Lesson Plan

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| **Lesson Title/Focus** | Day 2- | **Date** | Jan,22nd |
| **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 Google Maps up on board | | |
| **Introduction** | | | **Time** |
| ***Attention Grabber*** | Bring up the pictures of the Sapa Inca | | 12:30- 12:35 |
| ***Assessment of Prior Knowledge*** | Who is the leader of the Inca Empire? | |
| ***Expectations for Learning and Behaviour*** | We are on task with our learning today. | |
| ***Advance Organizer/Agenda*** | Introduction  Review  Comprehension Questions  Drawing of Self as Sapa Inca  Middle Class | |
| ***Transition to Body*** | We are going to learn about the Inca Empire. | |
| **Body** | | | **Time** |
| ***Learning Activity #1*** | Have students 🡪 ANSWER COMPREHENSION QUESTIONS in their booklet, going over the main points  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   -How could you tell the Sapa Inca by just looking at a group of Inca’s? | |  |
| *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*** | 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  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?  IF TIME:  Mummies:   * I will read the first chapter and the third chapter in mummies to the students * Gather around the front of the classroom to read about the mummies (if students are not complete their colouring, then they can colour while I am reading about the mummies) * Students will write a little fact sheet about the Inca Mummies that we will attach to their mummies that we make. We will write it out and review and revise the writing and then the students will print it out and tie it to their mummies. | |  |
| *Assessments/ Differentiation* | Formative:  Are the pictures demonstrating their knowledge of the Sapa Inca? | |
| **Closure** | | | **Time** |
| ***Assessment of Learning:*** | | Viewing their drawing. |  |
| ***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** | Read the mummy book. Draw a sketch of how they will design their mummy. |

**Reflections from the lesson:**