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| **Class/Subject: World History** | **Day 6: “Schemas and Periodization”** |
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| **Objective(s)**  **SWBAT…formatively assess whether they understand the unit on foundational thought. SWBAT work collectively to glean archaeological and anthropological rudiments through reading.** | **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:**     * **Copies of David Christian’s, “This Fleeting World”** * **Worksheet of questions that corresponds to the reading.** | **Procedure/Activities :**   * **N/H Board** * **Give out copies of formative quiz, students will take the quiz.** * **Place students in groups and give each one a copy of, “This Fleeting World”** * **Students will work to answer questions and discuss their rationales** * **Each group will share out on one of the questions and I will lecture to key aspects of the learning** * **Re-cap day’s learning** |
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| **Strategies (check all that apply)** | |
| \_\_X\_\_ Direct Instruction/lecture | \_\_\_\_ Summarizing & Note taking |
| \_\_\_\_ Guided Practice | \_\_X\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_\_\_ Identifying Similarities & Differences |
| \_\_X\_\_ Group Discussion | \_\_\_\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment:** | **Notes:** |