

**Lesson Plan # 3****Secondary History / Social Studies**

Course	Lesson Topic / Unit Name	Instructor	Date(s)
World History	Early Native American Societies: Toltec, Olmec, and Mayans (Mayan Lesson)	Mr. Haywood	9/6/2020
<b>Lesson Essential Question (LEQ) or Learning Objective (LLO)</b>	Students will learn about the Mayan society.		
<b>NC Essential Standard(s)</b>	<p><i>Key NCES Objective</i></p> <ul style="list-style-type: none"> <li>● <b>WH.H.2.9- Evaluate the achievements of ancient civilizations in terms of their enduring cultural impact.</b></li> </ul> <p><i>Other NCES to Address:</i></p> <ul style="list-style-type: none"> <li>● WH.H.3.3</li> <li>● WH.H.3.1</li> </ul> <p>C3 Dimension 2:</p> <ul style="list-style-type: none"> <li>● D2.His.2.9-12</li> <li>● <b>D2.His.11.9-12- Analyze the relationship between historical sources and the secondary interpretations made from them.</b></li> <li>● D2.His.3.9-12</li> </ul>		
Activity	Details of Activities	Purpose-Rationale	Time
<b>Pre-Lesson</b> How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?	)Today's bell ringer will be about the Mayans books that Mayans wrote 100s of years ago. the Dresden Codex. Students will have a chance to understand that Natives in Mesoamerican natives had a form of writing. <a href="#">The Dresden Codex</a> <a href="#">The Four Surviving Maya Codices</a> Students will learn about Native American trade, writing, rituals, in Mesoamerica the next school day.	Starting every lesson my peaking the student's interest is key. Keep in mind that students will love learning interesting facts. Not many people know about these books and students will understand that even the Natives had some form of writing.	5
<b>Acquisition</b> How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	The students will understand the Mayan culture and its impact on the Yucatán Peninsula and on the Aztec (will discuss later in the year.) Students will explore Mayan culture and their famous Mayan calendar.	The students will understand the relevance of the Mayan society and how important it is to them.	10

<b>Extending &amp; Refining I (group)</b> How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?	Students will first learn about the Mayan by watching the video and then they will learn about the Mayan calendar. Students will be able to learn how to read the Mayan calendar and interact with it. Students will understand how Mayans tell time.  <a href="#">Map of Chichen Itza (Illustration)</a> -  <a href="#">The Maya Civilization Explained in 11 Minutes</a>  <a href="#">Reading the Calendar Glyphs   Living Maya Time</a>  <a href="#">Maya Calendar Converter   Living Maya Time</a>	Keeping the students engaged is just as important as making sure they are learning new material. Students I believe will enjoy learning how to read this world-famous calendar.	20
<b>Adjustments</b> What adjustments will you make if students struggle or progress too quickly (before advancing further)?	<i>This activity is very hands-on and will require a thorough explanation of the calendar converter. The teacher can and will be willing to explain it again.</i>	<i>Students may not understand how this calendar I may spend a few minutes going over it again just to make sure they understand it.</i>	
<b>Extending &amp; Refining II (As a class)</b> How do students (and teacher) know if they are mastering the content and/or skills for this lesson? [Formal, informal assessments to measure learning]	The teacher will know when students are able to read the calendar and students can understand how Mayans lived.	Students should have very basic skills on how to read a Mayan calendar and understand Mayan civilization.	5
<b>Closure</b> How do students put it all together for today's lesson? The closure activity helps tie <b>this</b> lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding	Students can ask any questions and I will be willing to answer them.	This will also help me check if students understand what we went over today.	2
	<b>Formative - Informal</b>		<b>Summative - Formal</b>
<b>Assessments</b>	This lesson is planned to allow students to work together and learn about early Central American culture.	This lesson is designed to spread cultural awareness about one of the famous Native American tribes and understand how their famous calendar came to be.	
<b>Materials &amp; Supplies</b>	• Computer, Notebook, and pen.	•	•
<b>Sources &amp; Notes</b> Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	<b>Sources (Chicago Manual of Style)</b> <ul style="list-style-type: none"> <li>• "The Dresden Codex," January 1, 1970. <a href="https://www.wdl.org/en/item/11621/">https://www.wdl.org/en/item/11621/</a>.</li> <li>• Minster, Christopher. "Did the Ancient Maya Have Books?" ThoughtCo, January 28, 2019.</li> </ul>	<b>Notes to self</b> <ul style="list-style-type: none"> <li>• Students may be very confused about how to read the Mayan calendar. Explain very clearly how the calendar works and the students will enjoy the activity.</li> </ul>	

	<p><a href="https://www.thoughtco.com/maya-books-overview-2136169">https://www.thoughtco.com/maya-books-overview-2136169</a>.</p> <ul style="list-style-type: none"> <li>• History, Captivating. “The Maya Civilization Explained in 11 Minutes.” YouTube. YouTube, June 2, 2020. <a href="https://www.youtube.com/watch?v=YW0rLAX3y-c">https://www.youtube.com/watch?v=YW0rLAX3y-c</a>.</li> <li>• “Reading the Calendar Glyphs.” - Sun, Corn and the Calendar. Smithsonian National Museum of the American Indian, January 1, 2021. <a href="https://maya.nmai.si.edu/calendar/reading-calendar-glyphs">https://maya.nmai.si.edu/calendar/reading-calendar-glyphs</a>.</li> <li>• Smithsonian. “Reading the Calendar Glyphs.” - Sun, Corn and the Calendar. Smithsonian National Museum of the American Indian, January 1, 2021. <a href="https://maya.nmai.si.edu/calendar/reading-calendar-glyphs">https://maya.nmai.si.edu/calendar/reading-calendar-glyphs</a>.</li> <li>• National Museum, Smithsonian. “Maya Calendar Converter.” - Sun, Corn and the Calendar. Smithsonian National Museum of the American Indian, January 1, 2021. <a href="https://maya.nmai.si.edu/calendar/maya-calendar-converter">https://maya.nmai.si.edu/calendar/maya-calendar-converter</a>.</li> </ul>	
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