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| **Class/Subject: World History “A”** | **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.**  | **GLCE/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:** * **PowerPoint from U of M’s World History Initiative (On Moodle Page- Day 14)**
* **Worksheet with questions (On Moodle Page- Day 14)**
* **GeoHistory of Iron Worksheet (On Moodle Page- Day 14)**
 | **Procedure/Activities:** * **N/H Board**
* **Time to finalize Ancient Civilization Project and field questions/concerns**
* **Students will be issued worksheets. We will gauge prior knowledge and hypothesize answers to begin**
* **Lecture/PowerPoint**
* **Go over answers as a class**
* **Students will be paired up and work on the GeoHistory of Iron. I will reveal the correct way they should have done it at the end of class. Students will be asked to analyze the role metal has played in civilization**
* **Re-cap**
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| **Strategies (check all that apply)** |
| \_\_X\_\_ Direct Instruction/lecture | \_\_X\_\_ Summarizing & Note taking |
| \_\_\_\_ Guided Practice | \_\_X\_\_ Cooperative Learning |
| \_\_X\_\_ 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 and GeoHistograms. This material will also be assessed on their next assessment.** | **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.**  |