



## UNIT GRAPHIC ORGANIZER

SUBJECT: HISTORY

UNIT: 3

COURSE: 5<sup>TH</sup>

TEACHER: MISS DIANA TOTENA AND MÓNICA ZAFRA

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### PRECOLUMBIAN CIVILIZATIONS

#### THROUGHLINES:

1. What happened in America when the civilizations were in Asia and Africa?
2. What were the first civilizations in America?
3. What were the most important inventions in America?
4. Are those civilizations alive?

#### GENERATIVE TOPIC

LIFE IS COLORFUL

#### UNDERSTANDING GOALS:

The students will explore about the Aztecs origins, believes, social structure and economy and how they settled the empire in the plains of Mexico contrasting them with civilizations in Mesopotamia through an infographic.

The students will recognize the culture of the Maya and Inca empires considering their origin, economy and development in general and comparing them with ancient civilizations in other continents by using a mind map.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Explorati on Stage	<ul style="list-style-type: none"><li>• To identify what was happening in America when the first civilizations started in Mesopotamia.</li><li>• To recognize why the civilizations in America are called Pre-Columbian Civilizations.</li><li>• To catch the new vocabulary of the term.</li></ul>	2 weeks	<ul style="list-style-type: none"><li>• Struggling with different maps and charts comparing locations and time in America and Mesopotamia and Egypt.</li><li>• Coloring and pointing places in a map of America.</li><li>• Using wordsearches, cryptograms, sudokus and word wheels.</li></ul>	Historical-cultural. Spatial-environmental.

<b>Guided Stage</b>	<ul style="list-style-type: none"> <li>• To clear up the most important features about Aztecs, Mayas and Inca civilizations.</li> <li>• To contrast different historical texts about daily life, economy and technology about those civilizations.</li> <li>• To understand the importance of technology and art at that moment and the legacy for the modern time.</li> <li>• To identify the most recognized places in Mexico, Peru and Honduras where those civilizations were settled down.</li> </ul>	<b>3 weeks</b>	<p>Designing a mind map using the information shown in a video to identify the characteristics of China and Indus Valley civilization.</p> <p>Reading short texts proposed in the guide with the corresponding critical reading comprehension and contrast diagram.</p> <p>Developing different activities about Mayan numbers, calendars, music and literature proposed in the guide.</p> <p>Designing a mind map and infographics about the topics.</p>	Historical-cultural.
<b>Learning Evidence</b>	<p><b>INTEGRATED SYNTESIS PROJECT</b></p> <p><b>LIFE IS COLORFULL</b></p> <p>The students will improve mental and physical health through art therapy activities integrated with STEAM (Science, Technology, Engineering, Art, and Mathematics) elements. Through creative workshops and experimental activities, emotional expression, self-awareness, fine motor skills, problem-solving, and collaboration will be encouraged.</p> <p>Bearing in mind the big question How can I use art to improve my physical and mental health in my social context?</p>	<b>3 weeks</b>	<ul style="list-style-type: none"> <li>• Selecting and organizing the groups of 5 students in each classroom.</li> <li>• Searching information about the history of Yoga and its evolution through the time.</li> <li>• The information will be organized in a mind map and put into practice with students in different spaces of the school.</li> </ul>	Historical-cultural.