**The Academy for Technology & the Classics**

Lesson Plan Template

**Instructor’s name: Robert Mathis Course/Grade: 7th Grade NM History**

**Date(s): Unit One – 10-12 class periods**

**In a Nutshell: This unit will introduce the students to some basic concepts in Geography, including map components, Continents and Oceans, and the use of Latitude and Longitude. This unit will also cover some of the basic geographical changes that have occurred in the world the last 10,000 years or so and how they affected the migration patterns of people, including those that first came to the New World.**

**Standards Addressed**

**NM State Standards**

I-A: New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.

II-A: Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues.

II-D: Explain how physical processes shape the earth’s surface patterns and biosystems.

**Common Core Standards**

[CCSS.ELA-Literacy.RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**7th Grade Unit One Thematic Plan: Geography and Prehistory**

**(Highlighted Sections have been completed)**

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| **Essential Question(s):**   1. **What were the geographical attributes of the world 10,000 years ago and how have they changed over time?** 2. **What were people like 10,000 years ago and how did they get to America?** 3. **What are the major continents and oceans of the world, where are they located?** 4. **What is Latitude and Longitude and how do we use coordinates to find things on a map?** | **Learning Objectives/Outcomes:**   1. **The students will show an understanding of and be able to identify a basic set of vocabulary words specific to this unit.** 2. **The students will be able to identify the major continents and oceans of the world on a blank map.** 3. **The students will be able to identify and define the four components found on most maps (key, title, scale, compass rose)** 4. **The students will evidence the knowledge of and the ability to use latitude and longitude to locate places on a map.** 5. **The students will be able to identify or describe attributes of the prehistoric world (10KBP), and how those attributes have changed over time.** 6. **The Students will show knowledge of the first Americans, including how and when they arrived on this continent.** |
| **Overheads / PowerPoint /Equipment / supplies needed:**   * **Whiteboard** * **Multimedia Projector if available** * **Student Map supplies – paper, markers, etc.** * **The text will not be needed for this Unit.**   **Other considerations, e.g., handouts, seating changes, guest speaker needs, etc.:**   * **Blank Content Map** * **Handout: Critical Facts 1-21** * **Internet Spy (Lat/Long) worksheet)** | **In the Gradebook**  **Completion Grades**   1. **Letter to Self** 2. **Continent Map** 3. **Notebook Check 1** 4. **Notebook Check 2** 5. **Student Map** 6. **Internet Spy Network**   **Daily Grades**   1. **Student Map** 2. **Internet Spy Network**   **Assessment(s)**   1. **Critical Facts Quiz** 2. **Unit Exam (Geography and Prehistory)** |
| **Lesson activities for instructor and students** | |
| **Geography**   1. **Direct Instruction -- student response – Continents and Oceans and Maps, oh my.**   **--**Using a class map, the instructor identifies the major continents and oceans of the world. Identification of what makes a continent a continent, and how a continent different from a country is also covered. Also, the most common components found on a map will b discussed, with examples gives (key, title, scale, compass rose). The class, through oral checks, will show a mastery of this knowledge, both as a group and individuality. This information will be reviewed at the beginning of each class until the class shows mastery.  --*Assignment: A blank map of the world, which the student must complete, showing the location of the continents and oceans of the world.*  *--Assignment: A student generated map, using all four of the components discussed in class.*   1. **Whiteboard Map/Student response – “Streets and shops” (Latitude and Longitude intro)**   **--**Theinstructor draws a grid of streets (street map) on the board and has the student come up and fill in the names of shops on the map. Then the students will identify the location of these shops by giving directions to the instructor. (ie. The ice cream shop is at the corner of Elm street and 5th street. The video store is at the corner of McDonald Avenue and Washington street). The goal of this is to allow the students to see that a “place” can be identified by using its location on a grid, which allows the teacher to introduce the concepts of Latitude and Longitude.   1. **Direct Instruction – student response – Latitude and Longitude**   --Using a class map, the instructor identifies the latitude and longitude grid used to identify locations on the map, including the equator and the Prime Meridian. The students will take turns coming up to the front of the class and finding specific sets of coordinates on the class map. This skill will be reviewed daily until the class shows mastery.  *--assignment: Latitude/Longitude worksheet (The Spy Network)*  **Prehistory**   1. **Direct Instruction/Student response: “Cities on Mars”**   How do we know what we think we know? Where did people come from?   1. **Direct Instruction: “Divers and Caves”**   The water cycle (with examples on board) – the Ice Age – Beringia – Clovis Culture – Archaeology   1. **Direct Instruction: “How smart are you?”**   What can we make? What do we really know how to do? Are we smarter than people 10kbp? Have the students describe how they would build a phone, or a car, or a gun, or a lightbulb. | |

**Post-Teaching Reflections on Lesson**

What went well?

What needs to be improved? Why?

Strategies to consider for improving lesson:

Notes:

Preteaching---I took out all the Continuous Assessment material for the School year, as per Administrative request. I also broke the unit into two parts. Unit 1 (this unit) covers basic geography and prehistory. I’ll create another unit plan (Unit 2) that will cover early people in the New Mexico (Ch. 1-3 in the text). I’m a little concerned about pacing for some of the lessons. We’ll see how that goes.