

Unit Title: What Did They Leave Behind?

INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM

OVERVIEW SAMPLE AUTHORED BY

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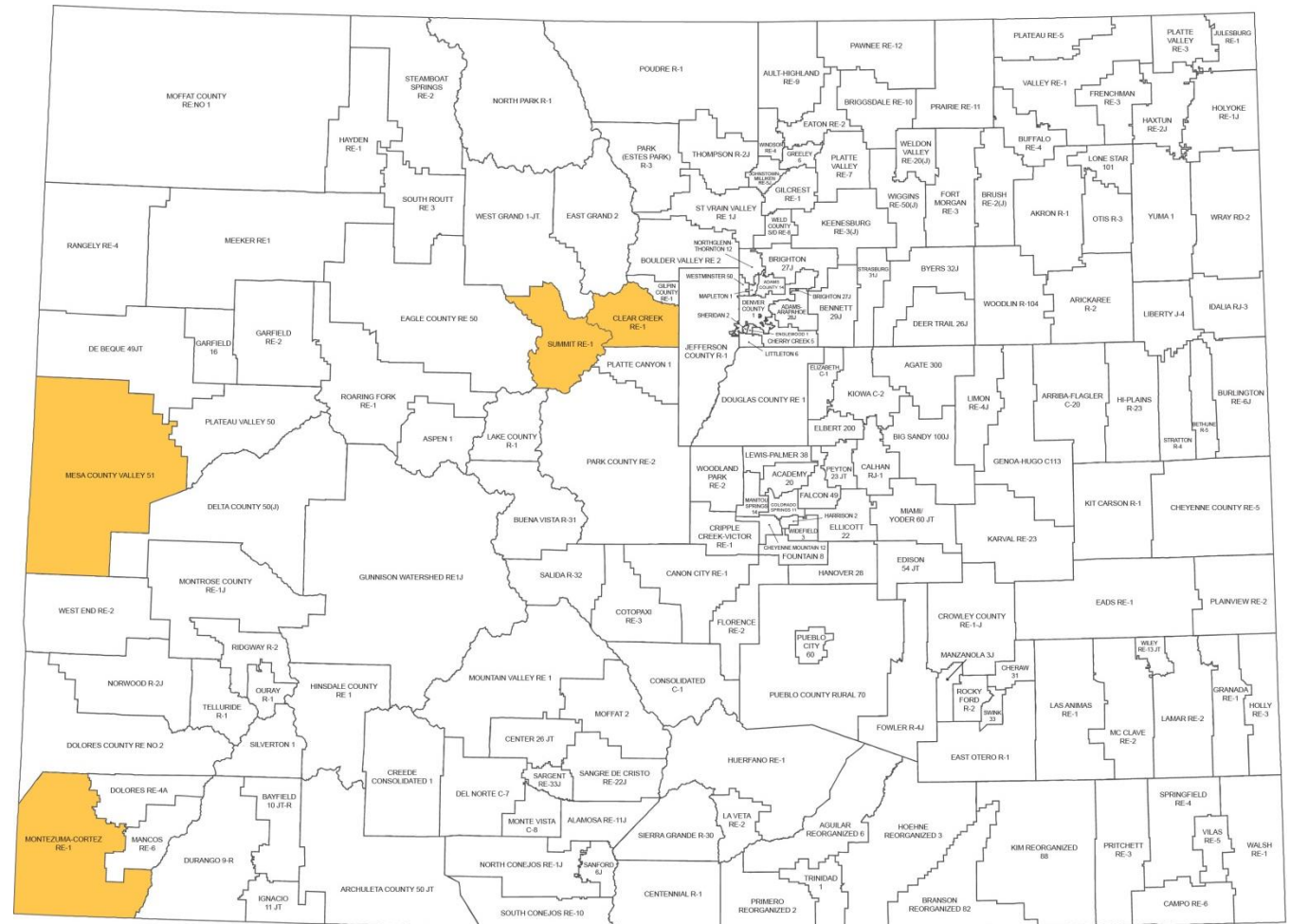
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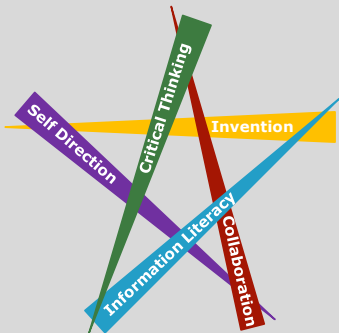
Summit School District

Mark Pieper



This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Social Studies	Grade Level	6 th Grade
Course Name/Course Code	6 th Grade Social Studies		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Analyze and interpret historical sources to ask and research historical questions	SS09-GR.6-S.1-GLE.1	
	2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another	SS09-GR.6-S.1-GLE.2	
2. Geography	1. Use geographic tools to solve problems	SS09-GR.6-S.2-GLE.1	
	2. Human and physical systems vary and interact	SS09-GR.6-S.2-GLE.2	
3. Economics	1. Identify and analyze different economic systems	SS09-GR.6-S.3-GLE.1	
	2. Saving and investing are key contributors to financial well being (PFL)	SS09-GR.6-S.3-GLE.2	
4. Civics	1. Analyze the interconnected nature of the United States to other nations	SS09-GR.6-S.4-GLE.1	
	2. Compare multiple systems of governments	SS09-GR.6-S.4-GLE.2	
<div><div><p>Colorado 21st Century Skills</p><p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p><p>Information Literacy: <i>Untangling the Web</i></p><p>Collaboration: <i>Working Together, Learning Together</i></p><p>Self-Direction: <i>Own Your Learning</i></p><p>Invention: <i>Creating Solutions</i></p></div><div><p>Reading & Writing Standards for Literacy in History/Social Studies 6 - 12</p><p>Reading Standards</p><ul style="list-style-type: none">• Key Ideas & Details• Craft And Structure• Integration of Knowledge and Ideas• Range of Reading and Levels of Text Complexity<p>Writing Standards</p><ul style="list-style-type: none">• Text Types & Purposes• Production and Distribution of Writing• Research to Construct and Present Knowledge• Range of Writing</div></div>			
Unit Titles		Length of Unit/Contact Hours	Unit Number/Sequence
What Did They Leave Behind?		4-6 weeks	1

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	What Did They Leave Behind?			Length of Unit	4-6 weeks	
Focusing Lens(es)	Beliefs and Ideals		Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.6-S.1-GLE.1 SS09-GR.6-S.1-GLE.2 SS09-GR.6-S.2-GLE.2		
CCSS Reading Standards for Literacy in History/Social Studies 6-8		CCSS.RH.6-8.1 CCSS.RH.6-8.2 CCSS.RH.6-8.4	CCSS.RH.6-8.5 CCSS.RH.6-8.7 CCSS.RH.6-8.9	CCSS Writing Standards for Literacy in History/Social Studies 6-8		CCSS.WHST.6-8.1 CCSS.WHST.6-8.4 CCSS.WHST.6-8.9 CCSS.WHST.6-8.10
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none">How are a society’s beliefs and ideals influenced by its historical roots?How are artifacts used to tell a story? What story might your possessions tell about you? (SS09-GR.6-S.1-GLE.1-EO.b)Why do we care about the past?					
Unit Strands	History , Geography					
Concepts	Artifact, culture, cultural beliefs/ ideals, primary and secondary sources, adaptation, historical context, interactions, perspectives, historical interpretation					

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations (SS09-GR.6-S.1-GLE.1-EO.a) and (SS09-GR.6-S.1-GLE.2-EO.b)	What key historical beliefs and ideals of Western civilizations have been handed down and are evident in today's world? (SS09-GR.6-S.1-GLE.1-RA.3) and (SS09-GR.6-S.1-GLE.2-EO.c; RA.2)	Why are some beliefs and ideals stable over time while others change? (SS09-GR.6-S.1-GLE.2-RA.1,2)
Cultural/societal artifacts illuminate historical context and provide insight into the lives of people in the past (SS09-GR.6-S.1-GLE.1-EO.b,c) and (SS09-GR.6-S.1-GLE.2-EO.b)	What are examples of significant western civilizations' artifacts? (SS09-GR.6-S.1-GLE.1-IQ.3) Which artifact discoveries or new knowledge have led historians to re-evaluate the "accepted" stories of people in the past (e.g. the pre-Columbian Mayans)? (SS09-GR.6-S.1-GLE.1-EO.a,b,c; IQ.2,3)	How do artifacts help us understand the history of a culture? (SS09-GR.6-S.1-GLE.1-EO.b,c) What are the challenges and limitations of interpreting artifacts? (SS09-GR.6-S.1-GLE.1-EO.c; IQ.2)
Primary and secondary sources, as windows on the past, allow historians to access and evaluate multiple perspectives of various events and time periods (SS09-GR.6-S.1-GLE.1-EO.b; IQ.1; RA.2)	What stories emerge from historians' interpretations of historical sources (e.g. the Mayan calendar or hieroglyphics)? (SS09-GR.6-S.2-GLE.2-EO.b,c; IQ.2)	How do we decide the purpose, bias, and authenticity of a given historical source in helping us interpret the past? (SS09-GR.6-S.1-GLE.1-RA.2)

Colorado Teacher-Authored Sample Instructional Unit

Humans adapt and modify their physical environment to meet the physical, social, and economic needs of their culture (SS09-GR.6-S.2-GLE.2-EO.c)	What are examples of modifications made to physical environments by native cultures such as the Mayan, Aztec, and Inca? (SS09-GR.6-S.2-GLE.2-EO.b,c,d; IQ.2) What are examples of how the Inuit have adapted to their environment? (SS09-GR.6-S.2-GLE.2-EO.b,c,d; IQ.2)	How do humans decide when to adapt to and when to try to exert control over their physical environment? (SS09-GR.6-S.2-GLE.2-EO.b,c,d; IQ.2)
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Historical sources include artwork, eye witness accounts, letters, diaries, maps, etc. (SS09-GR.6-S.1-GLE.1-EO.a) The elements of culture (e.g. language, religions, system of government, beliefs, etc.) Ancient civilizations of the Western Hemisphere, including the Maya, Aztec, Inca, early Native American cultures of North America, etc. (SS09-GR.6-S.1-GLE.2-EO.b) The factors that led to the rise and fall of the Maya, Aztec, and Inca civilizations (SS09-GR.6-S.1-GLE.2-EO.b) The historical context, importance of, and enduring legacies of the Inuit (SS09-GR.6-S.1-GLE.2-EO.b) The physical features of the Western Hemisphere and their effects on peoples in those regions (SS09-GR.6-S.2-GLE.2-EO.b) Adaptations people have made to their physical environment (SS09-GR.6-S.2-GLE.2-EO.c) 	<ul style="list-style-type: none"> Interpret historical sources (SS09-GR.6-S.1-GLE.1-EO.b) Formulate historical questions (SS09-GR.6-S.1-GLE.1-EO.b) Identify ways cultures record history (SS09-GR.6-S.1-GLE.1-EO.a) Critique information to determine if it can answer historical questions (SS09-GR.6-S.1-GLE.1-EO.c) Identify multiple perspectives (SS09-GR.6-S.1-GLE.1-EO.a; RA.1) Analyze the interactions between human and physical systems in the Western Hemisphere are both positive and negative (SS09-GR.6-S.2-GLE.2-EO.d) Interpret maps to uncover the links among physical features, environment, resulting adaptations (SS09-GR.6-S.2-GLE.2-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>Civilizations leave artifacts which can be interpreted through multiple perspectives.</i>
Academic Vocabulary:	Culture, record, physical environment, adaptation, interpret, analyze, perspectives, interactions, physical environment
Technical Vocabulary:	Primary and secondary sources, elements of culture, civilizations, Maya, Aztec, Inca, Inuit, ancient, historical interpretation, historical context, artifact, historian, archaeologist

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	In this unit entitled “What did they leave behind” students explore how aspects of ancient cultural life are interpreted through artifacts left behind. Students will focus on material cultural artifacts as the physical evidence of the human experience. In addition, students will be introduced to how archaeologists and historians assess and evaluate primary and secondary sources to learn more about the lives of people in the past. This unit focuses on the early civilizations in the Americas, including the Maya, Inca, Aztec and Inuit. The unit culminates with students creating a website illustrating an analysis of artifacts found at an archaeological site and the significance of those artifacts.
Considerations:	This unit focuses on the history of the people in the Americas. Specifically, the Maya, Inca, Aztec, and Inuit. The learning experiences are organized by cultures. There are two learning experiences per culture, the first serves as an introduction to the culture, the second looks at the culture in more depth. Native American tribes may be covered in the unit entitled “Movin’ Movin’ Movin’.”
Unit Generalizations	
Key Generalization:	Cultural/societal artifacts illuminate historical context and provide insight into the lives of people in the past
	Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations
Supporting Generalizations:	Primary and secondary sources, as windows on the past, allow historians to access and evaluate multiple perspectives of various events and time periods
	Humans adapt and modify their physical environment to meet the physical, social, and economic needs of their culture

Performance Assessment: *The capstone/summative assessment for this unit.*

Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Cultural/societal artifacts illuminate historical context and provide insight into the lives of people in the past Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	An archaeologist studies past cultures through artifacts. They work at historical sites to “uncover” the stories of the past through the discovery and analysis of the artifacts they discover. You are an adventure archaeologist who is working on the <i>Codex Archaeology Project</i> and you have to prepare a report for your investors on the progress of historical sites that are part of this project. You will work with your colleagues to create a website that describes the stories behind the artifacts you’ve discovered on the sites and their connection to the people of the past. Your investors want to know about the archaeological site you’ve excavated, and about the artifacts and beliefs of the ancient cultures that you’ve studied.
Product/Evidence: (Expected product from students)	In cooperative groups of 4 to 5, students will create a website that provides the historical context and insight into the lives of people in the Americas. The website should be divided into regions: Central America (sites such as: Chichen Itza, Caracol, etc.; http://mayaruins.com/), South America (sites such as: Sacsahuaman, Machu Picchu, etc.; http://tinyurl.com/l3y22xv), and Mexico (sites such as: Monte Albán, Tenochtitlan, etc.; http://tinyurl.com/m7vppom) The website will include information, images of artifacts that give insight into the ancient cultures. Students must include information that explains about the people who inhabited the location, the environment, the architecture, agriculture, language, and their beliefs. Students will select the artifacts that best represent the people who inhabited the site. http://www.weebly.com (Free website creator) http://www.webnode.com/ (Free, easy to use website creator) <i>This assessment will necessitate the creation of a rubric with a set of criteria to determine the degree to which a student's performance meets the expectations of the summative/capstone assessment. Here is an overview of the steps in developing a performance assessment rubric.</i>

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple modes for student expression)	Students make work in teams where they take on different roles as determined by their learning strengths such as: <ul style="list-style-type: none"> • Web designer • Graphic artist • Editor • Content Author Students may decide to choose from different products such as a Prezi or a scrapbook. Teachers may provide students with graphic organizers to help students organize their writing. http://www.eduplace.com/graphicorganizer/ (Graphic organizers to support writing)
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
Ardagh, P. <i>The Aztecs (History detective Series)</i> . Lexile: 1000 Calvert, P. <i>The Ancient Inca</i> . Lexile: 1120 Levy, E. <i>Awesome Ancient Ancestors!: Mound Builders, Maya and More</i> . Lexile: 990 MacDonald, P. <i>Sungods and Sacrifice</i> . Lexile: 740 Maloy, J. <i>The Ancient Maya</i> . Lexile: 940 Mann, C. <i>Before Columbus The Americas of 1491</i> : 1080 Takacs, S. <i>The Inca</i> . Lexile: 850 Williams, S. <i>The Inuit</i> . Lexile: 800 Wofson, E. <i>Inuit Mythology</i> . Lexile: 735 Wood, T. <i>The Aztecs (See Through History)</i> . Lexile: 810 Wyborny, S. <i>Life During the Aztec Empire</i> . Lexile: 840	Cameron, A. <i>Colibri</i> . Lexile: 730 Eboch, C. <i>The Well of Sacrifice</i> . Lexile: 930 Houston, J. <i>Tikta Liktak: An Inuit Eskimo Legend</i> . Lexile: 1000 Landman, T. <i>Goldsmith's Daughter</i> . Lexile: 735 McCunney, M. <i>Mario's Mayan Journey</i> . Lexile: 740 Nolan Clark, A. <i>Secret of the Andes</i> . Lexile: 710 Steele, P. <i>The Aztec News</i> . Lexile: 910 Vande Griek, S. <i>A Gift for Ampato</i> . Lexile: 840

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a historian by using primary and secondary sources to determine central ideas or information	Teacher Resources:	http://www.loc.gov/teachers/usingprimarysources/ (Using primary sources in the classroom from the Library of Congress) http://www.archives.gov/education/research/ (Getting started with primary sources at the National Archives)
			Student Resources:	http://sddial.k12.sd.us/esa/doc/teachers/marzano/SummaryFrames.pdf (Summary frame)
	Skills:	Determine the central ideas or information and provide an accurate summary of the source distinct from prior knowledge or opinions (CCSS.RH.6-8.2)	Assessment:	Students will use a summary frame graphic organizer to summarize the central ideas and information from their source.

Colorado Teacher-Authored Sample Instructional Unit

2.	Description:	Think/work like a historian by using primary and secondary sources to answer historical questions	Teacher Resources:	http://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_01_04.pdf (How historians study the past – lesson plan) http://www.loc.gov/teachers/usingprimarysources/guides.html (Guides for analyzing primary sources)
			Student Resources:	http://dohistory.org/on_your_own/toolkit/primarySources.html (Using primary sources to answer historical questions) http://www.dailyteachingtools.com/free-graphic-organizers-s.html#7 (Note taking graphic organizers)
	Skills:	To draw evidence from informational text to support analysis reflection, and research (CCSS.RH.6-8.1 and CCSS.RH.6-8.2)	Assessment:	Students will use note taking graphic organizers to keep track of the specific evidence from their reading. Students will respond in writing or orally to source based document questions.
3.	Description:	Students will determine the meaning of words and phrases as they are used in text and discussions	Teacher Resources:	http://tinyurl.com/lazw9bn (Word walls – A support for literacy in secondary classrooms) http://www.learningunlimitedllc.com/2013/07/5-steps-word-walls/ (5 easy steps to rockin' word walls)
			Student Resources:	http://www.realclassroomideas.com/resources/graphic+organizers-wordbank.pdf (Word Bank graphic organizer) http://www.eslpages.com/samplesheets/samplewordbanksheets.htm (Word bank worksheet) http://www.realclassroomideas.com/resources/graphic+organizers-vocabcards.pdf (Vocabulary graphic organizer)
	Skills:	Collect vocabulary words and create an ongoing word wall using context clues, definitions and ongoing supports (CCSS.WHST.6-8.4)	Assessment:	Students will create a word wall to visualize important vocab throughout the unit.
4.	Description	Think/work like a historian through historical writings to include such elements as historical context, consideration of evidence, source interpretation, and multiple perspectives	Teacher Resources:	http://writing2.richmond.edu/writing/wweb/history/principles.html (Principles of historical writing: Thinking like an historian) http://www.cobbk12.org/Cheathamhill/LFS%20Update/Graphic%20Organizers.htm (Analyzing perspectives graphic organizer)
			Student Resources:	http://www.readingquest.org/strat/ (History frames/story maps graphic organizers for historical writing)

Colorado Teacher-Authored Sample Instructional Unit

	Skills:	Write arguments that support claims with logical reasoning and relevant, accurate data and evidence (CCSS.WHST.6-8.1) Write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences (CCSS.WHST.6-8.10)	Assessment:	Students will construct short pieces of historical writing connecting their learning across time. Students will use an analyzing perspectives graphic organizer to support their claims.
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Prior Knowledge and Experiences

Students need no prior knowledge or experiences for this unit since this unit is an introduction to the work of historians and archaeologists. Students will be introduced to primary and secondary sources and how to analyze those sources to learn more about the people and cultures of the past.

Learning Experience # 1

The teacher may bring in artifacts, written records, and images of the Maya, Inca, and Aztec so that students can distinguish between the work of an archaeologist and the work of an historian.

Generalization Connection(s):	Cultural/societal artifacts illuminate historical context and provide insight into the lives of people in the past Primary and secondary sources, as windows on the past, allow historians to access and evaluate multiple perspectives of various events and time periods
Teacher Resources:	http://www.nps.gov/efmo/forteachers/so-what-does-an-archeologist-do.htm (What does an archaeologist do?) http://teachinghistory.org/history-content/ask-a-historian/24120 (Article entitled <i>Historians Defined</i>) http://www.digonsite.com/guide/colorado.html (Archaeological digs in Colorado) http://www.archaeological.org/education/lessons/simulateddigs (Lesson plans for simulated digs) http://www.thenagain.info/classes/basics/usingsources.html (Using Historical Sources) http://www.loc.gov/teachers/usingprimarysources/guides.html (Primary source analysis guides – Library of Congress) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn diagram graphic organizer)
Student Resources:	http://idahoptv.org/dialogue4kids/season7/archaeology/facts.cfm (Archaeology Facts) http://www.digonsite.com/ (<i>dig</i> the archaeological magazine for kids) http://www.digonsite.com/guide/colorado.html (Archaeological digs in Colorado) http://www.thenagain.info/classes/basics/usingsources.html (Using Historical Sources) http://www.loc.gov/teachers/usingprimarysources/guides.html (Primary source analysis guides – Library of Congress) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn diagram graphic organizer)
Assessment:	Students will complete a Venn diagram comparing the similarities and differences of the work of the archaeologist and the work of an historian.

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> Historians study and write non-biased descriptions and narratives of the past utilizing historical documents and personal accounts Historians generally look at records and narratives – written, spoken, artistic, etc. Historians study periods associated with a written historical record The questions historians ask to help them understand the past Studying history involves culture, religion, politics, economics Historians seek patterns, explanations, causes and effects, etc. Archaeologists study human material culture; the physical things left behind by people Archaeologists specifically look at material remains such as buildings, artifacts, bones, art, etc. The questions archaeologists ask to help them understand the past Archaeology can be utilized to study any and all periods of human occupation as long as there are material remains to be studied 	
Key Skills:	<ul style="list-style-type: none"> Distinguish among the similarities and differences between an archaeologist and an historian Define critical language words for this learning experience 	
Critical Language:	Historian, archaeologist, primary source, secondary source, archaeological site, archaeological dig, archive, research, written record, narrative, artifact, culture, material culture, excavate, ancient	

Learning Experience # 2

The teacher may bring in primary sources that represent material culture (e.g. vinyl records, iPods, cooking utensils, childhood memorabilia, images of shelters, farming activities, art, etc.) so that students can work like historians to discover how artifacts reflect the material cultural legacy of the time.

Generalization Connection(s):	Cultural/societal artifacts illuminate historical context and provide insight into the lives of people in the past
Teacher Resources:	http://teachinghistory.org/issues-and-research/roundtable-response/25511 (<i>Using Material Culture to Engage Students</i> article from Teaching History) http://www.lib.niu.edu/1998/ih529802.html (Teaching history with material culture) https://www.tamu.edu/faculty/choudhury/culture.html (Definitions of culture) http://chnm.gmu.edu/worldhistorysources/whmunpacking.html (Guides to analyzing particular types of primary sources such as material culture) http://www.loc.gov/teachers/usingprimarysources/guides.html (Primary source analysis guides – Library of Congress) http://heritagetours.si.edu/hhm.html (Hispanic Cultural Heritage Virtual Tour – Smithsonian Institute)

Colorado Teacher-Authored Sample Instructional Unit

	http://blogs.loc.gov/teachers/2011/07/selecting-primary-sources-part-ii-considering-historical-context/ (Information on considering historical context when selecting primary sources – Library of Congress) http://www.design.iastate.edu/NAB/about/thinkingskills/historic_context/history_teachingsuggestions.html (Interactive web site on teaching historical and cultural contexts) http://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_01_04.pdf (How historians study the past – lesson plan)	
Student Resources:	http://www.livescience.com/21478-what-is-culture-definition-of-culture.html (Definition of culture) http://heritagetours.si.edu/hhm.html (Hispanic Cultural Heritage Virtual Tour – Smithsonian Institute) http://teachinghistory.org/history-content/ask-a-historian/24120 (What do historians do?)	
Assessment:	Students will create a digital poster that defines and represents their understanding of material culture. http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with a list of the key academic language and relevant vocabulary http://www.teach-nology.com/worksheets/graphic/vocab/ (Vocabulary graphic organizer)	Students may organize their ideas by completing a graphic organizer before they begin their poster
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may research material cultural artifacts of the past 10 years in the United States http://www.readwritethink.org/files/resources/interactives/cube_creator/ (Digital Project Cube Creator)	Students may illustrate changes to those artifacts through a project cube
Critical Content:	<ul style="list-style-type: none"> • How historians use primary sources such as material culture to reconstruct the past • The role of historical context in the analysis and interpretation of artifacts • The methods historians use to help them answer questions about what happened in the past • Historians use evidence from sources to answer questions • Material culture is the physical evidence of the human experience • Studying material culture can provide insights into human behavior, creativity, and the impact of economic, environmental, and technological forces on the common man 	
Key Skills:	<ul style="list-style-type: none"> • Analyze and interpret material cultural artifacts • Examine evidence and draw conclusions to answer historical questions • Seek the answers to many questions including why things were made, why they took the forms they did, and what social, functional, and artistic needs the artifacts served 	
Critical Language:	Artifact, primary and secondary sources, material culture, historical context, legacy, culture, interpretation, historian, century, millennium, technology	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 3		
The teacher may bring in primary and secondary sources from the Maya, Aztec, Inca, and Inuit (e.g. irrigation, terracing, clothing, shelter, architecture, etc.) so that students can examine the importance of human modification of and adaptation to the environment to meet the needs of the culture.		
Generalization Connection(s):	<p>Primary and secondary sources, as windows on the past, allow historians to access and evaluate multiple perspectives of various events and time periods</p> <p>Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations</p>	
Teacher Resources:	<p>http://www.timemaps.com/history (TimeMap of world history)</p> <p>http://mayaincaaztec.com/mainazma.html (Primary and secondary sources for Maya, Inca, and Aztec, incl. maps of the ancient empires)</p> <p>http://www.statcan.gc.ca/pub/89-634-x/2008004/figure/6500054-eng.htm (Map showing the 4 Inuit Regions)</p> <p>http://firstpeoplesofcanada.com/fp_groups/fp_inuit5.html (Images of Inuit culture: clothing, shelter, religion, etc.)</p> <p>http://www.foodtimeline.org/foodmaya.html (Information about Aztec, Maya and Inca Foods)</p> <p>http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/169/Aztec%20Inca%20Maya.pdf (Aztec, Maya and Inca sample lesson)</p> <p>http://www.storyboardthat.com/ (<i>Storyboard That</i> online storyboard creator)</p>	
Student Resources:	<p>http://www.timemaps.com/history (TimeMap of world history)</p> <p>http://www.ecokids.ca/PUB/eco_info/topics/first_nations_inuit/index.cfm (Inuit People and the Environment)</p> <p>http://www.storyboardthat.com/ (<i>Storyboard That</i> online storyboard creator)</p>	
Assessment:	<p>Students create a digital storyboard, using <i>Storyboard That</i>, showing examples of adaptation and/or modifications to the physical environment for each culture (Aztec, Maya, Inca and Inuit) and explaining how the adaptation/modification reflects the environment. http://www.storyboardthat.com/ (<i>Storyboard That</i> online storyboard creator)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may have access to leveled reading material	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may choose one artifact (i.e., clothing, shelter, etc.) and compare the design and materials used as well as how it reflects the environment across the four cultures
Critical Content:	<ul style="list-style-type: none"> • The locations of the Aztec, Maya, Inca, and Inuit cultures • The climate, terrain, resources, etc. of the physical environment of the Aztec, Maya, Inca, and Inuit cultures • Examples of how the Aztec, Maya and Inca modified their physical environment • Ways in which the Inuit have adapted to their physical environment 	

Colorado Teacher-Authored Sample Instructional Unit

Key Skills:	<ul style="list-style-type: none"> Interpret maps to uncover the links among physical features, environment, resulting adaptations Locate on a map the regions, countries, bodies of water of the Americas Discuss climate and vegetation in the regions of central/south America and Northern Canada
Critical Language:	Adaptation, modification, terracing, irrigation, physical environment, resource, climate, terrain, Yucatan Peninsula, Andes Mountains, tundra, Arctic

Learning Experience # 4: An Introduction to the Maya		
The teacher may bring in artifacts (e.g. murals, hieroglyphs, stela, Mayan calendar, art, etc.) so that students can begin to identify the historical context and gain insight into the lives of the Mayan people through material cultural artifacts.		
Generalization Connection(s):	Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations Cultural/societal artifacts illuminate historical context and provide insight into the lives of people in the past	
Teacher Resources:	http://www.history.com/topics/maya (History of the Mayan Empire) http://fourriverscharter.org/projects/Inventions/pages/americas_mayancodex.htm (Mayan codices) http://mayagis.smv.org/maps_of_the_maya_area.htm (Maps of the Maya Region) http://www.oneworldjourneys.com/jaguar/mayan_timeline.html (Mayan history timeline) http://www.authenticmaya.com/maya_art.htm (Maya art) http://www.ancient.eu.com/Maya_Civilization/ (Ancient History Encyclopedia: Maya Civilization) http://www.ancientscripts.com/maya.html (Ancient Scripts: Maya Hieroglyphs) http://www.latinamericanstudies.org/dresden-codex.htm (The Dresden Codex) http://www.webexhibits.org/calendars/calendar-mayan.html (Mayan Calendar)	
Student Resources:	http://www.history.com/topics/maya (History of the Mayan Empire) http://mayagis.smv.org/maps_of_the_maya_area.htm (Maps of the Maya Region) http://www.oneworldjourneys.com/jaguar/mayan_timeline.html (Mayan history timeline) http://www.ancient.eu.com/Maya_Civilization/ (Ancient History Encyclopedia: Maya Civilization) http://www.ancientscripts.com/maya.html (Ancient Scripts: Maya Hieroglyphs) http://www.pbs.org/wgbh/nova/ancient/decode-stela-3.html (Interactive: Decode Stela 3) http://www.webexhibits.org/calendars/calendar-mayan.html (Mayan Calendar)	
Assessment:	Students will create a codex that describes how the artifacts studied reflect the culture of the Maya people.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with leveled reading material and highlighted text Students may be given a graphic organizer to keep track of the cultural artifacts Students may work with a partner to develop codex	Students may choose two artifacts for their codex project

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may locate additional resources with more in depth articles/ information for synthesis of material culture (e.g. magazines, expert interviews, non-fiction sources, maps, art, newspaper articles, internet sources, alternate text books, etc.)	Students may include in their codex examples of possible social issues as seen in the Mayan artifacts Students may draw conclusions about resources or the lack of resources to gain more insight into the lives of the Mayan people
Critical Content:	<ul style="list-style-type: none"> • The timeframe and historical context of the Mayan Empire • The geography and environment of present day southern Mexican states and the Yucatan Peninsula • The historical significance of the Dresden Codex and what was learned about the Maya from this codex 	
Key Skills:	<ul style="list-style-type: none"> • Predict the use/purpose of select Mayan artifacts • Explain how historical artifacts are used to gain insight into the Mayan culture • Analyze and interpret material cultural Mayan artifacts 	
Critical Language:	Codex, civilization, historical context, Maya, hieroglyphs, stela, historical interpretation, script, Yucatan Peninsula	

Learning Experience # 5		
The teacher may bring in artifacts, stories, cultural practices, beliefs that represent the culture of the Mayan people (e.g. burial practices, role of men and women, writing, social structure, etc.) so that students can examine various aspects of the culture to gain insight into the Mayan beliefs, customs, and traditions.		
Generalization Connection(s):	Primary and secondary sources, as windows on the past, allow historians to access and evaluate multiple perspectives of various events and time periods	
Teacher Resources:	http://www-history.mcs.st-and.ac.uk/HistTopics/Mayan_mathematics.html (Mayan mathematics) http://www.livescience.com/41781-the-maya.html (The Maya: History, Culture, Religion) http://www.pbs.org/wgbh/nova/education/activities/3506_mayacode.html (Cracking the Maya Code - classroom activity) http://news.discovery.com/history/archaeology/maya-burial-homes-histories.htm (Article: Ancient Mayan burials) http://tarlton.law.utexas.edu/exhibits/aztec/maya_social.html (Maya social structure) http://www.pbs.org/wgbh/nova/ancient/cracking-maya-code.html (NOVA: Cracking the Maya Code - The story behind the centuries-long decipherment of ancient Maya hieroglyphs) http://www.pbs.org/wgbh/nova/ancient/decode-stela-3.html (NOVA Interactive: Decode Stela 3) http://www.mitchellteachers.org/WorldHistory/AncientAmericas/PDFs/riseofmayaciv/RiseofMayaGraphicOrganizer.pdf (The rise of the Maya graphic organizers) http://www.ballgame.org/ (The Sport of Life and Death: The Mesoamerican Ballgame)	
Student Resources:	http://www.pbs.org/wgbh/nova/ancient/decode-stela-3.html (NOVA Interactive: Decode Stela 3) http://mayas.mrdonn.org/religion.html (Mayan religion) http://news.discovery.com/history/archaeology/maya-burial-homes-histories.htm (Article: Ancient Mayan burials)	

Colorado Teacher-Authored Sample Instructional Unit

	http://www.history4kids.info/blog/2012/01/growing-up-maya-the-roles-of-boys-and-girls-in-mayan-culture.html (The roles of boys and girls in Mayan culture) http://www.mitchellteachers.org/WorldHistory/AncientAmericas/PDFs/riseofmayaciv/RiseofMayaGraphicOrganizer.pdf (The rise of the Maya graphic organizers) http://www.ballgame.org/ (The Sport of Life and Death: The Mesoamerican Ballgame)	
Assessment:	Students will write a news report (personal interest story) on one of the cultural traditions of the Maya. http://news.bbc.co.uk/2/hi/school_report/4784843.stm (How to write a news story)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.timeforkids.com/files/homework_helper/aplus_papers/NewsStoryorganizer.pdf (News story graphic organizer) Students may create the news report with a peer	Students may complete a news story graphic organizer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://animoto.com/ (Animoto online video program) http://www.wevideo.com/ (WeVideo online video program)	Students may present their news report to the class either live or as a recorded news report
Critical Content:	<ul style="list-style-type: none"> • The four class levels of Mayan society and the duties and privileges of each • The religious beliefs and practices of the Maya • The art, hieroglyphs, and mathematics of the Maya • The daily life of the Maya • The sport of the Mesoamerican Ballgame 	
Key Skills:	<ul style="list-style-type: none"> • Analysis and interpretation of primary and secondary resources related to indigenous cultures • Analysis of existing theories of the Maya's disappearance • Understand the complex nature of the Maya 	
Critical Language:	Culture, stela, pyramid, social class, priest, nobility, peasant, slave, hieroglyphs, religion, decipher, burial, Mesoamerican	

Learning Experience # 6	
The teacher may bring in artifacts reflecting Incan culture (e.g. images of Incan and modern day Peruvian ceramics, textiles, clothing, architecture, etc.) so that students can begin to decipher Incan artifacts and identify Incan influences on modern civilizations (e.g. western South America).	
Generalization Connection(s):	Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations Cultural/societal artifacts illuminate historical context and provide insight into the lives of people in the past

Colorado Teacher-Authored Sample Instructional Unit

Teacher Resources:	http://www.pbs.org/wgbh/nova/ancient/lost-inca-empire.html (NOVA: The Lost Inca Empire) http://www.smithsonianmag.com/history-archaeology/Farming-Like-the-Incas.html (The farming techniques of the Incas from the Smithsonian) http://www.veniceclayartists.com/peruvian-pottery/ (Peruvian Pottery) http://education.nationalgeographic.com/archive/xpeditions/lessons/10/g35/artifactsinca.html?ar_a=1 (National Geographic lesson on Incan artifacts) http://www.southamericanpictures.com/archaeology-history/inca/inca-artifacts/inca-artifacts-index.html (Images of Incan artifacts) http://mayaincaaztec.com/inar.html (Incan architecture) http://agutie.homestead.com/files/Quipu_B.htm (Background information on <i>Quipu</i>) http://www.nationalgeographic.com/inca/inca_culture.html (National Geographic: Images and information on Incan mummies)	
Student Resources:	http://www.pbs.org/wgbh/nova/ancient/lost-inca-empire.html (NOVA: The Lost Inca Empire) http://www.smithsonianmag.com/history-archaeology/Farming-Like-the-Incas.html (The farming techniques of the Incas from the Smithsonian) http://www.veniceclayartists.com/peruvian-pottery/ (Peruvian Pottery) http://www.southamericanpictures.com/archaeology-history/inca/inca-artifacts/inca-artifacts-index.html (Images of Incan artifacts) http://mayaincaaztec.com/inar.html (Incan architecture) http://www.nationalgeographic.com/inca/inca_culture.html (National Geographic: Images and information on Incan mummies)	
Assessment:	Students will create a digital museum box using images and text comparing Incan material artifacts to present day artifacts of the region. http://museumbox.e2bn.org (Museum box)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be pre-taught pertinent concepts and vocab of the Incan culture and their civilization Students may be provided with highlighted notes and text and leveled materials to support learning	Students may work with a partner to develop the digital document Students may choose two artifacts to compare
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may research how the traditional music of Peru influences the pop music of Peru today http://www.machupicchu.org/peruvian_music.htm (Peruvian music)	Students may include their findings on how the traditional music of Peru influences the pop music of today in their Museum Box
Critical Content:	<ul style="list-style-type: none"> • The timeframe and historical context of the Incan Empire • The geography and environment of present day Peru • How geography affected Incan culture • The culture of present day Peruvians 	
Key Skills:	<ul style="list-style-type: none"> • Analysis and interpretation of artifacts • Explain how historical artifacts are used to gain insight into the Incan culture • Explain the climate, terrain, resources, etc. of the physical environment of the Inca 	
Critical Language:	Quipu, terracing, legacy, textile, agriculture, Inca, ceramic, mummy, Peru, empire, decipher	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 7

The teacher may bring in artifacts illustrating the stories, cultural practices, and beliefs that represent the culture of the Incan people (e.g. burial practices, creation myths, writing, social structure, etc.) so that students can examine various aspects of the culture to gain insight into Incan beliefs, customs, and traditions.

Generalization Connection(s):	<p>Primary and secondary sources, as windows on the past, allow historians to access and evaluate multiple perspectives of various events and time periods</p> <p>Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations</p>	
Teacher Resources:	<p>http://www.pbs.org/wgbh/nova/peru/ (NOVA: Mummies of the Inca)</p> <p>http://channel.nationalgeographic.com/channel/content/inca/ (National Geographic: Mummy Bundles of Puruchoco – a documentary and interactive)</p> <p>http://www.culturefocus.com/peru-machu-picchu.htm (The Lost of City of the Incas: Machu Picchu)</p> <p>http://www.crystalinks.com/incan.html (General information on the Inca civilization)</p> <p>http://www.mythicjourneys.org/bigmyth/myths/english/2_inca_full.htm (Incan myths, creation, and gods)</p> <p>http://www-gap.dcs.st-and.ac.uk/~history/HistTopics/Inca_mathematics.html (Mathematics of the Incas)</p>	
Student Resources:	<p>http://www.pbs.org/wgbh/nova/peru/ (NOVA: Mummies of the Inca)</p> <p>http://channel.nationalgeographic.com/channel/content/inca/ (National Geographic: Mummy Bundles of Puruchoco – a documentary and interactive)</p> <p>http://www.culturefocus.com/peru-machu-picchu.htm (The Lost of City of the Incas: Machu Picchu)</p> <p>http://www.mythicjourneys.org/bigmyth/myths/english/2_inca_full.htm (Incan myths, creation, and gods)</p> <p>http://incas.mrdonn.org/geography.html (Incan empire geography)</p> <p>http://www-gap.dcs.st-and.ac.uk/~history/HistTopics/Inca_mathematics.html (Mathematics of the Incas)</p>	
Assessment:	<p>Students will create a diagram of an Inca burial site that includes the artifacts found at the site and explanations of how those artifacts portray Incan beliefs and traditions. http://middleagesprof.blogspot.com/2011/05/inca.html (Example of an Incan burial site)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://www.storyboardthat.com/ (Storyboard That online storyboard creator)</p> <p>Students may participate in the jigsaw process to explore and discuss the artifacts</p>	<p>Students may create a story board on the burial process and explain the significance of the artifacts included in the site</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://www.pbs.org/wgbh/nova/peru/worlds/artefacts1.html (NOVA: Burial Artifacts of the Inca)</p>	<p>Students may compare the burial process from the regular person to that of royalty via the diagram</p>

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • The creation story of the Incas and why civilizations have creation stories • The factors that contributed to rise of the Inca nation • The Incan social structure • The Incan system of transportation and major engineering accomplishments such as roadways, agricultural terraces, and the use of quipu • The factors that led to the demise of the Incan empire
Key Skills:	<ul style="list-style-type: none"> • Theorize the effects of a creation story on the development of the Inca civilization • Analyze and interpret primary and secondary sources • Compare the historical and mythological origins of the Inca • Explain the purpose of terrace farming
Critical Language:	Culture, terrace farming, Andes Mountains, empire, religion, myth, Amazon, coastal desert, quipu, Cuzco

Learning Experience # 8		
<p>The teacher may bring in artifacts exemplifying the stories, cultural practices, and beliefs that represent the culture of the Aztec peoples (e.g. burial practices, Aztec sacrifice, art, etc.) so that students can examine various aspects of the culture to gain insight into Aztec beliefs, customs, and traditions.</p>		
Generalization Connection(s):	<p>Primary and secondary sources, as windows on the past, allow historians to access and evaluate multiple perspectives of various events and time periods</p> <p>Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations</p>	
Teacher Resources:	<p>http://tarlton.law.utexas.edu/exhibits/aztec/aztec_social.html (Aztec social structure)</p> <p>http://www.aztec-history.com/ (Aztec history, food, art, family life, culture, games, etc.)</p> <p>http://www.history.com/topics/aztecs (History of the Aztecs from the History Channel – includes videos and images)</p> <p>http://www.netc.org/classrooms@work/classrooms/fernand/images/makeflipbook.pdf (How to create a flipbook)</p>	
Student Resources:	<p>http://www.aztec-history.com/ (Aztec history, food, art, family life, culture, games, etc.)</p> <p>http://www.history.com/topics/aztecs (History of the Aztecs from the History Channel – includes videos and images)</p> <p>http://aztecs.mrdonn.org/quick-history.html (Mr. Donn's <i>Aztec Empire for Kids</i>)</p> <p>http://teacher.scholastic.com/activities/globaltrek/destinations/popups/mexico_history.htm (Aztec history, family life, etc.)</p> <p>http://www.netc.org/classrooms@work/classrooms/fernand/images/makeflipbook.pdf (How to create a flipbook)</p>	
Assessment:	Students will create flipbook that includes several historical interpretations of Aztec cultural practices.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.youtube.com/watch?v=Q-2onu8GUjI (Video tutorial on how to create a flipbook)	N/A

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://tinyurl.com/knkvzsg (Interpretations and primary sources)	Students may identify one historical interpretation of a cultural practice and either defend or oppose the interpretation using examples to support their position
Critical Content:	<ul style="list-style-type: none"> • The geographic areas of Mexico where the Aztec civilization lived • Aspects and interpretations of Aztec culture (e.g. religious beliefs and practices, social structure, education, social activities such as ball games, dances, music, etc. • The factors that contributed to the rise of the Aztec civilization • How the Aztec culture made the most of its resources • How the Aztec belief system affected the actions of the culture as a whole and the people • The factors that contributed to the fall of the Aztec Empire 	
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast the historical and mythological accounts of the origins of the Aztec civilization • Analyze the various historical interpretations of the factors that lead to the fall of the Aztec Empire 	
Critical Language:	Sacrifice, social activities, religious beliefs and practices, social structure, aqueduct, chinampas, causeway, Mexico, festival, empire, mano and metate, Tenochtitlan, mythology, historical interpretation	

Learning Experience # 9		
The teacher may bring in images of Aztec and Mexican culture (e.g. ceramics as art, instruments, images of Tenochtitlan- past and present, etc.) so that students can examine Mexican material culture to identify the legacies of the Aztec.		
Generalization Connection(s):	Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations Cultural/societal artifacts illuminate historical context and provide insight into the lives of people in the past	
Teacher Resources:	http://www.latinamericanstudies.org/aztecs.htm (General information on the Aztecs) http://www.history.com/topics/mexico (Facts and information about Mexico from the <i>History Channel</i>) http://www.aztec-history.com/aztec-creation-story.html (Aztec creation story) http://www.ancientscripts.com/aztec.html (Aztec language explained - <i>Nahuatl</i>) http://realhistorywww.com/world_history/ancient/Misc/Americas/Aztec_history.htm (Various historical interpretations of Aztec history) http://www.fotor.com/features/collage.html (Digital photo collage creator) http://www.shapecollage.com/ (Automatic photo collage maker)	
Student Resources:	http://www.latinamericanstudies.org/aztecs.htm (General Aztec site) http://www.aztec-history.com/aztec-artifacts.html (Aztec Artifacts) http://www.history.com/topics/mexico (Facts and information about Mexico from the <i>History Channel</i>) http://www.fotor.com/features/collage.html (Digital photo collage creator) http://www.shapecollage.com/ (Automatic photo collage maker)	
Assessment:	Students will create a digital photo collage illustrating how Aztec culture is reflected in modern day Mexican culture.	

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.fotor.com/features/collage.html (Create a digital photo collage)	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.fotor.com/features/collage.html (Create a digital photo collage)	Students may include narratives for each image explaining how Aztec cultural practices are reflected in the image
Critical Content:	<ul style="list-style-type: none"> • The cultural legacy of the Aztecs: language, food, weaving, music, etc. • Mexico City was built on the ruins of Tenochtitlan • Aztec paintings and sculptures have influenced Mexican artists such as Diego Rivera • <i>Avocado, chili, chocolate, and tomato</i> are all Aztec words 	
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast Aztec culture to present day Mexican culture 	
Critical Language:	Legacy, Mestizos, Mesoamerica, Nahuatl, Nahua, literature, language, weaving	

Learning Experience # 10		
The teacher may bring in primary and secondary sources (e.g. images of shelter, hunting tools, clothing, carvings, etc.) so that students can begin to analyze how clothing, tools, shelter of the Inuit culture reflect a way of life and adaptation to the physical environment.		
Generalization Connection(s):	Humans adapt and modify their physical environment to meet the physical, social, and economic needs of their culture Cultural/societal artifacts illuminate historical context and provide insight into the lives of people in the past	
Teacher Resources:	http://www.statcan.gc.ca/pub/89-634-x/2008004/figure/6500054-eng.htm (Map showing the 4 Inuit Regions) http://www.arcticvoice.org/inuit.html (The Inuit) http://www.discoveryeducation.com/teachers/free-lesson-plans/biomes-land-of-the-inuit.cfm (Biomes: Land of the Inuit lesson plan) http://firstpeoplesofcanada.com/fp_groups/fp_inuit1.html (Inuit housing, food, transportation, map of tribal regions, etc.) http://www.labradorvirtualmuseum.ca/home/inuit_history.htm (Virtual museum: History of the Labrador Inuit) http://www.virtualmuseum.ca/English/Teacher/inuit_history.html (History, Art and Traditions of the Inuit)	
Student Resources:	http://www.arcticvoice.org/inuit.html (The Inuit) http://firstpeoplesofcanada.com/fp_groups/fp_inuit1.html (Inuit housing, food, transportation, etc.) http://www.labradorvirtualmuseum.ca/home/inuit_history.htm (Virtual museum: History of the Labrador Inuit) http://www.virtualmuseum.ca/English/Teacher/inuit_history.html (History, Art and Traditions of the Inuit) http://www.ducksters.com/history/native_americans/inuit_peoples.php (Inuit Peoples)	
Assessment:	Students write a story about an Inuit artifact or cultural practice and explain its importance to their survival. http://www.worksheetplace.com/mf/Expository-Writing-Descriptive.pdf (Expository writing template)	

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.readwritethink.org/files/resources/printouts/6-8%20Essay%20Map.pdf (Essay map graphic organizer)	Students may complete a writing graphic organizer to aide in the organization of their story
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.quickanddirtytips.com/education/grammar/first-second-and-third-person (Explanations of different points of view)	Students may write their story from the Inuit point of view explaining how tools are used, shelters are built, etc.
Critical Content:	<ul style="list-style-type: none"> There are multiple Inuit tribes living in Canada The physical geography, climate, resources of the regions of Canada where the Inuit live 	
Key Skills:	<ul style="list-style-type: none"> Locate Canada on a map of the Americas Explain how the way of life of the Inuit reflects their environment Analyze and interpret Inuit artifacts 	
Critical Language:	Inuit, adapt(ation), nomadic, tribe, Arctic, tundra, caribou, igloo, climate, physical geography, Northwest Territories, Labrador	

Learning Experience # 11

The teacher may provide primary and secondary sources illustrating various aspects of Inuit culture (e.g. language, food, religion, male and female roles, social structure, etc.) so that students can convey how Inuit beliefs and traditions have endured across time.

Generalization Connection(s):	Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations Primary and secondary sources, as windows on the past, allow historians to access and evaluate multiple perspectives of various events and time periods
Teacher Resources:	http://www.arcticinuitart.com/culture/inuk.html (Inuit Art – “Inuksuits”) http://www.northernimages.ca/Inuit-Art-General-Information/History-of-Inuit-Art.aspx (Inuit art and artifacts) http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Inuit_language.html (Inuit language – “Inuktitut”) http://www.arcticinuksuk.com/index.php?option=com_content&view=article&id=4&Itemid=4 (Inuit culture) http://mythicjourneys.org/bigmyth/myths/english/eng_inuit_culture.htm (Inuit history, religion, etc.) http://tinyurl.com/lcge7e8 (Inuit social structure) http://firstpeoplesofcanada.com/fp_groups/fp_inuit3.html (Inuit food and hunting) http://www.collectionscanada.gc.ca/aboriginal-music-song/028012-1210-e.html (Inuit music) http://www.instructables.com/id/Perfect-Paper-Cube-Laying-out-a-project-using-pa/ (How to create a project cube)
Student Resources:	http://www.ducksters.com/history/native_americans/inuit_peoples.php (Inuit Peoples) http://www.arcticinuitart.com/culture/inuk.html (Inuit Art – Inuksuits) http://www.arcticinuksuk.com/index.php?option=com_content&view=article&id=4&Itemid=4 (Inuit culture)

Colorado Teacher-Authored Sample Instructional Unit

	http://mythicjourneys.org/bigmyth/myths/english/eng_inuit_culture.htm (Inuit history, religion, etc.) http://firstpeoplesofcanada.com/fp_groups/fp_inuit3.html (Inuit food and hunting) http://www.collectionscanada.gc.ca/aboriginal-music-song/028012-1210-e.html (Inuit music) http://www.instructables.com/id/Perfect-Paper-Cube-Laying-out-a-project-using-pa/ (How to create a project cube)	
Assessment:	Students will create a project cube reflecting the beliefs and traditions of the Inuit culture http://printables.atozteacherstuff.com/435/ (Project Cube template)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with leveled reading materials	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • The Inuit way of life (e.g. respect for the environment, hunting, nomadic, etc.) • The various aspects of Inuit culture including: shelter, art, religion, social structure, food, roles of men and women, education, etc. • How Inuit myths and legends reflects their beliefs and traditions • Why the term “Eskimo” is considered insulting by the Inuit 	
Key Skills:	<ul style="list-style-type: none"> • Explain how artifacts are used to gain insight into the Inuit culture • Identify ways in which the Inuit record their history • Analyze the ways in which the Inuit interact with their environment 	
Critical Language:	Myth, legend, nomad(ic), social structure, igloo, carvings, harpoon, Arctic, Shaman, oral history, Inuksuits, Inuktitut	

Learning Experience # 12

The teacher may provide examples of cultural legacies (e.g. place names, modern day festivals, science/math still used today, Mayan Calendar, architecture, languages, etc.) so that students can examine material culture in order to identify the cultural beliefs and traditions that are the legacy of peoples of the past.

Generalization Connection(s):	Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations
Teacher Resources:	http://www.netplaces.com/american-history/the-pre-columbian-americas/the-legacy-of-the-great-civilizations.htm (Legacies of the Maya, Aztec, and Inca) http://archive.fieldmuseum.org/aztecs/conclusion_2.asp (Aztec legacy) http://www.discovery-tours.com/newsletter/peru/peru-incas.aspx (Inca legacy) http://www.rainforesteducation.com/about2/cultures/legacy.htm (Mayan legacy) http://www.webexhibits.org/calendars/calendar-mayan.html (Mayan Calendar) https://prezi.com/ (Prezi – create an online powerpoint presentation)

Colorado Teacher-Authored Sample Instructional Unit

Student Resources:	http://www.netplaces.com/american-history/the-pre-columbian-americas/the-legacy-of-the-great-civilizations.htm (Legacies of the Maya, Aztec, and Inca) http://archive.fieldmuseum.org/aztecs/conclusion_2.asp (Aztec legacy) http://www.discovery-tours.com/newsletter/peru/peru-incas.aspx (Inca legacy) http://www.rainforesteducation.com/about2/cultures/legacy.htm (Mayan legacy) http://www.webexhibits.org/calendars/calendar-mayan.html (Mayan Calendar)	
Assessment:	Students will create a Prezi that explains the legacies of the cultural groups studied.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://prezi.com/ (Prezi – create an online powerpoint presentation)	Students may be allowed to work with partners to create Prezi
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.history.denverlibrary.org/research/place_names/index.html (Place names in Colorado)	Students may include a compiled list of place names that are used today that are a legacy from the cultural groups studied
Critical Content:	<ul style="list-style-type: none"> • The Aztec environmental and cultural legacies • The Incan legacies found in architecture, weaving, language, dress, etc. • The Mayan cultural legacies evident in traditions, beliefs, language, etc. 	
Key Skills:	<ul style="list-style-type: none"> • Identify ways that the legacy of peoples in the past can be found in present day cultures 	
Critical Language:	Elements of culture, civilization, culture, cultural beliefs, traditions, legacy	