



Lesson Plan for Implementing NETS•S—Template I (*More Directed Learning Activities*)

Template with guiding questions

Teacher(s) Name	Morgan Green
Position	Teacher
School/District	Creekview High School/ Cherokee County
E-mail	Morgangreen1017@gmail.com
Phone	770-655-9442
Grade Level(s)	10 th Grade
Content Area	World History
Time line	6 55-minute class periods

Standards (What do you want students to know and be able to do? What knowledge, skills and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?) Please put a summary of the standards you will be addressing rather than abbreviations and numbers that indicate which standards were addressed.

Content Standards: Students will be able to explain the rise and fall of the Olmec, Mayan, Aztec, and Inca empires and be able to compare and contrast the cultures of the Americas. Students will be able to demonstrate an understanding of the development of the Meso-American Civilizations. Students also have the opportunity to reach 10th Grade Literature & Composition standards depending on their activity they choose in the choice board.

SSWH8 The student will demonstrate an understanding of the development of societies in Central and South America.

- a. Explain the rise and fall of the Olmec, Mayan, Aztec, and Inca empires.
- b. Compare the culture of the Americas; include government, economy, religion, and the arts of the Mayans, Aztecs, and Incas.

NETS•S Standards: Students will demonstrate creativity and innovations during this lesson. Students will communicate information and ideas through online discussions and through their multimedia projects. Research, critical thinking, and decision-making skills will be utilized in each task during this unit. The specific tools the students will use include Microsoft Office- OneNote Meso-America ClassNote Book, Padlet, Quizizz, Google Forms, and tool of their choice depending on which assignment they choose in their choice board.

Overview (a short summary of the lesson or unit including assignment or expected or possible products)

Unit 7 will span six class periods and students will develop their understanding of one world history content standard. Through this unit, students will learn about the rise and fall of major Meso-American civilizations (Mayan, Incan, Aztec) and analyze the cultural similarities and differences of these civilizations. To begin, students will read information regarding the Meso-American civilizations and complete a graphic organizer about each civilization. By completing this task first, students will gain their background knowledge needed to address the other tasks in this unit. Students then will participate in a discussion post on Padlet answering a question that requires students to think critically about the civilization. After completing the Padlet, students will be assessed by completing a Quizizz over Meso-America. Students then will choose two choices from a choice board to further expand and demonstrate their knowledge of two of the three civilizations. The choice board includes assignments that require students to dig deeper into the content and express their understanding through producing multimedia projects. Once students completed these assignments, students will complete a survey reviewing this Unit 7 to provide feedback for further assignments.

Essential Questions (What **essential question** or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? Additionally, what questions can you ask students to help them focus on important aspects of the topic? (Guiding questions) What background or prior knowledge will you expect students to bring to this topic and build on?) Remember, essential questions are meant to guide the lesson by provoking inquiry. They should not be answered with a simple “yes” or “no” and should have many acceptable answers.

How do Incas, Mayans, and Aztecs cultural compare?
How did the Incas, Mayans, and Aztecs develop?
What led to the fall of the Incas, Mayans, and Aztecs?

Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (*formative assessment*)? How will you assess what they produce or do? How will you differentiate products?) You must attach copies of your assessment and/or rubrics. Include these in your presentation as well.

Students will be assessed through a variety of tools. Students will first be assessed by completing the chart that outlines the Incas, Mayans, and Aztecs. They will use a website that has text, videos, and images to explain the civilizations. Students will also be provided additional websites to use for support. Students will then participate in a Padlet discussion that requires them to predict a what if scenario regarding the Incas and Aztecs. With the discussion, students will be graded using a rubric- listed below. The teacher will then host a class discussion based on their responses on the Padlet. As another formative assessment, students will complete a Quizizz. After they complete a Quizizz, the teacher will review the results and determine what types of remediation will be necessary and conduct those in class the following day. Students will then complete two assignments from a choice board. The choice board outlines the requirements within the assignment descriptions. Students will be graded based on their products that they produce. The product could vary from a video, presentation, journal entry, brochure, book, etc. This assignment is differentiated based on the choice of product and topic discussed. There are a variety of DOK assignments, which can be differentiated based on the student's performance on the Quizizz and Padlet discussion. The choice board is listed below.

Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

The technology tools that students are utilizing are authentic and meaningful to the students and have real world applications. Students can use Padlet in the workforce as a way to host a discussion, collaborate with colleagues, host a background channel during meetings, and to present information. Students can use Quizizz in other classes to help them review for exams in high school and in college. Students will be working in OneNote using their school provide Office 365 account. Students can also use this feature in the business world to collaborate, organize, manage content, and submit work using this tool along with the other products in the Microsoft Office Suite that students have free downloads of and access to from home and school. The tools in the choice board have a variety of uses that students can see real life applications to if they need to create a presentation, video, or timeline to track change over time or plan out future steps. The choice board allows students to demonstrate their understanding of the material by producing a final product applying their knowledge of the information. We have previously used Quizizz and most students will be familiar with all of the tools that the choice board is asking them to use. In my class, we have not used OneNote before, however, it is something that our school wants more teachers to utilize in our classroom. Students also have not used Padlet before, but Padlet does not yield any significant technology skills to use. Students should be familiar with the tools that are used in the unit.

Below you will find all of the tools and resources that will be utilized during this unit.

[OneNote Meso-America Class Notebook](#)

[GA Virtual School- Meso-American Civilizations](#)

[Padlet- Discussion](#)

Padlet Rubric (provided below)

[Quizizz-Meso-America](#)

Meso-America Civilization Chart (provided below)

Choice Board (provided below)

Students may use the following tools depending on their choices on the choice board:

- Prezi, Google Slides, PowerPoint
- Windows Movie Maker, iMovie, Animoto, Empressr
- Publisher, Word, Book Creator App
- Capzles, Dipity, Timetoast

Websites to use:

[The Mayas](#)

[Mayan Civilization](#)

[The Mexica / Aztecs](#)

[Aztecs.Mexico for Kids!](#)

[Aztec Community](#)

[Incas](#)

[NOVA Online: The Lost Empire](#)

[Regents Prep MesoAmerica](#)

Instructional Plan

Preparation (What student **needs, interests, and prior learning** provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

Students should be vaguely familiar with the Aztecs, Mayans, and Incas as they have briefly studied them in middle school and elementary school based on standards from these levels. Students will be refreshing their knowledge and gaining a deeper understanding through the unit. I do not expect much difficulty in the information covered in this unit. Students will need access to mobile laptop carts or mobile labs to reach the websites and produce their tools. Each student has a working knowledge of how to work on the laptops and access the websites they need and login to their Office 365 account that will house the OneNote Notebook for this unit. I will need to show them how to locate the OneNote Notebook, which may prove to give some students issues if they do not follow along carefully. I will email the parents to let them know that this project will be broken into steps and that the students should have plenty of class time to accomplish it at school. I will reserve the appropriate labs so that we can work on them each day of the project. Students should not have issues with not having internet access at home or proper equipment. Should students need additional time to work on the project, they can set up a time with me before/after school to work on their project. Students may struggle with completing the unit task as it seems like a lot to do, but I chunked the assignments into tasks and each task has an individual due date so that it can be completed in a timely manner and not overwhelm the students.

Management Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (Small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or **troubleshoot** them? Please note: Troubleshooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

Students will be working individually during this unit except when we are doing the chart in partners, whole group discussions over the Padlet responses, and remediating material from the Quizizz which will require the students to be in groups of 2-3 students. Since I will be reserving mobile laptops carts and computer labs, students will have access to the internet through the computers. I will reserve more than enough computers should some students not be able to log on that way they can try another computer. Should students exceed the computers that I reserved, I can send students to the library where they can work on a computer in there instead. If the internet went out during any part of the process, students could complete these assignments on paper. Students could complete the chart by using their textbook and draw the graphic organizer on their own paper to complete. If the students cannot access the Padlet, students could respond on paper and have the teacher compile the responses to then host a discussion the following day after reviewing what they wrote. The Quizizz would not be easily replaced as it treats the material in a game-like situation that students respond to well. I could have them take it as a quiz and they can trade with a person and grade it. Then I could analyze the data from there. Many of the choice board activities can be created offline and on paper. Students could turn in their assignments in person. Students can work offline using the Microsoft products, or use an app on their phone. The biggest struggle for students is logging into the server to access their account and internet. It is typically resolved using two methods such as restarting the computers and login in again or hooking the wireless internet cable to the computer and then log in. Through the unit, I will be walking around assisting students with their learning tasks and monitoring their progress make sure they meet each deadline.

An issue that arose that I did not foresee was that our school internet content filter would block some of the videos and content that were on the website that students were using. When I tested the videos, I was logged on to my account where the filter is not as strict and used the website from the GA Virtual School, which should not typically be blocked. When this occurred, I directed the students to another website and for them to use their textbook which they have and I have provided a PDF file for them of this chapter on my class Canvas site.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure **higher order thinking of the analysis, evaluation, or creativity levels of Bloom's Taxonomy**? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to **communicate and collaborate** with each other and others? How will you facilitate the collaboration?

Students will work in partners, whole group, and independently to complete this unit. This unit is designed to build upon itself as we start at low levels of Bloom's Taxonomy with the first task and eventually building up to task 4 the choice board that requires higher ordering thinking skills. This unit is chunked into 5 manageable learning tasks that are also broken down into multiple due dates so that the assignments are more manageable. The teacher through this unit will make sure to remind students when each task needs to be turned in to ensure that the students do not get overwhelmed.

In task one, students can share their chart through their Office 365 account where students can collaborate on the assignment at the same time. The website with videos, images, and texts along with the chart will allow the technology to support learning and obtaining information about the Meso-America Civilizations. Students will have one day to complete this assignment.

Task Two- Padlet requires critical thinking skills as the topic requires students to predict what would have happened to the Incas and Aztecs had they not encountered the Spaniards. Students will need to build upon their knowledge and expand to defend their responses. The teacher will monitor the Padlet as the posts are being posted and provide tips and assist students in defending their positions. After everyone has completed the Padlet discussion, the teacher will facilitate a whole class discussion starting with a think-pair-share to their partner next to them to discuss and explain what their responses were on the Padlet. The Padlet helps students who do not normally participate in whole group discussions have their voice heard and allows for others to learn from each other by viewing everyone's thoughts and opinions. The Padlet technology tool also gives everyone an outlet to express their opinion and hosts the initial thoughts of the discussion.

Task 3- Quizizz is a formative assessment that allows students to test their knowledge in a low risk setting and allows the teacher to see how much they retained the information from the previous tasks. The teacher will monitor students taking the Quizizz and track the results. From the data collected, the teacher can remediate where necessary through small group work. The teacher can also differentiate task 4 based on the needs of the student. Students will need to complete Task 2 and 3 in one day.

Depending on how the student has been performing on the prior tasks, the teacher can choose 4 choices that students who make certain score ranges to assist them in learning the material better while still creating an authentic and meaningful learning task. While the students are working on Task 4, the teacher will walk around the room monitoring students, encouraging them to get creative with their assignments, and collaborate with the students. As the students are working in the OneNote, the teacher can visit the pages of the student's work and make comments to make sure that the students are on the right track and offer suggestions. Task 4 requires students to utilize the higher order thinking skills of Bloom's taxonomy. The student will have 3 and a half days to complete Task 4.

Task 5 is an evaluation survey over the unit task assignments. This allows students to express themselves and gives teacher feedback from the lesson to analyze and improve it. Students will complete this on the last day to reflect on their learning.

Differentiation (How will you differentiate **content and process** to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

The teacher will be able to differentiate content and process to accommodate various learning styles and abilities through the unit. Task One has a variety of visuals including video and text for the students to watch and read. Students who are a visual learner or auditory learners can benefit during this task. The graphic organizer provides students a way to compile all of the information they are reading. This will allow students to visually see what they are reading about. By working with partners, it allows students to learn from each other and decode the information from the multimedia sources. Students who have difficulty hearing, the videos have the main information listed as text on the screen, so they can follow along. Task 2: the Padlet allows for all students to have their voice heard. Students who are shy or struggle to express themselves can still have a voice in the class discussion by answering on the Padlet. Task 3: the Quizizz is also differentiated as it allows for students to work through and test their knowledge on material in a low risk setting rather than taking an actual quiz on the material. It also collects data for the teacher so they can use this to remediate the information if needed. Task 4: Choice Board differentiates the material by giving students multiple ways to demonstrate their knowledge of the material by producing a final product. The choices also can be differentiated by content as the options let them choose between the civilizations. Students can extend their learning through their choice board activity. Students who have issues with fine motor skills and difficulty with typing can use the computers as their assistive technology. Students can use speech-to-text software and be able to utilize the web tools to organize their information. By keeping their information in the OneNote Notebook, it helps students keep all of their information organized and prevents them from forgetting to bring it to class.

Reflection (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be *your process* for answering the following questions?)

- Did students find the lesson meaningful and worth completing?
- In what ways was this lesson effective?
- What went well and why?
- What did not go well and why?
- How would you teach this lesson differently?)

After the students have completed tasks 1-4, they will complete their final task, Task 5: Evaluation survey. Students will complete an evaluation survey from Google Forms to reflect on the learning process. The teacher will review and grade the assignments as students go through each task. The teacher should only have task 4 to grade on the last day of the project. The teacher will then pick out the best choice board assignments and post them to the class “Fridge” where all of their best work is displayed for all visitors to view and visit. The teacher should be taking notes and adjusting through the entire process of the unit to get a comprehensive view of the unit. The teacher also needs to consider the responses from the students as the learning tasks are occurring and what they posted when they completed the survey. The teacher can then properly assess the unit and determine the improvements and changes that need to be made. Through these methods, the teacher can appropriately answer the above questions.

Closure: Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson? Please provide a quality reflection on your experience with this lesson and its implementation.

After reflecting on the assignment, the student work, and the survey responses, I would say that this project was successful considering it was the first time using OneNote class notebook with my classes and completing an entire unit in this fashion, however, there are many ways that I can improve this project. From this experience, I felt that the students were more involved in their education by providing hands-on activities to expose them to the information. I believe that the chunking helped the students not get overwhelmed with the entire unit. I would change the way I explained the unit. Instead of telling them all of the information in a whole group setting, I should just overview the general idea and focus on the current task, so task 1. Then the next day, I need to introduce the next two tasks, and then introduce the fourth task, and finally the fifth task. I felt that some students were lost and only wanted to know what was expected of them during that class period and when the first assignment was due. Then I could also note that if students want to work ahead they can, they would just need to read the directions on the appropriate tab. Another part I would change is the final step of task 4, I would like for other students to comment and review each other's work to teach the students how to give feedback on each other's work. I thought the Padlet provided a great discussion for our class, but I would love to take this further and have students have peer comments on their initial post to create even more communication and use critical thinking skills. The students' responses were positive, they seemed to enjoy the format of the project and the versatility of the assignments that were provided. I felt that I was able to assess the students at different levels of the learning process through scaffolding the unit and still challenge them at their own level. Overall, the students gained a deeper understanding of the Meso-American civilizations. I believe that the students were assessed in formative and summative ways that show that they have mastered the content.

Ancillary Materials:

Link to [OneNote Meso-America Class Notebook](#)

Task 1: Chart

	Olmecs/Mayans	Aztecs	Incas
Dates of Civilization			
Geographic Location			
Major Cities			
Description of Government			
Characteristics of Religion			
Description of Economy/Agriculture			
Significant Cultural Achievements			

Task 2: Padlet Rubric

Criteria	Unacceptable (2 points)	Needs Improvement (4 points)	Average (8 points)	Excellent (10 points)
Contribution to the Learning Community	Demonstrates little effort and appears indifferent	Occasionally makes relevant contributions but shows minimal effort	Often makes relevant contributions and interacts freely while encouraging others	Consistently presents creative ideas demonstrating an awareness of the learning community and fosters further discussion
Relevance of Post	Posts irregular topics or remarks	Occasionally posts relevant comments while many posts show no insight	Posts are related to the topic with some connections to the content	Posts are consistently related to the topic with comments specific to content and include supplemental information
Expression Within the Post	Opinions or ideas are not expressed clearly and have no connection to the topic	Minimal expression of opinions or ideas with an unclear connection to the topic	Opinions and ideas are expressed clearly with occasional lack of connection to the topic	Opinions or ideas are expressed clearly with obvious connection to the topic
Delivery of Post	Posts appear "hasty" and poor grammar and/or spelling errors are contained in most posts	Poor grammar and/or spelling errors are contained in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings

Task 4: Choice Board

Name: _____

Date: _____

Class Period: _____

AZTECS, MAYANS, INCAS...OH MY! CHOICE BOARD

SSWH8 The student will demonstrate an understanding of the development of societies in Central and South America.

- a. Explain the rise and fall of the Olmec, Mayan, Aztec, and Inca empires.
- b. Compare the culture of the Americas; include government, economy, religion, and the arts of the Mayans, Aztecs, and Incas.

DIRECTIONS: Pick TWO choices in a row to complete. With your choices, ensure that you address two of the Mesoamerica Civilizations. Make sure to properly label your choice board activity with the matching number.

<p>1. Analyze the decline of one of the civilizations in a short 7 slide presentation with pictures addressing all possible reasons the civilization collapsed. (Prezi, PowerPoint, Google Slides)</p>	<p>2. Pretend you are an archeologist and you found an ancient artifact from one of the societies. Describe in a 2-3 minute National Geographic Report what artifact you found and what you predict that it was used for in the ancient society. Be sure to describe how this artifact was used and its significance in the ancient civilization. (Windows Movie Maker, iMovie, Animoto, Empressr)</p>	<p>3. Assume you are persuading others to visit one of the ancient civilization. Design a descriptive, accurate travel brochure. Include both natural and manmade elements that would attract tourists. (Publisher, Word, Book Creator App)</p>
<p>4. Assume the identity of a famous person from the given societies. Create a journal entry reflecting the ideas, values, and components of daily life for that person & you. Your journal entry needs to be at least 1-2 pages typed double spaced.</p>	<p>5. Student Choice- You may choose an activity to focus on a topic of interest. Challenge yourself to learn more about what interest you about the Incas, Aztecs, or Mayans. Teacher approval will be required.</p>	<p>6. Create and illustrate a timeline of one of the Central and South American societies. You need to include at least 10 events with descriptions and pictures. (Capzles, Dipity, Timetoast)</p>
<p>7. Create a 20-question review game using PowerPoint with answers from Chapter 16 in your world history textbook.</p>	<p>8. As an ancient mapmaker of one of the societies, you are commissioned to create a map of your land including all natural land forms, a compass rose, and a scale. Also, find examples of each landform in a modern civilization.</p>	<p>9. Compare and contrast 2 of the societies by analyzing their culture, religion, economy, politics, and technology in a 1-2 page typed double spaced essay.</p>

