapse (v.)** | to break down, or become weak |  |
| **dynasty (n.)** | a series of rulers from the same family or group |  |
| **empire (n.)** | a group of once separate areas ruled by a single person or government |  |
| **geographic feature (n.)** | naturally occurring landform, body of water, or ecosystem |  |
| **government (n.)** | the group of people that has power to make laws and important decisions for a community, state, or nation |  |
| **invade (v.)** | to enter like an enemy |  |
| **power (n.)** | the ability to direct or influence the behavior of others or what happens |  |
| **trade (v./n.)** | (v.) to exchange something for something else(n.) the act of exchanging something for something else |  |
| **unify (v.)** | to bring together as a single unit |  |
| **wealth (n.)** | a lot of valuable possessions or money |  |

**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.

|  |  |  |
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|  | **C or I** | **If “incorrect,” *rewrite the sentence correctly*** |
| 1. When our school’s football team lost to Union High, it was a great **achievement** for our players. |  |  |
| 2. Thomas wanted guidance on how to live his life so he went in search of a **belief system** that appealed to him.  |  |  |
| 3. It was clear that the empire was about to **collapse.** The army just won the war and the citizens were happy with the emperor.  |  |  |
| 4. For four hundred years relatives of the Daniel **Dynasty** have ruled our land. |  |  |
| 5. Maurice stepped out of his house and declared his yard to be the Maurician **Empire**. |  |  |
| 6. My dad bought us a basketball hoop, put it in the driveway, and said, “take a look at that wonderful **geographic feature**!” |  |  |
| 7. The mayor is the leader of the city **government.**  |  |  |
| 8. In an attempt to take over the capital city, the general ordered his troops to **invade**.  |  |  |
| 9. Robert ran for president so he would have more **power** to change the country.  |  |  |
| 10. Janice was always willing to **trade** at lunch. She kept everything she brought to herself. |  |  |
| 11. To **unify** the class, our gym teacher divided us into two teams.  |  |  |
| 12. Mary demonstrated her new **wealth** by borrowing money from all of her friends to buy lunch.   |  |  |