



Grade: 6th

Subject: Geography Unit: Ancient Maya

Time: Eight Weeks

Instructional Goals: TLW evaluate the role of geography, religion, and cultural values on Mayan customs, architecture, and means of living; TLW analyze the influence of Mayan entertainment on today's sports; TLW investigate the causes of the Mayan collapse, identify the reasons for and repercussions for committing the same mistakes, and propose solutions for modern nations facing the same problems.

ESLO Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes
5, 7, 8 3.1.1 3.1.2 3.2.1	-TLW construct and analyze maps using scale, direction, symbols, legends and projections to gather information. (M) -TLW identify the location of places and regions in the world and understand their physical and cultural characteristics. (D) -TLW understand and analyze how the environment has affected people and how people have affected the environment in the past or present. (D)	1 day	Reading and response, learning centers, peer sharing, hands-on activity Example: Read individually about different Mayan cities, present major characteristics to class; map locations of Mayan cities and draw notable geographical or cultural feature of each city on map; compare Mayan map with physical and modern political map	Atlas of World History; Mayan, Incan, and Aztec Civilizations (Mark Twain); Mayans, Aztecs, & Incans (Teacher Created Resources)	Illustrated Mayan map	
1, 5, 8 4.2.2 3.2.2	-TLW understand and analyze how technology and ideas from ancient civilizations have impacted world history. (D) -TLW understand the characteristics of cultures in the world from the past or in the present. (D)	2 days	Research, role-playing, hands-on activity Example: research pok-a-tok rules and history on ballgame.org website; compare with modern sports and identify the Mayan precedents of playing in teams and using rubber on games in history; read and act out pok-a-tok myth; compare Mayan gods with Biblical god; play pok-a-tok	Mayan Pok-a-Tok myth; www.ballgame.org ; Mayan creation story: http://www.mythcjourneys.org/bigmyth/2_eng_myths.htm	Pok-a-tok comparison chart, Pok-a-tok skit	Collaborate with math to find circumference of Pok-a-Tok goals.



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4, 5, 7, 4.1.1 8	-TLW analyze different cultural measurements of time. (E) -TLW understand and analyze how cultures and cultural groups in ancient civilizations contributed to world history. (D) -TLW understand and analyze how technology and ideas from ancient civilizations have impacted world history. (D)	3-4 days	Research, peer sharing, presentation, hands-on activity Example: research Mayan culture, architecture, technology; create poster, powerpoint, magazine, model, etc. to present to class; evaluate the role of geography, religion, and values on their culture and customs	http://www.mayankids.com/	Mayan culture presentation	Collaborate with English to research and write historical fiction.
2, 7, 8 4.3.2 5.2.1 4.4.1	-TLW analyze multiple causal factors that shape major events in ancient history. (E) -TLW creates and use research questions to guide inquiry on an historical event. (D) -TLW analyze how an event in ancient history helps us to understand a current issue. (E)	2 days	Role-playing, research, game, brainstorm Example: Use Collapse website to investigate and solve mystery of Copan; discuss clues and findings; discuss problems in Copan and brainstorm other problems that societies face that could lead to collapse; compare problems from history with those faced by modern nations- are they different or basically the same?	http://www.learn.org/interactives/collapse/ Collapse (Jared Diamond)	Copan mystery solution	



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2, 3, 4, 2.2.1 8	-TLW understand the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present. (D) -TLW understand that learning about the geography of the world helps us understand the global issue of sustainability (D) -TLW understand the characteristics of cultures in the world from the past or in the present. (M)	2-3 days	Reading and response, discussion, hands-on activity, experimentation, field trip Example: read and research Mayan food and agriculture methods; discuss flaws of diet and farming methods in providing sufficient food and chart pro's and con's; make Mayan tortillas, tamales, and/or salsa together and compare with staple Dominican food	Mayan, Incan, and Aztec Civilizations (Mark Twain); Mayans, Aztecs, & Incans (Teacher Created Resources); Mayan recipes	Mayan recipe	Collaborate with math for fractions in recipes.
2, 4, 8 3.2.3 2.4.1 4.3.2	-TLW understand the geographic factors that influence the movement of groups of people in the past or present. (D) -TLW understand the distribution of wealth and sustainability of resources in the world in the past or present. (D) -TLW analyze multiple causal factors that shape major events in ancient history. (D)	1-2 days	Presentation, hands-on activity, experimentation Example: present pictures and descriptions of cenotes, create map of cenotes locations; discuss implications of cenotes and connect location of cenotes with enduring Mayan cities; describe formation of cenotes through experiment of the effect of water vs vinegar on chalk; explain slightly acidic rain (vinegar) created cenotes when it eroded the limestone terrain (chalk); chart pro's and con's of limestone terrain; discuss importance of reliable water source	Internet; Cenotes presentation; chalk, vinegar	Cenote diagram; map of cenotes and successful Mayan cities	



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2, 3, 4, 4.4.1 5, 7	-TLW analyze how an event in ancient history helps us to understand a current issue. (D)	3-4 days	Research, hands-on activity, field trip, peer sharing, expert visit, presentations Example: groups read and research one cause of Mayan collapse to recognize the impact unsolved naturally-occurring and human-caused problems can have on a nation (climate, overpopulation, farming methods, water sources, disunity, poor leadership); present findings, solutions, and similarities with Haiti to class to add to Mayan mystery chart	Collapse (Jared Diamond); internet	Mayan mystery cause, effect, and solution chart; letter of advice to Mayan leaders	
2.2.1	-TLW understand the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present. (D)					
2.4.1	-TLW understand the distribution of wealth and sustainability of resources in the world in the past or present. (D)					
1.2.3	-TLW understand a variety of forms of government from the past or present. (D)					
5.2.1	-TLW creates and use research questions to guide inquiry on an historical event. (D)					



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3, 6, 8 4.3.2 4.4.1 5.1.2 5.4.1	<ul style="list-style-type: none"> -TLW analyze multiple causal factors that shape major events in ancient history. -TLW analyze how an event in ancient history helps us to understand a current issue. -TLW evaluate the significance of information used to support positions on an issue or event. -TLW analyze multiple factors, compare two groups, generalize, and connect past to present to formulate a thesis in a paper or presentation. 	2-3 days	<p>Research, hands-on activity</p> <p>Example: groups write persuasive comparison article identifying the mistakes and consequences of the Maya to current issues in Haiti and offering solutions; use article and choose image to create a poster to persuade an audience to change its view of the environment and struggling nations</p>	Collapse (Jared Diamond)	Mayan/Haiti comparison and solution poster	Collaborate with English and Spanish to write and translate articles.



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