FACDIS 2017 Lesson Plans – Shannan Hines

Exploring Latin America - Beginning Unit Lesson

WV CSOs:

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| SS.7.1 | Classify and compare various forms of government through the Age of Imperialism (e.g., democracy, republic, absolute monarchy, constitutional monarchy, oligarchy, dictatorship, theocracy and parliamentary system). |
| SS.7.3 | Compare and contrast the roles, rights and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations. (e.g., ancient civilizations, medieval times, and nation states). |
| SS.7.4 | Examine current world events to evaluate how the global landscape has changed over time. |
| SS.7.15 | Analyze the impact of cultural diffusion on a variety of regions. |
| SS.7.17 | Evaluate the effects of physical geography and the changing nature of the earth’s surface on transportation, culture, economic activities and urban areas. |
| SS.7.19 | Demonstrate an understanding of the ancient civilizations.   * Identify the leaders and distinguish the basic principles and philosophies of the major religions in the world as they emerged and expanded. * Identify the contributions and influences of ancient civilizations and categorize the factors that led to their fall (e.g., philosophy, architecture, civics, literature, the arts, science and mathematics). |

Estimated time: 5-7 classes

Materials: iPad lab, GRAPES notes template

1. Students will be divided into six groups of 3-5 students each, depending on class size. Each group will be assigned one of the following countries: Brazil, Argentina, Peru, Venezuela, Bolivia, Ecuador, or Colombia. They will research each country using the GRAPES method (Geography, Religion, Accomplishments, Politics, Economics, Society).

2. Each group will develop a PowerPoint presentation with at least one slide devoted to each letter. Each slide may contain no more than three bullet points and must include at least one related picture with an original caption. All research and photos must be cited. This section should not exceed 14 slides.

3. In addition, each group will research one of the suggested natural/national treasures of their assigned countries. This special section of the PPT should include important facts (name, location, significance, etc.), at least 5 images with original captions, and citations. This section should not exceed 6 slides.

Natural/National Treasures:

Brazil – Amazon River, Amazon Rain Forest

Argentina – Iquazu Falls, Tierra del Fuego, Perito Moreno Glacier

Peru – Machu Pichu, Andes Mountains

Venezuela – Angel Falls, tepuis

Bolivia – Salar de Uyuni, Lake Titicaca

Ecuador – Cotopaxi, Galapagos Islands

Colombia – San Agustin, Tayrona National Park

4. Each group will present their PowerPoint presentations to the rest of the class. During presentations, class members will be responsible for taking notes on the provided GRAPES template that will later be put into our interactive notebooks.

Chaski/Khipu Lesson to be intergrated into Inca Unit:

WV CSOs:

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Estimated Time: 2 classes

Materials: iPad lab, yarn, scissor, knot-tying handouts

1. Students will be divided into groups of 2-3. They will be responsible for exploring

National Museum of the America Indian’s exhibit, *The Great Inka Road: Engineering an Empire*, at <http://nmai.si.edu/inkaroad/>. (I may include a webquest worksheet at a later date, depending on timing.)

2. Student will be asked to pay special attention to the following section:

<http://nmai.si.edu/inkaroad/inkauniverse/inkaroadexpansion/road-administration.html>. We will discuss the role of the chaskis in the Incan communication system as well as the use of khipus.

Discussion Resources:

A. *The Chaski: Official Messengers of the Inka Empire* – National Museum of the American Indian pamphlet

B. *Machu Picchu: Unveiling the Mystery of the Incas* – Peabody Museum of Natural History, Yale University <http://peabody.yale.edu/sites/default/files/documents/education/MP%20Social%20Studies%20curriculum.pdf>, pgs. 7-20.

3. Students will make their own khipus. They will record two important facts about their lives (birthdate, number of people in family, address, etc.) and two important facts about their class (number of students, class period, etc.) See the lesson plan at

<http://peabody.yale.edu/sites/default/files/documents/education/MP%20Social%20Studies%20curriculum.pdf>, pgs. 28-29.

4. Students will present and describe their khipus to their larger student groups of 3-5.