**Kelsey Rankin**

**RC Unit Block Plan**

**Day 1 and 2**

**1. Lesson Summary**

* Students will be introduced to the Aztec, Maya and Inca civilizations.
* Students will be taking introductory notes on the civilizations regarding the timeframe of existence, location, religion, buildings, clothing, housing, games/leisure, work, food, art, writing, transportation, technology, military, government and their demise.

**2. 6th grade GLI’s**

* Students will be able to describe the characteristics of Maya, Inca and Aztec civilizations including location, government, religion, agriculture, and cultural and scientific contributions.
* Students will be able to compare the cultural practices and products of the societies including class structure, gender roles, beliefs, and customs and traditions.

**3. Teacher Input/Warm-up**

* The teacher will request for students to begin working on their question of the day in their social studies journal: What do you know about the Maya, Inca and Aztec Civilizations? This will act as a pre-assessment to the unit and address and misconceptions that students may have.
* After students complete the QOD, the teacher will ask for a few students to share their responses. The question of the day will determine what prior knowledge they have on the Aztec, Maya, Inca and Mississippian civilizations.
* The teacher will pass out the Cornell notes graphic organizer for students to complete while he/she is sharing information to the class. Cornell notes are a unique way for students to begin their note taking. The right hand side is the notes you are taking, the left hand column is a graphic organizer, a web with the main ideas for students to make connections and at the bottom is a space for students to summarize their note taking. This 21st century approach on note taking allows students to learn, summarize and connect their learning in multiple ways.
* The teacher will pose questions for students; provide images, maps and pictures to enhance the notes as well as engaging discussion questions for students to apply their knowledge of the civilizations.
* The teacher will play short video clips relating the information students are learning. The notes and video clips will be on the Smartboard for the teacher to interact with as well as the students.

Resources: <http://player.discoveryeducation.com/index.cfm?guidAssetId=b52777d5-937b-4a3b-b0fc-7dbe58be3d73>

<http://player.discoveryeducation.com/index.cfm?guidAssetId=CED9715D-E9A7-4C06-BFAA-6DAE353B3071&blnFromSearch=1&productcode=US> (Aztec Empire Clip only)

**4. Guided Practice/Strategies**

* The students will complete their QOD.
* After students complete the QOD, they will share their responses.
* The students will begin taking notes while the teacher explains information about the Aztec, Maya and Inca civilizations.
* The students will watch short video clips relating to the new information as well as answering questions asked by the teacher.
* After class, students will hand in their question of the day and notes for assessment purposes.

**5. Interdisciplinary/Differentiation**

* For students with attention issues, the teacher will be monitoring closely and asking more questions to engage them in the notes. These students will have additional questions and comments on their notes to consider/answer while the teacher is giving notes.
* The teacher will be attending to various learning styles with oral discussion, written reflection and teacher guided instruction.
* Students who speak a native language other than English will be provided guided notes to complete.

**6. Closure/Assessment**

* Students will be assessed on their understanding of the information about the Aztec, Maya and Inca civilizations.
* Pre-assessment- Students will answer the question of the day, informing the teacher of their background knowledge of these civilizations.
* Post-assessment- The teacher will look at student’s completed question of the day and their summary and web on the Cornell notes to determine their level of knowledge of these civilizations prior to beginning the unit.

**Day 3 and 4**

**1. Lesson Summary**

* Students will be creating a multi-tiered timeline to locate and analyze the Aztec, Maya and Inca civilizations in South America and Central America as well as develop an understanding of their timeframes in relation to one another and other civilizations throughout other parts of the world during the same time.
* Students will be referring back to their introductory notes on the civilizations regarding the timeframe of existence, location, religion, buildings, clothing, housing, games/leisure, work, food, art, writing, transportation, technology, military, government and their demise.

**2. 6th grade GLI’s**

* Students will be able to construct a multiple-tier time line from a list of events and interpret the relationships between the events.
* Students will be able to describe the characteristics of Maya, Inca and Aztec civilizations including location, government, religion, agriculture, and cultural and scientific contributions.
* Students will be able to compare the cultural practices and products of the societies including class structure, gender roles, beliefs, and customs and traditions.

**3. Teacher Input/Warm-up**

* Students will be working in groups of 3 to 4 to create their timelines and compare the events that have taken place in the past for each civilization.
* The teacher will pass out a timeline graphic organizers for students to complete.
* The teacher will display an example of a multi-tiered timeline for students to analyze and use as a reference as groups go about creating their own timeline.
* The teacher will pose questions for students to think about as they go about their work; how have the civilizations developed over time and what major events caused these changes to occur?

Resources: <http://www.ehow.com/how_4843237_multitier-timeline.html>

Phillips, C. (2007). *The everyday life of the aztec and maya*. Southwater.

Culbert, P. (1993). *Maya civilization*. St. Remy Press.

Gonzalez, C. (1993). *Inca civilization*. Childrens Press.

Mead, C. (2002). *Old civilizations of inca land*. Book Tree.

Baquedano , E. (1993). *Aztec, inca and maya*. Random House Children's Books.

**4. Guided Practice/Strategies**

* The students will begin filling out their graphic organizers while the teacher monitors and assists students to help clarify and explain information about the Aztec, Maya and Inca civilizations.
* Students will be able to use the classroom computers, various texts and maps to assist them in their research and timeline organizer.

**5. Interdisciplinary/Differentiation**

* For students with attention issues, the teacher will be monitoring closely and ask more questions to engage them with the timeline.
* The teacher will be attending to various learning styles with oral discussion, group work and teacher guided instruction.
* Students who speak a native language other than English will be provided completed timelines to analyze and contribute any pertinent information to them.
* If needed groups who may have trouble communicating and working together will be assigned various roles such as recorder, researchers, speaker, etc. and these roles can be switched on the following day to allow students to experience another role.

**6. Closure/Assessment**

* Students will be assessed based on their created timelines. They will be assessed with the use of a rubric.

**Day 5**

**1. Lesson Summary**

* Students will be creating a Venn diagram of the Aztec, Maya and Inca civilizations in South America and Central America as well as develop an understanding of their timeframes in relation to one another and other civilizations throughout other parts of the world during the same time, specifically comparing migration patterns among civilizations.
* Students will be referring back to their introductory notes on the civilizations regarding the timeframe of existence, location, religion, buildings, clothing, housing, games/leisure, work, food, art, writing, transportation, technology, military, government and their demise.
* Students will also reference their timelines to aid in their demonstration of knowledge creating the Venn diagram.

**2. 6th grade GLI’s**

* Students will be able to describe the characteristics of Maya, Inca and Aztec civilizations including location, government, religion, agriculture, and cultural and scientific contributions.
* Students will be able to compare the cultural practices and products of the societies including class structure, gender roles, beliefs, and customs and traditions.
* Students will be able to describe ways in which human migration has an impact on the physical and human characteristics of places

**3. Teacher Input/Warm-up**

* The teacher will request for students to begin working on their question of the day, what 5 things you have learned about the Maya, Aztec and Inca Civilizations thus far?
* After students complete the QOD, the teacher will ask for a few students to share their responses. The question of the day will review what knowledge they have on the Aztec, Maya and Inca civilizations.
* The teacher will pass out the Venn diagram graphic organizer and display a brief example of what a student’s completed Venn diagram could look like. There will be time for students to ask questions after the teacher is done explaining what was included in the example.
* The teacher will pose questions for students; how do the civilizations compare to one another in terms of religion, politics, geography, contributions and culture?
* Students will be able to use the classroom computers, texts and images throughout the classroom to assist in their Venn diagrams.

Resources: <http://player.discoveryeducation.com/index.cfm?guidAssetId=EAAA800B-7AF3-4CD7-A885-4159D069038E&blnFromSearch=1&productcode=US>

<http://mayaincaaztec.com/>

<http://www.amnh.org/exhibitions/incaroad/>

Mason, A. (2001). *Ancient civilizations of the americas*. Dorling Kindersley.

**4. Guided Practice/Strategies**

* The students will complete their QOD.
* After students complete the QOD, they will share their responses.
* The students will review the example provided by the teacher, asking questions and taking notes while the teacher explains information about the Aztec, Maya and Inca civilizations from the Venn diagram.
* The students will begin working on their Venn diagrams using their resources to assist them.
* After class, students will hand in their question of the day and Venn diagram.

**5. Interdisciplinary/Differentiation**

* Teacher will be attending to various learning styles with oral discussion, written reflection and teacher guided instruction.
* Students who speak a native language other than English will be provided with a copy of the example while they complete their Venn diagram and translations if necessary.

**6. Closure/Assessment**

* Students will be assessed on their understanding of the information about the Aztec, Maya and Inca civilizations through the Venn diagram.
* Pre-assessment- Students will answer the question of the day, informing me of their background knowledge of these civilizations.
* Post-assessment- Teacher will look at student’s completed question of the day to determine their level of knowledge of these civilizations prior to beginning the unit. Teacher will also review their Venn diagrams to determine if appropriate connections and comparisons were made between the civilizations as well as analyzing their level of understanding of these civilizations.

**Day 6**

**1. Lesson Summary**

* Students will be creating a daily journal from the eyes of a citizen in one of the River civilizations. They will choose one civilization, Aztec, Maya or Inca civilizations in South America and Central America and demonstrate well their understanding of its culture, practices, government and timeframes in relation to other civilizations throughout other parts of the world during the same time.
* Students will be referring back to their introductory notes on the civilizations regarding the timeframe of existence, location, religion, buildings, clothing, housing, games/leisure, work, food, art, writing, transportation, technology, military, government and their demise.
* Students will be analyzing timelines and Venn diagram to accurately represent a citizen from one of the civilizations.

**2. 6th grade GLI’s**

* Students will be able to describe the characteristics of Maya, Inca and Aztec civilizations including location, government, religion, agriculture, and cultural and scientific contributions.
* Students will be able to compare the cultural practices and products of the societies including class structure, gender roles, beliefs, and customs and traditions.
* Students will be able to compare the rights and responsibilities of citizens living under various systems of government.

**3. Teacher Input/Warm-up**

* Class will begin by posing a discussion question for the whole class, what do you think life would be like as a citizen of one of the civilizations we have been learning about, Maya, Inca and Aztec Civilizations? There will be time for students to brainstorm and discuss this question to begin the class period.
* The teacher will explain the daily journal assignment and demonstrate how they can apply their knowledge to this assignment. Students will be choosing one of the civilizations and writing a journal from one of the citizen’s perspectives, addressing relevant information pertaining to the civilization they choose.
* The teacher will pose questions for students; what is daily life like for a citizen in the Maya, Aztec or Inca Civilization?
* The teacher will monitor student progress and work one-on-one with struggling writers.

Resources: Baquedano , E. (1993). *Aztec, inca and maya*. Random House Children's Books.

<http://mayas.mrdonn.org/dailylife.html>

<http://www.dirla.com/hondurasmaya.htm>

<http://www.indians.org/welker/aztec.htm>

<http://incas.mrdonn.org/empire.html>

<http://www.mythicjourneys.org/bigmyth/myths/english/eng_inca_culture.htm>

<http://teacherweb.com/VA/OldDominionUniversity/MayasAztecsIncasWQ/ap6.aspx>

**4. Guided Practice/Strategies**

* The students will begin writing their daily journals to demonstrate their knowledge and application of information about the Aztec, Maya and Inca civilizations.
* Students will be able to view and read written and oral accounts of daily life before beginning their assignment
* After class, students will hand in their question of the day and daily journal assignment.

**5. Interdisciplinary/Differentiation**

* For students with attention issues, I will be monitoring closely and ask more questions to engage them in their work. These students will have additional questions and comments for their journals to keep them engaged.
* I will be attending to various learning styles with oral discussion, written reflection and teacher guided instruction.
* Students who speak a native language other than English will be provided a list of vocabulary to assist them in completing the daily journal.

**6. Closure/Assessment**

* Students will be assessed on their understanding of the information about the Aztec, Maya and Inca through the journal.
* Students will also be guided in their writing with the use of a rubric.

**Day 7 and 8**

**1. Lesson Summary**

* Students will be using their prior knowledge learned throughout the unit to create a 2-D or 3-D model of the Inca, Maya and Aztec civilizations. The model will need to contain at least 4 major events and 4 places pertaining to the civilizations and a small note card will need to accompany each of these events and places to describe its importance in relation to the civilization.
* Students will be referring back to their introductory notes on the civilizations regarding the timeframe of existence, location, religion, buildings, clothing, housing, games/leisure, work, food, art, writing, transportation, technology, military, government and their demise.

**2. Statement of Objectives/GLI’s**

* Students will be able to describe the characteristics of Maya, Inca and Aztec civilizations including location, government, religion, agriculture, and cultural and scientific contributions.
* Students will be able to place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.

**3. Teacher Input/Warm-Up**

* Students will begin working on their unit project of creating models of the three civilizations. They will be able to choose how they want to go about creating these models and will have the opportunity to brainstorm and work with their group members to begin the process.
* An example of a completed project will be shown and explained to students in order to help them in their thinking and gain ideas for their own projects.
* The teacher will pose questions for students; what are the most important events and places that make up the Inca, Maya and Aztec civilizations?
* Students will use their timeline, Venn diagram and introductory notes to assist them in choosing the 4 events and 4 places to place on their models. They will also have time to research and use various resources to assist them in their work.

Resources: <http://ancientweb.org/explore/country/Mexico>

<http://www.pbs.org/opb/conquistadors/home.htm>

<http://mayaincaaztec.com/>

<http://www.amnh.org/exhibitions/incaroad/>

Mason, A. (2001). *Ancient civilizations of the americas*. Dorling Kindersley.

<http://mayas.mrdonn.org/dailylife.html>

<http://www.dirla.com/hondurasmaya.htm>

<http://www.indians.org/welker/aztec.htm>

<http://incas.mrdonn.org/empire.html>

<http://www.mythicjourneys.org/bigmyth/myths/english/eng_inca_culture.htm>

<http://teacherweb.com/VA/OldDominionUniversity/MayasAztecsIncasWQ/ap6.aspx>

<http://www.teacheroz.com/Meso_Latin.htm>

Phillips, C. (2007). *The everyday life of the aztec and maya*. Southwater.

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Baquedano , E. (1993). *Aztec, inca and maya*. Random House Children's Books.

**4. Guided Practice/Strategies**

* Students will begin brainstorming the places and events they would like to include on their maps and will create a draft of what their models will look like.
* In their groups students will begin to create their models using the classroom computers and resources available, including poster board, craft accessories and multiple texts to assist them in their creations.

**5. Differentiation**

* If needed groups who may have trouble communicating and working together will be assigned various roles such as recorder, researchers, speaker, etc. and these roles can be switched on the following day to allow students to experience a different role.

**7. Closure**

* The lesson will close with time for students to ask any questions to provide clarification on their projects. They will also be prompted on their presentations for the following day.
* Students will be assessed on their projects with the use of a rubric.

**Day 9**

**1. Lesson Summary**

* Students will be presenting their models to the class during the last day of the unit.

**2. Statement of Objectives/GLI’s**

* Students will be able to describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including location, government, religion, agriculture, and cultural and scientific contributions.

**3. Teacher Input/Warm-Up**

* The teacher will be using a rubric to assess students on their work and students will also be filling out a group rubric to assess one another and themselves on their work within the group.

**4. Guided Practice/Strategies**

* Students will have a few minutes at the beginning of the class period to meet with their groups and discuss the finishing touches for their project.
* Students will share their projects and after presenting there will be a few minutes for any questions from the class or teacher.

**5. Closure**

* Students will submit their model projects and will be assessed with the use of a rubric.