

Lesson Plan # 1**Secondary History / Social Studies**

Course	Lesson Topic / Unit Name	Instructor	Date(s)
World History (9th Grade)	Early Native American Societies: Olmec, Toltec, and Mayans (Olmec Lesson)	Mr. Haywood	Monday 9/7/2020
Lesson Essential Question (LEQ) or Learning Objective (LLO)	Students will learn about the Olmec Society.		
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.11.9-12-D2.His.11.9-12- 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?	This will not be a lecture heavy class as there is so much about the Olmec culture that I think with my guidance that they can learn for themselves. Students will start with the warm-up with fast facts and skimming through the article link I have provided below. 10 Interesting Facts On The Ancient Olmec Civilization	The lesson is designed to show what the students know and what skills they are bringing into the classroom, along with applying new material. This lesson plan will be at the beginning of the year and more of me trying to get all the students "all on the same page."	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 about learning about the Olmecs daily life by discussing their gods and how they played a role in their lives and why they worshipped them the way they did.	Students will get basic research skills while learning about the daily lives of the Olmec peoples, their gods, and other subjects that are important to the Olmecs.	10

<p>Extending & Refining I (group)</p> <p>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?</p>	<p>Due to the complex issue that may require a lot of reading that the students may not understand and may be above the average 9th-grade reading level I will give a presentation explaining the Olmec society and other ancient Native American societies. This part should take no more than ten minutes to do. Afterward, the students will go to the links in order.</p> <ol style="list-style-type: none"> 1) Olmec Civilization (Religious Beliefs) 2) La Venta archaeological site, Mexico 3) Religion in the Olmec Society <p>The students will get into groups and together read what I have provided to the students. The students will then together discuss what we know about this ancient society that we are still discovering more about the Olmecs today. .</p>	<p>This will allow the students after my lecture on what the student will be learning. They will be able to conduct and use their reading skills to analyze the lives of the ancient Olmec society. Since it is the beginning of the year for the students as freshmen they will also have the chance to work together on many assignments so they can understand my teaching methods.</p>	<p>15</p>
<p>Adjustments</p> <p>What adjustments will you make if students struggle or progress too quickly (before advancing further)?</p>	<p><i>Time management is key for this part of the lesson. At first, if all the students are reading the same article and not getting it then I will tell student A to read article one and then tell student B to read article 2. Assuming that the students do not get what the article is I will try my best to explain the articles so that they can do the written in-class assignment.</i></p>	<p><i>My ultimate goal is to try and let my students lead themselves in their learning. I want them to try and struggle with it a little bit but not to the point that they get so frustrated that they stop engaging with the work. It is recommended that the teacher walk around the classroom and check on the students and give them guidance and positive reinforcement when needed.. The key here is to challenge the students.</i></p>	
<p>Extending & Refining II (individual)</p> <p>How do students (and the teacher) know if they are mastering the content and/or skills for this lesson? [Formal, informal assessments to measure learning]</p>	<p>The teacher and the student will understand if they have mastered the material. The students individually will write a paragraph on something that they thought was interesting and what they learned for the day. They will also write a few sentences on what they are struggling with so I can better assist them. Students are always welcome to ask questions if they don't understand.</p>	<p>This part will understand if the student got the course work or not. The assignment is to check the students' understanding, not necessarily quiz the students on what they understand. If the students don't finish this then they will be able to fish it for homework. I will give the student 5 mins at the beginning of the class to give me any concerns they have and answer any questions while going over the new material.</p>	<p>10</p>

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	In the last part of class before the class lets them out I will show them the following link: Ancient Sites in Mexico Then I will let them know what they are doing for the next class and what to bring. This link will show the students what will be studying in a sense for Tuesday and Wednesday. Students will finish the in-class assignment that night for homework.	This time is to go over the students and inform them that their in-class assignment if they don't finish it it will be homework. The website that I have posted is HIGHLY encouraged for them to look at as I will be discussing them later in the week.	5
Assessments	Formative - Informal		Summative - Formal
	This lesson is planned to design to challenge the students on their reading and their writing ability.	This lesson is designed to give the students a challenge but more importantly to see where my students are at so I can plan my future lesson and try to get every student on the same page.	
Materials & Supplies	<ul style="list-style-type: none"> • A Laptop provided by the school • A good attitude 	<ul style="list-style-type: none"> • Pen Pencil, and Paper (Notebook) 	
Sources & Notes Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	Sources (<i>Chicago Manual of Style</i>) <ul style="list-style-type: none"> • Cartwright, Mark. "Olmec Civilization." Ancient History Encyclopedia. Ancient History Encyclopedia, October 15, 2020. https://www.ancient.eu/Olmec_Civilization/. • N/A , N/A. "Religion." The Olmec and Chavin Civilizations, 0AD. http://olmecsandchavin101.weebly.com/religion.html. • Ancient Sites in Mexico (From google maps) 		Notes to self <ul style="list-style-type: none"> • There is still a lot we don't know about these ancient Native American sites. • Students may find the readings a bit confusing. It is up to you to make sure that does not happen. • Students may be very interested in knowing that we don't know much about these cultures. • Keep the students engaged .