Lesson Plan

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| **Lesson Title/Focus** | Day 1- Introduction to Inca Empire | **Date** | Jan,18th |
| **Subject/Grade Level** | Grade 3—Social Studies | **Time Duration** | 40mins |
| **Unit** | Inca Civilizations | **Teacher** | Miss. H |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | |
| **General Learning Outcomes:** | 3.1  **General Outcome**  Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru. |
| **Specific Learning Outcomes:** | 3.1.1  **appreciate similarities and differences among people and communities:**  • demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC) |

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| **LEARNING OBJECTIVES** | |
| **Students will:** | * Recognize the similarities and differences between the Inca Empire and Canadian policies |

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| **ASSESSMENTS** | |
| **Observations:** | * Are students understanding class systems? * Are students able to answer guiding questions? |
| **Key Questions**: | * What might a person in high class have in their life? * What might a person in middle class have in their life? * What might a person in lower class have in their life? |
| **Products/Performances:** | * Students will be interacting with me in terms of them answering the questions asked * Students will be answering their comprehension questions individually |

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| **LEARNING RESOURCES CONSULTED** | **MATERIALS AND EQUIPMENT** |
| * Teachers Pay Teachers | * Computer * Smart Board * Google * Art Supplies🡪 paper, crayons, * Classroom Dojo |

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| **PROCEDURE** | | | |
| ***Prior to lesson*** | Get PowerPoint on the computer  Have pyramid’s printed out  Have Google Maps up on board | | |
| **Introduction** | | | **Time** |
| ***Attention Grabber*** | Little clip of the movie to introduce the unit. | | 12:30- 12:35 |
| ***Assessment of Prior Knowledge*** | Who are the Inca’s? | |
| ***Expectations for Learning and Behaviour*** | We are on task with our learning today. | |
| ***Advance Organizer/Agenda*** | Introduction  PowerPoint  Hierarchy  Drawing of Self as Sapa Inca | |
| ***Transition to Body*** | We are going to learn about the Inca Empire. | |
| **Body** | | | **Time** |
| ***Learning Activity #1*** | Inca History (slides 1-6)   * The Emperors New Groove is based on many facts related to the Inca civilization * The historical setting of the movie was based in the Inca Empire 1300’s to 1500’s * How long was the Inca Empire when it was the biggest? 🡪make a connection to how far that is from Nanton   Hierarchy of Society   * Basic needs🡪 pyramid about high, middle, low class   🡪what would the high class have?  -every toys wanted, technology, food, shelter, water  🡪what would the middle class have?  -food, shelter, water, toys (but might not be very many)  🡪what would the lower class have?  -no toys, no technology, little of everything, maybe shelter, some food, water   * Hierarchy of Inca Civilization   🡪High Class—Sapa Inca  Have guided questions answered on the students’ white boards:  -What would a high class person have in their life?  -What would a low class person have in their life?  -What would a middle class person have in their life?  -How could you tell the Sapa Inca by just looking at a group of Inca’s?  Have students 🡪 ANSWER COMPREHENSION QUESTIONS in their booklet, going over the main points | | 12:35-12:50 |
| *Assessments/ Differentiation* | Formative: Observations will be taken when I am listening to the students ask questions and answer guided questions  -Comprehensive booklet will be looked at for their understanding of the lesson today | |
| ***Learning Activity #2*** | Sapa Inca Self Drawing   * Draw yourself as the Sapa Inca * I want to see some detail showing me that you know what the Sapa Inca wore * Present your picture to your classmates talking about the detail placed upon your picture of your Sapa Inca | | 12:50-1:05 |
| *Assessments/ Differentiation* | Formative:  Presentations will be looked at for their representing skills, I have not seen them present yet so I am not aware how their skills are | |
| **Closure** | | | **Time** |
| ***Assessment of Learning:*** | | Listening to their presentations. | 1:05-1:10 |
| ***Feedback From Students:*** | | How did we like drawing to show your understanding today? |
| ***Feedback To Students*** | | I enjoyed listening to your picture descriptions. |
| ***Transition To Next Lesson*** | | Next day we are going to learn about Inca Mummies and you grade 3’s are going to create some mummies modelling how the Inca’s did it. |

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| **Sponge Activity/Activities** | Watch the first bit of the movie. |

**Reflections from the lesson:**