

Expedition:

Timeline: 8 weeks

**Grade: 4th
Semester: 2nd**

Guiding Questions:

- How do roads affect societies?
 - When we study the Incas, what can we learn about all people?
 - How did the Incas live? What were their lives like?
- I can conduct research and explain what I find in writing.
 - I can explain the importance of roads for a society and develop a plan for a road or trail in my community.
 - I am an expert on a specific part of Incan life.
 - I can recognize geometric, Incan patterns and create similar ones. I can create a miniature loom and weave a variety of materials together.
 - I can organize stones to build a path that resembles Incan Roads.

Week	Language	Math	Geography	Field Work	Art/Music	Computer	Biblical Int.
1—2/15	Texts in English and Spanish for BBK	--quipus as mystery text	BBK—what makes a culture?				Read Incan creation story—link to humans desire to know where we come from and why we are here (our souls were made to long for God).
2—2/22	Choose topics for book, begin research (use third grade book as example); journal prompts about what it means to become an expert	--mini review of place value with quipus. --timeline—years and	Timeline and map work --expert visit from Patrick		Art Teacher introduces geometric patterns; students decorate and color 2in squares. Students continue decorating (finished colored squares should be matted on black paper for expedition night.		Show list of gods and discussed why we worshipped—link to their understanding that someone else was in charge of the universe; they saw God’s majesty (Bible says we are without excuse) but they worshipped the Creator, not the
3—3/1	Continued Research—(students use research folders with resources completed by teachers)		Continued Research				
4—3/8	Continued Research (continue to use research folders; research on selected websites)		Teacher		Art teacher begins weaving project with students.	Students research specific topics on selected websites.	
5—3/15	Begin writing book pages		Mini BBK on roads throughout history—what are some of the ancient roads that were built, where were they, and why?/What are the big benefits/affects of roads on society? Is there a place in ours that might benefit?)		Continued Weaving	Students research specific topics on selected websites.	
6—3/22	Writing book pages				Weaving		
7—4/5	Write letters asking for donations of materials				Weaving		
8—4/12	Illustrate book/road prep (Journal prompts about the purpose of roads, how roads can change societies, where students think new roads should be built, etc).		Illustrate book/road prep	3 days in Manahao to build roads			
9—4/19	Expedition Night Prep						