

Expedition Overview

History: The Mirror to our Present

Expedition Title: History: The Mirror to Our Present	Timeframe: approx. 80 days (with khoj)
Grade level: 6	Authors: Grade 6 teachers
Date created or revised: October 5th, 2018	

Expedition Summary

The grade 6 social sciences expedition leads our students into the past, where they analyse it to create a better understanding of the present and are guided into the future. Diverse experiences given to the students will lead them to analyse how human needs impacted the formation of social and cultural norms and how they have influenced the emergence of new political structures.

The skill of map making will be developed for building children's spatial reasoning skills and helping them make sense of the world around them. They will represent historical chronology using geographical and thematic representation.

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Focus of the Expedition

Big Ideas

Events of the past help us understand our present and prepare us for the future.
Interpretations of historical events and their developments are ever changing.

Guiding Questions

1. How does the knowledge of the past help me understand my present world?
2. What can change our interpretations of history?
3. How do human needs change over time and how do they impact the structures (sociocultural and political) within society?

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Subjects	Concepts/Understanding/Skills	Skills	Values
English	<p>Reading Comprehension strategies</p> <ul style="list-style-type: none"> Critically analysing accounts of history using the strategies of close reading, identifying key details, identifying cause and effect connections in order to understand how past events have shaped our present day. <p>Writing Strategies</p> <ul style="list-style-type: none"> Writing an informative piece on the history of Delhi using specific details, academic vocabulary and organisation Constructing critical argument/ and supporting it using historical sources as evidence to support it. 	<ul style="list-style-type: none"> Using inquiry to analysing historical events and their development. Reading maps and map making Historical skills of chronology, corroboration /evaluation of sources and geographical reasoning Systems Thinking Writing responses to validate historical significance of individuals and dynasties 	<p>Historical Empathy</p> <p>Develop multiple perspectives to have an unbiased balanced view of a culture/society</p> <p>Active Citizen</p>
Social Sciences	<p>Concepts</p> <ul style="list-style-type: none"> Continuity and change Using chronology to make connections between events and their developments and arrive at causal relationships Early Man and the journey towards settlement Early Cities and Civilizations Need for order and stability Power and Governance Emergence of an Empire Human needs and their impact on society Using chronology, historical sources and geographical reasoning to analyse historically significant individuals and dynasties Geographical representations such as maps to analyse and explain historical events 		

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Project-1

How a Historian Works

The students will reconstruct the history of Delhi and its society during the Sultanate, Mughal and British periods using primary sources like monuments, paintings, coins, decorative arts and arms and armoury. This understanding is then compared to the present context.

Field Trips

Khoj – City bound Learning Visit to Delhi

Standards and Learning Targets

Integrates applicable evidence from multiple relevant historical sources and interpretations noting evidentiary limitations into a reasoned account of the culture and identity of a city/society.

- I can construct explanations on the history of Delhi using reasoning, relevant evidence, correct sequence and academic vocabulary.
- I can distinguish between primary and secondary sources.
- I can classify the kinds of secondary sources used in the interpretation of the Delhi's past.
- I can analyse how different kinds of historical sources were used in my interpretation of Delhi's past.

Skills

- a. Writing and Reading Skills
- b. Evaluating Sources – Source analysis

Presentation - Integration of historical interpretations

Integrate their interpretation of the applicable evidence into an informative writing piece about history of Delhi. They focus on the elements of the city and its political, social and economic aspects through the Sultanate, Mughal and British period.

Role play and narratives to showcase consolidation of learning of students

Historical thinking Skills: Working on Family History

Project-2

Kings and Kingdoms

Children will carry their knowledge of kings and kingdoms that dominated the landscape of Delhi to investigate the historical significance of individuals and dynasties during medieval India. They will analyse and consolidate their study on the rise and fall of individuals and dynasties and their development through medieval times and their impact on our present.

Standards and Learning Targets

Analyses and constructs critical arguments on why individuals/dynasties of Medieval India and the developments they shaped are seen as historically significant; using applicable evidence that supports the argument.

- I can analyse the administrative measures and strategies for military control adopted by

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Project-2

different kingdoms in Medieval India.

- I can compare and contrast the impact that the reign of different rulers had on the sociocultural and political structures.
- I can analyse the importance of geographical factors that influence a region.

Skills

- a. Reading and Writing
- b. Constructing Arguments
- c. Historical Thinking Skills – Chronology, Source Analysis, Geographical Reasoning
- d. Reading and Making Maps
- e. Problem Solving - Systems Thinking (Connection Circles, Causal Loops, Iceberg Analysis)

Historical Accounts on

- a. Mughal Dynasty – Impact on Social/ Military/ Political Structures (Akbar and Aurangzeb)
- b. Administrative Measures and Policies(Cholas/ Delhi Sultanate -Alauddin Khilji, Mohammed bin Tughlak)
- c. Rajputs and their geography (Geography)

Presentation – Construct Arguments using the Applicable Evidence

Construct written arguments with applicable evidence on the historical significance of individuals and dynasties of medieval India using the systems thinking tools of causal loops and the iceberg model.

Project-3

Human Evolution and the dynamic nature of human needs

System Thinking tools of the iceberg model and causal loops that represent cause and effect will be used to trace the period of pre-history, civilizations and the early empires. Using the skills of chronology and geographical reasoning the children will also study the impact of these needs on the culture and political aspects of society then.

Standards and Learning Targets

Analyses and evaluates dynamics of historical continuity and change of human needs and its impact on sociocultural and political aspects in the Indian subcontinent (prehistory to the beginning of the Common Era).

- I can explain the features that describe a civilization.
- I can evaluate the Stone Age and the Harappan civilization to critically examine the changing human needs and changing societal (sociocultural and political) structures.
- I can evaluate the Harappan civilization and the Vedic civilization to critically examine the changing human needs and changing societal (sociocultural and political) structures.
- I can evaluate the Vedic civilization and the Mauryan dynasty to critically examine the changing human needs and changing societal (sociocultural and political) structures.

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Project-3

Skills

Reading and Writing

Map reading and making skills

Systems Thinking Tools – Causal Loops and Iceberg Model

Presentation – Trace the events and development of human evolution

Make connections between different events and periods and trace the development of human needs and their corresponding impact on society using written responses, iceberg models and causal loops.

Product Descriptor

Students will design thematic maps that present their critical analysis of the historical significance of individuals and dynasties which affect aspects of our sociocultural and political structures in society. These will also depict their depth of understanding of history and its impact on the present and the road map for the future.

Audience: Middle Program students and parents

Time Frame: 1 month

Culmination Descriptor

Students will present their knowledge of the past using a gallery that combines the historical thinking skills of chronology, corroboration of historical sources and geographical representations that also emphasizes the historical concept of continuity and change.

Audience: Parent community and history experts