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| **UNIT 7 – Mesoamerica**  **Quarter 3**  **(5 class periods)** | | | |
| ***Unit Question***  ***What were the economic, cultural, and political characteristics of Meso and South American civilizations prior to European contact?*** | | | |
| **Benchmark/Learning Target** | **Guiding Questions** | **Resources** | **Vocabulary** |
| **SS.912.W.3.15**  Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations  **SS.912.W.3.16**  Locate major civilizations of Mesoamerica and Andean South America.  **SS.912.W.3.17**  Describe the roles of people in the Maya, Inca, and Aztec societies.  **SS.912.W.3.18**  Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.  **SS.912.W.3.19**  Determine the impact of significant Meso and South American rulers such as Pacal the Great, Montezuma I, and Huayna Capac.  **Literacy Standards:**  LAFS.910.RH.1.1  LAFS.910.RH.1.2  LAFS.910.RH.1.3  LAFS.910.RH.2.4  LAFS.910.RH.2.5  LAFS.910.RH.2.6  LAFS.910.RH.3.7  LAFS.910.RH.3.8  LAFS.910.RH.3.9  **Writing Standards:**  LAFS.910.WHST.1.1  LAFS.910.WHST.1.2  LAFS.910.WHST.3.4  LAFS.910.WHST.3.5  LAFS.910.WHST.4.7  LAFS.910.WHST.4.8  LAFS.910.WHST.4.9 | 1. What are the legacies of the early Mesoamerican and South American civilizations? 2. Locate on a map the major civilizations of Mesoamerica and South America 3. Compare and contrast the economic, cultural, and political characteristics of the major civilizations of Mesoamerica and South America. 4. What was the impact of significant Mesoamerican and South American rulers? | Suggested Activity  \*DBQ: The Aztecs: Should Historians Emphasize Agriculture or Human Sacrifice? (Satisfies 9 Weeks Writing Component).  **See Moodle under Social Studies Resources**  \*DBQ: The Aztecs: What Should History Say? No Questions-Might be Best for Honors. (Satisfies 9 Weeks Writing Component).  **See Moodle under Social Studies Resources**  \*CCC Streaming- The Aztec Empire (Time Compass). Total is 19 minutes, but can be broken up. Previewing, post viewing questions, and teacher guides. Teacher must log in to CCC website.  <https://www.mypolkschools.net/CCCStreaming/>  Resources:  <http://www.studenthandouts.com/World_History/worldhistory09section24.htm>  \* Is an example of an activity that must be viewed/completed to meet literacy standards.  ESE/ESOL Strategies:  Pairs Check  Cornell Notes  Thinking Maps  Ticket out the Door  3-2-1  Mix-Pair-Share  Literacy Circles  Advanced/Honors Classes:  For all advanced/honors classes the expectation is to increase the rigor, research and writing expectations, along with the speed at which the curriculum is taught. | 1. Olmec 2. Apotec 3. Chavin 4. Quipu 5. Tribute 6. Maize 7. Human sacrifice 8. Chinampas 9. Machu Picchu 10. Tenochtitlan 11. Glyphs |

**Additional Benchmarks To Be Included:** [SS.912.G.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/3593)Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. [SS.912.G.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/3596)Identify the physical characteristics and the human characteristics that define and differentiate regions. [SS.912.G.4.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/3607) Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. [SS.912.H.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/3628) Relate works in the arts to various cultures.