



# Unit Planner: The Golden Ages of Latin America and Africa

## Global 1

Tuesday, November 6, 2018, 11:35AM

High School > 2018-2019 > Grade 9 > Social Studies > Global 1  
(C) > Week 1

Last Updated: [Tuesday, January 3, 2017](#) by Andrew Gibson

### The Golden Ages of Latin America and Africa

Garcia, Ysrael; Gibson, Andrew; Marchello, Veronica

- [Unit Planner](#)
- [Lesson Planner](#)

#### Big Ideas / Enduring Understandings

While civilizations developed in the Old World (Europe, Africa, Asia), many complex agrarian civilizations developed simultaneously in the Americas.

#### Essential Questions

How can we compare and contrast Pre-Columbian civilizations and early African civilizations?

How can we explain the factors that led to the rise and fall of the Pre-Columbian civilizations and early African Kingdoms?

How did geographic features affect the development of Pre-Columbian civilizations and early African Kingdoms?

#### Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 9-10

##### Writing

##### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

##### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

7a. Explore topics dealing with different cultures and world viewpoints.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NYS: CCLS:Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 6-8

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They build strong content knowledge.

NYS: Social Studies Core Curriculum

NYS: Grades 9-11

Methodology Of Global History & Geography

A. History

2. Understand the concepts of change and continuity over time

4. Time frames and periodization

B. Geography

1. Elements of geography

2. Critical thinking skills

D. Political science

2. Political systems around the world

Global History & Geography Unit 1: Ancient World

C. Classical civilizations

5. Rise of agrarian civilizations in Mesoamerica—Mayan (200 BC - 900 AD)

New York State P-12 Learning Standards (New York State Education Department, used with permission)

## Content

The Rise of Mesoamerican Empires

-Human and physical geography of Mesoamerica

Maya Civilization

-Political and social structure

-Accomplishments

-Causes of decline

Aztec Civilization

-Political and social structure

-Religion and conquest

-Accomplishments

-Causes of decline

Incan Empire

-Influence of geography

-Political and social structure

## Skills / Strategies

- Classify and categorize information (i.e. chronological, political, social and economic, similarities and differences) Identify cause and effect
- Identify basic assumptions
- Form generalizations based on evidence
- Employ different features of a map to interpret and analyze events

-Accomplishments  
-Causes of decline

### Key Terms / Vocabulary

Colonization  
Chinampas  
Mesoamerica  
Reconquista  
Meztizo  
Indigenous

### Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

### Assessments

[Depth of Knowledge \(DOK\) Levels](#)

### Resources

#### Materials Used

SMARTboard; McDougal-Littel Textbook  
Focus

- Whole class
- Small group
- Group
- Research



Atlas Version 9.2.1

© [Faria Education Group](#) 2018. All rights reserved. [Privacy Policy](#)