

LESSON PLAN

Grade(s)	5
Content Area(s)	Social Studies
Topic of Lesson	Overview of the Aztec and Mayan civilizations
Three Objectives	<ol style="list-style-type: none"> 1. Students will be able to name at least two important aspects of Mayan daily life, and two important aspects of Aztec daily life that were explained in the lesson and write them on a piece of binder paper. 2. Students will be able to locate the civilizations of the Mayans and Aztecs given a blank map of Central and South America to label. 3. Students will be able to list at least one contribution or invention of the Mayan civilization and one of the Aztec civilization on a piece of paper, such as the calendar and pyramids.
Technology standard	<p><i>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</i></p> <p>G3-5: 1.17 Identify and use terms related to the Internet (e.g., Web browser, URL, keyword, World Wide Web, search engine, links).</p>
Curriculum Framework	<ul style="list-style-type: none"> ➤ Massachusetts History and Social Science Standards ➤ Learning Standards for History, Grades Pre-K-12 ➤ Concepts and Skills <p><i>1. 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.</i></p>
Materials needed	<ul style="list-style-type: none"> • The computer with Internet access and LCD projector in the classroom • Paper for the students to write their responses to the objective assessments • A blank map of Central and South America
Lesson Procedure, Web Site Use, and Technology Standard	<p>The students will be seated with their Social Studies textbooks and outside reading book on Mayans and Aztecs in front of them. I will begin by asking the students what they have learned from their reading so far about the Mayans and Aztecs, and what they have found the most interesting. I will then go to the computer and pull up the website to be projected on the</p>

<p>Instruction</p>	<p>board at the front of the classroom. I will explain how we will be using the website that day in conjunction with the textbook.</p> <p>I will take a moment to ask students if they know what terms, such as web browser and URL, are. As I pull up the website I will show them the web browser and explain how to access it. Then I will explain what a URL is, and demonstrate by typing in the URL for the weebly, and give the URL to the students to look at the website at home if they would like.</p> <p>The students should have already learned about the geography of the Mayan and Aztec civilizations, so I will pose questions to gage their knowledge on this information, like, where were the ancient civilizations of the Mayans and Aztecs located? Then I will open the content page on the website with the information on Mayan geography. I will read and explain the information and then take any questions. Then I will display the subpage that includes the maps of the civilization and ask the students if they recognize it. I will then explain the terrain and take any questions before moving on. I will then move on to the Aztec geography and repeat the same process.</p> <p>Next, I will ask the students if they know who the Mayans and Aztecs are? And what they have learned about their lives in their reading material, as I pull up the next content page on daily life. I will briefly explain the religion, warfare, and agriculture of the Mayan civilization, while drawing connections to the outside texts. I will ask students how they have seen specific activities in their reading material. Then I will pull up the subpages and explain. First we will look at the agriculture. Then we will look at and discuss religion and then warfare. A voki that looks like one of the Mayan warriors will explain important aspects of warfare when the play button is pressed. Then I will go to the subpage on Aztec daily life and similarly go through religion, warfare, and agriculture.</p> <p>I will ask the students if they think that these ancient people have contributed to our lives today. I will go to the section on Mayan contributions. I will explain some of the major works, such as the Mayan calendar and architecture. I will then play a short video that discusses these contributions using lots of visual images. Next we will look at the Aztec contributions, such as art and sculpture. Then I will ask the students if their opinions have changed on how/if the Mayans and Aztecs have affected our lives?</p>
<p>How will students be assessed?</p> <p>How will you know if students</p>	<p>Objective 1: Students will be able to name at least two important aspects of Mayan daily life, and two important aspects of Aztec daily life that were explained in the lesson, and write them on the chart that will be distributed.</p> <p>Assessment 1: The students will be given a chart that has 8 blank spaces under the Mayan heading and 8 blank spaces under the Aztec heading. They will be asked to fill in only two aspects of daily life under each</p>

<p>have met the objectives stated above?</p>	<p>heading. After they fill in the two aspects of Mayan daily life and two aspects of Aztec daily life they will discuss in their table groups (4 students in each table group) their answers and ideas. Then the class will reconvene and go over the answers all together until all of the spaces in the chart are filled in.</p> <p>Objective 2: Students will be able to locate the civilizations of the Mayans and Aztecs given a blank map of Central and South America to label.</p> <p>Assessment 2: Students will be given a blank map of Central and South America, very similar to the map that was on the website, and asked to label where the Mayan civilization was located and where the Aztec civilization was located. I will walk around and make sure that everyone is able to label both civilizations on the map.</p> <p>Objective 3: Students will be able to list at least one contribution or invention of both the Mayan and the Aztec civilizations on a piece of paper.</p> <p>Assessment 3: The students will be asked to write at least one contribution of the Mayans and one of the Aztecs on any piece of paper. I will walk around and make sure that each student has written these down. Then in their group of four they will be asked to discuss their answers and pick just one. They will look their notes and text to find information on that contribution. Each group will tell the class something that they have learned about that specific contribution or invention that they chose.</p>
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