|  |  |
| --- | --- |
| Teacher | Rachel Stafford |
| Class | 7th World History |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date:** **Mon., April 18** | **Date:****Tues., April 19** | **Date:****Wed. April 20** | **Date:****Thurs, April 21** | **Date:****Fri., April 22** |
| **Standard** | TN Core Standards * 7.64 Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations. (C, E, G, H, P)
* 7.65 Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states. (C, H, P)
* 7.66 Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P)
* 7.67 Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)
* 7.68 Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations). (C, H)
* 7.69 Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations’ agricultural systems. (C, H)
* 7.70 Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (C, E, G, H, P)
 | TN Core Standards * 7.64 Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations. (C, E, G, H, P)
* 7.65 Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states. (C, H, P)
* 7.66 Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P)
* 7.67 Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)
* 7.68 Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations). (C, H)
* 7.69 Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations’ agricultural systems. (C, H)

7.70 Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (C, E, G, H, P) | TN Core Standards * 7.64 Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations. (C, E, G, H, P)
* 7.65 Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states. (C, H, P)
* 7.66 Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P)
* 7.67 Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)
* 7.68 Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations). (C, H)
* 7.69 Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations’ agricultural systems. (C, H)
* 7.70 Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (C, E, G, H, P)
 | TN Core Standards * 7.64 Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations. (C, E, G, H, P)
* 7.65 Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states. (C, H, P)
* 7.66 Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P)
* 7.67 Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)
* 7.68 Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations). (C, H)
* 7.69 Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations’ agricultural systems. (C, H)
* 7.70 Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (C, E, G, H, P)
 | TN Core Standards * 7.64 Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations. (C, E, G, H, P)
* 7.65 Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states. (C, H, P)
* 7.66 Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P)
* 7.67 Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)
* 7.68 Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations). (C, H)
* 7.69 Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations’ agricultural systems. (C, H)
* 7.70 Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (C, E, G, H, P)
 |
| **Objective***I can…..* | **Chapter 7** ***The Americas*****1500 B.C.- A.D. 1600***I can analyze the geographic, political, economic, social, and religious structures of the civilizations.**I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations.* | **Chapter 7** ***The Americas*****1500 B.C.- A.D. 1600***I can analyze the geographic, political, economic, social, and religious structures of the civilizations.**I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations.* | **Chapter 7** ***The Americas*****1500 B.C.- A.D. 1600***I can analyze the geographic, political, economic, social, and religious structures of the civilizations.**I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations.* | **Chapter 7** ***The Americas*****1500 B.C.- A.D. 1600***I can analyze the geographic, political, economic, social, and religious structures of the civilizations.**I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations.* | **Chapter 7** ***The Americas*****1500 B.C.- A.D. 1600***I can analyze the geographic, political, economic, social, and religious structures of the civilizations.**I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations.* |
| **Connections to Prior Knowledge** | Bell WorkMesoamerica*Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png* | Bell WorkHow do you think the geography and climate contributed to the creation of many unique cultures in the Americas? | Bell WorkWhy did the Aztecs develop two different calendars? | Bell WorkDiscuss 7-2 HW questions  | Bell WorkHow did Native American groups on the Pacific Coast differ from those in the SW? |
| **Guiding Questions** | * How does geography influence the way people live?
* What makes a culture unique?
 | * How does geography influence the way people live?
* What makes a culture unique?
 | * How does geography influence the way people live?
* What makes a culture unique?
 | * How does geography influence the way people live?
* What makes a culture unique?
 | * How does geography influence the way people live?
* What makes a culture unique?
 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Instructional Strategies***I do…* | Notes: The Maya | Notes: The Aztecs  | Notes: The Incas | Notes: North American Peoples | Review Ch. 7 |
| **Differentiated Tasks***We do …* | What challenges did the Maya face? How did they overcome those challenges?Close Read: Mayan Civilization | Close-Read The Aztecs |  Close Read: The Incas | Vocabulary Quiz | Chapter 7 Review Activity |
| **Assessment***They do ….* | Create a pyramid of the hierarchy of Mayan Culture  | What challenges did the Aztecs face building Tenochtitlan? | Reading: Pachacuti | Why did the Iroqouis form a confederacy?  | Writing Activity  |
| **Homework** | Homework Due DateLesson 2: Thursday, April 21 | Homework Due DateLesson 2: Thursday, April 21 | Homework Due DateLesson 2: Thursday, April 21 | Homework Due DateLesson 2: Thursday, April 21 | Homework Due DateLesson 2: Thursday, April 21 |
| **Closure** | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. |
| **Resources/Materials** | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book  | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book |
| **Projected Assessments** | Chapter 7 * Vocabulary Quiz: Thursday, April 21 (no outside resources)
* Test: Monday, April 25 (cheat card allowed)
 | Chapter 7 * Vocabulary Quiz: Thursday, April 21 (no outside resources)
* Test: Monday, April 25 (cheat card allowed)
 | Chapter 7 * Vocabulary Quiz: Thursday, April 21 (no outside resources)
* Test: Monday, April 25 (cheat card allowed)
 | Chapter 7 * Vocabulary Quiz: Thursday, April 21 (no outside resources)
* Test: Monday, April 25 (cheat card allowed)
 | Chapter 7 * Vocabulary Quiz: Thursday, April 21 (no outside resources)
* Test: Monday, April 25 (cheat card allowed)
 |
| **Additional notes/ Upcoming Events** | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. |