

Weekly Lesson Overview

Subject:	Grade:	Week of:
Social Studies	5th	Aug 19-Aug 23

Louisiana State Standards or GLEs

5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration. 5.4.3 Analyze maps from the Age of Exploration to 1763. 5.1.1 Create a timeline of key events in early American history from pre-Columbian civilizations to 1763. 5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763. 5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks: 5.4.1 Differentiate between various types of maps using characteristics, functions, and applications. 5.4.2 Analyze a map using a variety of tools.

Materials Needed

Map of the Americas, timeline, pages 17-18, 21, 23, 29-31, and 36-38 of the Aztec tasks, mapping Tenochtitlán handout (blank and completed), digging for clues handout (blank and completed), chaînes opératoires for the Tenochtitlán Market handout (blank and completed), blank chaînes opératoires handout, conversation stems, discussion tracker

Homework

	Monday	Tuesday	Wednesday	Thursday
Assignment	Assigned problems for source based homework- Questions 1 & 2 -Study vocabulary words	Assigned problems for source based homework-Questions 3 & 4 -Study vocabulary words	Assigned problems for source based homework-Questions 5 & 6 -Study vocabulary words	Assigned problems for source based homework-Review answers and revise answers as needed -Study vocabulary words

Notes for partner teachers: I will provide the sand for the excavation activity.

Daily Plan:

Monday

I Can Statement	Students explore the characteristics of civilization and consider how the development of various indigenous cultures of the Americas exemplifies those characteristics.
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Lesson Components

Do Now/ Anticipatory Set

Do Now: What characteristics of civilizations are present in this source?

Mini-Lesson

We will review the characteristics of civilization. I will say that the first civilization we will be exploring is the Aztec. I will review the components of a map including map title, map key/legend, symbols, and compass rose before we begin to analyze the maps.

Guided Practice

-We will start off by labeling where the Aztec empire is present day (Mexico). Students will label the Aztec empire and create a map key/legend. I will have a completed map on my screen to model what students' maps are supposed to look like. I will walk around the room as students are completing this task to ensure they are labeling the maps accurately. I will ask students to identify where present day Aztec is which is Mexico. We will add to the map as different civilizations are introduced throughout the year.

-I will tell students to add the founding of Tenochtitlán (capital city of Aztec empire

) in 1325 and the beginning of the Aztec Empire in 1427 to their timeline. Similar to the map as we cover more civilizations we will add to the timeline as well.

-Next we will examine the maps of Tenochtitlan. We will examine the first map whole group then I will assign small groups so the students can examine the other sources with their peer(s). We will follow this up with a whole group discussion: a. Where is Tenochtitlán located? b. Why might it be located there? c. What were the likely benefits and drawbacks? d. What characteristics of civilization are revealed by the location and geography of Tenochtitlán?

Independent Practice

Students analyze maps of Tenochtitlan with their small group.

-Exit Ticket: What are the benefits and drawbacks of Tenochtitlan's location? Students write answers on sticky notes and we add them to our class list.

Sample student answers:

Benefits-

- Harder for enemies to attack (isolated)
- near water and water is extremely important for travel, hygiene, and consumption (survival),

Drawbacks-

- forced to make innovations like causeways and canals because of the geography,
- harder to trade with outside civilizations (isolated)

Formative or Summative Assessment Type

Highlight all that will be used:

Turn and Talk

Individual Question and Answer

Writing Assignment

Ticket Out the Door

White Boards

Mini Quiz

Group work

Write Pair Share

Think Pair Share

Jigsaw

Other _____

Higher Order Thinking Questions: What is a civilization?, What are the benefits and drawbacks of Tenochtitlan's geographic location significant? , What characteristics of civilizations are revealed by the objects from Templo Mayor?

Daily Plan:

Tuesday

I Can Statement

Students explore the characteristics of civilization and consider how the development of various indigenous cultures of the Americas exemplifies those characteristics.

Lesson Components

Do Now/ Anticipatory Set

Anticipatory Set: We will watch a brief video on archeology and artifacts then the students will get a chance to be archaeologists I will introduce vocabulary terms necessary for background knowledge which are artifact and archaeologists

Mini-Lesson

I will assign groups of 4-5 and students will dig through containers filled with sand for artifacts .As students are digging they will analyze their discoveries with the analysis tool for artifacts. https://www.archaeological.org/pdfs/education/digs/Digs_shoebox.pdf .

Guided Practice

I will assign students to small groups. Then I will explain the expectations for transitioning from one small group to the next. We will practice transitioning until I feel the students are prepared. Once they are prepared they will report to their first center as determined by the list displayed on the board.

I will have a teacher led small group. We will focus on the essential gle's 5.2.1 and 5.4.3. We will go through the sources then answer the questions as a group. I will demonstrate test taking skills.

As the other groups are working I will walk around periodically to monitor the small groups.

Independent Practice

Small groups

Small group 2-Students complete board on discovery education.

Small group 3-Students analyze artifacts from Templo Mayor.

Small group 4-Students go through self paced nearpod and take notes in interactive notebook

Formative or Summative Assessment Type

Highlight all that will be used:

Turn and Talk

Individual Question and Answer

Writing Assignment

Ticket Out the Door

White Boards

Mini Quiz

Group work

Write Pair Share

Think Pair Share

Jigsaw

Other _____

Daily Plan:

Wednesday

I Can Statement

Students explore the characteristics of civilization and consider how the development of various indigenous cultures of the Americas exemplifies those characteristics.

Lesson Components

Do Now/ Anticipatory Set

Students analyze a video on Aztecs. We will have a whole group discussion.

Mini-Lesson

We will finish the last two small groups. I will remind students of the expectations for small group behavior and transitioning to the next group. I will display the groups and begin the transitioning music so that students may go to their first center of the day which will be center three.

Guided practice

I will have a teacher led small group. We will focus on the essential skills 5.2.1 and 5.4.3. We will go through the sources then answer the questions as a group. I will demonstrate test taking skills.

As the other groups are working I will walk around to monitor the small groups.

Independent Practice

Small group 2-Students analyze a video about the Aztec and fill out the analysis form

Small group 3-Students analyze artifacts from Templo Mayor.

Small group 4-Students go through self paced nearpod and take notes in interactive notebook.

Formative or Summative Assessment Type

Highlight all that will be used:

Turn and Talk

Individual Question and Answer

Writing Assignment

Ticket Out the Door

White Boards

Mini Quiz

Group work

Write Pair Share

Think Pair Share

Jigsaw

Other _____

Daily Plan:

Thursday

I Can Statement

Students explore the characteristics of civilization and consider how the development of various indigenous cultures of the Americas exemplifies those characteristics.

Lesson Components

Do Now/ Anticipatory Set

Ask students to take out their homework so we can go over it.

Mini-Lesson

Go over homework 10-15 minutes. We will go over each question as a whole group. I will call on students to explain their thought process and strategy for selecting their answers. I will allow the students to engage in debate to allow them to come to a consensus for a correct answer. I will ensure they are using conversation stems such as I respectfully disagree. Once the students have decided on an answer I will reveal the correct answer. If students do not select the correct answer I will explicitly explain the process that should have been used to get the correct answer choice. This practice can be turned into a teacher versus student game. Students would receive a point every time they get an answer correct and I would receive a point when they get it wrong. If they have more points than me at the end I will give them an incentive.

Guided Practice

-I will have an extended response rubric displayed on the screen. I will explain both part of the rubric which are content and claims. I will explain that the claims portion of the rubric is the answer and evidence from the sources. Then I will explain that the content portion is prior knowledge that will further support their claim

-We will analyze an extended response together. We will read the the sources as a whole group.

-I will assign the students to groups so they can score an extended response. They will receive a blown up extended response rubric and they will have to score a student's response based on the rubric.

-Once they have scored the responses we will have a whole group discussion about the results. Then students will fix the extended responses independently.

Independent Practice

Students will practice scoring an extended response.

Students will fix the extended response they graded.

Formative or Summative Assessment Type

Highlight all that will be used:

Turn and Talk

Individual Question and Answer

Writing Assignment

Ticket Out the Door

Other ___exam_____

White Boards

Mini Quiz

Group work

Write Pair Share

Think Pair Share

Jigsaw

Daily Plan:

Friday

I Can Statement

Students explore the characteristics of civilization and consider how the development of various indigenous cultures of the Americas exemplifies those characteristics.

Lesson Components

Do Now/ Anticipatory Set

Do Now

Students analyze image of Tenochtitlan's market

Mini-Lesson

I will read aloud Cortés's letter. Students will listen and observe as I read. I will reread Spanish explorer Cortés's letter about the Tenochtitlán Market this time students will locate final innovations or products of the market." As I read students will document any innovations they hear on their graphic organizer. After I am done reading I will allow students to add to our class list.

Guided Practice

-We will have a whole group discussion about what we added to the class list

Determine which characteristics of civilization are revealed by the list of products and innovations that we come with.

-We will finish the extended writing response we started on Friday. I will model how to use the RACE strategy in Social Studies explaining that the E will be used to receive full points for prior knowledge or the content portion of the rubric. I will have a small group with targeted students who will need additional support to complete this task. Students will take turns grading each others extended responses as they finish using the extended response rubric.

-Students will have an opportunity to make revisions based on

Independent Practice

Students add to personal list and class list with innovations from Cortes' letter.

Students work on extended response.

Formative or Summative Assessment Type

Highlight all that will be used:

Turn and Talk

Individual Question and Answer

Writing Assignment

Ticket Out the Door

White Boards

Mini Quiz

Group work

Write Pair Share

Think Pair Share

Jigsaw

Other: teacher made quiz