Unit 11: American Empires

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 38**
Length: **2 Weeks**
Status: **Published**

Unit Overview

This unit is about culture, religion, social organization, and legacies of the great Native American civilizations of Central and South America. Further, this unit addresses the role geography played in regional history.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SOC.6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
SOC.6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
SOC.6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
SOC.6.2.8.C.4.b	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought

	and the arts.
SOC.6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
SOC.6.2.8.D.4.b	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
SOC.6.2.8.D.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.
SOC.6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Essential Questions

- How do civilizations rise and fall?
- In what regions did the civilizations of the Americas develop?
- How are social classes commonly grouped in the past?

Application of Knowledge and Skills...

Students will know that...

- 1. Five of the largest countries of Latin America are: Mexico, Brazil, Argentina, Peru, and Cuba.
- 2. Latin America can be divided into seven regions: northern Latin America, Central America, Caribbean islands, northern South America, western South America, Eastern South America, and southern South America.
- 3. The Maya lived in southern Mexico.
- 4. The Aztecs lived in central Mexico.
- 5. The Inca were based in Peru, South America.
- 6. The two greatest Native American monuments are Chichen Itza and Machu Picchu.
- 7. Spanish conquistadors came in major conflict with Native Americans during the 16th Century.
- 8. The integration of information refers to the process of combining information from different sources, such as visual media and written materials.

Students will be able to...

- A. Identify the main ideas and supporting details while reading
- B. Locate Mexico, Brazil, Argentina, Peru, and Cuba on a map
- C. Compare and contrast written, video, or internet resources

- D. Locate the main homelands of the Maya, Aztec, and Inca
- E. Compare and contrast the locations and characteristics of Chichen Itza and Machu Picchu
- F. In general terms, explain the result of contact between Native Americans and Spanish conquistadors
- G. Integrate the content of visual media and written text to create a piece of writing which is informed by multiple media sources

Assessments

- A/B writing Formative: Other written assessments Compare and contrast Chichen Itza and Machu Picchu. 6.2.8.D.4.j , RH.6-8.1., RH.6-8.6., RH.6-8.10.
- Common Core Focus Formative: Other written assessments Explain the significance and history of Machu Picchu by referring to both visual and print media sources. RH.6-8.7., WHST.6-8.1a.
- Empires in the Americas Test Summative: Written Test Test encompassing the values, monuments, and locations of the major Native American empires. 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.e, 6.2.8.B.4.h, 6.2.8.C.4.a, 6.2.8.C.4.b, 6.2.8.D.4.a, 6.2.8.D.4.b, 6.2.8.D.4.j, WHST.6-8.2d.
- K-W-L Diagnostic: Other written assessments Assess student knowledge of Latin American geography, history, and people. 6.2.8.A.4.a, 6.2.8.B.4.e, 6.2.8.C.4.b, WHST.6-8.1a.
- Latin America Map Formative: Other visual assessments Color code a map of Latin America into seven different regions. Cut the map pieces out and then reassemble them. 6.2.8.B.4.h, RH.6-8.7.
- Matching Activity Formative: Other written assessments Match incomplete sentences regarding Latin American geography and Natives American tribes with pictures which correctly complete the sentences. 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, WHST.6-8.1c., WHST.6-8.1e., WHST.6-8.2b.

Activities

- Map reading skills: The geography of South America
- Drawing conclusions about Aztec family life
- Use Google Earth to "find" Machu Picchu
- Watch Quetzalcoatl descend to Earth on the side of Chichen Itza
- Guided Reading: South America Landforms
- Play the board game Conquest of the Aztecs
- Use the Maps101 map collections for making worksheets and projection in the classroom: colonial exploration

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities

- Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: glyphs, maize, slash and burn, pit houses, adobe, pueblos, mesa verde, kivas

Content specific modifications to extend learning for gifted students may include:

- Research the weather in different Latin American regions and create a weather report
- Research the historic impact of El Nino on Western Hemisphere weather and create line graphs tracing the data pattern
- Write a poem commemorating the Aztec defeat by Cortes and the conquistadors

Integrated/Cross-Disciplinary Instruction

Most of the records of the Aztec people has been written by their conquerors. Students will imagine themselves as Aztec poets and record the destruction of their people from the Aztec worldview. Students may choose any style of poetry they have been taught in language arts to create their composition.

Resources

- Macmillan/McGraw-Hill Our World textbook (c)2005
- Macmillan/McGraw-Hill Our World Practice and Activities Workbook isbn:0021499926

- Conquest of the Aztecs board game
- http://www.maps101.com/

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.