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| **Class/Subject: World History “A”** | **Day 18: Persia and Historical Perspective and Bias** |
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| **Objective(s)**  **SWBAT…assemble a basic knowledge of the Persian Empire and evaluate how history is biased based upon the emphasis placed on Greece versus Persia. SWBAT elude to how historical perspective shapes the sources of 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.** |
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| **Materials:**   * **Textbook** * **Video clip from Jon Green located at Day 18 of my Moodle page** * **Reading on Cyrus the Great located at Day 18 of my Moodle page** * **Review sheet** | **Procedure/Activities:**   * **News/This Day in History** * **WDYK- Persia? Students will write what they know on the board (graffiti board)** * **Students will take out a piece of paper and put Persia on one side and Greece on the other and find what the book says about both and the amount of material devoted to each** * **Lecture about historical bias and perspective** * **Give out reading about Cyrus the Great- Was he on par with Alexander the Great? Support, extend, or disagree.** * **Ask Question- Did right side win and show Jon Green video- Debate merits of both sides** * **Re-cap day’s learning and hand out review packet for tomorrow’s exam. Field Quesitons** |
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| **Strategies (check all that apply)** | |
| \_\_X\_\_ Direct Instruction/lecture | \_\_X\_\_ Summarizing & Note taking |
| \_\_\_\_ Guided Practice | \_\_X\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_X\_\_ Identifying Similarities & Differences (Greece v. Persia) |
| \_\_X\_\_ Group Discussion | \_\_\_\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_X\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_X\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: This will be on the examination next class.** | **Notes:** |