

Lesson Plan Template

<p>Grade: 7th</p>	<p>Subject: Global Studies</p>
<p>Materials: Paper, Pencil/Pen, Printed Sheets</p>	<p>Technology Needed: Projector and Computers</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <ul style="list-style-type: none"> - Interpret how culture and experience influence people’s perception of places and regions (Global Studies Standard 12.3.3) - Apply the skills of geographic inquiry to analyze a geographical problem or issue (Global Studies Standard 12.4.2) 	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> - Students below proficiency will have a harder time understanding the content. They will need some extra examples and explanation to help them. <p>Above Proficiency:</p> <ul style="list-style-type: none"> - Student above proficiency will not have a hard time understanding the content. They will not need extra examples/explanations. They may be able to provide these on their own. They will act as a leader for the classroom when questions are asked.
<p>Objective(s)</p> <ul style="list-style-type: none"> - I can identify the number symbols used by the Mayans. - I can identify important historical events related to Central America. - I can engage in research to learn about warfare, education, food production/preparation, and social structure of the Aztecs. - I can explain how the Panama Canal works. - I can conduct research to answer questions about Aztec/Mayan artifacts. - I can describe how Fidel Castro’s regime was successful and unsuccessful. <p>Bloom’s Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> - Create <ul style="list-style-type: none"> o Students will develop a Google Doc or Google Slide to share an Aztec/Mayan artifact. - Analyze <ul style="list-style-type: none"> o Students will examine Aztec/Mayan artifacts and virtual tours to gain more insight into how the Aztecs/Mayans lived. 	<p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> - Students approaching proficiency will only struggle with understanding the content a little. They may need some examples and explanations to them fully understand the topic. They may also be able to act as leaders for the classroom. <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> - <u>Visual</u> <ul style="list-style-type: none"> o PowerPoint o Instructions will be visible on the board. - <u>Auditory</u> <ul style="list-style-type: none"> o Students will hear the instructions given when moving to a new activity. - <u>Verbal</u> <ul style="list-style-type: none"> o Teacher will present the notes and information needed. o The teacher will give rules and examples when needed.

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<ul style="list-style-type: none"> - Apply <ul style="list-style-type: none"> o Students will apply their artifact research to answer questions in their day two assignment. - Understand <ul style="list-style-type: none"> o Students will recognize important historical events and historical figures. 	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> - Students will be expected to come to class with the necessary materials. They have assigned seating, so they will know where to sit. Once we begin the lesson, I want to make sure that students are ready to go. I will have the agenda written on the board and I will verbalize this to them before getting started. As the lesson goes, we will transition into different topics. During these transitions, I will give students the time to get their materials together and I will verbalize when we are ready to start something new. - Students will be in groups with their elbow partner. When being grouped with others they will turn to the elbow buddies behind or in front of them. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.)</p> <ul style="list-style-type: none"> - Students should be aware of the rules of the classroom, so they will be expected to follow these rules during the lesson. - While I am presenting the lesson, I expect students to be respectful and responsible. I also expect the same when their peers are speaking. - If students are not listening, I will just be silent and wait for them to bring their attention back to me. I might also use a countdown method. - Students should be responsible if they are using their computers during class (notetaking). If I need their attention, I will ask them to put their screen to fist so they will not be distracted.
Minutes	Procedures
5 minutes	<p>Set-up/Prep:</p> <p>DAY 1:</p> <ul style="list-style-type: none"> - Have PowerPoint up and ready to go. - Have WebQuest activity ready to go. - Check videos to make sure sound is ready. <p>DAY 2:</p> <ul style="list-style-type: none"> - Have PowerPoint up and ready to go for notes review and for artifact assignment. - Have videos ready to go. - Have codices worksheet printed off.
5-7 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>DAY 1:</p> <ul style="list-style-type: none"> - Explain that we will be learning about the Aztecs today. In past units we have discussed how traditions and cultures can vary across the world. The Aztecs are the perfect example of this. They created many myths about the Gods they believed in and had some unusual practices such as human sacrifice. It is important for us to explore these practices and

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traditions to understand the Aztecs/Mayans. Keep in mind that it may seem different to you, but we must be understanding and accepting of these ideas and traditions.

- I want to begin our class with one of the myths from the Mayans about the morning star.
 - o [The Maya myth of the morning star - YouTube](#)

DAY 2:

- I will show a video on a mummy found from the Inca.
 - o [Is the Inca Maiden the World's Best-Preserved Mummy? - YouTube](#)

15
minutes

Explain: (concepts, procedures, vocabulary, etc.)

DAY 1:

- **Notes on Historic Events of Central America**

- o **Math**

- Math: mathematics was very important to the Mayans
- Constructed a sophisticated number system.
- Number system is based on 20 (counting on fingers and toes)
- Numerals only had 3 symbols (zero was a shell shape/one is a dot/five is a bar)
- Mayans created the concept of 0.
 - 0 was a placeholder not its own number with unique value or properties.
- This link shows the symbols used for numbers. I will show this to the students for an example. I will have them guess what other numbers will look like based off these symbols (This will be in my PowerPoint)

https://www.storyofmathematics.com/wp-content/uploads/2020/01/mayan_numerals.gif

- o **Calendar**

- The Aztecs and the Mayans had different calendars.
- **The Aztecs had a sun stone calendar.**
 - This calendar recorded time and kept track of religious festivals.
 - They used this to know when to plant crops and when to appease the gods with blessings.
 - The year of 365 days was divided into 18 months of 20 days each.
- **The Mayans used three calendars.**
 - Long count – calculated long time periods.
 - Haab – civil calendar
 - Tzolkin – religious calendar
 - The Mayans believed that the world would be destroyed and then recreated at the end of the long count calendar.
- [Ancient Aliens: The Mayan Calendar Mystery \(Season 14\) | Exclusive | History - YouTube](#)

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- **Medicine**
 - Believed in three areas of disease and injury (supernatural – spiritual or godly/superstition – magical/natural causes)
 - Felt they were punished by the gods.
 - Magic from evil doers like sorcerers could bring illness to a person or tribe.
 - Natural causes would be being wounded in battle or falling and hurting yourself.
 - Fight gods displeasure by engaging in human sacrifice.
 - Medicinal herbalism

- **Astronomy**
 - Used astronomy to plan everyday movements and decisions they made.
 - Focused on stars and constellations.
 - Thought it defined traits and fortune.

DAY 2:

- **Continue notes on more current history.**
 - **Panama Canal**
 - The trip from the Atlantic to the Pacific was dangerous and long.
 - This provided a shortcut.
 - [The History of the Panama Canal - YouTube](#)

 - **Fidel Castro and Cuba**
 - Died in 2016.
 - Ruled over Cuba for nearly 5 decades until handing power off to his younger brother Raul in 2008.
 - Regime was successful while others criticized him.
 - Successful – reducing illiteracy, stamping out racism, improving public health care.
 - Criticized for stifling economic and political freedoms.
 - Cold War connection

**30-40
Minutes**

Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)

DAY 1:

- Students will complete a WebQuest.
 - There are five sheets that students can work on
 - I would like students to complete at least 2 sheets (depending on time they can complete more than two)
 - 1. Warfare
 - 2. Education and Writing
 - 3. Food Production and Preparation
 - 4. Social Structure
 - Local environment
 - Students can work with partners to complete these worksheets (can use one sheet but both must be participating to get full points)
 - They can go in any order they would prefer to complete the WebQuest.
 - Students will do their own research to complete the sheets.

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- I will have some websites for them to start from (they do not have to use them if they do not want to)
 - These links provide some answers, but students may need to do extra research to find more answers. I want them to practice researching and phrasing questions to find answers.
 - **(Not just putting the question in a search engine** – Example: the question on the WebQuest is “What were the main weapons used in battle?” It could be phrased to say, “What weapons did the Aztecs use in battle?”
 - I will address this with the students.
 - [Welcome to the Aztec Civilization Website](#)
 - [Aztec Empire for Kids: Daily Life \(ducksters.com\)](#)
 - [Basic Aztec facts: AZTEC SCHOOLS \(mexicolore.co.uk\)](#)
 - [Aztec Warfare - World History Encyclopedia \(ancient.eu\)](#)

DAY 2:

- **Codices activity** ([15.PDF \(teachingideas.co.uk\)](#))
 - Students will complete the worksheet and then we can go over it as a class.
 - They can work as partners or individually.

- **Virtual tours** – Students will take time to explore the virtual tours available in the websites below. Students can work in pairs and explore the locations. After giving them some time to explore, I will ask them to discuss what they found with those around them and as a class.
 - [Experience Pyramids of Teotihuacan in Virtual Reality \(youvisit.com\)](#)
 - [Museo Nacional de Antropología | Colecciones \(inah.gob.mx\)](#)
 - [Teotihuacan \(asu.edu\)](#)

- **Artifacts Research**
 - Students will research 2-4 (depending on time) Aztec/Mayan artifacts and write a brief description of what they are.
 - They can create a Google Doc and answer these questions:
 - Description of what it looks like
 - Where is it from?
 - When it is from?
 - Who used it?
 - What was it used for?
 - What does this tell you about the people who made and used it?

 - I will provide an **example** for the students (the Aztec Calendar Stone) – I will have a PowerPoint slide with an image to show the students the example. (This will be in my PowerPoint)
 - Enormous basalt (fine-grained volcanic rock) disk covered in hieroglyphic carvings of calendar signs and other images referring to the Aztec Creation Myth. The sun god is depicted in the middle of the stone.
 - The Great Temple of Tenochtitlan
 - The early 16th Century or 1502-1521
 - The Aztecs used it/Other Mesoamerica civilizations use this as well.

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	<ul style="list-style-type: none"> ▪ Used as a human sacrifice platform or to trace time. ▪ Tells us that the Aztecs had a big understanding of time and space. It also shows the understanding of the gods. It also tells us that the calendar could be used to impose control over the empire.
<p style="text-align: center;">5 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <p>DAY 1:</p> <ul style="list-style-type: none"> - Students will need to keep their worksheets with them (will need them for next class) - Students will be sharing what they found with each other to see similarities and differences. <p>DAY 2:</p> <ul style="list-style-type: none"> - Students will share their artifacts with other groups and turn in their google doc or google slide.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> - I will ask questions during the lesson to make sure students are comprehending and understanding the content. - I will check in on students when they work in groups. - Turn and talks will be used throughout the lesson. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> - If there is time left over, we can play free rice or another geography game to keep them engaged and in the classroom. Or they may be able to work on independent reading and other homework. - If we do not finish the WebQuests we can continue them into the next day - If students are struggling with the content, I may need to find more examples to share with them for the next class. - May cut out virtual tours or modify it to ensure that students have time for the other two activities on day two. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> - Have students complete and exit slip to discuss two things they learned from their WebQuests. <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> - N/A
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	