

Introduction to the Mayas, Mayan Kids Website Search Ancient Civilizations of Mesoamerica

Overall lesson topic/title and purpose (What do I want students to learn?)

The students will use technology (computer lab) to build knowledge and research about the Mayan civilization.

Rationale (Why is it worthwhile? How does it link to Standards, Benchmarks, GLCE, Curriculum Guidelines, or to other key principles?)

The students will be able to “describe and compare characteristics of the Western Hemisphere cultures, including language, religion, belief systems, and traditions.” (11.1.MS.2)

Goals/Objectives for today’s lesson:

The students will be exposed to the Mayan civilization. The students will read about the Maya architecture, cities, ceremonies, among other things. The students will write and share facts they find interesting about the Maya.

Materials & supplies needed:

Computer lab, Mayan Kids Website Search.

Procedures and approximate time allocated for each event

• ***Introduction to the lesson*** (What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences? How will I motivate them to become engaged in the lesson?) (5 minutes)

- We are going to complete a website search, using www.mayankids.com. Use the website to help find some of the answers to the Learn section of the T-W-L.
- We will discuss the findings of our website search in groups and as a class later.

• ***OUTLINE of key events during the lesson*** (Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials) (1st day: website search, 2nd day: group sharing)

- In the computer lab, model how to use www.mayankids.com.
- Give the students work time.
- If the students finish early, have the students look over links on the website that they didn’t use for the website search.

- To share their findings about the Mayas, have the students number off 1 to 6. Break the students into groups.
- Explain to the students why they need other students’ information. If the students get each other’s information, it will be less research they have to do when they have the poster assignment at the end.
- Have the students go down their website search and share facts that

Academic, Social and Linguistic Support during each event (see p. 71):

For the students who visit the resource room for language arts, you may need to sit with them at the computer lab to guide them for the first couple of minutes. For these students, the front page of the website search is all that needs to be filled out. The students will hear more about the Mayas from group sharing.

the other group members don't have. The students should be writing the new information in their social studies notebooks.

• **Closing summary for the lesson** (How will I bring closure to the lesson and help children reflect on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?) (5 minutes)

- Go around the room and have every student share their most interesting fact.

• **Transition to next learning activity**

Assessment (How will I gauge the students' learning as I implement the lesson plan and once the lesson is completed? Specifically, what will I look for? How will I use what I am learning to inform my next steps?)

Collect the Mayan Kids website search. Look for each section to be filled in with facts. Did the students read the website and write down accurate facts?

Academic, Social, and Linguistic Support during assessment