Katie Augustine CI&A Social Studies

March 2013 Lesson Plan #1

Subject of Lesson: Incan Runners

Time Estimate: 30 – 50 minutes

Grade Level: 1st Grade

Objective: The students will be able to fully understand what a runner’s job entailed and why such a job was needed in order for communication to occur by answering the “envelope questions” with the class. Additionally, they will be able to identify the differences (in terms of food, cities, religion, writing, and leaders) between life in Ancient Inca and life today by navigating through the webquest and recognizing facts from the two time periods.

NYSS/ Common Core:

* Make connections between self, text, and the world around them (text, media, social interaction)

*Reading Lit. Standard 11*

* Ask and answer questions about key details in a text

*Reading Lit. Standard 1*

* Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

*Reading Info. Standard 4*

Essential Questions: What do you think the most important/biggest difference is between Ancient civilizations and the way we live today?

Why do you think the people of the Ancient Civilizations had to live the way they did? What proves this?

What was most impressive aspect about the Ancient Civilizations? Why?

Vocabulary Level: This activity is primarily based off of tier one words. However, students may learn new meanings for things such as the word “runner” as it pertains to something different in ancient times. The resources found in the webquest do include many tier three words which may require assistance. These words include:

Machu Picchu

specialized profession

relay station

conch shell

quipu

Materials:

* NYS Common Core Module on Runners
* Webquest titled “Inca Runners”
* Computer with SmartBoard
* Worksheets (enough for each student)
* Pencils

Population to be taught: Multi-racial class (Caucasian, African American, Hispanic) in a public school setting. No students have IEP’s or 504’s however, some students have trouble with self-control and staying focused.

Modifications: There are no substantial modifications made for this class. Some students who have trouble focusing will be separated when on the rug and will be seated closer to the instructor.

Setting/Environment: *Classroom Setting:*

Read-aloud of the module will be performed on the rug where the instructor will be in a chair with students surrounding. Then, students will be guided through the webquest with the instructor working on a master computer.

*Computer Lab Setting:*

Read-aloud of module will be performed as the students sit in their respective seats. Then, students will follow along with the instructor as the webquest is navigated and given more freedom to research independently based on ability level.

Anticipatory Set: All students will be given a small envelope that they are not allowed to open until told. Inside there are multiple questions regarding comprehension of Incan Runners. When handed out students must be told that Incan Runners were not allowed to see what message they were delivering, they just needed to run as fast as they could. At various points in the lesson allow for a selected student to read their question, answer as a class. Questions include:

Why did the Incas need to have runners? *(evaluation)*

Who was usually chosen to be a runner? Why? *(knowledge)*

Were runners allowed to know what they were delivering? *(knowledge)*

What types of things did the runners deliver? *(knowledge)*

What job do we have today that takes the place of runners? What are their similarities and differences? *(analysis)*

Were runners important in Ancient Inca? Why? *(comprehension)*

Did runners have guards or weapons? *(knowledge)*

What kind of system did they use? Why? *(comprehension)*

What is your favorite part of the Incas? Why? *(evaluation)*

Did individual runners run for a long distance? Why? *(comprehension)*

*(Blooms Taxonomy)*

Use of prior knowledge: Students will not be expected to know anything about Incan Runners, however, they will be familiar with this ancient civilization as a result of the Common Core Modules. Directly after the anticipatory set, address main points about the Incas in a short review session.

Steps and Procedure:

* Students will be called to the rug/seated at computer
* Students will all be given their own envelope and told not to open it. Explain how Incan Runners were not allowed to see. *(anticipatory set)*
* A short review session will take place going over recent lessons about the Incan Civilization with the use of a short SmartBoard activity and/or class question and answer. *(Multiple Intelligences: Visual/Linguistic)*
* The instructor will read the Common Core Module on Runners. Questions from envelopes will be asked periodically to check for comprehension and understanding at the request of the instructor. *(Multiple Intelligence: Linguistic)*
* Students will be given the webquests worksheet
* The students will be led through the webquest on the SmartBoard with prompts to fill in the front of the worksheet. The front of the worksheet will be completed with the guidance of the instructor. *(Guided Practice)*
* Students will be sent off on their own to complete the back of the worksheet labeled, “Day 3”. *(Check for Understanding/Independent Practice)*
* Students will be able to open their envelopes if they have not yet done so and read them aloud so the entire class can come up with an answer. Comprehension can be assessed at this time *(Multiple Intelligences: Linguistic)*
* Students will get up and do Think-Pair-Share with three classmates. Essential questions will be asked and students will discuss if they have an answer to these questions yet. *(Independent Practice/ Multiple Intelligence: Bodily-Kinesthetic)*
* Students will share with the class and instructor one thing they learned about the Incan Civilization/Runners. In order to keep all students engaged students will begin by standing in a circle jogging in place as if they are runners. Then, the instructor will explain that in order to stop running they must share one new fact with the group and cannot repeat something one of their classmates said. This will continue until all students have answered. *(Multiple Intelligence: Bodily-Kinesthetic/Linguistic)*

Providing Feedback: Feedback will be written on the worksheets after the students hand them in. Also, feedback will be given immediately as the students answer the questions from the envelopes and at the end when they share from their Think-Pair-Share.

Evaluation/Assessment: Informal assessments will be done throughout the entire lesson as various envelopes are opened and questions are asked. Also, informal assessment will occur when Think-Pair-Share is used with essential questions and are shared out to the class. Formal assessment will be achieved with the use of the worksheet.

*(Multiple Intelligences: Visual and Linguistic)*

Enhancing retention: Students will share what they have learned from the webquest and what they discussed in Think-Pair-Share. Many of these ideas will come from the activity that they have just completed.

Extension: Physical education can be addressed as a result of this lesson and the importance of staying healthy especially for an Incan Runner

Science can be addressed as a result of the exploration of the observation deck at Machu Picchu. Astronomy and its importance

Mathematics can be addressed as a result of the Incan’s ability to create stones the exact same size. Students can explore what it means to have equivalent length, height, and width.

Name: **Teacher Key**

**Webquest**

**Incan Runners**

Fill in all of the blanks below in order to prove

to the nobleman that you took the fastest path!

Day 1:

Incan roadrunners carried **orders** and **news** from one end of the entire to the other

Each runner would run like the **wind** for a **short** distance along the famous Inca roads

The job of relay roadrunner carried great **honor**

Day 2:

Cuzco became the **richest** city in the New World

It was prohibited to **remove** silver and gold from Cuzco.

Day 3:

Why was Machu Picchu built where it was?

**Machu Picchu was built at it’s location because**

**it is close to the Sacred Urubamba River.**

What was the only circular building made for?

**The observation deck was the only circular building.**

**The Incas used it to look at the stars and skies.**



**Good Job! You have taken the path that**

**took you to the nobleman as fast as possible.**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Webquest**

**Incan Runners**

Fill in all of the blanks below in order to prove

to the nobleman that you took the fastest path!

Day 1:

Incan roadrunners carried \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from one end of the entire to the other

Each runner would run like the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_distance along the famous Inca roads

The job of relay roadrunner carried great \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Day 2:

Cuzco became the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ city in the New World

It was prohibited to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ silver and gold from Cuzco.

Day 3:

Why was Machu Picchu built where it was?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What was the only circular building made for?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Good Job! You have taken the path that**

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