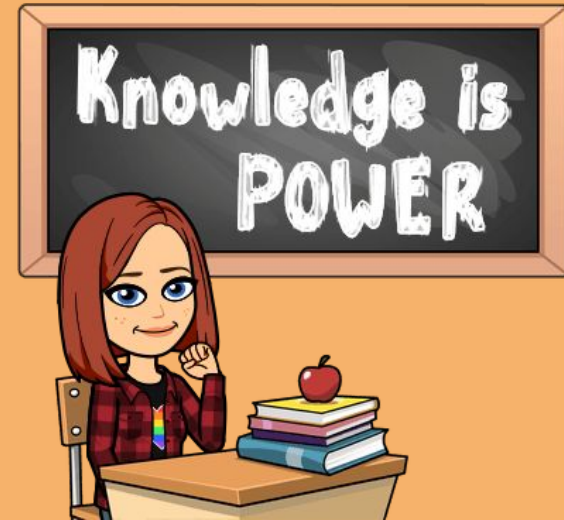


Assessment Plan Showcase

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Grade 9 Social Studies: Roots of Society

Background

In November 2021, my grade 9 class completed a unit on two ancient societies. I chose to examine the History of the Maya and the Incas in Central and South America respectfully. I decided to focus on different aspects of the two civilizations.

Day One: Introduction to Central and South America

- **Established Goal:** Assess the relationship of the natural environment in the development of a society
- **Learners will understand that:** the natural environment has a direct correlation with the development of societies and empire building and historical events and choices of the past societies have a direct effect on our current society
- **Learns will know:** the approximate location of the Maya, Aztecs and Inca empires.
- **Level of Bloom's Taxonomy:** Remembering
- **Activating and engaging:**
 - A map of modern day Mesoamerica and South America was projected on the board.
- **Discovering and Exploring**
 - Using slides and fill in the blank sheet, students learned the characteristics of Central and South American Geography,
 - Students were to identify key words that describe the climate and physical landscape.
- **Organizing and integrating:**
 - Each student was given a blank map of Mesoamerica and South America.

Day one Formative: Map Activity

- Students were given the blank map of Central and South America while the coloured and labeled image was on the board,
- Students were directed to choose 3 different colours to fill in the regions of the three Ancient Civilizations in the Americas,
- We looked further at the Yucatan Peninsula the bulk of Maya history.



Day Two: Who Were the Mayan?

- **Established Goal:**
 - Assess the relationship of the natural environment in the development of a society,
 - Examine the challenges involved in obtaining information about societies of the past.
- **Learners will understand that:**
 - Historical events and choices of past societies have a direct effect on our current society,
 - it can be difficult to recount information from the past.
- **Learns will know:**
 - Who the Mayan were and how they related to the history of Central America,
 - The Three Important Periods of Mayan Civilization
- **Level of Bloom's Taxonomy:** Understanding
- **Activating and Engaging**
 - We began with watching "Ancient Maya 101" <https://www.youtube.com/watch?v=Q6eBJdca14>
 - Students were handed KWL charts to fill out following the video, instructed to fill out what they know based on the video and on the previous lesson,
 - In addition, they were given a fill in the blank sheet for note taking.
- **Discovering and Exploring:**
 - Slides covered: who were the Maya and settlement review, most common form of wealth, 3 periods of the Maya empire and creations that can be credited to the Maya.
- **Organizing and Integrating:**
 - Students were given time to complete the remainder of the KWL in pairs
 - As a group we discussed some of their findings and if their questions were answered.

Day Two Formative: KWL Chart

- After viewing the video Ancient Maya 101 students filled in what they know about the Maya. Some students may have had more prior knowledge than others which is why we watched the video to avoid responses like “nothing” and were asked to fill in the what section. After our lecture portion students filled in what I learned. It was handed in at the end of class as participation marks and to decide what students were interested in.

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

Day Three: Mayan Religion

- **Established Goal:**
 - Analyze the ways worldview is expressed in the daily life of a society
 - Examine the challenges involved in obtaining information about societies of the past
- **Learners will understand that:**
 - Each society has a unique worldviews which are reflected in: art, education, architectural features which they communicate their worldviews, religion, etc.
- **Learns will know:**
 - That the Maya had more than one god or were Polytheist,
 - They gave offerings to the Gods to thrive,
 - They have a individual creation story
- **Level of Bloom's Taxonomy:** Understanding and applying
- **Activating and Engaging**
 - As a group we viewed the “Creation Story of the Maya” followed by discussing the main parts *if I were to re teach this lesson I would present students with the transcript of the video for recall purposes*
<https://maya.nmai.si.edu/the-maya/creation-story-maya>
 - Students were given sheets that would help them follow along during the lecture period
- **Discovering and Exploring:**
 - As I lectured students filled in the blanks on their note sheets regarding creation and the worship of gods.
- **Organizing and Integrating:**
 - We ended with a video narrated by Morgan Freeman as he took part in a traditional Mayan ceremony.
<https://www.nationalgeographic.org/video/the-mayan-story-of-creation/>
 - We ended with a 3 2 1 strategie.

Day Three Formative: 3 2 1 Summary

One a piece of loose leaf students followed the format on the right and handed it in at the end of class:

3: Things they learned from the videos and the lecture portion

2: Things they found interesting from the videos or lecture

1: Question they still have.

3-2-1 Summary
Name: _____ Date: _____ # _____

3 Things I learned:

- _____
- _____
- _____

2 Things I found interesting:

- _____
- _____

1 Question I have:

- _____

Day Four: Gods, Goddess and Religion

- **Established Goal:**
 - Analyze the ways worldview is expressed in the daily life of a society
 - Examine the challenges involved in obtaining information about societies of the past
- **Learners will understand that:**
 - Each society has a unique worldviews which are reflected in: art, education, architectural features which they communicate their worldviews, religion, etc.
- **Learns will know:**
 - That the Maya had more than one god or were Polytheist,
 - They gave offerings to the Gods to thrive,
 - They have a individual creation story
- **Level of Bloom's Taxonomy:** Applying
- **Activating and Engaging**
 - We began with watching "Ancient Maya 101" <https://www.youtube.com/watch?v=Q6eBJjdca14>
 - Students were handed KWL charts to fill out following the video, instructed to fill out what they know based on the video and on the previous lesson,
 - In addition, they were given a fill in the blank sheet for note taking.
- **Discovering and Exploring:**
 - Slides covered: who were the Maya and settlement review, most common form of wealth, 3 periods of the Maya empire.
- **Organizing and Integrating:**
 - Students were given time to complete the remainder of the KWL in pairs
 - As a group we discussed some of their findings and if their questions were answered

Day Four Formative: Mayan God and Goddess Quest

- Students were asked to follow the link: <https://www.gods-and-goddesses.com/mayan/> and research 5 of the Gods/Goddess listed in the boxes.
- The boxes include:
 - The Gods image and name,
 - Their Appearance,
 - Symbols, (draw or describe it)
 - Powers and Abilities, and
 - Worship (How were they worshipped?)
- The link was provided at the top of the printout and students were given laptops to use,
- Students were given one class period to finish this and hand it in the next class.



Day Five: Maya Social Structure

- **Established Goal:**
 - Examine concepts of power and authority in the governance of the societies studied,
- **Learners will understand that:**
 - Historical events and choices of past societies have a direct effect on our current society
 - The Mesoamerican societies had a unique way of selecting leaders. .
- **Learns will know:**
 - Mayan city states had their own individual leaders
 - How to define the concept of the rule of law and trace its origins in the societies studied
- **Level of Bloom's Taxonomy:** understanding and applying
- **Activating and Engaging**
 - Students were shown an image of the hierarchy in the Mayan culture and the timeline of the three periods in Mayan history.
- **Discovering and Exploring:**
 - Students followed along with their notes sheets as we explored the Mayan class and society including a breakdown of each class: Slaves, Commoners, artisans and merchants, warriors, nobles, priests and leaders.
- **Organizing and Integrating:**
 - Students were asked to create a pyramid and place each pof the groups on the pyramid with one example of their liives. Students were asked if they wanted to have a group discussion about the pyramid or do a Kahoot. Naturally a Kahoot was selected!

Day Five Assessment: Social Pyramid and Kahoot!

- Students were instructed to draw a pyramid or list them in order with the name of the group and one or two examples of each.
- The remainder of class was spent playing a Kahoot about Mayan culture.



Day Six: Maya Government

- **Established Goal:**
 - Examine concepts of power and authority in the governance of the societies studied,
- **Learners will understand that:**
 - Historical events and choices of past societies have a direct effect on our current society
 - The Mesoamerican societies had a unique way of selecting leaders. .
- **Learns will know:**
 - Mayan city states had their own individual leaders and unique rule of law during each period.
- **Level of Bloom's Taxonomy:** understanding and analyzing
- **Activating and Engaging**
 - As a class we looked at Google Earth to explore some of the famous monuments that were created by the Maya
- **Discovering and Exploring:**
 - Students took notes while we went through the slides related to Mayan Government and how it related to social structure.
- **Organizing and Integrating:**
 - Using their notes from the previous class and their pyramid from day five students were asked to write one to two paragraphs about the social class they chose.

Day Six Formative: The Day in the Life

- Students chose one of the social classes from the previous class and were instructed to write one to two paragraphs about the selected group.
- In their response, students needed to:
 - Identify the individual from the class.
 - Write a narrative using examples from their notes,
 - Describe the average day for the social class they have chosen.
- If I were to redo this assessment I would ask students to share it in small groups to ensure they wrote more than one sentence each.
- It was handed in and marked for participation purposes.



Day Seven: The Fall of the Classic Maya

- **Established Goal:**
 - Assess the relationship of the natural environment in the development of a society,
 - Examine challenges involved in obtaining information about societies of the past,
 - Synthesize the significance of key historical events in societies studied.
- **Learners will understand that:**
 - Historical events and choices of past societies have a direct effect on our current society
 - There is not always one clear answer when it comes to understanding historical events.
- **Learns will know:**
 - How to judge the importance of events in the past
 - The fall of the Classic Maya is complex and there are many reasons behind this fall.
- **Level of Bloom's Taxonomy:** analyzing and evaluating.
- **Activating and Engaging**
 - We viewed the video Why did the Maya Civilization collapse:
<https://www.youtube.com/watch?v=SxwxTqFVUDE>
- **Discovering and Exploring:**
 - As a group we went over the summative assignments, the grading, the expectations and their task.
- **Organizing and Integrating:**
 - In groups of two or three students began working through the first part of the assignment which was reading the information in the eight exhibits that may explain how the Maya civilization collapsed.
 - Second they would work independently on answering the three closing questions.

Maya Unit Summative: CSI Copan The Fall of the Classic Maya

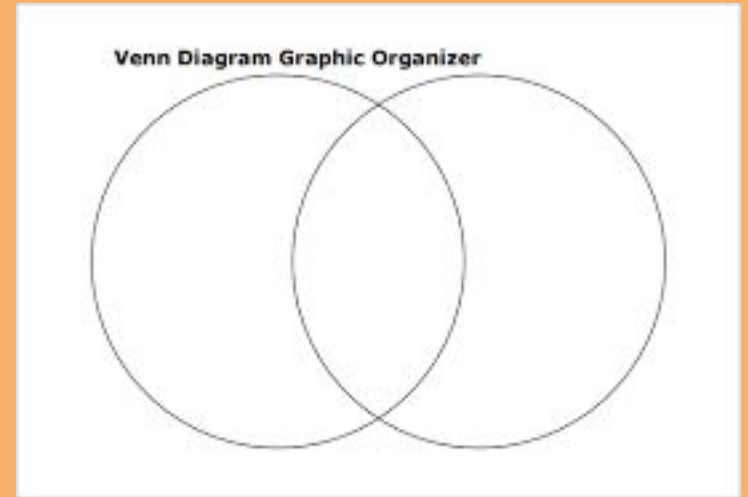
- First students read through all eight of the exhibits in the booklet they were given and they jotted down notes from this. For example exhibit 5 talked about bones and the possibility that many skulls found showed signs of anemia. Students took what they felt was the most important parts and jotted them down.
- Once all the exhibits were finished they answered the following questions:
 - Do you think the fall of the Maya happened quickly or over a long period of time? Why?
 - Do you think most of the Maya were killed or did they leave? Why?
 - What do you think caused the fall of the Maya? Why?
- If I were to redo this assignment I would have altered some of the exhibits questions. The first one was “testimony” by Fox Mulder who spoke about the possibility of some extra worldly occurrences which students did not find amusing and rather took it literally. I would most likely removed this portion in the future.
- The following is the link to the format I followed to create this assessment:
https://nanopdf.com/download/csi-mayan-collapse-lab_pdf
- In addition, I would have special exhibits in each area of the class when doing the first half.

Day Eight: Who Were the Inca?

- **Established Goal:**
 - Historical events and choices of the past societies have a direct effect on our current society,
 - Synthesize the significance of key historical events in societies studied
 - Assess the relationship of the natural environment in the development of a society.
- **Learners will understand that:**
 - Worldview undoubtedly has an impact on the progress and or decline of Ancient Societies,
 - It can be difficult to recount information from the past,
 - Historical events and choices of past societies have direct effect on our current society,
- **Learns will know:**
 - The Incan civilization was distinct in their culture, government and worldviews, some similar and some different from previous civilizations studied,
 - What the 4 Suyu were, the countries the Incan settled and the use of a Quipu
- **Level of Bloom's Taxonomy:** understanding and analyzing
- **Activating and Engaging**
 - I started off by asking students how many of them have seen "The Emperor's New Groove?" and explained how it is loosely based of the Incan empire,
 - Students were presented a Venn Diagram to students, one side was related to the Maya and the Second the Inca with the similarities in the middle
- **Discovering and Exploring:**
 - Students were given the approximate years of the Incan empire and a where the Incan empire was located in South America,
 - Examples of Oral tradition and time keeping,
 - The empire and the 4 Suyu,
 - Video about Machu Picchu and the importance to the Incan empire,
 - Students filled in their note sheets.
- **Organizing and Integrating:**
 - Students were given time to fill in their Venn Diagrams and we discussed them as a class.
 - I attempted to draw a Venn Diagram on the board and fill it out as students gave examples.

Day Eight Formative: Venn Diagram

- Students labelled the two circles: one Maya and the other Inca
- Students worked on it independently and eventually we shared as a class. This was a way to organize and visualize differences and similarities between the empires.
- This activity was not well received by students, in the future I would look to a different form.

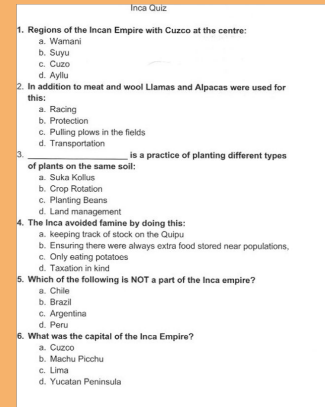


Day Nine: Incan Economy

- **Established Goal:**
 - Assess the relationship of the natural environment in the development of a society,
 - Compare differing perspectives regarding the acquisition and distribution of resources and wealth in societies studied.
- **Learners will understand that:**
 - Each of the societies of Mesoamerica had specific strategies of distributing wealth and economic gain,
 - Each of the Mesoamerican had success of their economy.
- **Learns will know:**
 - How the Mita system worked,
 - The influence of the natural environment on the territorial expansion and or empire building
- **Level of Bloom's Taxonomy:** understanding and applying.
- **Activating and Engaging**
 - Students viewed a video about Machu Picchu and the importance to the Inca,
- **Discovering and Exploring:**
 - Students took notes while we went through the slides related to Agriculture and the Inca economy,
 - We delved deeply into the Mita system of labour and Incan roadways
- **Organizing and Integrating:**
 - As a class we further filled in the Venn Diagram from the previous class,
 - We ended with a Bamboozled due to such heavy material.

Day Nine Formative: Pop Quiz completed in the next class

- I do not enjoy doing tests or quizzes but I decided to try something less writing intensive,
- Students were given 8 multiple choice questions with each right answer being one mark.
- I was frankly disappointed by the outcome of this quiz and I would certainly dig deeper and investigate student understanding in the future.



7. **The Inca had a complex writing system:**
 - a. True
 - b. False
8. **What is a Quipu?**
 - a. Hieroglyphics
 - b. a method used by the Inca to record valuable information using string and knots
 - c. Forms of food storage to sustain a population
 - d. Canals

Day Ten: Incan Distribution of Wealth

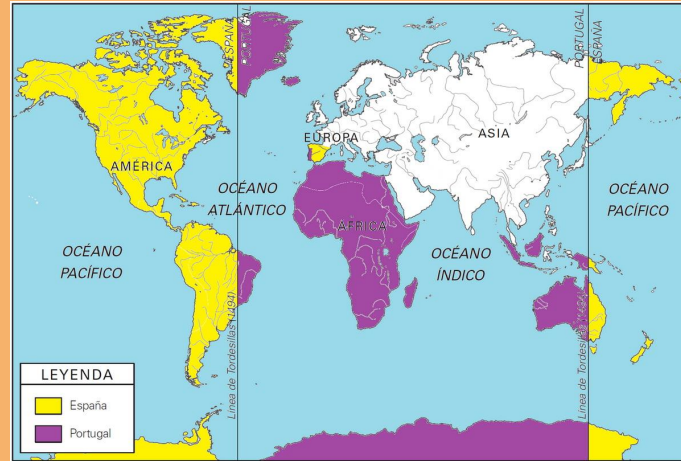
- **Established Goal:**
 - Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.
- **Learners will understand that:**
 - Worldview undoubtedly has an impact on the progress and or decline of Ancient Societies,
 - Each of the societies in Mesoamerica had specific strategies of distributing wealth and economic gain
 - Each of the societies of Mesoamerica had success in their economy.
- **Learns will know:**
 - The Inca had a centrally planned Economy
 - How the Ayllu system and Mita helped the Incan empire succeed,
 - How taxation affects the lives of Incan peoples,
 - Ways the Inca ensured their people were fed.
- **Level of Bloom's Taxonomy:** understanding and analyze
- **Activating and Engaging**
 - We began with a quiz on the information we had learnt about the Inca in previous lectures.
- **Discovering and Exploring:**
 - We reviewed the quiz and answered any questions students had,
 - Using slides and notes we explored: Ayllu, Taxes, a centrally planned economy, Tax collectors and the Mit'a system.
- **Organizing and Integrating:**
 - We added to our venn diagrams and students handed them back to me at the end of class.

Day Eleven: Meanwhile in Spain and The Fall of the Inca

- **Established Goal:**
 - Analyze the impact of empire building and territorial expansion on Indigenous populations and other groups in the societies studied.
 - TR9.1 Investigate the Treaty experiences of Indigenous people around the world.
 - **Learners will understand that:**
 - The Conquest had a tragic effect on Mesoamerica and South American societies.
 - **Learns will know:**
 - Some of the reasons for Spanish expansion,
 - How were the conquistadors,
 - The Inca civil war was caused by infighting and sibling rivalry,
 - Disease and war lead to the fall of the Inca
 - **Level of Bloom's Taxonomy:** understanding and analyze
 - **Activating and Engaging**
 - This class was content heavy so we began immediately.
 - **Discovering and Exploring:**
 - We began by exploring what was going on in Spain prior to the conquest. This included Political reasons for expansion including:
 - The Reconquista and Competition with Portugal,
 - Columbus and his voyages and
 - Conquistadors
 - Next we completed a mapping activity, to highlight the importance of the Treaty of Tordesillas to understand how the Spanish arrived in South America.
- Organizing and Integrating:**
- The remainder of the class was focused on exploring the fall of the Incan Empire including
 - Disease,
 - The Civil War and
 - The Conquest lead by Pizarro

Day Eleven Formative: Mapping Activity

- Independently students located Portugal and Spain on the blank map of the world,
- Second as a group we drew the lines marking where the Treaty lines were set. Students were then given the time to colour in parts of the map that was considered Spanish land.
- We additionally discussed why it is problematic to refer to the land given to Spain as “Spanish Land”.
- In the future, I would not clump both classes together and give a more indepth look at the fall of the Incan Empire.



Day Twelve and Thirteen : Intro to Final Assignment and Work period

- **Established Goal:**
 - Goals were unique for each of the topics students chose.
- **Learners will understand that:**
 - Incan culture and society had unique aspects that can be explored,
 - Worldview has an impact on the progress of ancient societies.
- **Learns will know:**
 - How to research a topic and format it into a newspaper layout
- **Level of Bloom's Taxonomy:** evaluate and create
- **Activating and Engaging**
 - Each student chose a randomly assigned topic out of a hat,
 - As a group we looked at the format and rubric of the assignment.
- **Discovering and Exploring:**
 - Students were given the class to research their chosen topic and infuse this into a newspaper article.
- **Organizing and Integrating:**
 - Students were to break their research into parts:
 - What or who is your topic about,
 - Why is it important to Incan history and,
 - How has it helped your understanding of Incan History.

Day Twelve Summative: Social Studies Times

- Students were given a google docs format that they followed to create the newspaper.
- In addition each section was given a heading for students to follow along,
- They could include up to three images and received additional marks for name, date, font, links to their websites at the end.
- Students were given two classes to complete this assignment.
- If I were to redo this assignment with less of a time constraint I would have worked with students to understand how to format a paragraph and most importantly, how to paraphrase. I feel like I assumed students knew about plagiarism and paraphrasing much like I did at that age. I underestimated just how much time students had lost during the pandemic. Plagiarism was something I really struggled with and students did not understand or chose not to acknowledge it.

Reflection

Teaching Social 9 and using assessment for the month of November during my internship was a learning experience full of ups and downs. It was rewarding to have this experience and compare it to the classroom assessment in the FIAP classroom where I spent most of my time.

In the future, I want to work on more creative delivery and ensuring my expectations for students are clearly stated along with additional time to discuss writing, paraphrasing and paragraph structure. The feedback and learning from this class has helped me reflect on what I would do different in the future.