



## Interdisciplinary unit planner

Teacher(s) Rebecca Durand, Laurel Farley, Kelli Locklear, Tara Ward, Stacy Whited		Subject groups	Language and Literature Individuals and Society		
Unit title	Ancient Indian Society	MYP year	1	Unit duration	10 hours

### Inquiry: establishing the purpose of an interdisciplinary unit

Purpose of integration	
Curriculum Fusion	
Key concept(s)/(related concepts)	Global context
<p><b>Individuals and Society:</b> <u>System</u> This concept refers to the sets of interacting or interdependent components of the caste System in India.</p> <p><b>Language and Literature:</b> <u>Connections</u> This concept refers to the design and interpretation students.</p>	<p><b><u>Identities and Relationships</u></b></p> <p>The students will explore:</p> <p>The relationship between one's identity formation, status, roles, social development, and ethical judgment.</p>
Statement of inquiry	
<p>The main objective of this unit is to make connections and understand the relationship among class systems within society.</p>	
Inquiry questions	

<p><b>Factual</b> – What is the Caste System?</p> <p><b>Conceptual</b> - How was the Caste System in ancient India structured?</p> <p><b>Debatable</b> – Do you think the Caste System is fair?</p>	
<p><b>Summative assessment—interdisciplinary performance(s) of understanding</b></p>	
<p>Interdisciplinary criteria</p> <p><b>Language and Literature</b></p> <p><b>Criterion A III:</b> Analysing- Justify opinions and ideas using examples explanations and terminology</p> <p><b>Individuals and Society:</b></p> <p><b>Criterion DI-</b> Thinking Critically- Discuss concepts, issues, models, visual representation and theories</p>	<p>Task(s)</p> <p>Your task is to create a “Caste Man”, which uses the body for a metaphor for the Caste System in India.</p> <p>Your goal is to develop a visual metaphor that reflects the role of each member of the Caste System in India.</p> <p>Your role is metaphorical illustrator.</p> <p>The audience is the general public.</p> <p>The challenge involves dealing with interpreting the responsibilities of each member of the Caste System and how it related to various parts of the human body.</p> <p>The product is creating a visual image of a caste person with clothing, accessories, and props in each part of the body that reflects the role of each caste.</p>
<p><b>Approaches to learning (ATL)</b></p>	
<p><b>Individuals and Society</b></p> <p><b>Criterion D: Thinking Critically</b></p> <p>Students will analyse and evaluate issues and ideas by interpreting the responsibilities of each member of the Caste System.</p> <p>Students will discuss concepts to understand and illustrate ideas from multiple perspectives.</p> <p><b>Language and Literature</b></p>	

**Criterion A: Thinking**

Students will propose metaphors and analogies by producing a visual image of a caste person with clothing, accessories, and props in each part of the body that reflects the role of each state.

## Action: Teaching and learning through interdisciplinary inquiry

Disciplinary grounding	
<b>Subject: Language and Literature</b>	<b>Subject: Individuals and Society</b>
<p>MYP objective</p> <p>Justify opinions and ideas using examples, explanations, and terminology.</p>	<p>MYP objective</p> <p>Discuss concepts, issues, models, visual representation, and theories.</p>
Related concepts: Connections	Related concepts: Systems
<p>Content</p> <p>Standards:</p> <p>R.L. 6.4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>L. 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</p> <p>R.I. 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).</p>	<p>Content</p> <p>Standards:</p> <p>6.26 Outline the social structure of the caste system and explain its effect on everyday life in Indian society.</p>

<p>Disciplinary learning engagements and teaching strategies</p> <p><b>Day 1:</b> Introduce unit with geography, vocabulary, and map skills</p> <p>Activities: label an outline map of ancient India, whole group close read of section one, Floccabulary India video</p> <p><b>Day 2-3:</b> Caste system with Aryan migration and settlement</p> <p>Activities: informational text with reading comprehension focus about the caste system/About Life in Ancient India youtube video clip with guiding questions</p> <p><b>Day 4:</b> Caste system metaphor man</p> <p><b>Day 5:</b> Religion in ancient India</p> <p>Activities: Close read questions with graphic organizers over the textbook reading/ video clip over Buddha</p> <p><b>Day 6:</b> Mauryan Empire</p> <p>Activities: Graphic organizer over the Contributions of the Golden Age, Letter to Ashoka, analyze the primary source from Bhagavad Gita</p> <p><b>Day 7-8:</b> Jeopardy or Kahoot Review, study guide, and unit test</p>	<p>Disciplinary learning engagements and teaching strategies</p> <p><b>Day 1:</b> Introduce unit with geography, vocabulary, and map skills</p> <p>Activities: label an outline map of ancient India, whole group close read of section one, Floccabulary India video</p> <p><b>Day 2-3:</b> Caste system with Aryan migration and settlement</p> <p>Activities: informational text with reading comprehension focus about the caste system/About Life in Ancient India youtube video clip with guiding questions</p> <p><b>Day 4:</b> Caste system metaphor man</p> <p><b>Day 5:</b> Religion in ancient India</p> <p>Activities: Close read questions with graphic organizers over the textbook reading/ video clip over Buddha</p> <p><b>Day 6:</b> Mauryan Empire</p> <p>Activities: Graphic organizer over the Contributions of the Golden Age, Letter to Ashoka, analyze the primary source from Bhagavad Gita</p> <p><b>Day 7-8:</b> Jeopardy or Kahoot Review, study guide, and unit test</p>
Interdisciplinary learning process	

<p>Interdisciplinary learning experiences and teaching strategies</p> <p>See above</p>	<p>Formative assessment</p> <ul style="list-style-type: none"> <li>*Bellwork</li> <li>*Groupwork activities</li> <li>*Close read activities</li> <li>*Caste system quiz</li> </ul> <p>Differentiation</p> <ul style="list-style-type: none"> <li>*The interdisciplinary subunit with language and literature enables students to practice source analysis skills while exploring differentiated questions and interests through the consideration of literary and artistic media.</li> <li>*The students will be assigned various kinds of tasks to respect individual learning styles: the use of technology, graphic organizers, letter writing, and artistic representations of key concepts.</li> </ul>
<p><b>Resources</b></p>	

Textbook: McGraw Hill: Discovering Our Past: A History of the World Early Ages, youtube video about life in Ancient India, Caste Man assignment, chromebooks, MsTamayo.weebly.com for reading comprehension questions, Connect Ed Guided reading website



## Reflection: considering the planning, process and impact of interdisciplinary inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>*The Indus River Valley Civilization is similar to the Nile River Valley and the Tigris and Euphrates Valley Civilizations.</p> <p>*Students are also familiar with polytheism.</p>	<p>Formative assessment was used regularly to check for student understanding and comprehension during each lesson.</p>	<p>The caste man project seemed to work really well. Students liked the creativity, and it was interesting to read. Several students, though, did not follow all directions and lost credit.</p>