**Unit Map & Lesson Plan Sequence**

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| **Course** | **Unit (Learning Segment) / # of days** | | | | **Instructor (Clinical Intern)** | | | | | **Dates** |
| **World History (9th grade)** | **Native Americans a History** | | | | **Mr. Haywood** | | | | | **09/7-09/12/2020AD** |
| *Unit Objectives (“Students will be able to…”)* | | | | | | | | | | |
| ***-Know- [Content Goal]***  Students will be able to Identify the different types of Native Americans and the Impact on the land and the world. | | ***-Do- [Skill Goal]***  Students will be able to **explain** the difference in cultures and their impact on European cultures. | | | | | ***-Understand- [“Big Picture” Conceptual Goal]***  Students will be able to understand the history and Influence that the Native Americans have had in North, Central, and South America. | | | |
| **Unit Essential Question (UEQ) or Learning Objective (ULO)** | How have the Native Americans had an impact on the regions?  or  *Students will be able to* ***describe*** *the different Native American cultures and analyze the similarities between the cultures and regions.* | | | | | | | | | |
| **Unit Concepts - Themes**  *see NCDPI Unpacked Document* | * Power * Divinity | | | * Farming * Rituals | | | | * Trade * War | | |
| **Essential Standard(s)**  *also see NCDPI Unpacked Document* | ***Content Standards***   * WH.H.2.4 * WH.H.2.7 * WH.H.5.1 | | | | | ***Skills Standards***   * WH.H.2 * D2.His.4.9-12 * D2.His.5.9-12 * D2.His.14.9-12 | | | | |
| **LESSON 1** | **LESSON 2** | | **LESSON 3** | | | **LESSON 4** | | | **LESSON 5** | |
| The Olmecs & The Chavín Societies  (1 day) | The Toltec, Aztec, and the Incan Empires  (2 days) | | The Native American Cultures and Religions  (2 days) | | | The Conquistadors and Colonization  ( 1 day) | | | Native Americans in the Revolutionary Era  (1day) | |
| **Lesson Essential Question (LEQ) or Learning Objective (LLO)** | **LEQ / LLO** | | **LEQ / LLO** | | | **LEQ/ LLO** | | | **LEQ/ LLO** | |
| Where did the Olmec and Chavín culture come from and how did its impact on Mexico to this day? | How did the Toltec, Aztec, and the Incan Empires influence trade across their regions? | | How did religion play a part in the ways did Native Americans fought wars, trade and other areas of their life? | | | Why did the Eroupeans have interest in the “New World” and why did they conquer the Native lands for themselves? | | | How were Native Americans essential to both the British and the French in the Seven years war? | |
| **Social Studies Vocabulary** | **Social Studies Vocabulary** | | **Social Studies Vocabulary** | | | **Social Studies Vocabulary** | | | **Social Studies Vocabulary** | |
| 1. maize 2. stela | 1. chinampas 2. quipu 3. Adobe | | 1. Chavín 2. Sapa Inca | | | 1. Conquistadors 2. Imperialism 3. Colonization | | | 1. Treaty of Paris 2. Pontiac | |
| **History Content: Key People / Places / Events / Terms** | **Key People /Places / Events /Terms** | | **Key People /Places / Events / Terms** | | | **Key People /Places / Events / Terms** | | | **Key People / Places / Events / Terms** | |
| 1. Paracas 2. Olmec Heads 3. Moche | 1. Tenochtitlan 2. Cuzco | | 1. Quetzalcoatl 2. Tiahuanaco | | | 1. Malinche 2. Immunity of disease 3. Tenochtitlan 4. Hernan Cortes | | | 1. Shawnee 2. France vs. England 3. Louis-Joseph de Montcalm | |
| **Unit Assessment** | The students will pair up in groups with my assistance and will pick one of the cultures that we have talked about. They will make a poster talking about one of the cultures of empires. They will talk about its rise and its impact on the region and culture. The students will spend one day in the computer lab looking up information or their culture or empire. The poster will talk about what is the primary religion, primary towns, and if possible important leaders. Students will have to present in front of the class. After this project is done we will move on to the next subject. | | | | | | | | | |