

# LESSON PLAN

<b>Grade(s)</b>	Fifth grade
<b>Content Area(s)</b>	Social Studies
<b>Topic of Lesson</b>	This site will explore the geography and social structure of three Pre-Colombian societies: Aztec, Inca, and Mayan. It will expound on these three societies' political structures, religious practices, and use of slaves. It will include geographic terms like climate, latitude, longitude, physical feature, compass, and landform.
<b>Three Objectives</b>	<ol style="list-style-type: none"> <li>1) When provided a blank map of the Aztec, Mayan, and Incan societies, students will be able to label all three of the locations with the correctly spelled society.</li> <li>2) When provided with a blank timeline, the students will be able to fill out at least 4 out of 6 of the major events during these time periods</li> <li>3) On a written test and in class discussions, students will be able to explain at least three differences between the social aspects of each of these societies</li> </ol>
<b>Technology standard</b>	<p>Exploratory Skills and Expectations: Internet, Networking, and Online Communication</p> <p>Standard 1.18 Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages).</p>
<b>Curriculum Framework</b>	<ul style="list-style-type: none"> <li>➤ Massachusetts Grade 6 Geography Standards</li> <li>➤ World Geography</li> <li>➤ Pre-Colombian Societies</li> </ul> <p><b>7. Use the following demographic terms correctly: ethnic group, religious group, and linguistic group.</b></p>
<b>Materials needed</b>	Students will need a home computer with internet access. They will need a printer to print a worksheet to fill out as they go through the website that they can use to study for the evaluation.
<b>Lesson Introduction (5 minutes)</b>	The students will be told to think about which Pre-Colombian society they would like to live in the most and why. We would talk about what they like about our modern American society so they can have ideas to compare against the Pre-Colombian societies.
<b>Lesson Procedure, Web</b>	In class there will be a lesson introduction. The teacher will explain how to type in the url, bookmark the site for easy access, and click a link to print

<p><b>Site Use, and Technology Standard Instruction</b></p> <p><b>(15 minutes)</b></p>	<p>out the worksheet. The teacher will also outline the way they should go through the site.</p> <p>When the students return the next week having gone through the website by themselves, the teacher will ask if they understood how to get to the website and successfully filled out the worksheet, answering any questions that might arise.</p> <p>The first section of the website introduces the students to geographic terms. On the worksheet, the students were asked to define climate, latitude, longitude, physical feature, compass, and landform, so the teacher will ask a few students to share their definitions for each term and will correct any that may be incomplete or wrong. The teacher will then go over the timeline, which is the next section of the worksheet, in the same fashion.</p> <p>Next, the students will be put in groups of 3 and will be told to compare with each other what they wrote in the section of the worksheet that deals with the political, religious, and social aspects of the societies. Each student will represent one of the societies and share with his or her group members all the aspects of his or her given society. The students will correct each other's mistakes and the teacher will walk around to check if the students' conversations are on track. The students will be told to think about what they like and dislike about each aspect of the societies.</p> <p>When everyone has discussed all the sections of the worksheet, three students will volunteer to represent the three societies. One at a time in front of the class, the students will share what they wrote on their worksheets and talked about in their groups, going through each aspect.</p>
<p><b>Wrap-Up of Lesson</b></p> <p><b>(5 minutes)</b></p>	<p>The class will rejoin as a whole group and the teacher will conduct a class discussion about which society each student would like to live in the most and why. The teacher should make sure the students are matching the correct information with the correct society, providing evidence for why they prefer the society they chose over a different one, and comparing the society they chose to the society they live in.</p>
<p><b>How will students be assessed to make sure they are able to perform the objectives?</b></p>	<p>Objective 1: Correctly name the societies and locate them on a blank map  Assessment 1: Students will be provided with the web site URL and a worksheet and be asked to study it for a week. The next week, students will be given a test asking to name the societies (2/3 is passing) and find them on a blank map (2/3 is passing). The test will ask them to use geographic terms covered on the website to explain each society's position.</p> <p>Objective 2: Be able to tell what time period they existed and sequence of major events  Assessment 2: On the same test, there will be a section where the students will fill in a timeline. Getting 75% of this timeline is passing.</p> <p>Objective 3: Be able to tell the differences in their social structures  Assessment 3: On the same test, there will be a section with a chart for the</p>

	<p>students to fill out including the political structure, religious practices, and use of slaves.</p>
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Objective 4: Have a discussion about which society the students would like to live in.

Assessment 4: After the test, have a class discussion asking students in groups to talk about what they like and dislike about each society, then individually answer which they personally would like to live in.