Lesson Plan

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Title/Focus** | Day 3 Mummies  | **Date** | Jan,25th |
| **Subject/Grade Level** | Grade 3—Social Studies | **Time Duration** | 40mins |
| **Unit** | Inca Civilizations | **Teacher** | Miss. H |

|  |
| --- |
| **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:** | 3.1.2 Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry: * What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)
* How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)
 |

|  |
| --- |
| **LEARNING OBJECTIVES** |
|  **Students will:**  | * Create a mummy and decorate it as the Inca’s would
 |

|  |
| --- |
| **ASSESSMENTS** |
| **Observations:** | * Are students decorating their mummies colourful?
 |
| **Key Questions**: | * What is the difference between Canadian traditions and the Inca traditions?
 |
| **Products/Performances:** | * Creating a mummy
* Decorating the mummy
 |

|  |  |
| --- | --- |
| **LEARNING RESOURCES CONSULTED** | **MATERIALS AND EQUIPMENT** |
| * Teachers Pay Teachers
 | * Computer
* Classroom Dojo
 |

|  |
| --- |
| **PROCEDURE** |
| ***Prior to lesson*** | Have the demonstration of the mummy for the students to look at. |
| **Introduction** | **Time** |
| ***Attention Grabber*** | Mummy Time! |  |
| ***Assessment of Prior Knowledge*** | What are the traditions or customs around death in Canada? |
| ***Expectations for Learning and Behaviour*** | We are on task with our learning today. |
| ***Advance Organizer/Agenda*** | Introduction Mummy BookCreation of Mummy |
| ***Transition to Body*** | Lets move the desks so that we can all have own personal space |
| **Body** | **Time** |
| ***Learning Activity #1*** | 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. (Get the students to use the reading comprehension time to read and create a little paragraph on the mummies🡪 this will be attached to the mummy)

Steps:1. Move desks into groups of four
2. Place cardboard on the desks
3. Hand out popsicle sticks
4. Have students glue the sticks in the shape of a person
5. Wrap the mummy in paper towel
6. Colour the mummy with bright colours like the traditions from the Inca Empire
 |  |
| *Assessments/ Differentiation* | Formative:-Are the students demonstrating their knowledge about the different traditions in the Inca Empire? |
| **Closure** | **Time** |
| ***Assessment of Learning:*** | Viewing their mummy creation. |  |
| ***Feedback From Students:*** | What are the traditions of the passing in the Inca civilization?  |
| ***Feedback To Students*** | Let them know how they are doing. |
| ***Transition To Next Lesson*** | Next day we are going to continue on learning about the social structure of the Inca Empire and watch the first bit of the movie! |

|  |  |
| --- | --- |
| **Sponge Activity/Activities** | Movie clip!If students finish early🡪 they can start writing their paragraph about the traditions and customs in the Inca Empire regarding the dead. |

**Reflections from the lesson:**