

Complex Societies & Ancient Civilizations

Course Name: Social Studies

Time Frame (in minutes): 45 minutes

Unit/Theme: Complex Societies & Ancient Civilizations

Grade Level: 5th Grade

CONTENT AND SKILLS

Learning Objectives:

- Students can identify the variety of food groups/crops grown by the Incas based on their expansive territory and climate.

Essential Questions:

- What are the four food groups eaten by the Incas?
- How did the Incas grow their crops?
- What food is most important to the Incas?
- How does the Incas territory impact the food they eat?

Students I can statements . . .

- I can identify the food groups/crops eaten by the Incas
- I can identify the farming techniques used by the Incas
- I can explain how territory and climate the Incas lived in impacted their ability to get food/grow food
- I can identify important information in the article that helps me answer the questions in my graphic organizer

How will you meet the needs of SWD and ELL/MLL students?

- **SWD:** Structured outlines (graphic organizers to organize thoughts), visual supports (use of visual aids like charts or models), peer support (pair students with peer buddies)
- **ELL:** Language support (provide language scaffolds like sentence frames, vocabulary lists), language partners (pair ELL student with proficient language speaker to clarify instructions)

Content Standards

List all standard indicators (do not need standard statement)

- **5.2 COMPLEX SOCIETIES AND CIVILIZATIONS:** Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions
- **5.2a:** Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems,

technology, and social hierarchy.

- **5.2b:** Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.

NYS Computer Science and Digital Fluency Standards

List all standards that authentically align

- **4-6.DL.1.** Type on a keyboard while demonstrating proper keyboarding technique
- **4-6.DL.3.** Conduct and refine advanced multi-criteria digital searches to locate content relevant to varied learning goals
- **4-6. DL. 4.** Use a variety of digital tools and resources to create and revise digital artifacts.
- **4-6.NSD.5.** Describe that data can be stored locally or remotely in a network

NYS SEL BENCHMARKS

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

- **1B.2a.** Describe aspects of their identity, such as strengths, skills, beliefs, opinions, and interests, including those reflective of membership in multiple identity groups
- **1C.2a.** Set a short-term goal and begin working toward it
- **1C.2b.** Identify steps in working towards a goal
- **2B.2b.** Demonstrate ability to communicate across a variety of groups
- **2C.2b.** Engage in strategies to work effectively and cooperatively across lines of difference

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students including how they will construct and practice content knowledge.

Add Standard Indicators next to activity that aligns and highlight them.

Prerequisite Skills:

- Review Inca daily life
- Background on Inca climate
- Background on expansive Inca territory
- Highlighting key details/important information
- Coding game experience

Prior to this lesson, pair students with a partner that has a different ability level as them (high/low). This can be determined based on prior assessment data, teacher observation, and anecdotal notes.

Students will be researching the Inca civilization: farming, gathering food, hunting/fishing, growing crops, etc. **(4-6.DL.3.)** Open the lesson by talking about ways in which the students' families get food. Where do you go? What is similar or different you heard from a peer? This will get students ready to focus on the food aspect of the Inca lives.

Students will start with a list of resources that the teacher has collected previous to the lesson (digitally) **(4-6.NSD.5.)** then, students will add their research they collected as their evidence to support the specific ways the Incas gathered food to survive. This will be added to the launch pad. The project launch pad will serve as the entry point to the world wide web as research to support the Inca culture. As students are conducting their research, they will be completing a graphic organizer answering the following questions: **(4-6.DL.3.)**

1. List the 4 food groups eaten by the Incas and give an example of each?
2. What is one farming technique the Incas used to grow their crops?
3. What type of food was especially important to the Incas? Where would they get this food from?

Students will have the choice to type or handwrite their responses on this graphic organizer. **(4-6.DL.1.)**

Once the graphic organizer is complete, students will do a check-in with the teacher to ensure information is correct/check for understanding.

Extension Activity: **(4-6. DL. 4.)**

Students will work with their partner to create a coding game in which they will design a visual representation of different ways in which Incas gather food/resources for their group of people. They can use the following programs: ScratchJr., CodeSpark, Game Maker Studio 2.

FUTURE READY COMPETENCIES

Check off each competency that students will interact with during this lesson.

- Collaboration
- Communication
- Critical Thinking/Problem Solving
- Creativity & Innovation

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. ***Including Instructional Technology Tools***

- Highlighting tool (online platform)
- [Inca Graphic Organizer](#) (differentiated for students needs H/M/L copy)
- [Inca food – What did the Incas Eat? article](#)
- Inca Empire For Kids article: [Terrace Farming in the Inca Empire - The Inca Empire for Kids \(mrdonn.org\)](#)
- Inca Food and Agriculture article with audio option: <https://www.worldhistory.org/article/792/inca-food--agriculture/>
- The Inca Empire Video: [The Inca Empire: 8 Fascinating Facts for Kids \(youtube.com\)](#)
- BrainPOP Incas: [Incas \(youtube.com\)](#)
- [Launch Pad](#)
- One to one device (computer, chromebook, or iPad)
- *All resources could be put into a singular document, or posted for students to access while doing their research*