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| **Class/Subject: World History** | **Day 1- “Historical Perspective”** |
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| **Objective(s)**  **SWBAT be prepared for class by having the Moodle page bookmarked, a 3” binder and their biographies completed from yesterday’s introductory class. SWBAT evaluate the concept of historical perspective by posing questions and reading some quotes.** | **GLCE/CCS**  **Topic *WHG F1:* World Historical and Geographical “Habits of Mind” and Central Concepts - Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional).** |
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| **Materials:**   * **Worksheet of historical quotes** * **Activity of disparate viewpoints on historical events.** | **Procedure/Activities:**  **Read from sandwich board that contains three news items and three events that happened in history. I will do this daily and designate this as, “N/H board” for the rest of my lesson plans.**  **Pose questions that we will discuss:**  **A) Clarenceville a good school or a bad school?**  **B) U.S. History a good or bad class?**  **C) President- good president or bad president?**  **We will then read ten quotes, I will ask student volunteers to share their interpretations.**  **Summation- Durant reading, highlighting areas and then a brief lecture of historical perspective and how this concept permeates all of world history.** |
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| **Strategies (check all that apply)** | |
| \_\_\_X\_ Direct Instruction/lecture | \_\_\_\_ Summarizing & Note taking |
| \_\_\_\_ Guided Practice | \_\_X\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_X\_\_ Identifying Similarities & Differences |
| \_\_X\_\_ Group Discussion | \_\_\_\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_X\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: Students will receive a participation grade for their full involvement in the class.** | **Notes:** |