



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Preparing to Teach Portfolio

Note: I don't have any recent students (numbers are small) who turned in a Preparing to Teach Portfolio that I consider exemplary; this one is the stronger of the two being posted. (It is "acceptable.") This same student turned in a Teacher Candidate Work Sample after student teaching that I considered stronger, falling into the "exemplary" category.

Also: An earlier draft of the Teacher Candidate Mini-Work Sample was turned in during the Practicum semester and the students were given constructive feedback. This represents the final product and evaluation.

Preparing to Teach Portfolio (Fall 2009)

Student # 0411968

1. Rubric Cover Sheet
2. Candidate Disposition Self-Evaluation Form Rubric
3. Faculty Disposition Evaluation Form
4. Reflection Essay Scoring Rubric
5. Implemented Lesson Plan Scoring Rubric
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7. Lesson Plan Reflection
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9. Teacher Candidate Mini Work Sample (Pre-Columbian Americas)



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
Preparing to Teach Portfolio
Rubric Cover Sheet

Name: _____ Student I.D. #: 0411968 Date: 11/30/09

Degree: Undergrad 2nd Degree M.A.T. R.I.T.E.

Teacher Education
Program: Secondary Education Major/Concentration: Social Science

Implemented Lesson Plan
Reflection Essay
Disposition Self- Reflection
Disposition Faculty Evaluation

This candidate is: Recommended Not Recommended

Sarah Dixon
Signature of Advisor/Reviewer

Nov 30 2009
Date

Ellen Bishop
Department Chair's Signature

12/2009
Date



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

CANDIDATE DISPOSITION SELF-EVALUATION FORM

Preparing to Teach Portfolio

Name: _____ ID #: 0411968
Telephone #: 401 _____ E-mail: @ric.edu
Teacher Preparation Program: Secondary Education Major/Concentration: Social Science

Assess the extent that you have demonstrated the identified attribute/behavior since your admission into the teacher preparation program. Rate yourself 1 (rarely) to 4 (almost always) for each item.

		Rarely	Sometimes	Frequently	Almost Always
1.	Seek feedback from multiple perspectives and make appropriate adjustments (Self-Reflection)	1	2	3	4
2.	Self-monitor progress (Self-Reflection)	1	2	3	4
3.	Upgrade knowledge and skills regularly (Lifelong Learning)	1	2	3	4
4.	Take initiative and am self-motivated (Lifelong Learning)	1	2	3	4
5.	Manifest respect toward students (Advocacy for Children and Youth)	1	2	3	4
6.	Advocate for the well-being of students in schools (Advocacy for Children and Youth)	1	2	3	4
7.	Manifest sensitivity to the needs and values of diverse learners (Respect for Diversity)	1	2	3	4
8.	Establish rapport and communicates well with diverse audiences (Respect for Diversity)	1	2	3	4
9.	Demonstrate strong communication skills (Collaboration)	1	2	3	4
10.	Use feedback constructively (Collaboration)	1	2	3	4
11.	Demonstrate good organization skills (Professional Work Characteristics)	1	2	3	4
12.	Complete work in timely manner (Professional Work Characteristics)	1	2	3	4

Signature of Candidate: _____ Date: 11/30/09



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

FACULTY (PRACTICUM/METHODS) DISPOSITION EVALUATION FORM

Name: _____ Student ID #: 0411968

Telephone #: _____ E-Mail: _____

Teacher Preparation Program: Secondary Education Major/Concentration: _____

Professional Education GPA: _____

Assess the extent that the candidate possesses or has demonstrated the identified attribute/behavior since her/his admission into the teacher preparation program. Rate her/him: 1 (rarely) to 4 (almost always) for each item.

	Rarely	Sometimes	Frequently	Almost Always
1. Seeks feedback from multiple perspectives and makes appropriate adjustments. <i>(Self-Reflection)</i>	1	2	3	4
2. Self-monitors progress <i>(Self-Reflection)</i>	1	2	3	4
3. Upgrades knowledge and skills regularly <i>(Lifelong Learning)</i>	1	2	3	4
4. Takes initiative and is self-motivated <i>(Lifelong Learning)</i>	1	2	3	4
5. Manifests respect toward students <i>(Advocacy for Children and Youth)</i>	1	2	3	4
6. Advocates for the well-being of students in schools <i>(Advocacy for Children and Youth)</i>	1	2	3	4
7. Manifests sensitivity to the needs and values of diverse learners <i>(Respect for Diversity)</i>	1	2	3	4
8. Establishes rapport and communicates well with diverse audiences <i>(Respect for Diversity)</i>	1	2	3	4
9. Demonstrates strong communication skills <i>(Collaboration)</i>	1	2	3	4
10. Uses feedback constructively <i>(Collaboration)</i>	1	2	3	4
11. Demonstrates good organization skills <i>(Professional Work Characteristics)</i>	1	2	3	4
12. Completes work in timely manner <i>(Professional Work Characteristics)</i>	1	2	3	4

Signature of Evaluator: SID Date: Nov 30, 2009



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

REFLECTION ESSAY SCORING RUBRIC

Preparing to Teach Portfolio

Name: _____ ID #: 0411968
 Telephone #: _____ E-mail: _____
 Teacher Preparation Program: Secondary Education Major/Concentration

Assess the extent that the candidate has demonstrated his/her knowledge of the following Rhode Island Beginning Teacher Standards in the Reflection Essay. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

		Weakness	Developing	Competence	Strength
1.	The reflection essay demonstrated a broad base of general knowledge that the candidate has acquired. (RIBTS 1)	1	2	3	4
2.	The reflection essay demonstrated an in-depth understanding of the disciplines the candidates teach. (RIBTS 2)	1	2	3	4
3.	The reflection essay demonstrated an understanding of how children learn and develop. (RIBTS 3)	1	2	3	4
4.	The reflection essay demonstrated an understanding of how students differ in their approaches to learning. (RIBTS 4)	1	2	3	4
5.	The reflection essay demonstrated developing critical thinking, problem solving, and performance skills. (RIBTS 5)	1	2	3	4
6.	The reflection essay demonstrated an in-depth knowledge of an effective learning environment. (RIBTS 6)	1	2	3	4
7.	The candidate addressed in the reflective essay the importance of fostering collaborative relationships with colleagues and families to support students' learning. (RIBTS 7)	1	2	3	4
8.	The candidate used effective communication in the reflective essay to convey his/her message. (RIBTS 8)	1	2	3	4
9.	The candidate discussed the importance of using formal and informal assessment strategies to support student learning. (RIBTS 9)	1	2	3	4
10.	The candidate demonstrated reflective practice throughout the essay. (RIBTS 10)	1	2	3	4
11.	The candidate addressed ethical, legal and professional standards throughout the essay. (RIBTS 11)	1	2	3	4

Comments:

Signature of Evaluator: S D Date: _____



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

IMPLEMENTED LESSON PLAN SCORING RUBRIC

Preparing to Teach Portfolio

Name: _____ ID #: 041964

Telephone #: _____ E-mail: _____

Teacher Preparation Program: Secondary Education Major/Concentration Critical Studies

Assess the extent that the candidate has addressed the following Rhode Island Beginning Teacher Standards in the implemented lesson plan. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

	Weakness	Developing	Competence	Strength
1. The implemented lesson plan reflected an understanding of central concepts, structures, and tools of inquiry of the discipline the candidate taught. (RIBTS 2)	1	2	3	4
2. The implemented lesson plan reflected an understanding of how children learn and develop. (RIBTS 3)	1	2	3	4
3. The implemented lesson plan reflected an understanding of how students differ in their approaches to learning. (RIBTS 4)	1	2	3	4
4. The implemented lesson plan provided evidence of students developing critical thinking, problem solving, and performance skills. (RIBTS 5)	1	2	3	4
5. The lesson plan was implemented in an appropriate learning environment where positive social interaction, active engagement in learning, and self-motivation were evident. (RIBTS 6)	1	2	3	4
6. The candidate used effective communication in implementing the lesson plan such that students explored, conjectured, discussed, and investigated new ideas. (RIBTS 8)	1	2	3	4
7. Formal and informal assessment strategies were integrated in the lesson plan to support student learning. (RIBTS 9)	1	2	3	4

Comments:

Signature of Reviewer Sam Dixon Date Nov 30, 2004

(Implemented Lesson Plan)

SED 410

High School

Ancient Greece: Alexander the Great

<p>Lesson Goals (Critical Question)</p>	<p>1. Students will understand the interconnectedness of the world.</p> <p>2. Students will understand how Alexander the Great and his empire was the first great example of cultural diffusion.</p> <p>Critical Question: How was the way Alexander the Great ran his empire different from how the Persians ran their empire? Why would this difference allow for greater cultural diffusion?</p>
<p>Learning Objectives</p>	<p>Given the objects the students bring with them to the room students, working individually or in pairs, will identify and list the locations where these things were manufactured.</p> <p>Given a note taking guide and a PowerPoint presentation students will label and define key events in the rise and expansion of Alexander the Great's empire.</p> <p>Given two different perspectives about Alexander's ultimate role (hero or villain) students broken into groups will analyze why each perspective is different and construct an argument to whether they believe he is a hero or villain.</p> <p>Given the Critical Question students will compare how the roles of the Persian government and Alexander's government influenced the people of their empires.</p>
<p>Instructional Materials and Resources</p>	<p>Objects students bring with them to class (jackets, hats, backpacks, lunches, etc.), a power point presentation, laptop with projector, a note taking guide, a map of Alexander the Great's Empire, a piece of notebook paper, the textbook "Journey Across Time", and a writing utensil.</p>

Standards	World History Era 3: Standard 2D NCSS Standards: VI and IX RIBETS: 1, 3, 8
Anticipatory Set Activities and Tasks Organization Conclusion	<p>The Anticipatory Set will be to ask the students to identify where the objects they have brought with them to the classroom have come from. Once they have listed many of their objects individually we will then discuss where many of these different things come from as a class. This activity is not only to stress the interconnectedness of the world but also to get them out of their seats and excited after a brief quiz.</p> <p>The Introduction/Review section will not only allow the students to have an idea of how they did on the quiz but will also provide a bridge from the Greek City-State era to the Macedonian era of Greek History.</p> <p>The Presentation phase of the lesson will be a lecture accompanied by a PowerPoint presentation that will detail the Rise and Expansion of Alexander the Great and his empire.</p> <p>At the end of the PowerPoint presentation students will be broken into groups and be asked to complete a group activity. Students will use the "Journey Across Time" textbook with the "Hero vs. Villain" on pages 180-181. Each group member will have an assigned role, two readers, one writer, and at least one presenter (depending on the size of the group). The end of the activity will be to review the finding and answer whether each group felt Alexander was a hero or villain.</p> <p>The review section will allow students to make sure that their note taking guide has been completed with all the important information. Also, the review section will again address the critical question and come up with an answer.</p>

Assessment

Before my lesson there will be a brief quiz assessment about the material we have covered, as a group, up until this point. This assessment is being constructed and administered by the cooperating teacher. The completion of the note taking guide along with classroom participation will be part of the informal assessment during the lesson. The group activity will be handed in and count as a classroom assignment. There will be no homework given with this lesson.

Creating an Empire. Expanding a Culture.

ALEXANDER THE GREAT

Motivational Activity

Directions:
 Take a few minutes to look at the labels on your clothing. Check your shoes, hats, jackets, backpacks, etc for where they came from. If you happen to have a lunch on you take a look at some of the fruits, if you have any, also. Write down where all these things came from.

Motivational Activity Review

⊙ Nike		VANS	⊙ China
⊙ Vans			⊙ America
⊙ Uggs		THE NORTH FACE	⊙ Australia
⊙ Northface			⊙ India
⊙ Old Navy			⊙ China
⊙ Flexfit Hats			⊙ Vietnam
⊙ American Eagle			⊙ Cambodia
⊙ Chiquita			⊙ Guatemala

Intro/Greek Review

- ⊙ Persian Wars
 - Where did Persia start?
 - How did they rule their conquered peoples?
 - Xerxes' army burning Athens in 480B.C.
 - Conditions of victory.
- ⊙ Peloponnesian War
 - Sparta vs. Athens
 - State of Greece
 - Rise of other City-States (Thebes)

Critical Question

How was the way Alexander the Great ran his empire different from how the Persians ran their empire? Why would this difference allow for greater cultural diffusion?

Rise of Macedonia

- ⊙ Where is Macedonia?
- ⊙ Considered Barbarians by the Greeks.
- ⊙ Only had to defend the Northern border.
- ⊙ Unified as Greece continued to fragment.



King Philip II

- ⊙ Came to throne 359 B.C.
- ⊙ Admired Greek Culture.
- ⊙ Wanted to unite Greece.
- ⊙ Defeated Greece at Chaeronea.
- ⊙ Wanted revenge on the Persians for burning Athens in 480 B.C.




Alexander's Rise

- ⊙ Became King at age 20!
- ⊙ Well prepared by King Philip for military leadership.
- ⊙ Inspired to continue his father's dream to invade the Persian Empire.



First Conquest (Greece)




Granicus: First Major Battle against the Persians

Ionian States: Freed Greek States

Citician Gates

Issus: Defeated Darius III

Second Conquest (Egypt)




Syria

Palestine

Alexandria: First City Named After Alexander Changed to Capital

Egypt

Third Conquest (Persia)




Fighting Persians

Gaugamela: Defeated Darius again. Led to the fall of Persian Empire

Babylon: City ceased after Battle of Gaugamela

Fourth Conquest (to India)



Alexander's Methods

- ⊙ Never lost a battle
- ⊙ Fight in all terrains
- ⊙ Led by example
- ⊙ Risking his own life
- ⊙ Treated himself as a soldier
- ⊙ Modeled himself after Achilles



Alexander's Death

- ⊙ Died in Babylon
- ⊙ Died at age 32
- ⊙ Fever, wounds, alcoholism?
- ⊙ Successors never lived up to his example.
- ⊙ Cultural legacy



Hero or Villain?

The ultimate view on Alexander is much debated. The classroom will break up into four groups. Each group will have two readers, one writer, and one presenter; two presenters if there are five members. Use the "Journey's Across Time" textbook and read both perspectives on pages 180 and 181 and complete the three questions.

Review

- ⊙ Macedonia and King Philip II
- ⊙ Rise of Alexander
- ⊙ Conquest
- ⊙ Death and Legacy
- ⊙ Hero or Villain?

How was the way Alexander the Great ran his empire different from how the Persians ran their empire? Why would this difference allow for greater cultural-diffusion?

Name: _____

Ancient Greece: Alexander the Great

Note Taking Guide

Introduction Question Answer:

Critical Questions: How was the way Alexander the Great ran his empire different from how the Persians ran their empire? Why would this difference allow for greater cultural diffusion?

Macedonia:

A:

B:

King Philip II:

A:

B:

Alexander's Rise:

A:

B:

1st Conquest:

A:

B:

2nd Conquest:

3rd Conquest:

A:

B:

4th Conquest:

Alexander's Methods

A:

B:

Alexander's Death:

Hero or Villain?

Lesson Plan Reflection

Alexander the Great

Now that the actual teaching placements are done the next step to becoming an expert teacher is to now reflect on my experiences. Initially, this reflection will be for the second implemented lesson, the Alexander the Great lesson at Lincoln High School, but eventually I will look at my experience as a whole.

When reflecting on this lesson I may come off that I am being overly critical but I do want to state upfront that I felt that this lesson generally went well and as planned. There were a few things that I had to adjust on the fly, especially since what was supposed to be a five minute quiz ended up taking a bit longer than that.

First to some of the strengths of the lesson. I felt that the motivational activity worked really well. It was originally planned as a good ice breaker for the beginning of the class but it worked even better as something that put distance between my lesson and the quiz the students had just taken. If my activity did not work as well as it did I might have had students thinking more about how they did on their quiz rather than connecting with my lesson. I will make sure that when it comes to teaching after quizzes that I will have activities that helps the students forget about their quizzes.

The PowerPoint and the note taking guides again worked well. In my own classroom I would hope that the frequent use of note taking guides would eventually lead to note taking abilities that would allow me to phase out the guides all together. As far as the PowerPoint, I felt

like it presented the information well and only in a few instances, such as changing the Alexander's death and Alexander's legacy slides, I would keep it as is. Also, the fact that this school had "gizmo", a handheld clicker, helped me get away from the computer and teach in front of the class, and as I become more comfortable I will probably be able to teach from all over the class.

Finally, I felt that my activity during the class worked pretty well. Students throughout the different groups were getting the same information that I was hoping they would get. Also, the handed in portions of that group work activity allowed me to assess further to make sure everyone got what I wanted out of my lesson.

One of the things that I felt I did not do as well with this lesson as I did with my last individual lesson was my review. Some of this had to do with the quiz butting into my time but some of it also had to do with me letting the group activity go a little too long. One of the biggest things I target with my reviews is to readdress the critical question and I was unable to do that at all, because of time.

The biggest difference between this lesson and my previous lesson was the lack of back and forth between the students and I during the presentation part of my lesson. Once I got past the introduction the class quickly became me lecturing and the students listening, something I do not strive for. Part of the reason for this was our teacher's policy about homework, she stayed away from it, and thus the lack of previous reading on the subject matter. There is a big difference between tying together information and presenting brand new information. However, this is something I would have control over in my classroom, and something I would attempt to change.

The experiences over the last two placements just furthered the idea that this is what I am supposed to do. I feel that in both placements I not only did well but I improved. One of my biggest concerns was addressed, which was actually seeing how I would do alone in front of a class for a whole period. Whether it was coming to the conclusion that sixth graders are still kids and sometimes it's okay to treat them that way or learning just how different a gen ed classroom can be from an honors classroom but even this difference does not mean they cannot learn much of the same material. Now that this reflection is over I cannot help but to look ahead and wonder where student teaching will take me, besides the other side of the globe. Will I finish student teaching and look back at these lessons and think how much better they could have been? As demanding as our placements were I cannot think of a better time I have had at this school than the time I spent away from it and in middle and high schools.

Feinstein School of Education and Human Development

Teacher Candidate Mini Work Sample

Rubric Scores

Candidate

EMPID

6411968

Program:

Social Science

College Supervisor:



Date

1-Dec-09

Total of Rubric Scores for Tasks:

I. Learning Goals and Unit Objectives								Total	32/36	
II. Assessment Plan								Total	32/42	
III. Design for Instruction								Total	33/36	
									Total	97/114

Learning Goals and Unit Objectives Rubric

Teaching Process: The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I:				
Learning Goals (RIBTS 2)	Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate	5
Part II:				
Alignment with National, State or Local Standards (RIBTS 2)	Unit objectives are not aligned with national, state or local standards.	Some unit objectives are aligned with national, state or local standards.	Most of the unit objectives are explicitly aligned with national, state or local standards.	6
Classification of Unit Objectives (RIBTS 5)	Unit objectives are not significant, challenging, or varied.	Some unit objectives are somewhat significant, challenging, and varied.	All unit objectives are significant, challenging, and varied.	6
Clarity (RIBTS 8)	Unit objectives are not stated clearly and are activities rather than learning outcomes.	Some of the unit objectives are clearly stated as learning outcomes.	Most of the unit objectives are clearly stated as learning outcomes.	5
Appropriateness For Students (RIBTS 3)	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals.	Some unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Some unit objectives will move students towards meeting learning goals.	Most unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Most unit objectives will move students towards meeting learning goals	6
Part III:				
Rationale / Purpose (RIBTS 4)	A superficial statement of rationale is included. The rationale requires more detail to explain why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is superficial or inaccurate.	A statement of rationale is included. The rationale partially explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is clear and somewhat accurate.	A clearly written, rich statement of rationale is included. The rationale explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is rich, insightful and mostly accurate.	4

TOTAL 32/36

Assessment Plan Rubric

Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Visual Organizer Format (RIBTS 9)	<p>The organizer does not clearly present:</p> <ul style="list-style-type: none"> • how the objectives are aligned with the assessments; and/or • the justification for the method of each assessment; and/or • any appropriate adaptations of the assessments. 	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> • how <i>some</i> of the objectives are aligned with the assessments; and/or • the justification for the method of some assessments is incomplete or inappropriate; and/or • some assessment adaptations are missing or inappropriate. 	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> • how <i>all</i> the objectives are aligned with the assessments; and • the justification for the method of all assessments; and • appropriate adaptations for all assessments within this context with these students 	5
Multiple Forms of Assessment (RIBTS 9)	<p>The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.</p>	<p>The assessment plan: includes multiple forms of assessment; <i>some</i> are performance-based; and assess before, during, and after instruction.</p>	<p>The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.</p>	5
Alignment of Unit Objectives and Assessments. (RIBTS 9)	<p><i>None</i> of the objectives: are aligned with the overall assessment plan: <i>none of the</i> assessments are congruent with objectives in terms of content and cognitive complexity.</p>	<p><i>Some</i> of the objectives: are aligned with the overall assessment plan: <i>some</i> assessments are congruent with objectives in terms of content and cognitive complexity.</p>	<p><i>All</i> of the objectives: are aligned with the overall assessment plan; <i>all</i> assessments are congruent with the objectives in terms of content and cognitive complexity.</p>	5

Justification for Assessment Methods (RIBTS 9)	The assessment methods selected do not seem capable of doing the job—one finds oneself asking, “Why did the candidate assess the unit objective that way?”; or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.	Matching of assessment methods to unit objectives and context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved.	The assessment methods match the unit objectives and context; the rationale for the choice mentions the unit objective and/or student characteristics.	5
Adaptations Based on the Individual Needs of Students (RIBTS 4)	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to <i>some</i> assessments that are appropriate to meet the individual needs of <i>some</i> students.	Candidate makes adaptations to <i>all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students.	4
Part II				
Rationale (RIBTS 9)	Provides no statement about the assessments and their appropriateness for measuring learning within this context with these students.	Provides some statement about the assessments and their appropriateness for measuring learning within this context with these students.	Provides clear and accurate statement about the assessments and their appropriateness for measuring learning within this context with these students.	4
Scoring Procedures (RIBTS 9)	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	<i>Some</i> scoring procedures are explained; items or prompts are clearly written; <i>some</i> directions or procedures are clear to students	<i>All</i> scoring procedures are explained; <i>all</i> items or prompts are clearly written; <i>all</i> directions or procedures are clear to students	4

TOTAL 32 /42

Design for Instruction Rubric

Teaching Process: The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Use of Pre-Assessment Data (RIBTS 8)	<p>Pre-assessment data is presented but the format is difficult to navigate.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized format.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized, detailed format.</p> <p>A rich, insightful explanation of how pre-assessment data influenced instructional design is provided.</p>	5
Unit Visual Organizer (RIBTS 2)	<p>The visual organizer is difficult to navigate.</p> <p>The lessons within the unit are not logically organized (e.g., sequenced).</p>	<p>An organized visual organizer is provided.</p> <p>Most of the lessons within the unit are logically sequenced.</p> <p>Lessons appear to be somewhat useful in moving students toward achieving the learning goals.</p>	<p>An organized, detailed visual organizer is provided.</p> <p>All lessons within the unit are logically sequenced.</p> <p>Lessons are useful in moving students toward achieving the learning goals.</p>	5
Lesson Plans (RIBTS 2)	<p>Lesson plans are missing required components.</p> <p>Candidate's use of content appears to contain numerous inaccuracies.</p> <p>Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p> <p>Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.</p>	<p>Lesson plans contain required components.</p> <p>Candidate's use of content appears to be mostly accurate.</p> <p>Shows some awareness of the big ideas or structure of the discipline.</p> <p>Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources.</p> <p>Some reliance on textbook, some variety</p>	<p>Lesson plans contain required components in rich detail.</p> <p>Candidate's use of content appears to be accurate.</p> <p>Focus of the content is congruent with the big ideas or structure of the discipline.</p> <p>Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources.</p> <p>The use of a variety of</p>	5


Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
	Heavy reliance on textbook or single resource (e.g., work sheets).	of resources.	resources makes a clear contribution to learning.	
Alignment with Learning Goals and Unit Objectives (RIBTS 2)	Few lessons are explicitly linked to unit objectives. Few learning tasks, assignments and resources are aligned with unit objectives. Not all unit objectives are covered in the design.	Most lessons are explicitly linked to unit objectives. Most learning tasks, assignments and resources are aligned with unit objectives. Most unit objectives are covered in the design.	All lessons are explicitly linked to unit objectives. All learning tasks, assignments and resources are aligned with unit objectives. All unit objectives are covered in the design.	4
Classroom Climate (RIBTS 6)	Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	4
Use of Technology (RIBTS 2)	Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission. A description of how planning and/or instruction could be enhanced with the use of technology is absent.	Candidate uses technology appropriately. Technology contributes to teaching and learning. OR Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology.	Candidate consistently integrates appropriate technology. Use of technology makes a significant contribution to teaching and learning.	4

TOTAL 33 /36

RHODE ISLAND COLLEGE: DEPARTMENT OF EDUCATION

Teacher Candidate Mini Work Sample

Pre-Columbian Americas


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Process 1: Learning Goals

Part I: Learning Goals

1. Throughout this unit students will understand that the Pre-Columbian Americas were a place of many great civilizations that interacted and traded among themselves with no European interaction.
2. Throughout this unit students will learn how Pre-Columbian Natives are not only still present in the Americas but often have greatly influenced many current contexts.
3. Throughout this unit students will understand how geography played an integral role in both maintaining their cultures during their time and preserving much of their culture into ours.

Part II: Unit Objectives

1. Students will identify and define key terms and unique concepts presented from both the textbook and supplementary sources provided over the course of the unit.

NSH US:E1 1A: The student understands the patterns of change in indigenous societies in the Americas up to the Columbian voyages.

NCSS 3: People, Places, and Environments.

RIBTS 2.2 & 6.2

Bloom's Taxonomy: Level 1, Knowledge

2. Students will distinguish the differences among the cultures presented in the unit.

NSH W:E4 6A: The student understands the origins, expansion, and achievements of Maya civilization.

NSH W:E4 6B: The student understands the rise of the Teotihuacan, Zapotec/Mixtec, and Moche civilizations.

NCSS 5: Individuals, Groups, and Institutions

RIBTS 5.1 & 3.2

Bloom's Taxonomy: Level 2, Comprehension

3. Students will survey the geographical landscape of all three areas featured in the unit and will articulate how geography affected specific cultures.

NCSS 3: People, Places, and Environments

NCSS 7: Production, Distribution, and Consumption

RIBTS 5.5 & 2.3

Bloom's Taxonomy: Level 4, Analysis

4. Students will summarize the exchange of people, ideas, and goods through trade networks throughout the area.

NSH W:E5 6A: The student understands the development of complex societies and states in North America and Mesoamerica.

NSH W:E5 6B: The student understands the development of the Inca empire in Andean South America.

NCSS 9: Global Connections

RIBTS 2.6 & 4.2

Bloom's Taxonomy: Level 6, Evaluation

- 5. Students will distinguish the major defining aspects of the cultures highlighted and compare them to other global cultures.**

NSH US:E1 1D: The student understands the differences and similarities among the Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.

NCSS 8: Science, Technology, and Society

NCSS 9: Global Connections

RIBTS 2.5 & 6.5

Bloom's Taxonomy: Level 4, Analysis

- 6. Student will design a trip that visits many of the relics left from the pre-Columbian Native cultures and explain how they still affect the current context.**

NCSS 1: Culture and Cultural Diversity

NCSS 3: People, Places, and Environments

RIBTS 4.2 & 1.1

Bloom's Taxonomy: Level 5, Synthesis

Part III: Rationale Statement

The intended audience of this unit plan is for a 9th or 10th grade World History Class. As it is now set up the objectives are geared mostly towards a College Prep or Honors class but could easily be adapted to reflect the needs of a General Education classroom. This unit would reflect the last chapter of a section of the book labeled "The Growth of Civilization" and acts as a bridge to the next section labeled "The World in Transition." The unit would be taught towards the end of the 2nd quarter.

The rationale for teaching this unit in the manner that follows is to not only stress the rich history and culture that was the Pre-Columbian Americas but also to challenge and redefine common knowledge about the Natives that lived here before European interaction. Being that this unit is planned for a College Prep or Honors class it is valid that the majority of the objectives reflect higher level questioning. Though the first lessons will establish a foundation of terms and ideas this unit will then ask students to go beyond knowing key terms and ideas and often ask students to make comparisons both between cultures presented in this unit and others globally.

The wide variety of objectives not only provides a well rounded view of the Pre-Columbian Americas but they also reflect the student's needs. At this age it is important to try to give students as many different avenues to understand the information presented in the unit. By using objectives that not only reflect historical views but also geographical, cultural,

economical, and even certain aspects of political science students are able to find the information presented in the unit using the methods they are best at.

Finally, the final objective and the project that corresponds with it address many needs of the student. Through the planning of the trip students will not only learn proper research methods but they will be able to do so looking at a topic that should keep them interested, travel. By reflecting on a hypothetical trip the students are being asked to take on the role of someone in another country and culture and in doing so reinforce many of the different ideas presented in the unit. This objective will not only foster new learning but review much of the content presented throughout the unit and thus the presentation of the projects will be used as a review for the test.

Process 2: Assessment Plan

1. **Students will identify and define key terms and unique concepts presented from both the textbook and supplementary sources provided over the course of the unit.**

Pre-Assessment: Motivational Activity from Lesson Plan #1

Formative Assessment: Jigsaw Activity from Lesson Plan #1, Review from LP #1, Motivational Activity LP # 2, Altitudinal Zonation Activity LP #5

Formal Assessment: Quiz, Test, Key Artifact

Justification: This unit is going on the idea that more often than not the ideas that many students have about the Pre-Columbian Natives are misguided. Going with this assumption it is important to understand just how misguided they are and probing their previous knowledge is important in this objective. Once the previous knowledge is understood then it is needed to rewrite some definitions and introduce the students to some new ones. Through the activities listed about students will not only learn these new terms and ideas but will have to present them in ways that can be measured, i.e. what the students are writing on the board in the Jigsaw Activity. Students will be able to demonstrate this knowledge by completing a quiz about half way through the lesson, completing a test at the end of the unit, and through their key artifact.

2. **Students will distinguish the differences among the cultures presented in the unit.**

Pre-Assessment: Motivational activity from LP #1

Formative Assessment: Jigsaw Activity from Lesson Plan #1, Review from LP #1, Incan Women Activity from LP #4

Formal Assessment: Quiz, Test, Key Artifact

Justification: Again, students' knowledge about this topic is thought to be a bit misguided so it will be important to distinguish what they know about natives as a whole, in the last objective, and specifics between groups. The Jigsaw and Review from LP #1 will allow for a formative assessment early on that would be formalized on the Quiz. Another formative assessment will be made during the Incan Women Activity when the students will compare how Incan women were treated differently than all others in the area. The test and the key artifact will also offer formal assessments.

3. Students will survey the geographical landscape of all three areas featured in the unit and will articulate how geography affected specific cultures.

Pre-Assessment: Photo Journal Activity from LP #2, Motivational Activity from LP #1 & LP #5

Formative Assessment: Altitudinal Zonation Activity from LP #5, Aztec Activity from LP #5

Formal Assessment: Test, Key Artifact, Altitudinal Zonation Activity from LP #5

Justification: The students will be able to demonstrate their previous knowledge of how geography is reflected in all the photo activities listed in the pre-assessment. A formative assessment will be demonstrated through the groups' feedback in class along with the ideas presented during the Aztec Activity. Finally, the group diet exercise completed during the Altitudinal Zonation Activity will be formally assessed as a minor grade.

4. Students will summarize the exchange of people, ideas, and goods through trade networks throughout the area.

Pre-Assessment: Motivational Activity from LP #5, Motivational Activity from LP #6

Formative Assessment: Incan Roads Activity from LP #6, Alaskan Activity from LP #6

Formal Assessment: Test, Key Artifact, Alaskan Activity from LP #6

Justification: Through the two similar photo motivational activities students will demonstrate some of their previous knowledge about trade networks. Through the activities in lesson 6 students will be able to demonstrate this objective and then it can be measured both in the test and in the key artifact along with the handout from the Alaskan Activity.

5. Students will distinguish the major defining aspects of the cultures highlighted and compare them to other global cultures.

Pre-Assessment: Motivational Activity from LP #3

Formative Assessment: Document Activity from LP #2, Mayan Glyphs Activity from LP #3, *Broken Spears* Reading Activity from LP #3

Formal Assessment: Test, Key Artifact, Homework from LP #3

Justification: This is a key objective that will be seen in just about all unit plans.

Students should be familiar with the idea that when one chapter ends it does not mean that previous knowledge is now not needed. The Pre-Assessment is designed to make sure students still have an idea of what European cities were like at the time just before the Age of Exploration and in doing so they can compare them to some of the key cities in the Americas. The formative assessment will allow for actual written work, such as timelines and summaries, to make sure students understand how connected the world is. Besides the final test and the key artifact students will turn in Homework from LP #3, which is the reading from the textbook with the added question "What elements of a European city do you see in this reading?", for a minor formal assessment grade.

6. Student will design a trip that visits many of the relics left from the pre-Columbian Native cultures and explain how they still affect the current context.

Pre-Assessment: Photo Journal Activity from LP #2, Presentation of Key Artifact from LP #2.

Formative Assessment: Homework from LP #2, Feedback from Modeling Activity from LP #4, Trip Presentations from LP #7

Formal Assessment: Final Draft due after exam

Justification: This objective defines the student's key artifact for the unit. This is designed so that students who are better doing projects than taking tests will have a major grade to count towards this unit. The pre-assessment will be done by presenting a photo journal as part of an activity along with feedback given while introducing the assignment. Students will be assessed on their progress first by the proposal they make, then by the feedback during the modeling activity, and finally in their presentations. If students are not giving a lot of feedback comparing some of the models to their own then there might need to be another intermediary assessment before the presentation, such as an itinerary. Finally, after the students were given feedback and allowed a weekend to focus and finish the assignment after being done with the unit test students will be formally assessed when they turn their project in. The project will be of greater value than the end of unit test.

Process 3: Design for Instruction

Day One:

"Textbook Lesson"

Unit Objectives Addressed: 1 & 2

Guiding Question: How were the natives in America similar and different from each other?

Content: The content of this lesson is clearly related to the information presented in the textbook chapter. This lesson will define terms for the North American, South American, and Meso-American Natives. This lesson will provide a basic introduction of the area as a whole.

Activities:

1: Motivational Activity. Compare and Contrast two pictures of Christopher Columbus, one presenting him as a hero and the other presenting him as a villain.

2: Chapter Jigsaw Activity. Students broken up into three groups will define key terms in their section of the textbook chapter, North American Natives or South American Natives, etc. Students will then present their key terms both on the board and as a presentation so all groups can understand the terms from their section.

3: Review Activity. Students broken into pairs will locate and label maps of all three areas with the key terms given during the Chapter Jigsaw Activity.

Homework: Students will read an insert in the textbook called "Iroquois Creation Myth" and write a paragraph reaction to the reading.

Day Two:

"North American Natives"

Unit Objectives Addressed: 3, 4, 5 & 6

Guiding Question: How is the idea that Natives were uncivilized untrue?

Content: The content of this lesson is to have the students have a greater understanding of the North American Natives. This will include photos, documents, and travel journals. This lesson will also be used to introduce the chapter's main artifact.

Activities:

1: Motivational Activity. A photo analysis of a typical North American Native scene, a great plains Native riding a horse chasing after buffalo. On the board to accompany the picture will be a question, "What is wrong with this image?"

2: Document Activity. Students will work with neighbors to understand and interpret three different documents. The first document was presented for the homework the night before, "The Iroquois Creation Myth", and the other two documents will be presented without the authors being labeled. Both documents will be addressing styles of government, i.e. The Iroquois Confederation vs. the Early American Confederation, and asking how different the two ideas are. The idea is to challenge the common view of Natives.

3: Photo Journal Activity. Students will be presented with a Photo Journal of the Alaskan Heritage Center and asked to fill out a chart containing such prompts as "Where did they live?" and "What resources do you see?"

4: Presentation of Key Artifact. Being that a Photo Journal from a travel experience was just used as an educational tool in the prior activity it would be a good time to introduce the Key Artifact a "Take time to travel" project. Students will create a trip in the current context and would explain many of the choices they made to why and where they would go. Students will then reflect as if they had taken the trip. They can express their ideas either as a written journal, a photo journal, a collage, or any other manner they can come up with and turn in. This assignment will be collected the day before the test and presentations will be used as a review for the test.

Homework: Students will brainstorm and propose which area or culture they are going to create a trip to for their Key Artifact assignment.

Day Three(Selected Lesson):
"Meso-American Natives"

Unit Objectives Addressed: 5

Lesson Objectives: Given two pictures of the Aztec Capital students will compare it to a European city at the time.

Given an excerpt from *Broken Spears* students will infer how an Aztec priest might have received a European.

Given a Mayan timeline and their textbook students will compare when the Mayans developed a system of writing to other cultures around the world.

Standards: NCSS 1, 3, & 9

Materials: Two Pictures of the Aztec Capital

Excerpts from the book *Broken Spears*

Mayan Timeline

The textbook

A projector, computer, and PowerPoint 2007

White Board and Markers

A notebook and a writing utensil

Guiding Question: How did the two great Meso-American cultures compare to European cultures?

Content: The content of this lesson is will look further at the Meso-American Natives and how they compared to other cultures and what might have been some of the causes of their eventual fall.

Activities:

1: **Motivational Activity.** Given a picture of the Aztec capital student will write a brief statement as if they were a European Explorer seeing it for the first time and comparing it to a European city.

2: ***Broken Spears* Reading Activity.** Students take turns to read the first chapter of the book *Broken Spears*. Students will then construct how an Aztec priest might receive a European on a horse.

3: **Mayan Glyphs Activity.** Students, using their textbooks and their prior knowledge, will fill out a timeline reflecting how the time period when the Mayans created a system of writing compared to other cultures.

Homework: Students will read an insert in the textbook called "History Through the Arts: Chichen Itza" and respond to the two given questions along with an additional question of how does this monument reflect aspects of other cultures, specifically European.

Day Four(Selected Lesson):
"South American Natives"

Unit Objectives Addressed: 2 & 6

Lesson Objectives: Given readings on Incan women and their creation myth students will explain how the woman's role in Incan society is related to the goddess of the moon.

Given a few model examples of native based trips students will compare the model trips to their own.

Standards: NCSS 3, 6 & 10

Materials: A handout about Incan Women

A handout about the Incan *creation* myth

A picture of Machu Picchu

A study guide

A projector, computer, and PowerPoint 2007

Internet access

<http://www.discovernavajo.com/indianculturetour.html>

<http://www.adventure-life.com/tours/machu-picchu-pilgrimage-347>

White Board and Markers

A notebook and a writing utensil

Guiding Question: How did the Incan Cultures beliefs about the God of the Sun and the Goddess of the Moon translate into a higher role of woman in Incan society?

Content: This lesson will look at the role of women in the Incan culture. The lesson will then give a few examples of trips that professional travel companies have planned in many of the areas that have been covered. This should act as a model for the Key Artifact and provide some direction for students having any problems.

Activities:

1: **Motivational Activity.** This activity will use a picture of Machu Picchu as an introduction of Incan culture. The question, "What can you tell me about this place from the picture?" will be addressed as a class.

2: **Incan Women Activity.** Students will be presented with an excerpt about women of the Incan society. Students will then be presented with the myth that surrounds their supreme god Vitacocha and his two children and ask how their relationship determines women's role in Incan society.

3. **Modeling Activity.** Students will be given a few examples professional trips similar to what they are planning. Students will be asked to comment what things they like about the trips and what kinds of things that are being left out.

Homework: Students will study the key terms given for the quiz tomorrow.

Day Five(Selected Lesson):
"Quiz/Geography"

Unit Objectives Addressed: 1, 2, & 3

Lesson Objectives: Given an Altitudinal Zonation map students will break up into groups and construct a diet based on their given zone.

Given a map of the Aztec capital city students will analyze why the city was difficult to conquer.

Standards:

Materials: A quiz

An Altitudinal Zonation map

A map of the Aztec Capital

A projector, computer, and PowerPoint 2007

White Board and Markers

A notebook and a writing utensil

Guiding Question: How did the geography of the Americans influence the civilizations that lived there?

Content: After the quiz the content of this lesson will look how the geography of the Americas affected the cultures that lived there, first the Incans then the Aztecs.

Activities:

Quiz: The quiz will ask the students to pick two out of the three brief essay questions and use two terms per question.

1: Motivational Activity. Using a series of photos accompanied by questions such as “where is this food grown?” will act as the first activity. Students should come to the conclusion that there are many different climates and types of geography from the wide selection of foods shown.

2: Altitudinal Zonation Activity. The class will be given an Altitudinal Zonation map and explained how it relates to the Incans. Students will then be broken into four groups representing each of the altitudes and asked to create a diet based on the items given in their zone. Each group will be allowed to take one items from both the zone above and below their own.

3: Aztec Activity. As a class students will examine a map of the Aztec capital and discuss why geography played an important role in protecting the city.

Day Six:
“Trade Lesson”

Unit Objectives Addressed: 4

Guiding Question: Why was trade so important among the Natives in America?

Content: The content of this lesson will present information about the trade networks found in the Americas.

Activities:

1: Motivational Activity. Using the final frame from yesterday's motivational activity, of an Ecuadorian marketplace, the new question of "how did all these items end up in one market place?" will be asked.

2: Incan Roads Activity. Students broken up into three groups will define key terms in their section of the textbook chapter, North American Natives or South American Natives, etc. Students will then present their key terms both on the board and as a presentation so all groups can understand the terms from their section.

3: Alaskan Activity. The photo journal from the Alaska Heritage Center will be revisited. However, this time students will be given a list of resources that each tribe had access to. When looking at the pictures it will be noted as a class which objects are from outside their resource list. Students will then hypothesis the trading network, by using a map, which existed between the five groups.

Homework: Students will need to be ready to present their trips for tomorrow's class.

Day Seven:

"Review/Presentation"

Unit Objectives Addressed: 1, 2, 3, 4, 5, & 6

Guiding Question: How are the cultures studied in the chapter still present in today's world?

Content: This lesson will not only provide an outlet for the students' main assessment for this chapter but also provides a review for the test the following day.

Activities:

1: Trip Presentations. Students will present their trips either on a fold out board, a PowerPoint, or a reading from a trip journal. This will not be the final draft of the project, which would be due the Monday after the test, so it will allow the students to get some feedback. While presenting students should be reflecting on the interconnectedness among cultures and the ways their cultures have come through to the present.

Homework: Study for tomorrow's test.

Day Eight:
"Test"

Unit Objectives Addressed: 1, 2, 3, 4 & 5

Rationale:

The structure of this unit is designed to ease students into the unit and then allow them to explore once they have a strong foundation of knowledge. The first class is clearly rooted in the textbook and the sole purpose is to provide a solid foundation as a jumping off point to other high end questioning. As the unit progresses the need for foundational terms slowly fades away to the need for further intellectual stimulation from higher level questioning.

The classroom climate is setup to foster a community of learning among all the students. Most of the classes in this unit include a motivational activity that requires all students to analyze photos as a group which would encourage active classroom participation. Often lecture is left out in favor of group activities. Jigsaw activities often expect the students to know the material well enough so that they can pass along the information to the other groups in the class, and thus are treated as quality exercises. Not only do these group work activities provide a great opportunity to learn the material but their value as proper socialization tools along with introducing students to other members of the classroom provide an added benefit to group work.

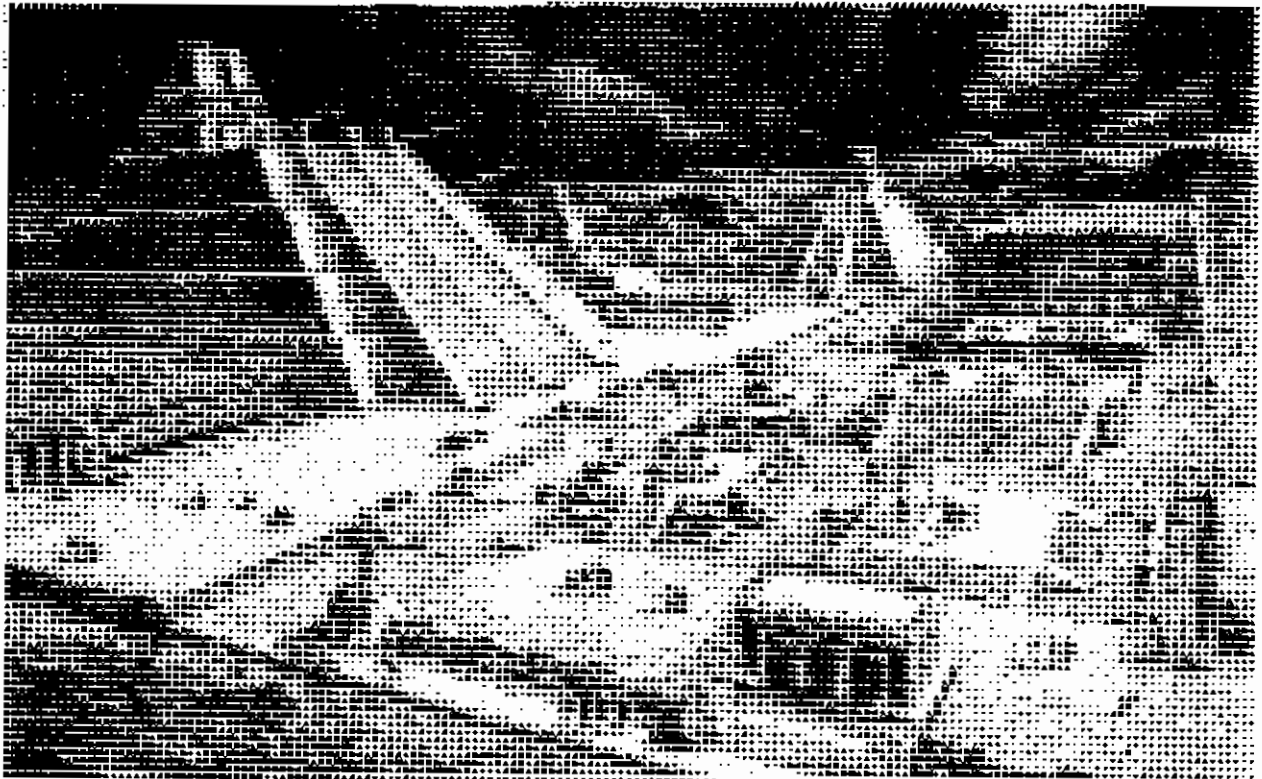
The materials used are also meant to reflect the needs of the students. The use of technology is an everyday occurrence. More often than not the computer is used as a means to present photo analysis pieces but it also can be used to show students valid models and valid sources. For instance, students are shown models of their key artifact by using internet itineraries of professional tour companies. The presentation of their project also can reflect a student's ability to use technology. Some students will decide to create a fake photo journal of their planned trips while others will create travel blogs to reflect their trips. Technology is not only a valid method to present educational information but it also provides students with a wide variety of methods to express their learning which is needed in a classroom such as this one.

In conclusion, this unit is designed to provide a solid foundation of terms and ideas so then students are free to explore the higher end questions presented later in the unit. Through

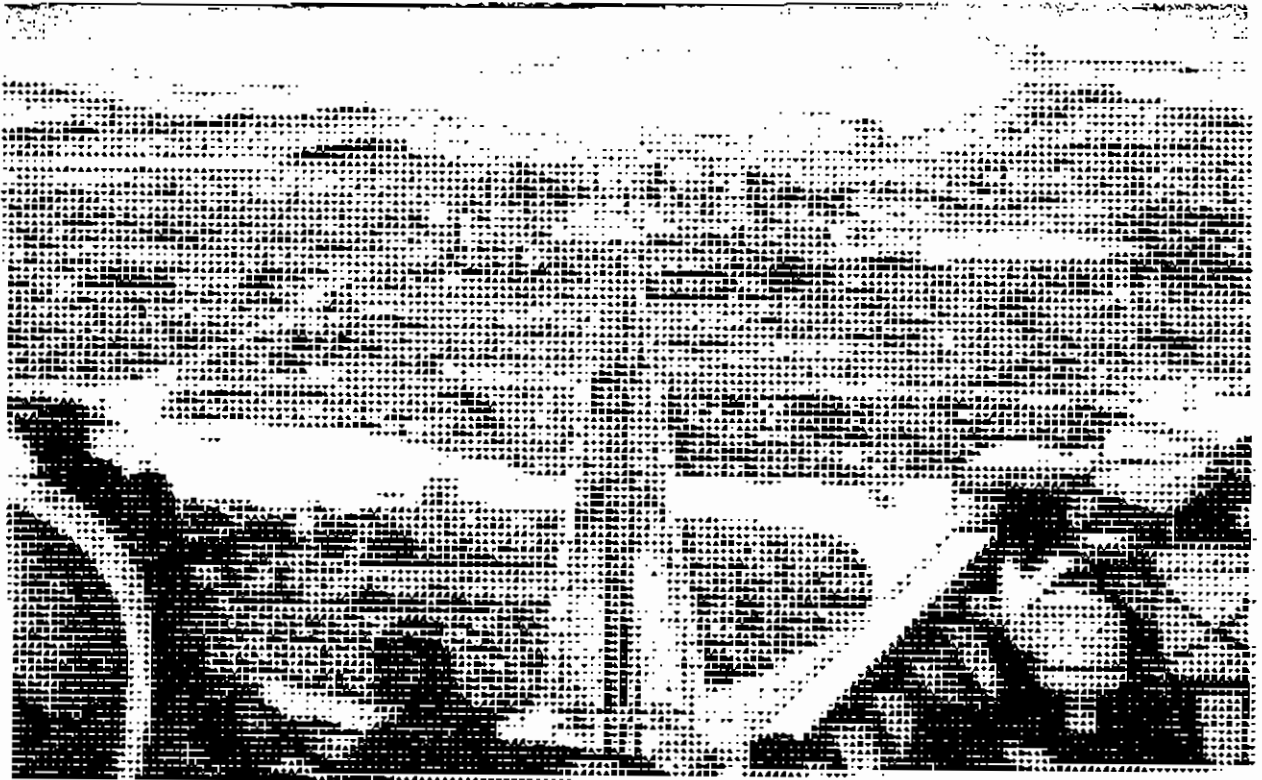
the various group activities students should be able to learn the importance of the subject material along with the importance of properly interacting with their peers. The subject matter of the unit is something that is vital to understand the interactions and outcomes of the European Colonization of the Americas which would eventually lead to the emergence of our country. The natives of this continent are usually portrayed as savages that raided settlers as they made their way expanding across to the Pacific Ocean but this unit is designed to change this idea. The ultimate goal of this unit is to provide a foundation of knowledge that would allow students to examine the role of later natives as they come in conflict with the expanding United States and just maybe question the idea of Manifest Destiny.

Appendix:

Aztec City 1:



Aztec City 2:



Broken Spears Reading:*Chapter One*

Omens Foretelling the Arrival of the Spaniards

Introduction

The documents presented in the first thirteen chapters relate the events that began a few years before the arrival of the Spaniards on the east coast of Mexico and ended with the fall of Tenochtitlan to the conquistadors. The last two chapters offer, by way of conclusion, a somewhat different account of the Conquest written in 1528 by the anonymous informants of Tlatelolco, and three of the *icnocaical* (threnodies, or songs of sorrow) lamenting the defeat and destruction of the Aztec capital.

The texts have been arranged to give a chronological narrative of the Conquest, and they contain a number of obvious

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discrepancies and contradictions. We have not attempted to solve all of the problems which these discrepancies pose for the historian. Our fundamental concern is with the human interest of the accounts, which reveal how the Nahuas interpreted the downfall of their civilization.

This first chapter begins with a passage from the *Codex Florentino*; the original text is in the Nahuatl of Sahagun's native informants. It is followed by two selections from the *Historia de Tlaxcala* by Diego Munoz Camargo, who married into the nobility of Tlaxcala. The Tlaxcaltecos allied themselves with Cortes, and Munoz Camargo wrote from their point of view, but his description of the omens which appeared in Mexico agrees quite closely with that of Sahagun's informants.

The Omens as Described by Sahagun's Informants

The first bad omen: Ten years before the Spaniards first came here, a bad omen appeared in the sky. It was like a flaming ear of corn, or a fiery signal, or the blaze of daybreak; it seemed to bleed fire, drop by drop, like a wound in the sky. It was wide at the base and narrow at the peak, and it shone in the very heart of the heavens.

This is how it appeared: it shone in the eastern sky in the middle of the night. It appeared at midnight and burned till the break of day, but it vanished at the rising of the sun. The time during which it appeared to us was a full year, beginning in the year 12-House.

When it first appeared, there was great outcry and confusion. The people clapped their hands against their mouths; they were amazed and frightened, and asked themselves what it could mean.

The second bad omen: The temple of Huitzilopochtli

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burst into flames. It is thought that no one set it afire, that it burned down of its own accord. The name of its divine site was Tlaxteccan [House of Authority].

And now it is burning, the wooden columns are burning! The flames, the tongues of fire shoot out, the bursts of fire shoot up into the sky!

The flames swiftly destroyed all the woodwork of the temple. When the fire was first seen, the people shouted: "Mexicanos, come running! We can put it out! Bring your water jars . . ." But when they threw water on the blaze it only flamed higher. They could not put it out, and the temple burned to the ground.

The third bad omen: A temple was damaged by a lightning-bolt. This was the temple of Xihotecuhli,⁶ which was built of straw, in the place known as Teonimolco.⁷ It was raining that day, but it was only a light rain or a drizzle, and no thunder was heard. Therefore the lightning-bolt was taken as an omen. The people said: "The temple was struck by a blow from the sun."

The fourth bad omen: Fire streamed through the sky while the sun was still shining. It was divided into three parts. It flashed out from where the sun sets and raced straight to where the sun rises, giving off a shower of sparks like a red-hot coal. When the people saw its long train screaming through the heavens, there was a great outcry and confusion, as if they were shaking a thousand little bells.

The fifth bad omen: The wind lashed the water until it boiled. It was as if it were boiling with rage, as if it were shattering itself in its frenzy. It began from far off, rose high in the air and dashed against the walls of the houses. The flooded houses collapsed into the water. This was in the lake that is next to us.

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The sixth bad omen: The people heard a weeping woman night after night. She passed by in the middle of the night, wailing and crying out in a loud voice: "My children, we must flee far away from this city!" At other times she cried: "My children, where shall I take you?"⁴

The seventh bad omen: A strange creature was captured in the nets. The men who fish the lakes caught a bird the color of ashes, a bird resembling a crane. They brought it to Motecuhzoma in the Black House.⁵

This bird wore a strange mirror in the crown of its head. The mirror was pierced in the center like a spindle whorl, and the night sky could be seen in its face. The hour was noon, but the stars and the *mamalhuaztli*⁶ could be seen in the face of that mirror. Motecuhzoma took it as a great and bad omen when he saw the stars and the *mamalhuaztli*.

But when he looked at the mirror a second time, he saw a distant plain. People were moving across it, spread out in ranks and coming forward in great haste. They made war against each other and rode on the backs of animals resembling deer.

Motecuhzoma called for his magicians and wise men and asked them: "Can you explain what I have seen? Creatures like human beings, running and fighting . . . !" But when they looked into the mirror to answer him, all had vanished away, and they saw nothing.

The eighth bad omen: Monstrous beings appeared in the streets of the city: deformed men with two heads but only one body. They were taken to the Black House and shown to Motecuhzoma; but the moment he saw them, they all vanished away.

Mayan Timeline:



Chichen Itza Worksheet:



Chichén Itzá

At a site in the northern Yucatán, the steamy Central American rain forest opens to an ancient plaza surrounded by massive limestone buildings that were constructed almost 1,000 years ago. The place is Chichén Itzá, the ancient civic, political, and cultural center of the Maya. After the arrival of Toltec invaders in the A.D. 900s, the northern Maya began construction of the central plaza.

On the western side of the central plaza lies an enormous I-shaped ball court complex, similar to those found throughout Mesoamerica. The court itself is about 272×99 feet long with a temple at each end. Scholars believe that two opposing teams faced off on the court, trying to score points by putting the ball through one of the two rings on the walls of

the court. Images on the walls indicate that the losers paid a heavy price—they became human sacrifices.

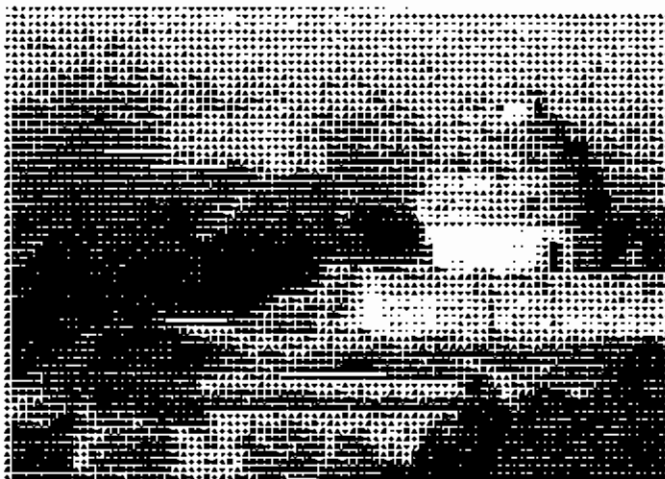
Chichén Itzá contains an astronomical observatory and several important temples, such as the Temple of the Warriors and the Castillo (castle). The temples were dedicated to the feathered serpent god Kukulcán, or Quetzalcoatl. On two days each year, in the fall and the spring, the afternoon sun and the shifting shadows cast shimmering light on the serpent carvings that line the exterior walls of the Castillo, making them appear to wiggle as if they were alive.

The name *Chichén Itzá* means “mouth of the well of

Itzá.” The name refers to the site’s huge natural sinkhole, or well. The well was an important religious place to the ancient Maya. Pilgrims came from all over the region to offer human sacrifices in an effort to please the gods and ward off disaster. Archaeologists have dredged up a vast assortment of ornaments, masks, jewelry, and other artifacts from the bottom of the great well.

Thinking About Art

1. What are some of the features of Chichén Itzá that indicate that the Maya were deeply religious?
2. What does Chichén Itzá mean? Where does the name come from?



The astronomical observatory at Chichén Itzá

Incan worksheet:

Name: _____

Directions: Read the following excerpts about the woman's life in Incan society and Incan gods and be prepared to discuss how they are two interrelated pieces.

Women's Role in the Andean Inca Civilization

Women's roles in the Inca Culture differed from that of both European women and those in the Aztec culture at the time, in that those women existed for the benefit of men. In Inca society, women had much different roles from men, but these roles were considered as complementary to those of men and a necessary part of the society. In fact, women played an essential role in the Inca society. Their primary role, as always, was to raise and take care of children, take charge of household duties, including: cooking, weaving cloth, working in the fields, and spinning. But they also worked right beside men in other activities for which they were suited, from agriculture to public works.

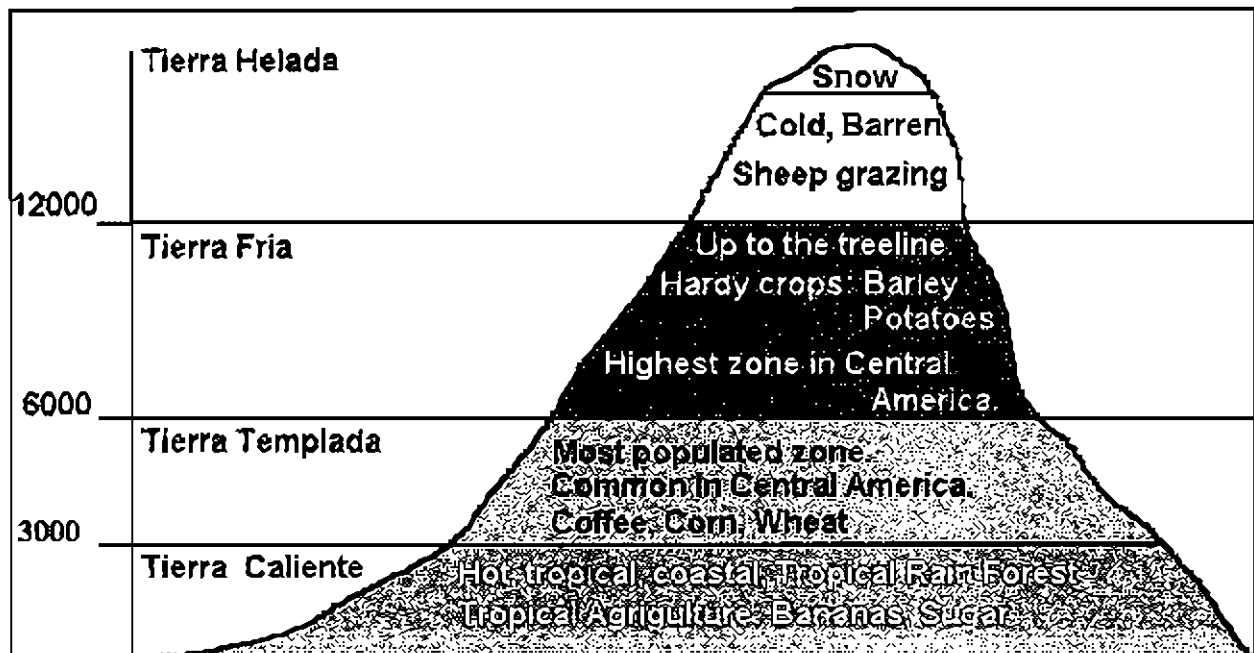
Before the conquest, the Inca household was an autonomous socio-economic unit, indicating that there was much freedom for the individual family, including women. An example is the evidence of skeletal analysis of this period, which shows that women in this period consumed food in similar quality and quantity as men. This can be interpreted as women having equal participation in community and domestic life. In addition, women in the Inca civilization played a large role in religion, controlling the cults of the goddesses (unlike Aztec culture where men controlled religion). However, after the conquest, women's social position was lower than that of men's (typical of Spanish culture of the time), and began to exclude women from its rituals and government.

Incan Gods and Goddesses

Women had a dual or complementary role in Incan society because of their religion. The Incas, like many of their Andean predecessors, viewed the cosmos in a way that emphasized what they saw as the duality of nature. The Incan people believed that the god Viracocha was the creator of all things. Viracocha was hermaphroditic in nature, being first male and then female. Stemming from Viracocha were the Sun, or the male, and the Moon, the female. These two were siblings as well as spouses and gave life to the other gods and goddesses as well as to man and woman. From the Sun extended Venus Morning, Lord Earth, and Man. From the Moon extended Venus Evening, Mother Sea, and Woman. Venus Morning was equated with the Sapa Inca himself (the ruler of Tahuantinsuyu), Lord Earth symbolized the male nobility and headmen, and Man symbolized the male commoners. A parallel chain of authority for women stemmed from the Moon goddess. Venus Evening was the Coya, or queen of the Inca, Mother Sea was the female Incan nobility, and Woman the female commoners. Stemming from each of these chains were also parallel kinship chains of men and women, in which some men and some women (with the Sapa Inca and Coya coming first) had authority over other men and women, and so on.

<http://precolumbianwoman.com/index.htm>

Altitudinal Zonation Map:



ALTITUDINAL ZONATION

Aztec Capital Map:

