|  |  |
| --- | --- |
| **Class/Subject: World History “A”** | **Day 1- “Introductions and Historical Perspectives”** |
|  |  |
| **Objective(s)**  **SWBAT… ask questions regarding the syllabus and parent letter have introductions to each other and moodle page. SWBAT then discern between historical scope and historical perspective and be able to provide examples.** | **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).** |
|  |  |
| **Materials:**   * **Parent letter** * **Syllabi** * **Clip of “History of the World in Seven Minutes” (**[**http://www.youtube.com/watch?v=4pnmZalx9YY**](http://www.youtube.com/watch?v=4pnmZalx9YY)**)** * **DVD of Simpsons, season 7** * **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.**  **Introduction to class given and paperwork given to students.**  **Watch, “History of the World in Seven Minutes Video” and “Lisa the Iconoclast- Discuss meanings, value, and perspectives on history (Historical perspective)**  **Students will gather in small groups and evaluate historical quotes and share out their opinions.**  **Summation- Activity where they need to find different perspectives on historical events. On moodle page as, “2 Sides of Every Coin Activity”.** |
|  |  |
| **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 | \_\_\_X\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_X\_\_ Setting Objectives |
| \_\_\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_X\_\_ Independent Practice | \_\_\_\_ Other(explain) |
|  |  |
| **Assessment: Students will receive a grade for their, “2 sides” activity.** | **Notes: Again, we will start every class with the sandwich board of current events and historical events.** |