Kelsey Rankin

RC Project

**Explanation/Rationale:**

This unit on the Maya, Aztec and Inca Civilizations begins by giving students an overview of the civilizations, allowing students to think about the major concepts involved with the civilizations and begin to understand their inner workings, forming a base knowledge to use throughout the unit, not just using the textbook to go through the information. This approach aligns with the backwards design approach of identifying learning goals and standards and using these early on in the unit to create teaching and learning priorities. The goal for this unit is for students to learn both individually and in groups the various ways in which the civilizations thought about religion, politics, traditions, geography and culture in order to form their civilizations and change them over time.

Students will work to inquire, discover and explore the most important aspects of the Inca, Maya and Aztec Civilizations and will do so in a collaborative way reflecting the best practices for social studies learning to occur. Students will be assessed in various ways to ensure that all are learning. This includes journaling, informal assessments and project presentations. They will also have clear goals and expectations throughout the unit with the use of rubrics. Students will be using technology to research and explore the civilizations and they will also be learning about the five themes of geography, first in the introduction of the lesson and then subtly through their research and development of ideas.

**Essential Questions:**

How do the civilizations compare to one another in terms of religion, politics, geography, contributions and culture?

How have the civilizations developed over time and what major events caused these changes to occur?

What is daily life like for a citizen in the Maya, Aztec or Inca Civilization?

What are the most important events and places that make up the Inca, Maya and Aztec civilizations?