Mesoamerican Civilizations Unit Plan Outline

Mesoamerican Civilizations day to day outline (11th Grade World History)

Minnesota Social Studies Standard:

III. World History. E. Global Encounters, Exchanges, and Conflicts, 500 AD - 1500 AD.

The student will demonstrate knowledge of complex societies and civilizations in the Americas.

1. Students will compare the emergence, expansion and structures of Mayan, Incan, and Aztec civilizations.

2. Students will analyze patterns of long distance trade centered in Mesoamerica.

Guiding Questions:

What are the similarities and differences between the Mayan, Aztec, and Incan civilizations?

What were the trade patterns of Mesoamerica?

The students will:

1. Students will compare the emergence, expansion and structures of Mayan, Incan, and Aztec civilizations.

2. Students will analyze patterns of long distance trade centered in Mesoamerica.

3. Students will demonstrate knowledge of the geography of the region.

Evaluation. The students will:

1. Complete a unit test (multiple choice and short answer).

2. Complete a short multiple choice quiz on each civilization.

3. Complete maps of the civilizations and their trade patterns.
4. Write an essay on a topic from the unit.

5. Complete a photo project.

Discussion

**Day to Day Outline:**

Day 1

Students will:

1. Understand the expectations of the unit.

2. Develop an understanding of the geography, emergence, and expansion of Mayan civilization.

We will go over the introductory handout as a class. Students will begin filling out a maps of Latin America with an emphasis on the Yucatan Peninsula in heterogeneous groups. We will start an interactive PowerPoint lecture on the Maya. Students will fill in note guides and participate in discussions.

Day 2

Students will:

1. Develop an understanding of Mayan culture, trade, and decline.

We will continue the interactive PowerPoint lecture on the Maya. Students will complete their note guides and continue to participate in the discussions. Student groups will update their maps with Mayan trade patterns.

Day 3

Students will:
1. Continue to learn about Mayan civilization and be introduced to Aztec civilization.

We will view the *Mayans & Aztecs* video, and students will complete a note guide.

Day 4

Students will:

1. Take the Mayan multiple choice quiz.
2. Understand the expectations for the photo assignment.
3. Develop an understanding of the Aztec migration, conquest, and the geography of their empire.

Students will take the quiz.

We will go over the photo assignment as a class. The Maya, Aztecs, and Inca are all remembered for their structures (pyramids, temples, roads, bridges, etc.). Each student will find and photograph (or download) four structures in or around town for which they think Mankato would be remembered. Students will write at least one paragraph on each structure defending their choice.

We will begin an interactive PowerPoint lecture on Aztec civilization. Students will fill in their note guides and participate in the discussions. Student groups will update their maps.

Day 5

Students will:

1. Develop an understanding of Aztec culture and method of rule.

We will continue with the interactive PowerPoint lecture. Students will continue to fill in their note guides and participate in the discussions.
Day 6

Students will:

1. Develop an understanding of how the Spanish were able to conquer the Aztec Empire.

Students will engage in a mystery exercise to determine how Cortes and 600 Spaniards were able to conquer the Aztec empire of 18-25 million. The class will make a list of hypotheses and then be broken up into heterogeneous groups of 3-4. Each group will be given an envelope of historical clues/facts and given 10-15 minutes to refine and expand their hypotheses. We will discuss the results as a class. We will finish the interactive PowerPoint lecture and students will complete their note guides.

Day 7

Students will:

1. Take the Aztec multiple choice quiz.

2. Develop an understanding of Incan engineering, agriculture, and medicine.

Students will take the quiz. We will begin watching *The Incas Remembered* with note guide.

Day 8

Students will:

1. Develop an understanding of the Incas' geography, conquest, bureaucracy, and redistribution of goods between ecological zones.

We will finish *The Incas Remembered* and note guide. We will begin the interactive Inca PowerPoint lecture. Students will fill in their note guide and participate in the discussions. Student groups will complete the Inca portion of their maps and fill in Inca trade routes.
Day 9

Students will:

1. Develop an understanding of how Pizarro was able to conquer the Incas with 62 horsemen and 106 foot soldiers.

We will conclude the Incan PowerPoint lecture. Students will complete their note guides and participate in discussions.

Day 10

Students will:

1. Turn in and discuss their photograph assignments.

2. Take the multiple choice Inca quiz.

3. Compare and contrast the three civilizations in small groups.

Students will upload their photograph assignments before class or turn in hard copies to me. We will briefly discuss some of their choices. Students will take the quiz. Students will compare and contrast the civilizations using a side-by-side diagram in small, heterogeneous groups. We will then discuss their conclusions as a class.

Day 11

Students will:

1. Participate in test review game.

2. Understand the essay assignment.

3. Begin working on their essays.
The class will be divided into four heterogeneous teams. The teacher will read questions. Groups will have 30 seconds to come to a consensus on answers. The teacher will keep score, and students are encouraged to take notes. The team with the most correct answers will receive one extra credit points. The other teams will get one point.

Students will write a five paragraph essay. It can be on Mesoamerican trade, or they may choose another topic from the unit as long as it is approved by the instructor. Some students may have the option of doing a reverse essay for which the thesis is provided for them. The essay will be due the Monday following the test. Students must use vocabulary from the unit handout and may write more than five paragraphs if they wish.

Students will begin writing their thesis statements and outlining their essays.

Day 12

Students will:

1. Take the test.

2. Continue working on their essays.

Students that finish the test early will continue to work on their essays.