

Grade: Fourth

Subject: Geography

Unit: Incas

Time: 36 days

Instructional Goals:

TLW study the Inca people and their government structure.

TLW conduct research around a specific question, evaluating sources and drawing conclusions.

TLW create timelines and maps that show the life and empire of the Inca people.

ESLO	Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes Biblical Integration
2 3 4 6 7	3.1.2 2.1.1	TLW understand the physical, political, and cultural characteristics of places, regions, and people in SA, including the difference between cities, states, and countries. (D) TLW understand and analyze the costs and benefits of people's decisions to move and relocate to meet their needs and wants. (E)	6 days	Reading and response, lecture --Students read a teacher-selected text about the Incas and choose main ideas and important details to document on a group thinking web. --In their table groups, students read different texts on different aspects of Incan culture. They share with peers who read the same text, and then share their different texts with their table groups. They choose important details to document on their thinking web. --Read several texts about the Incas to students; students document new characteristics of the Incas on their posters. --Lecture on the Incas' form of military expansion (invite Patrick Pace for an expert visit), focusing on why the Incas moved around and formed alliances.	Resources and texts on the Incas Chart paper Expert for visits	Group thinking webs Exit ticket after expert visit	
3 6 7 8	1.2.1	TLW understand that governments are organized into local, state, tribal, and national levels. (E)	7 days	Reading and Response, journal entries, role plays --Read aloud books on Incan government. Students and teachers discuss what they read. --Students complete journal entries guiding them to think about what it would be like to live under the rule of the Sapa Inca (ruler of the Incas). --Illustrate the hierarchy of Incan government. Students do brief role-plays/dramas to illustrate.	Resources and texts on the Incas Journals □ Role play prompts	Journal entries Participation in role plays	BI: The teacher reads Exodus 18 to students. The students and teacher discuss Moses' problem, and how his father-in-law helped him solve it. The teacher asks students why Jethro's solution worked and why it was wise.

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2 3 4 6 7	1.2.2	TLW understand how and why state and tribal governments make, interpret, and carry out policies, rules, and laws. (E)	1 day	Class discussion, graphic organizer, role play --The teacher introduces some of the stranger laws the Incas followed (ie: no one was allowed to have larger ear lobes than the Inca), and talk about where those laws came from and why they were enforced. Students use their thinking about where Incan laws came from to complete graphic organizers about where Dominican laws come from. For example, the teacher may ask students to think about where helmet laws come from, where education laws come from, etc.	Examples of Incan laws and Dominican laws Graphic organizer	Completion of graphic organizers	
2 6 7	4.2.1	TLW understand and analyze how individuals caused change in SA history. (E)	2 days	Reading and response --The teacher introduces influential Sapa Incas. Students study those Sapa Incas and draw conclusions on how they impacted current culture in SA.	Resources and texts on Sapa Incas	Exit tickets on the power of an individual to change history	BI: Read Hebrews 13:17: "Have confidence in your leaders and submit to their authority, because they keep watch over you as those who must give an account. Do this so that their work be a joy, not a burden, for that would be of no benefit to you." Students critique Sapa Incas as leaders who would give an account before God. Students talk about what this passage means for their lives.

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2	5.2.1	TLW create and use a research question to conduct research on an issue or event. (D)	10 days	Reading, research, essay writing, discussion, graphic organizer --Students select a specific topic in Incan life to research and write about. After selecting a topic, they generate questions and things they want to find out in their research. --Students conduct research in pairs, filling out a teacher generated graphic organizer. They research in many different books, internet sites, etc. The graphic organizer should ask students for information about the resource, the main idea the source is presenting, and supporting ideas. --Students evaluate their sources based on a rubric they create as a class. Students compare multiple different sources with similar information and draw conclusions about which sources are the most accurate. The class discusses their conclusions. --After researching for several days they write essays on their findings and complete a Works Cited page. Provide students with a graphic organizer to lead their thinking.	Resources and texts (include electronic resources) on the Incas. Graphic organizers Class created rubric Examples of Works Cited pages	Student graphic organizers (evaluate gathering of info) Rubrics on credibility of sources Completed Essay Works Cited Page	See the writing unit entitled "Nonfiction Writing on the Incas" for a detailed description of this project.
3	5.1.2	TLW evaluate the accuracy of primary and secondary sources. (D)					
4	5.2.2	TLW understand the main ideas from an artifact, primary source, or secondary source describing an issue or event. (D)					
6	5.4.1	TLW draw clear, well-reasoned conclusions and provide explanations that are supported by artifacts and/or primary sources in a paper or presentation. (D)					
7	5.4.2	TLW prepare a list of resources, including the title, author, type of source, date published, and publisher for each source. (E)					
2	4.1.1	TLW understand and create timelines to show how historical events are organized into time periods and eras. (E)	3 days	Hands on activity --Given multiple timelines from the time of the Incas, students analyze why timelines may be different. They synthesize the timelines to create their own.	Timeline examples Timeline information on the Incas	Student Timelines	
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2	3.2.3	TLW understand that the geographic features of SA have influenced the movement of people. (E)	7 days	Reading, graphic organizer, discussion, hands on activity --Give students texts about the roads built by the Incas. Students read the texts, fill out a graphic organizer, and share their learning. Guide thinking to analyze routes chosen for the roads and the challenges of building roads through mountains. --Discuss the importance of roads for a government. Create a graphic organizer/poster that shows who would be using the Incan roads and why. --Students create maps in table groups that show the Incas construction of roads through the Andes mountains.	Resources and texts on Incan roads	Graphic organizers Exit ticket on the importance of roads Maps of roads	This unit can be adapted easily to an expedition, with a road/path building project as a final product.
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6	3.1.1	TLW construct and use maps to explain the movement of people. (E)					
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