

<b>Grade(s)</b>	5th
<b>Content Area(s)</b>	Social Studies
<b>Topic of Lesson</b>	Overview of the cultures of the Aztec, Mayan, and Incan civilization
<b>Three Objectives</b>	<p>Students should be able to describe at least three similarities and three differences among the Aztec, Mayan, and Incan peoples in writing.</p> <p>Students should be able to illustrate on a map the general territories of the Aztec, Incan, and Mayan peoples</p> <p>Given a list of 10 behaviors on a piece of paper, students should be able to identify at least 7 of them as belonging to one of or a combination of the Incan, Mayan, and Aztec civilizations</p>
<b>Technology standard</b>	<p>Massachusetts Technology Literacy Standards Grades 3 through 5 – Technology Standards and Expectations</p> <p>Standard 2. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.</p> <p>G3-5 2.4 Identify ways in which technology is used in the workplace and in society.</p>
<b>Curriculum Framework</b>	<p>Massachusetts History and Social Science Standards</p> <p>Grade 5 United States History, Geography, Economics, and Government: Early Exploration to Westward Movement</p> <p>Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700</p> <p>5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves. (H, G, E)</p>
<b>Materials needed</b>	<p>1 Laptop with internet connection</p> <p>1 LCD projector</p> <p>Student's history binders (with blank pieces of paper in them)</p> <p>Pencils (students should each have their own)</p> <p>25 Blank maps of South and Central America</p> <p>25 Fact sheets</p>

	Assorted colored pencils (about 3 per student)
<p><b>Lesson Procedure, Web Site Use, and Technology Standard Instruction</b></p>	<ol style="list-style-type: none"> <li>1. Intro to website and technology standard.          “I made a website to help you guys learn about the Aztecs, the Incas and the Mayas. But before we begin, can someone explain to me why I made a website (and not another medium to teach)? How else can we use the internet to learn? What adults use the internet for their jobs?”  <i>Ask questions until they get can answer some form of “In what ways/ how/ why is technology used in school/ a workplace?”</i> </li> <li>2. Go to Home page. Follow it to content page.          “Okay guys. I want you to think about the things you already know about the Mayas, Aztecs, and Incas. Please turn to the students in your desk group and brainstorm facts you already know about the Aztecs, Incas, and Mayas. It’s all right if you can’t think of very many things. You should have one person in the group be a scribe.          “ (This should take about 5 minutes)       </li> <li>3. Ask kids to share what they came up with. (It may not all be right... that’s okay. This exercise is to get them thinking)</li> <li>4. Take the kids through the content pages—read things allowed, follow links, etc.</li> <li>5. When you have gone through all of the content pages, ask the following. “Please take out a sheet of paper and on it write one new fact you learned and one question you have.” Ask a few to volunteer what they learned/ questions they have.</li> <li>6. As a class, do the quiz.</li> <li>7. Assign the assessments from assessment plan as homework.</li> </ol>
<p><b>Assessment Plan</b></p>	<p><u>Objective 1</u> Students should be able to describe at least three similarities and three differences among the Aztec, Mayan, and Incan peoples in writing.</p> <p><u>Assessment 1</u> For homework, students will make a three circle Venn Diagram. One circle will be labeled Aztec, the next Maya, and the last Inca. There must be at least three facts in the inner most section and at least one fact in each of the outermost sections.</p> <p><u>Objective 2</u> Students should be able to illustrate on a map the general territories of the Aztec, Incan, and Mayan peoples</p> <p><u>Assessment 2</u> After studying a map that marks the civilization’s territories, the students will come in the next day and be given a blank map of central and south America. They will be asked to color (in different colors for each civilization) where each civilization resided.</p> <p><u>Objective 3</u> Given a list of 10 behaviors on a piece of paper, students should be able to identify at least 7 of them as belonging to one of or a combination of the Incan, Mayan, and Aztec civilizations</p>

	<p><u>Assessment 3</u> Students will be given a list of 10 facts. Under each fact they must label it Aztec, Maya, Inca, a combination (specifying which combination), or none.</p>
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