Day 10: Presentation and Reflection

**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.

Students will be able to explain their thoughts in a presentation.

Students will be able to reflect on how China’s past influenced its future.

**Intro**

The class will get time to practice presenting and finalizing projects.

**Lesson Activities**

Each group will present some of their most important connections of Chinese culture to geography.

After, students will get a reflection, in which they will write a summary of how ancient China affects China today. They can use their notes from the first day of the unit and will use the rubric for the reflection. This can be done for homework if not done in class.

**Closure**

Students can share what they thought was the most interesting facts and ideas they learned about China that they didn’t know before starting the unit.