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| **Class/Subject: World History “A”** | **Day 17: The Library of Alexandria**  |
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| **Objective(s)****SWBAT…Evaluate the possible causes of the burning of the Library at Alexandria and draw connections between Greek history and the whole of world history.**  | **GLCE/CCS****Topic: *WHG 4.1.1:* Crisis in the Classical World - Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse.** ***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:** * **Reading, “The Burning of the Library at Alexandria”, by Preston Chesser. (Day 17 of Moodle Page)**
* **PowerPoint from World History Initiative, “Greek History as World History”. (Day 17 of Moodle Page)**
 | **Procedure/Activities:** * **News/This Day in History**
* **Give students survey, “Top 5 most influential events in human history”- will read aloud and discuss.**
* **Share with students my list that includes the Burning of the Library of Alexandria.**
* **Analogy- the Internet and every library on earth are destroyed- what would happen to mankind?**
* **Reading- Highlight evidence for a group, underline alibis and circle items students don’t understand.**
* **Graphic organizer on board and students will share their findings.**
* **PowerPoint/students take notes**
* **Summation**
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| **Strategies (check all that apply)** |
| \_\_\_\_ Direct Instruction/lecture | \_\_X\_\_ Summarizing & Note taking |
| \_\_X\_\_ Guided Practice (Reading)  | \_\_\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_\_\_ Identifying Similarities & Differences |
| \_\_X\_\_ Group Discussion | \_\_X\_\_ Nonlinguistic Representations (maps from PP) |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_X\_\_ Technology Integration | \_\_X\_\_ Generating & Testing Hypotheses (“Guess what the top five will be on my list”)  |
| \_\_X\_\_ Independent Practice (Reading skills) | \_\_\_\_ Other(explain) |
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| **Assessment: Students were given a participation grade and the material will be assessed on the upcoming exam.**  | **Notes: This PowerPoint is used after receiving express permission from the University of Michigan’s World History Initiative.**  |