

Lesson Plan # 2
Secondary History / Social Studies

| Course | Lesson Topic / Unit Name | Instructor | Date(s) |
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| World History | Early Native American Societies: Toltec, Olmec, and Mayans (Toltec Lesson) | Mr. Haywood | 9/8/2020 |
| Lesson Essential Question (LEQ) or Learning Objective (LLO) | Students will be able to understand the life, religion, and culture of the Toltec Native Americans. | | |
| NC Essential Standard(s) | <p><i>Key NCES Objective</i></p> <ul style="list-style-type: none"> ● WH.H.2.9- Evaluate the achievements of ancient civilizations in terms of their enduring cultural impact. <p><i>Other NCES to Address:</i></p> <ul style="list-style-type: none"> ● WH.H.3.3 ● WH.H.3.1 <p>C3 Dimension 2:</p> <ul style="list-style-type: none"> ● D2.His.2.9-12 ● D2.His.1.1.9-12-D2.His.1.1.9-12- Analyze the relationship between historical sources and the secondary interpretations made from them. ● D2.His.3.9-12 | | |
| Activity | Details of Activities | Purpose-Rationale | Time |
| Pre-Lesson How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson? | Students will understand and be reminded that we don't know much about the Toltec Native American society. As with most Native American societies, we don't know much about them other than what the Europeans wrote down or the stories that were passed down generationally, and what the society itself left behind. 10 Facts About the Ancient Toltecs | Students in my classes will learn about history by understanding primary sources. Due to writing primary sources that are hard to find about this Native American society students will learn about the cultural perspective of the Toltec Society. | 5 |
| Acquisition How will students acquire new content or skills? Is the acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO] | Students will acquire new skills by learning about the Toltec societies religion, trade, culture. I will teach the lesson and demonstrate what the students will learn from the lesson on the links provided below. Toltec Weapons, Armor, and Warfare - weapons | This part should be given instruction about Toltec society. This section is very important for students to pay attention to and ask questions about the material and keep them engaged. | 15 |

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| | Map of the Toltec Empire Tezcatlipoca Quetzalcoatl | | |
| Extending & Refining I (group) 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 write about what they think Toltec kids day to day life is like in Toltec Society for someone their age. Students will write what it is in any form of writing that they are most comfortable with. Students can talk about gods, trading, etc. | The average age of the students in this class is 14. I want the students to do the exercise this way because they can in some way relate to the material. | 10 |
| Adjustments <i>What adjustments will you make if students struggle or progress too quickly (before advancing further)?</i> | <i>If the students are not understanding they can work together to try and understand the material that I am trying to teach them about life in the Toltec society. If they still don't understand what is going on I can give them a hint.</i> | <i>All lessons are very important for students to understand. Studies show students learn better if they talk to other students about what they learn.</i> | |
| Extending & Refining II (individual) How do students (and teacher) know if they are mastering the content and/or skills for this lesson? [Formal, informal assessments to measure learning] | Towards the end of the class for the students are comfortable with sharing what they wrote to the whole class so students can see what they have written down or discussed. I will then go over the life of young adults of the Toltec society. | This will bring positive reinforcement to the students' work and allow them to understand the content a little better when positive feedback and reinforcement are provided. It will also allow me to try and tie a connection to them and their lives. | 10 |
| Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding | Students can expect to go over what I have taught them and review the lesson so as to make sure the students understand what was taught today. | This is more for me as I know for certain that the students understand what is going and again to give them a further chance to ask me questions before they leave my class for the day. | 5 |
| | Formative - Informal | | Summative - Formal |
| Assessments | This lesson plan is designed to engage the students in discussion in the classroom. | | Students tend to learn better when they have a chance to speak in front of the classroom. I can then examine their writing skills and there critical thinking skills |
| Materials & Supplies | <ul style="list-style-type: none"> • Notebook/ or School Laptop • Pen or Paper | <ul style="list-style-type: none"> • Good attitude • Energy drink (for me) | |
| Sources & Notes Where did you research content for today's lesson? Where did you find helpful information, | Sources (<i>Chicago Manual of Style</i>) <ul style="list-style-type: none"> • Minster, Christopher. "When the Toltecs Went to War." ThoughtCo, May 19, 2019. | | Notes to self <ul style="list-style-type: none"> • This class will primarily be discussion based, everyone can speak up in this class if needed. |

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| <p>primary & secondary sources, and lesson plan ideas?</p> | <p>https://www.thoughtco.com/toltec-weapons-armor-warfare-2136272.</p> <ul style="list-style-type: none"> Minster, Christopher. "10 Facts About the Ancient Toltecs." ThoughtCo, August 27, 2019. https://www.thoughtco.com/facts-about-the-ancient-toltecs-2136274. "Map of the Toltec Empire." History Crunch - History Articles, Summaries, Biographies, Resources and More. Accessed January 7, 2021. https://www.historycrunch.com/map-of-the-toltec-empire.html#. Cartwright, Mark. "Tezcatlipoca." Ancient History Encyclopedia. Ancient History Encyclopedia, August 14, 2013. https://www.ancient.eu/Tezcatlipoca/. Cartwright, Mark. "Quetzalcoatl." Ancient History Encyclopedia. Ancient History Encyclopedia, August 1, 2013. https://www.ancient.eu/Quetzalcoatl/. Behr, Holger. "Map of Chichen Itza." Ancient History Encyclopedia. Ancient History Encyclopedia, September 24, 2014. https://www.ancient.eu/image/3068/map-of-chichen-itza/. Stages of childhood in ancient Mesoamerica. Accessed January 7, 2021. https://www.mexicolore.co.uk/aztecs/home/stages-of-childhood-in-ancient-mesoamerica. | |
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Native American trade, Native American rituals (lesson 3)