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| **Class/Subject: World History “A”** | **Day 6: Introduction to Archaeology**  |
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| **Objective(s)****SWBAT…gain a rudimentary knowledge of the science of archeology and give explanation of its role and significance to understanding our human narrative.**  | **GLCE/CCS****Topic: F2: Systems of Human Organizations** **Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. (National Geography Standard 14, p. 212)** |
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| **Materials:*** **Video clip from Jon Green:** [**http://www.youtube.com/watch?v=Yocja\_N5s1I&feature=youtu.be**](http://www.youtube.com/watch?v=Yocja_N5s1I&feature=youtu.be)
* **Video clip on my introduction to archeology:** [**http://www.youtube.com/watch?v=bbEtZ8LNMAA&feature=related**](http://www.youtube.com/watch?v=bbEtZ8LNMAA&feature=related)
* **PowerPoint from Professor Sinopoli (Found on day 6 of my Moodle page)**

 | **Procedure/Activities :** * **N/H Board**
* **Go over quiz from last class**
* **Graffiti Board- Prior knowledge on archeology- Discuss**
* **Play Jon Green Video from his Crash Course Series**
* **Show my introduction to archeology video clip (hook)**
* **PowerPoint/lecture on PowerPoint from University of Michigan**
* **Re-cap exit quiz: “6 steps of archeological research”**
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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 |
| \_\_X\_\_ Group Discussion | \_\_\_X\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_X\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: The quiz at the end of class will be formative. This same question will appear on the substantive exam on day 10.**  | **Notes: This presentation stems from the World History Initiative from the University of Michigan and is being used with express permission from Dr. Sinopoli.**  |