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| **Class/Subject: World History** | **Day 14: Rise of Civilization in the West**  |
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| **Objective(s)****SWBAT…Trace and provide explanation how civilization reached Europe (Ex Oriente Lux) SWBAT also graph the rise of metal across the world and analyze the role metal played in civilization.**  | **HSCE/CCS****Topic: *WHG F4:* Regional Interactions - Identify the location and causes of frontier interactions and conflicts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E.** ***WHG 4.1.3:* Trade Networks and Contacts - Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including** * **land-based routes across the Sahara, Eurasia, and Europe**
* **Water-based routes across Indian Ocean, Persian Gulf, South China Sea, and Red and Mediterranean Seas.**
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| **Materials:** * **Image of Thomas Cole’s, “The Architect’s Dream”**
* **PowerPoint from U of M’s World History Initiative**
* **Worksheet with questions**
* **GeoHistogram on Iron**
 | **Procedure/Activities:** * **Talk about test/Last unit**
* **N/H Board**
* **Analyze Cole’s painting**
* **Use GeoHistogram to trace what is seen in the painting on the GeoHistogram.**
* **Students will be issued worksheets. Students will fill in answers as I lecture using PowerPoint Day 14**
* **Go over answers as a class and share brainstorm from questions #5**
* **Re-cap**
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| **Strategies (check all that apply)** |
| \_\_X\_\_ Direct Instruction/lecture | \_\_X\_\_ Summarizing & Note taking |
| \_\_\_\_ Guided Practice | \_\_\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_X\_\_ Identifying Similarities & Differences (Diff. between spondylus and amber trades/means of survival) |
| \_\_\_\_ Group Discussion | \_\_X\_\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_X\_\_ Technology Integration | \_\_X\_\_ Generating & Testing Hypotheses |
| \_\_\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: Students will receive grades for their PowerPoint questions.** | **Notes: This PowerPoint is from the University of Michigan’s World History Initiative and is being used via the express permission of Professor Paul Duffy.**  |