Colorado Teacher-Authored Instructional Unit Sample

Unit Title: What Did They Leave Behind?

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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.

DATE POSTED: MARCH 31, 2014
# What Did They Leave Behind?

## Course Information
- **Content Area**: Social Studies
- **Grade Level**: 6th Grade
- **Course Name/Course Code**: 6th Grade Social Studies

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations (GLE)</th>
<th>GLE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History</td>
<td>1. Analyze and interpret historical sources to ask and research historical questions</td>
<td>SS09-GR.6-S.1-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another</td>
<td>SS09-GR.6-S.1-GLE.2</td>
</tr>
<tr>
<td>2. Geography</td>
<td>1. Use geographic tools to solve problems</td>
<td>SS09-GR.6-S.2-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Human and physical systems vary and interact</td>
<td>SS09-GR.6-S.2-GLE.2</td>
</tr>
<tr>
<td>3. Economics</td>
<td>1. Identify and analyze different economic systems</td>
<td>SS09-GR.6-S.3-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Saving and investing are key contributors to financial well being (PFL)</td>
<td>SS09-GR.6-S.3-GLE.2</td>
</tr>
<tr>
<td>4. Civics</td>
<td>1. Analyze the interconnected nature of the United States to other nations</td>
<td>SS09-GR.6-S.4-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Compare multiple systems of governments</td>
<td>SS09-GR.6-S.4-GLE.2</td>
</tr>
</tbody>
</table>

## Colorado 21st Century Skills
- **Critical Thinking and Reasoning**: Thinking Deeply, Thinking Differently
- **Information Literacy**: Untangling the Web
- **Collaboration**: Working Together, Learning Together
- **Self-Direction**: Own Your Learning
- **Invention**: Creating Solutions

## Reading & Writing Standards for Literacy in History/Social Studies 6 - 12

**Reading Standards**
- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

**Writing Standards**
- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

## Unit Information
<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Did They Leave Behind?</td>
<td>4-6 weeks</td>
<td>1</td>
</tr>
</tbody>
</table>
# Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>What Did They Leave Behind?</th>
<th>Length of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focusing Lens(es)</strong></td>
<td>Beliefs and Ideals</td>
<td>4-6 weeks</td>
</tr>
</tbody>
</table>

### Standards and Grade Level Expectations Addressed in this Unit

<table>
<thead>
<tr>
<th>CCSS Reading Standards for Literacy in History/Social Studies 6-8</th>
<th>CCSS Writing Standards for Literacy in History/Social Studies 6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.RH.6-8.1</td>
<td>CCSS.RH.6-8.5</td>
</tr>
<tr>
<td>CCSS.RH.6-8.2</td>
<td>CCSS.RH.6-8.7</td>
</tr>
<tr>
<td>CCSS.RH.6-8.4</td>
<td>CCSS.RH.6-8.9</td>
</tr>
</tbody>
</table>

### Inquiry Questions (Engaging-Debatable):

- 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...**

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>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-GLE.1-EO.a) and (SS09-GR.6-S.1-GLE.2-EO.b)</td>
<td>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)</td>
<td>Why are some beliefs and ideals stable over time while others change? (SS09-GR.6-S.1-GLE.2-RA.1,2)</td>
</tr>
<tr>
<td>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)</td>
<td>What are examples of significant western civilizations’ artifacts? (SS09-GR.6-S.1-GLE.1-IOQ.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)</td>
<td>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)</td>
</tr>
<tr>
<td>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)</td>
<td>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)</td>
<td>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)</td>
</tr>
</tbody>
</table>
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) | 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)

**Critical Content:**

**My students will Know...**

- Historical sources include artwork, eye witness accounts, letters, diaries, maps, etc. (SS09-GR.6-S.1-GLE.1EO.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)

**Key Skills:**

**My students will be able to (Do)...**

- Interpret historical sources (SS09-GR.6-S.1-GLE.1EO.b)
- Formulate historical questions (SS09-GR.6-S.1-GLE.1EO.b)
- Identify ways cultures record history (SS09-GR.6-S.1-GLE.1EO.a)
- Critique information to determine if it can answer historical questions (SS09-GR.6-S.1-GLE.1EO.c)
- Identify multiple perspectives (SS09-GR.6-S.1-GLE.1EO.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: "Mark Twain exposes the hypocrisy of slavery through the use of satire."

A student in ________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

**Civilizations leave artifacts which can be interpreted through multiple perspectives.**

**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
## 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’.” NOTE: Some changes were made to the factual questions (red text) and the critical content in the unit overview to more accurately reflect the focus of this instructional unit.

## Unit Generalizations

<table>
<thead>
<tr>
<th>Key Generalization</th>
<th>Supporting Generalizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural/societal artifacts illuminate historical context and provide insight into the lives of people in the past</td>
<td>Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations</td>
</tr>
<tr>
<td>Humans adapt and modify their physical environment to meet the physical, social, and economic needs of their culture</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)</th>
<th>Cultural/societal artifacts illuminate historical context and provide insight into the lives of people in the past</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations</td>
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| 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 Codex Archaeology Project 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/](http://mayaruins.com/)), South America (sites such as: Sacsahuaman, Machu Picchu, etc.; [http://tinyurl.com/l3y22xv](http://tinyurl.com/l3y22xv)), and Mexico (sites such as: Monte Albán, Tenochtitlan, etc.; [http://tinyurl.com/m7vppom](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](http://www.weebly.com) (Free website creator) [http://www.webnode.com](http://www.webnode.com) (Free, easy to use website creator) 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. |

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6th Grade, Social Studies

Unit Title: What Did They Leave Behind
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:
- 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)

Texts for independent reading or for class read aloud to support the content

<table>
<thead>
<tr>
<th>Informational/Non-Fiction</th>
<th>Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ardagh, P. <em>The Aztecs (History detective Series)</em>. Lexile: 1000</td>
<td>Cameron, A. <em>Colibri</em>. Lexile: 730</td>
</tr>
<tr>
<td>Wofson, E. <em>Inuit Mythology</em>. Lexile: 735</td>
<td></td>
</tr>
<tr>
<td>Wood, T. <em>The Aztecs (See Through History)</em>. Lexile: 810</td>
<td></td>
</tr>
<tr>
<td>Wyborny, S, <em>Life During the Aztec Empire</em>. Lexile: 840</td>
<td></td>
</tr>
</tbody>
</table>

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.archives.gov/education/research/ (Getting started with primary sources at the National Archives)

Student Resources:

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.
| 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)  
|     | Student Resources: |     |     | http://www.readingquest.org/strat/ (History frames/story maps graphic organizers for historical writing) |
## 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.

### 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://teachinghistory.org/history-content/ask-a-historian/24120](http://teachinghistory.org/history-content/ask-a-historian/24120) (Article entitled Historians Defined)
- [http://www.archaeological.org/education/lessons/simulateddigs](http://www.archaeological.org/education/lessons/simulateddigs) (Lesson plans for simulated digs)
- [http://www.thenagain.info/classes/basics/usingsources.html](http://www.thenagain.info/classes/basics/usingsources.html) (Using Historical Sources)

**Student Resources:**
- [http://www.digonsite.com/](http://www.digonsite.com/) ([dig](http://www.digonsite.com/) the archaeological magazine for kids)
- [http://www.thenagain.info/classes/basics/usingsources.html](http://www.thenagain.info/classes/basics/usingsources.html) (Using Historical Sources)

### Assessment:
Students will complete a Venn diagram comparing the similarities and differences of the work of the archaeologist and the work of an historian.
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<table>
<thead>
<tr>
<th>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensions for depth and complexity:</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</table>

**Critical Content:**
- 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:**
- 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) 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:**
- [https://www.tamu.edu/faculty/choudhury/culture.html](https://www.tamu.edu/faculty/choudhury/culture.html) (Definitions of culture)
- [http://chnm.gmu.edu/worldhistorysources/whmunpacking.html](http://chnm.gmu.edu/worldhistorysources/whmunpacking.html) (Guides to analyzing particular types of primary sources such as material culture)
- [http://heritagetours.si.edu/hhm.html](http://heritagetours.si.edu/hhm.html) (Hispanic Cultural Heritage Virtual Tour – Smithsonian Institute)
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[http://www.design.iastate.edu/NAB/about/thinkingskills/historic_context/history_teachingsuggestions.html](http://www.design.iastate.edu/NAB/about/thinkingskills/historic_context/history_teachingsuggestions.html) (Interactive web site on teaching historical and cultural contexts)  
[http://heritagetours.si.edu/hhm.html](http://heritagetours.si.edu/hhm.html) (Hispanic Cultural Heritage Virtual Tour – Smithsonian Institute)  
[http://teachinghistory.org/history-content/ask-a-historian/24120](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.  
| Differentiation: | Access (Resources and/or Process)  
Students may be provided with a list of the key academic language and relevant vocabulary  
Expression (Products and/or Performance)  
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)  
Students may research material cultural artifacts of the past 10 years in the United States  
Expression (Products and/or Performance)  
Students may illustrate changes to those artifacts through a project cube |
| Critical Content: |  
- 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: |  
- 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 |
### 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) 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): | Primary and secondary sources, as windows on the past, allow historians to access and evaluate multiple perspectives of various events and time periods. Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations. |
| Teacher Resources: | **http://www.timemaps.com/history** (TimeMap of world history)  
**http://mayaincaaztec.com/mainazma.html** (Primary and secondary sources for Maya, Inca, and Aztec, incl. maps of the ancient empires)  
**http://www.statcan.gc.ca/pub/89-634-x/2008004/figure/6500054-eng.htm** (Map showing the 4 Inuit Regions)  
**http://firstpeoplesofcanada.com/fp_groups/fp_inuit5.html** (Images of Inuit culture: clothing, shelter, religion, etc.)  
**http://www.foodtimeline.org/foodmaya.html** (Information about Aztec, Maya and Inca Foods)  
**http://www.coreknowledge.org/mimik/mimik UPLOADS/lesson_plans/169/Aztec%20Inca%20Maya.pdf** (Aztec, Maya and Inca sample lesson)  
**http://www.storyboardthat.com/** (Storyboard That online storyboard creator) |
| Student Resources: | **http://www.timemaps.com/history** (TimeMap of world history)  
**http://www.ecokids.ca/PUB/eco_info/topics/first_nations_inuit/index.cfm** (Inuit People and the Environment)  
**http://www.storyboardthat.com/** (Storyboard That online storyboard creator) |
| Assessment: | Students create a digital storyboard, using Storyboard That, 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/** (Storyboard That online storyboard creator) |
| Differentiation: | **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: | • 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:
- 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) 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](http://www.history.com/topics/maya) (History of the Mayan Empire)
- [http://mayagis.smv.org/maps_of_the_maya_area.htm](http://mayagis.smv.org/maps_of_the_maya_area.htm) (Maps of the Maya Region)
- [http://www.oneworldjourneys.com/jaguar/mayan_timeline.html](http://www.oneworldjourneys.com/jaguar/mayan_timeline.html) (Mayan history timeline)
- [http://www.authenticmaya.com/maya_art.htm](http://www.authenticmaya.com/maya_art.htm) (Maya art)
- [http://www.latinamericanstudies.org/dresden-codex.htm](http://www.latinamericanstudies.org/dresden-codex.htm) (The Dresden Codex)
- [http://www.webexhibits.org/calendars/calendar-mayan.html](http://www.webexhibits.org/calendars/calendar-mayan.html) (Mayan Calendar)

### Student Resources:
- [http://www.history.com/topics/maya](http://www.history.com/topics/maya) (History of the Mayan Empire)
- [http://mayagis.smv.org/maps_of_the_maya_area.htm](http://mayagis.smv.org/maps_of_the_maya_area.htm) (Maps of the Maya Region)
- [http://www.oneworldjourneys.com/jaguar/mayan_timeline.html](http://www.oneworldjourneys.com/jaguar/mayan_timeline.html) (Mayan history timeline)
- [http://www.webexhibits.org/calendars/calendar-mayan.html](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.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may be provided with leveled reading material and highlighted text</td>
<td>Students may choose two artifacts for their codex project</td>
</tr>
<tr>
<td>Students may be given a graphic organizer to keep track of the cultural artifacts</td>
<td></td>
</tr>
<tr>
<td>Students may work with a partner to develop codex</td>
<td></td>
</tr>
</tbody>
</table>
Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 textbooks, etc.)</td>
<td>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.</td>
</tr>
</tbody>
</table>

Critical Content:
- 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:
- 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) 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](http://www-history.mcs.st-and.ac.uk/HistTopics/Mayan_mathematics.html) (Mayan mathematics)
- [http://www.pbs.org/wgbh/nova/education/activities/3506_mayacode.html](http://www.pbs.org/wgbh/nova/education/activities/3506_mayacode.html) (Cracking the Maya Code - classroom activity)
- [http://tarlton.law.utexas.edu/exhibits/aztec/maya_social.html](http://tarlton.law.utexas.edu/exhibits/aztec/maya_social.html) (Maya social structure)
- [http://www.mitchellteachers.org/WorldHistory/AncientAmericas/PDFs/risefmayaciv/RiseofMayaGraphicOrganizer.pdf](http://www.mitchellteachers.org/WorldHistory/AncientAmericas/PDFs/risefmayaciv/RiseofMayaGraphicOrganizer.pdf) (The rise of the Maya graphic organizers)

Student Resources:
- [http://mayas.mrdonn.org/religion.html](http://mayas.mrdonn.org/religion.html) (Mayan religion)
# Colorado Teacher-Authored Sample Instructional Unit

| Assessment: | Students will write a news report (personal interest story) on one of the cultural traditions of the Maya. [How to write a news story](http://news.bbc.co.uk/2/hi/school_report/4784843.stm) |
| 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) |
| | [Resource](http://www.timeforkids.com/files/homework_helper/aplus_papers/NewsStoryorganizer.pdf) (News story graphic organizer) | Students may complete a news story graphic organizer |
| | Students may create the news report with a peer | | |
| Extensions for depth and complexity: | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| | [Resource](http://animoto.com/) (Animoto online video program) | Students may present their news report to the class either live or as a recorded news report |
| | [Resource](http://www.wevideo.com/) (WeVideo online video program) | | |
| Critical Content: | | |
| | • 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: | | |
| | • 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) 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.
### Teacher Resources:

- [http://education.nationalgeographic.com/archive/xpeditions/lessons/10/g35/artifactsinca.html?ar_a=1](http://education.nationalgeographic.com/archive/xpeditions/lessons/10/g35/artifactsinca.html?ar_a=1) (National Geographic lesson on Incan artifacts)
- [http://mayaincaaztec.com/inar.html](http://mayaincaaztec.com/inar.html) (Incan architecture)
- [http://agutie.homestead.com/files/Quipu_B.htm](http://agutie.homestead.com/files/Quipu_B.htm) (Background information on Quipu)

### Student Resources:

- [http://mayaincaaztec.com/inar.html](http://mayaincaaztec.com/inar.html) (Incan architecture)

### 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](http://museumbox.e2bn.org) (Museum box)

### Differentiation:

**Access (Resources and/or Process)**

- 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.

**Expression (Products and/or Performance)**

- 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)**

- Students may research how the traditional music of Peru influences the pop music of Peru today.
- [http://www.machupicchu.org/peruvian_music.htm](http://www.machupicchu.org/peruvian_music.htm) (Peruvian music)

**Expression (Products and/or Performance)**

- Students may include their findings on how the traditional music of Peru influences the pop music of today in their Museum Box.

### Critical Content:

- 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:

- 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
## 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) so that students can examine various aspects of the culture to gain insight into Incan 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.
- Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations.

### Teacher Resources:

- [http://channel.nationalgeographic.com/channel/content/inca/](http://channel.nationalgeographic.com/channel/content/inca/) (National Geographic: Mummy Bundles of Puruchoco – a documentary and interactive)
- [http://www.crystalinks.com/inca.html](http://www.crystalinks.com/inca.html) (General information on the Inca civilization)
- [http://www.mythicjourneys.org/bigmyth/myths/english/2_inca_full.htm](http://www.mythicjourneys.org/bigmyth/myths/english/2_inca_full.htm) (Incan myths, creation, and gods)
- [http://www-gap.dcs.st-and.ac.uk/~history/HistTopics/Inca_mathematics.html](http://www-gap.dcs.st-and.ac.uk/~history/HistTopics/Inca_mathematics.html) (Mathematics of the Incas)

### Student Resources:

- [http://channel.nationalgeographic.com/channel/content/inca/](http://channel.nationalgeographic.com/channel/content/inca/) (National Geographic: Mummy Bundles of Puruchoco – a documentary and interactive)
- [http://www.mythicjourneys.org/bigmyth/myths/english/2_inca_full.htm](http://www.mythicjourneys.org/bigmyth/myths/english/2_inca_full.htm) (Incan myths, creation, and gods)
- [http://incas.mrdonn.org/geography.html](http://incas.mrdonn.org/geography.html) (Incan empire geography)
- [http://www-gap.dcs.st-and.ac.uk/~history/HistTopics/Inca_mathematics.html](http://www-gap.dcs.st-and.ac.uk/~history/HistTopics/Inca_mathematics.html) (Mathematics of the Incas)

### Assessment:

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](http://middleagesprof.blogspot.com/2011/05/inca.html) (Example of an Incan burial site)

### Differentiation:

(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.storyboardthat.com/">http://www.storyboardthat.com/</a> (Storyboard That online storyboard creator) Students may participate in the jigsaw process to explore and discuss the artifacts</td>
<td>Students may create a story board on the burial process and explain the significance of the artifacts included in the site</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.pbs.org/wgbh/nova/peru/worlds/artefacts1.html">http://www.pbs.org/wgbh/nova/peru/worlds/artefacts1.html</a> (NOVA: Burial Artifacts of the Inca)</td>
<td>Students may compare the burial process from the regular person to that of royalty via the diagram</td>
</tr>
</tbody>
</table>
### Critical Content:
- 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:
- 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

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) so that students can examine various aspects of the culture to gain insight into Aztec 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
Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations

### Teacher Resources:
- [http://tarlton.law.utexas.edu/exhibits/aztec/aztec_social.html](http://tarlton.law.utexas.edu/exhibits/aztec/aztec_social.html) (Aztec social structure)
- [http://www.aztec-history.com/](http://www.aztec-history.com/) (Aztec history, food, art, family life, culture, games, etc.)
- [http://www.history.com/topics/aztecs](http://www.history.com/topics/aztecs) (History of the Aztecs from the History Channel – includes videos and images)
- [http://www.netc.org/classrooms@work/classrooms/fernan/images/makeflipbook.pdf](http://www.netc.org/classrooms@work/classrooms/fernan/images/makeflipbook.pdf) (How to create a flipbook)

### Student Resources:
- [http://www.aztec-history.com/](http://www.aztec-history.com/) (Aztec history, food, art, family life, culture, games, etc.)
- [http://www.history.com/topics/aztecs](http://www.history.com/topics/aztecs) (History of the Aztecs from the History Channel – includes videos and images)
- [http://aztecs.mrdonn.org/quick-history.html](http://aztecs.mrdonn.org/quick-history.html) (Mr. Donn’s Aztec Empire for Kids)
- [http://teacher.scholastic.com/activities/globaltrek/destinations/popups/mexico_history.htm](http://teacher.scholastic.com/activities/globaltrek/destinations/popups/mexico_history.htm) (Aztec history, family life, etc.)
- [http://www.netc.org/classrooms@work/classrooms/fernan/images/makeflipbook.pdf](http://www.netc.org/classrooms@work/classrooms/fernan/images/makeflipbook.pdf) (How to create a flipbook)

### 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.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.youtube.com/watch?v=Q-2onu8GUjI">http://www.youtube.com/watch?v=Q-2onu8GUjI</a> (Video tutorial on how to create a flipbook)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Unit Title: What Did They Leave Behind
## Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://tinyurl.com/knkvzsg">http://tinyurl.com/knkvzsg</a> (Interpretations and primary sources)</td>
<td>Students may identify one historical interpretation of a cultural practice and either defend or oppose the interpretation using examples to support their position</td>
</tr>
</tbody>
</table>

### Critical Content:
- 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:
- 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) 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](http://www.latinamericanstudies.org/aztecs.htm) (General information on the Aztecs)
- [http://www.history.com/topics/mexico](http://www.history.com/topics/mexico) (Facts and information about Mexico from the History Channel)
- [http://www.ancientscripts.com/aztec.html](http://www.ancientscripts.com/aztec.html) (Aztec language explained - *Nahuatl*!)
- [http://realhistoryww.com/world_history/ancient/Misc/Americas/Aztec_history.htm](http://realhistoryww.com/world_history/ancient/Misc/Americas/Aztec_history.htm) (Various historical interpretations of Aztec history)
- [http://www.fotor.com/features/collage.html](http://www.fotor.com/features/collage.html) (Digital photo collage creator)

### Student Resources:
- [http://www.latinamericanstudies.org/aztecs.htm](http://www.latinamericanstudies.org/aztecs.htm) (General Aztec site)
- [http://www.aztec-history.com/aztec-arts.html](http://www.aztec-history.com/aztec-arts.html) (Aztec Artifacts)
- [http://www.history.com/topics/mexico](http://www.history.com/topics/mexico) (Facts and information about Mexico from the History Channel)
- [http://www.fotor.com/features/collage.html](http://www.fotor.com/features/collage.html) (Digital photo collage creator)

### 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

<table>
<thead>
<tr>
<th>Differentiation:</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Multiple means for students to access content and multiple modes for student to express understanding.)</td>
<td><a href="http://www.fotor.com/features/collage.html">http://www.fotor.com/features/collage.html</a> (Create a digital photo collage)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensions for depth and complexity:</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.fotor.com/features/collage.html">http://www.fotor.com/features/collage.html</a> (Create a digital photo collage)</td>
<td>Students may include narratives for each image explaining how Aztec cultural practices are reflected in the image</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Content:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• The cultural legacy of the Aztecs: language, food, weaving, music, etc.</td>
</tr>
<tr>
<td></td>
<td>• Mexico City was built on the ruins of Tenochtitlan</td>
</tr>
<tr>
<td></td>
<td>• Aztec paintings and sculptures have influenced Mexican artists such as Diego Rivera</td>
</tr>
<tr>
<td></td>
<td>• <em>Avocado, chili, chocolate</em>, and <em>tomato</em> are all Aztec words</td>
</tr>
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<table>
<thead>
<tr>
<th>Key Skills:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Compare and contrast Aztec culture to present day Mexican culture</td>
</tr>
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<table>
<thead>
<tr>
<th>Critical Language:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Legacy, Mestizos, Mesoamerica, Nahuatl, Nahua, literature, language, weaving</td>
</tr>
</tbody>
</table>

### Learning Experience # 10

The teacher may bring in primary and secondary sources (e.g., images of shelter, hunting tools, clothing, carvings) 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.

<table>
<thead>
<tr>
<th>Generalization Connection(s):</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Resources:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.statcan.gc.ca/pub/89-634-x/2008004/figure/6500054-eng.htm">http://www.statcan.gc.ca/pub/89-634-x/2008004/figure/6500054-eng.htm</a> (Map showing the 4 Inuit Regions)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.arcticvoice.org/inuit.html">http://www.arcticvoice.org/inuit.html</a> (The Inuit)</td>
</tr>
<tr>
<td></td>
<td><a href="http://firstpeoplesofcanada.com/fp_groups/fp_inuit1.html">http://firstpeoplesofcanada.com/fp_groups/fp_inuit1.html</a> (Inuit housing, food, transportation, map of tribal regions, etc.)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.labradorvirtualmuseum.ca/home/inuit_history.htm">http://www.labradorvirtualmuseum.ca/home/inuit_history.htm</a> (Virtual museum: History of the Labrador Inuit)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.virtualmuseum.ca/English/Teacher/inuit_history.html">http://www.virtualmuseum.ca/English/Teacher/inuit_history.html</a> (History, Art and Traditions of the Inuit)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Resources:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.arcticvoice.org/inuit.html">http://www.arcticvoice.org/inuit.html</a> (The Inuit)</td>
</tr>
<tr>
<td></td>
<td><a href="http://firstpeoplesofcanada.com/fp_groups/fp_inuit1.html">http://firstpeoplesofcanada.com/fp_groups/fp_inuit1.html</a> (Inuit housing, food, transportation, etc.)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.labradorvirtualmuseum.ca/home/inuit_history.htm">http://www.labradorvirtualmuseum.ca/home/inuit_history.htm</a> (Virtual museum: History of the Labrador Inuit)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.virtualmuseum.ca/English/Teacher/inuit_history.html">http://www.virtualmuseum.ca/English/Teacher/inuit_history.html</a> (History, Art and Traditions of the Inuit)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students write a story about an Inuit artifact or cultural practice and explain its importance to their survival. <a href="http://www.worksheetplace.com/mf/Expository-Writing-Descriptive.pdf">http://www.worksheetplace.com/mf/Expository-Writing-Descriptive.pdf</a> (Expository writing template)</td>
</tr>
</tbody>
</table>
## Colorado Teacher-Authored Sample Instructional Unit

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may complete a writing graphic organizer to aid in the organization of their story</td>
<td></td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students may write their story from the Inuit point of view explaining how tools are used, shelters are built, etc.</td>
<td></td>
</tr>
</tbody>
</table>

### Critical Content:

- There are multiple Inuit tribes living in Canada
- The physical geography, climate, resources of the regions of Canada where the Inuit live

### Key Skills:

- 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

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## 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) 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://mythicjourneys.org/bigmyth/myths/english/eng_inuit_culture.htm](http://mythicjourneys.org/bigmyth/myths/english/eng_inuit_culture.htm) (Inuit history, religion, etc.)
- [http://tinyurl.com/lcge7e8](http://tinyurl.com/lcge7e8) (Inuit social structure)
- [http://firstpeoplesofcanada.com/fp_groups/fp_inuit3.html](http://firstpeoplesofcanada.com/fp_groups/fp_inuit3.html) (Inuit food and hunting)

### Student Resources:

## 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.)

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Students may be provided with leveled reading materials</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Extensions for depth and complexity:

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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</tr>
</tbody>
</table>

## Critical Content:
- 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:
- 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) 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.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)
### Student Resources:
- [http://www.netplaces.com/american-history/the-pre-columbian-americas/the-legacy-of-the-great-civilizations.htm](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](http://archive.fieldmuseum.org/aztecs/conclusion_2.asp) (Aztec legacy)
- [http://www.rainforesteducation.com/about2/cultures/legacy.htm](http://www.rainforesteducation.com/about2/cultures/legacy.htm) (Mayan legacy)
- [http://www.webexhibits.org/calendars/calendar-mayan.html](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.)

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<thead>
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<tbody>
<tr>
<td><a href="https://prezi.com/">https://prezi.com/</a> (Prezi – create an online powerpoint presentation)</td>
<td>Students may be allowed to work with partners to create Prezi</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

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</thead>
<tbody>
<tr>
<td><a href="http://www.history.denverlibrary.org/research/place_names/index.html">http://www.history.denverlibrary.org/research/place_names/index.html</a> (Place names in Colorado)</td>
<td>Students may include a compiled list of place names that are used today that are a legacy from the cultural groups studied</td>
</tr>
</tbody>
</table>

### Critical Content:
- 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:
- 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