“Primary Documents on Display”
PBL Unit on Ancient Israel
## Project Design: Overview

<table>
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<tr>
<th>Name of Project: Primary Resources On Display</th>
<th>Duration: 4-5 weeks</th>
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<tbody>
<tr>
<td>Subject/Course: Social Studies - World History</td>
<td>Teacher(s): Susan Williams</td>
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<tr>
<td>Other subject areas to be included: Literacy</td>
<td>Design By: Malorie Clark and Yang Zhang</td>
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<td>Grade Level: 6</td>
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### Significant Content

**Common Core and TN state standards that are addressed**

6.39 On a historical map of the Mediterranean Sea, Jordan River, Sinai Peninsula, **locate** Asia Minor, the kingdoms of the Hittites and Phoenicians, ancient Israel, and Egypt. (G)

6.40 Examine the development of the ancient Israelites, **tracing their migrations** from Mesopotamia to Canaan, later called Israel, and **explain the significant roles** of Abraham and Moses in their history. (C, H, G)

6.41 **Describe** the monotheistic religion of the Israelites, including: (C, H) Ancient Israel, c. 2000 BC/BCE - 70 AD/CE
- the belief in one God (monotheism)
- the Ten Commandments
- the emphasis on individual worth and personal responsibility
- the belief that all people must adhere to the same moral obligations, whether ruler or ruled

6.42 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David’s founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (G, H, P)

**CCSS.ELA-LITERACY.W.6.2.A** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content)

**Key Ideas and Details:**

**CCSS.ELA-LITERACY.RH.6**

8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### 21st Century Competencies

**(to be taught and assessed)**

**Collaboration:** Students will work in groups of 3-4. Students will participate in critical friend activities with other groups to give and take feedback of their process comparing and contrasting primary

**Creativity and Innovation:** Final project allows voice and choice regarding the type of presentation or product they develop to retell and summarize the event or impact of the decisions made by an Israelite
documents to their product. Students will also collaborate in activities to understand primary sources.

**Communication:** The final presentation gives students a way to communicate their learning in a different way. It will require public speaking as well as written effective communication.

**Critical Thinking:** Ancient Israel history has abstract and difficult concepts. Students will learn to understand different perspectives to make conclusions from. The final project will require students to evaluate primary resources through comparing and contrasting and consider how to make it friendlier to teenagers.
### Project Summary
(include student role, issue, problem or challenge, action taken, and purpose/beneficiary)

Students investigate the events in Ancient Israel and the role of leaders. Specifically, how their decisions and roles affected the history of Israel. Through researching primary documents, textbooks, and other sources students will understand the timeline of events and religious aspects of Ancient Israel. The students will focus on retelling their event in a way that middle school students are able to understand. Students will choose their form of retelling by using visual and written platforms.

**Deliverables** will be individual and group works with the final project being retelling an event in Ancient Israel through written and visual components that are easier and clearer for middle school students to understand. This can be done as a comic strip, graphic novel, power point, or book. There is student choice in how the product is presented and what event they choose to retell. The instructor should provide a guided rubric that explains the content that will need to be present. We recommend teachers and students collaborate to develop the guided rubric. The project proposal will be for the public audience to use their retelling as a lesson plan or teaching tool.

- **Student role:** The students retell a story through the use of a primary source and other secondary sources they can find to describe a major event in Ancient Israel. Students should ideally choose a leader or event to highlight in their product. As for the journal, students write reflections and record perspective and impact of the leaders in Ancient Israel. This is done in hope to bring upon empathy and understanding. This will help determine the story they retell and details that they have learned along the way.

- **Issue:** Understanding ancient civilizations and how primary sources are vastly different than the way students learn about current events and recent history.

- **Problem or Challenge:** The history of Ancient Israel is complicated content and yields numerous perspectives. It’s hard to find a connection between content area and students themselves. Focusing on reading and understanding primary sources provides a challenge is their thinking and processing of information.

- **Action Taken:** Giving students the opportunity to learn about an abstract part of world history by researching primary resources and retelling it in a format that is understandable to youth. Producing and retelling and event in Ancient Israel to teach to other students empowers students to share their learning.

- **Purposes and Benefits:** Students learn, discuss, and share different perspectives of history, religion, and leadership. Students learn to read difficult text and make comparisons and conclusions from it.

Through investigating the role of leaders in Ancient Israel by themselves, students will be able to analyze why the leaders made certain decisions and how those decisions affected Ancient Israel. Students should be able to relate their use of primary documents to be active citizens in current events and information provided.

**With the use of interactive notebooks, the students will follow along with guided and independent work. They should receive feedback from the instructor at least once a week.**
<table>
<thead>
<tr>
<th>Driving Question</th>
<th>How can we use ancient text to retell an impactful story to emphasize the impact of leadership decisions on history?</th>
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<tbody>
<tr>
<td>Entry Event</td>
<td><strong>Materials:</strong> Video clip of “I have a dream speech” By: Martin Luther King, Printed media about MLK, including:</td>
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</table>
|                  | • Books  
|                  | • Newspapers  
|                  | • Pictures of social media reporting news  
|                  | • Current event magazines  
|                  | 1. Have students listen to part of MLK’s speech and pass around different books about MLK, then pass out newspapers, printed social media news clips, magazines that have current events of the world and the U.S.  
|                  | 2. Have students in small groups and discuss how MLK’s decisions and roles impacted U.S. history but more how they get the evidence to support their statement. (For this entry event we suggest the fish bowl strategy, [http://imcreativeteaching.blogspot.com/2014/06/7-strategies-for-effective-group-work.html?m=1](http://imcreativeteaching.blogspot.com/2014/06/7-strategies-for-effective-group-work.html?m=1))  
|                  | Using these leading questions to prompt the whole class conversation:  
|                  | How do we learn about U.S history?  
|                  | How do we know what happened 100 years ago?  
|                  | How do you hear about current events?  
|                  | 3. Pass around the excerpt (or read out loud) from 1 Samuel 17:8-54 that students will eventually read again about King David and Saul (Story of David and Goliath). Ask them to tell you what the text is referring to and what event is speaking to. You will compare and contrast current forms of information sharing and primary text. Produce a class Venn-Diagram to find similarities and differences. Students may or may not have heard the story of David and Goliath. This could produce discussion regarding how the story has been retold over the years. |
### Products

<table>
<thead>
<tr>
<th>Individual:</th>
<th>Specific content and competencies to be assessed:</th>
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<tbody>
<tr>
<td>1. Daily Learning Log – Daily Journal (walking in kings’ shoes)</td>
<td>Content:</td>
</tr>
<tr>
<td>3. A report of David’s choice of capital</td>
<td>Competencies:</td>
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<tr>
<td></td>
<td>The strategy of using primary resources.</td>
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<td></td>
<td>Map skills.</td>
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<td></td>
<td>Critical Thinking</td>
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<td></td>
<td>Synthesize information to make a convince</td>
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<table>
<thead>
<tr>
<th>Team:</th>
<th>Specific content and competencies to be assessed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A final presentation of the new documents students create for middle school students. The new documents are developed based on research of the primary sources and excerpt they choose to retell.</td>
<td>Collaboration</td>
</tr>
<tr>
<td>2. Students also learn about historical perspective to bring validity to their work.</td>
<td>Compare and contrast primary documents</td>
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<td>Communication: Public Speaking Skills</td>
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<td></td>
<td>Technological skills if use digital tools to present final product</td>
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<td>Retelling an event through researching a primary source</td>
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### Public Audience

(Experts, audiences, or product users students will engage with during/at end of project)

Local historians, Local religious leaders, professors in world history. We encourage the instructor to invite local historians from universities or government. Other options may be high school professors or graduate students. We recommend teachers bring history experts and book editors into classroom before the final presentation so that they can give students advice from a professional perspective.

### Resources Needed

On-site:
1. Primary sources of documents pertaining to Ancient Israel (all links the design team found is included for external use)
2. Computer for small group work with Microsoft Office capabilities.
3. Print resources from library.
4. Final product materials. Students are retelling an event. They have voice over what this written and visual product will look like.

Equipment: Internet access, computers for small group and individual work with Microsoft Office capabilities
### Materials:
Composition notebooks, Chart board, Art materials, poster board

### Community Resources:
History experts and book editors. (The later can be changed according to the product students have.)

### Reflection Methods
(Individual, Team, and/or Whole Class)

<table>
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<tr>
<th>Journal/Learning Log:</th>
<th>Group discussion: Various strategies are suggested for collaborative group reflection.</th>
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<tbody>
<tr>
<td>Daily prompts for students regarding their progress.</td>
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<tr>
<td>Whole-Class Discussion: Students discuss findings of small research portions of the project. Students participate in various whole class discussions utilizing group work strategies.</td>
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<td>Critical friends: Students will participate in critical friends when producing their final product.</td>
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### Additional Resources:
See supplemental document for specific resources and lessons.

We suggest the following handouts from the BIE and to put into interactive notebook:
- Self-Reflection
- Presentation Plan
- Audience Feedback
- Team Tasks
- Contract Template
- Student Thoughts

[http://bie.org/objects/cat/student_handouts](http://bie.org/objects/cat/student_handouts)

Videos suggested:
Critical Friends-http://bie.org/objects/cat/videos

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**PROJECT DESIGN: STUDENT LEARNING GUIDE**
<table>
<thead>
<tr>
<th>Final Product(s)</th>
<th>Learning Outcomes/Targets</th>
<th>Checkpoints/Formative Assessments</th>
<th>Instructional Strategies for All Learners</th>
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</table>
| Daily Journal (Individual Product) | I can describe the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history. (6.40) | 1. Interactive notebook: students’ Journal Entries  
2. Journal Entries | 1. Maps  
2. Interactive Atlas  
3. Explanation of primary resources  
4. Group work strategies |
|                  | I can describe the monotheistic religion of the Israelites. I can locate Ancient Israel on a historical map. (6.39) | 1. Journal Entries | Explanation of archeology and presentation of how archeologists work. |
|                  | I can describe the unification of the tribes of Israel under Kings Saul, David, and Solomon. (6.42) | 1. Interactive notebook: coloring work of King Saul’s  
2. Socratic Seminar on the Temple  
2. Debate over monarchy  
3. Journal entries | 1. Video clips  
2. Visual Maps |
| Report on King David (individual work) | I can determine use comparison skills to write informative text. (CCSS-Literacy.W.6.2.A) | 1. Interactive notebook: Draft of the report: the part of geographical features | 1. Maps  
2. Writers’ Workshop |
<table>
<thead>
<tr>
<th>I can describe the monotheistic religion of the Israelites and explore how it impacted Israelites’ life. (6.41)</th>
<th>1. Interactive notebook: Draft of the report: the part of religious belief</th>
<th>Writers’ Workshop</th>
</tr>
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<tbody>
<tr>
<td>I can describe the unification of the tribes of Israel under King Saul and David. (6.42)</td>
<td>1. Interactive notebook: Draft of the report: the part of historical influence</td>
<td>Writers’ Workshop</td>
</tr>
<tr>
<td>I can cite textual evidence to support my analysis of King David (CCSS-Literacy.RH.6-8.3)</td>
<td>1. Draft of the whole report: teachers’ feedback.</td>
<td>Writers’ workshop</td>
</tr>
<tr>
<td>I can identify key components of text related to the Ancient Israelites (CCSS-Literacy RH 6-8.3)</td>
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<tr>
<td>Main Course Product: Reproduction of primary resource to be more relatable to middle school and high school students. (Group Work)</td>
<td>1. A list of all the resources students have used, primary and secondary 2. Project Proposal to public audience.</td>
<td>1. Teacher models how to select materials 2. Teacher models how to develop a proposal</td>
</tr>
<tr>
<td>Our group/I can synthesize all the materials we collect and the journal entries we record to produce a new document. (CCSS-Literacy.W.6.2A)</td>
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<tr>
<td>Our group/I can compare and contrast primary resources and current learning resources and figure out one way to make primary resources more readable for middle school students. (CCSS-Literacy.W.6.2A) (CCSS-Literacy RH 6-8.3)</td>
<td>1. Project Proposal 2. Draft reproduction piece</td>
<td>1. Feedback from experts 2. Small group discussion (teachers’ feedback)</td>
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</table>
Our group/I can use multimedia tools to enhance our presentation.

Our group/I can respond to public audience’s questions in an appropriate manner.
(CCSS-Literacy.W.6.2A)

I can understand historical perspective in regards to primary and secondary sources.
(CCSS-Literacy RH 6-8.3)

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<tr>
<th>Final Presentation (Group Work)</th>
<th>1. Practice Presentation (peer/teacher feedback)</th>
<th>1. Preview of presentation</th>
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Further Considerations:

We suggest that parent communication occurs during this due to sensitivity regarding religion. Multiple forms of the Christian and Jewish bible are used at primary sources and secondary sources may also be religious text. We also encourage numerous read aloud activities as the text in introduced. This unit is designed to ignite inquiry within students but also requires instructor assistance as well.
Supplemental Document to PBL Unit: Primary Sources on Display

**Description:** The PBL Unit Primary Sources on Display is broken into 4 weeks of instruction, group work, and discussion. This document gives more detail to activities that could be used or adapted. It is not exhaustive or exact as it was designed to give the instructor and student’s freedom and creativity.

**Design Highlights:** There are various lessons that can assist students learning and knowledge regarding Ancient Israel and developing their final product. We suggest using a drawn enlarged map and timeline to keep track of the activities that are used and a form of formative assessment and review each day. We further suggest the use of an interactive notebook. Students will be able to keep track of all documents and notes. This will also be used as a formative assessment throughout the unit. Students should have a copy of the map and timeline in their notebooks to follow along.

**Interactive Notebook:** This will serve multiple purposes. It will be used for tracking of student work as well as formative and summative assessments. The goal is that every critical thinking, discussion, or product that is produced is either put into the notebook or explained. This could also serve as a literacy tool. This PBL is written with the assumption that social studies is directly integrating language arts standards. We have used TN state standards (other state standards could be used) for social studies and Common Core Standards for Language Arts. Here is an example of an interactive notebook. (http://www.teachtcim.com/interactive-social-studies-notebook.html)

**Final Product:** The students will be bringing a primary source to life. Critical thinking skills are required to analyze and understand historical times and perspectives. The product needs to have a written and visual component to and their audience is other middle school students. 21st century youth are being raised in the information age, where historical documents are readily accessible. The primary sources that they are researching require critical thinking and in-depth inquiry. Displaying and recreating a primary source allows students to critically think about the text and form perspectives of the leaders and events.
Week 1: Introduction to Ancient Israel

Activity 1.1: Entry Event: Explain to students the driving question: How can we use ancient text to retell an impactful story to emphasize the impact of leadership decisions on history?

Objective: Students will understand the use of primary sources and the differences between current history and ancient history.

Activity 1.2: Ancient Israel Primary Sources

Objective: Students will understand and present the various primary sources addressed in learning about Ancient Israel and ancient civilizations.

Activity 1.3: Video of Ancient Israelites

Objective: The goal is to get an overview of the history and to highlight the main events the student’s will be learning about through the unit.

- This is not meant to teach about certain events but the goal is for students to get a general understanding of what they will be learning. They will work with maps during the PBL and this video gives a good picture for them to begin with. There are commercials in the film, so we suggest watching piecing of the video not the entire video in a class period.
- Video Link: http://www.zimbio.com/watch/CR1NBz9dmgb/The+Ancient+Israelites+Part+2/Kid's+Animated+History+With+Pipo
- Link to online lesson: http://www.icsresources.org/content/curricula/TermsforlessonsonIsraelites.pdf

Activity 1.4: Assyrian Empire

Objective: Students analyze and discuss the Assyrian Empire through use of primary sources (Large group and small groups)

- SHEG lesson: Reading like a historian: Assyrian Siege of Jerusalem Central Question: What happened during Sennacherib’s siege of Jerusalem? Students will analyze the Assyrian Empire through use of primary sources
- Online Lesson: https://sheg.stanford.edu/assyrian-siege-jerusalem

Activity 1.5: A People is Born (multiple lesson options)

Objective: Students use primary sources to understand main event in ancient Israel history.

- A People is Born curriculum resources can be adapted. Using the interactive atlas, students will draw their own maps of Ancient Israel.
- Groups recreate maps. This resource gives various maps. We suggest using Twelve Tribes
- Israelite Kingdom
- The Levant, c. 800 B.C.E.
- Kingdoms of Israel and Judah, 775 B.C.E.
- Online Lesson: http://www.icsresources.org/keymaps.htm#Israel
- Interactive Atlas found here: http://www.pbs.org/wnet/heritage/episode1/presentations/1.6.1-1.html
Connections to final product: Throughout the lessons about learning about a specific event or leader, students will be journaling responses so they are able to recall what they have learned when they choose their specific event.

II. Week 2: Understanding Religion

Activity 2.1: Understanding the Bible
Objective: Students will understand the role of archaeologists, understand different perspectives on the Bible as a historical document, compare and contrast archaeological evidence with passages from the Bible, and demonstrate an understanding of how archaeology impacts our understandings.

- These are very interactive lessons and would beneficial for the instructor to use a projector.
- Online Lesson: http://www.pbs.org/wnet/heritage/episode1/documents/index.html  
  (This includes electronic copies of the primary sources)

Activity 2.2 Illuminated Manuscripts
Objective: Students will be able to compare documents, specifically with primary sources. Students will discuss the history and purpose of illuminated manuscripts. They will specifically look at three major religions, Islam, Christianity, and Judaism.

- Online lesson: http://library.mtsu.edu/tps/lessonplans&ideas/Lesson_Activity--Illuminated_Manuscripts.pdf

Week 3: The Legacy of Kings

Activity 3.1 The Legacy of David
Objective: Students will understand the main components of David’s reign and establish perspective on his choice of capital.

Learning Activities: There are many to choose from, you can choose the ones that fit your students and learning environment the best.

- Introduction of David and Goliath and role of the first two Kings
- Settlement in Canaan
- Rise of the Israelite Monarchy
- David, King of Israel
- David, in art and culture
- King David’s Choice of the Capital City
- Writing activity: Absence of a King
- Writing activity: For individual assessment, have students write an essay comparing King David with a great modern-day ruler. What traits do they share? How are they different?

Online Lesson Link: http://www.thirteen.org/edonline/teachingheritage/lessons/lp7/learning.html

Activity 3.2 In the Days of the Prophets
Learning Activities: There are many to choose from, you can choose the ones that fit your students and learning environment the best.

- Who are the Prophets?
- The World of the Prophets: King Solomon
• The Impact of the Prophets
• Socratic Seminar: "Solomon's Temple"
• Writing activity: Students should cover the political and social situation during the time of the Prophets; the specific concerns, words, and prophetic style of the Prophets; and the location and place of where the prophet is preaching.
• Extension Activity (Optional): Are There Still Prophets Among Us?
• Online Lesson Link: http://www.thirteen.org/edonline/teachingheritage/lessons/lp8/learning.html

Activity 3.3 Closing Up
• Debate Over the Monarchy: Online Lesson Link: http://www.thirteen.org/edonline/teachingheritage/lessons/lp8/learning.html

Week 4: Working on Project, Receiving Feedback
Objective and description: In this week, students and the teacher will finish what they leave from week 3 and work on their project. Students will choose a king, be divided into small groups, compile their journals and collaborate to create a new document as mentioned in the introduction of entry event. Based on students' needs, the teacher can provide more primary resources. As for the assessment we suggest the teacher and students collaborate to develop a rubric. Being clear with the requirements, students will give higher-quality feedback to each other. Before the final presentation, we recommend the teacher invite local historians and book editors into classroom to give students professional suggestions.

Final Product Description: During the Entry Event, students read about the event of David and Goliath. This is a story that has been told in numerous ways to be able to understand and learn from the leaders. Students are encouraged to choose an event or a leader and utilize the primary sources available to recreate it and retell the story or event in a creative unique way to teach others about Ancient Israel. This allows students to think critically about history and the sources they get their information from. Students are really encouraged to be creative. Options could be to recreate through poetry, film, multimedia, art, etc. We encourage that there is a visual and written component of the final product. The project proposal will be for the public audience to use their retelling as a lesson plan or teaching tool.
  • Understanding Historical Perspective: This lesson provides insight to understanding perspective and viewpoints in retelling primary and secondary sources. http://www.usd116.org/profdev/ahtc/lessons/Adrian06/Lesson1/Adrian06lesson1.htm

Primary Source Resources
✓ Hebraic Collections: http://www.loc.gov/rr/amed/guide/hsillguide.html
✓ Scrolls from the Dead Sea: http://www.loc.gov/exhibits/scrolls/index.html
✓ Internet History Sourcebook Israel: http://www.fordham.edu/halsall/ancient/asbook06.asp#The National Monarchy
✓ Jewish Bible Link (the Torah): https://www.jewishvirtuallibrary.org/jsource/Bible/jpstoc.html