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| **Class/Subject: World History “A”** | **Day 54: Intro to Unit III/ Gunpowder Empires** |
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| **Objective(s)**  **SWBAT…Devise a basic schema of Unit III and interpret visuals in order to achieve understanding of the framework of time. SWBAT create a visual discerning what the Gunpowder Empires were like.** | **GLCE/CCS**  **Topic: Overview of the following topics and their accompanying benchmarks:**   |  |  | | --- | --- | | “Gunpowder” Empires | 5.1.2; 5.3.1; 5.3.2; 5.3.3; 5.3.4 | | Europe in Transition | 5.3.5; 6.1.5 | | A Growing Global Economy | 5.1.1; 5.2.1; 5.2.2; 5.3.5; 5.3.6 | |
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| **Materials:**   * **MC 3 Unit III Visual** * **PowerPoint from World History for Us All** * **Reading and large paper**   **(All materials can be found on day 54 of the Moodle page)** | **Procedure/Activities:**   * **News** * **Housekeeping- papers back and logistical questions for project that we just completed.** * **Survey- WDYK about the big ideas in Unit III?** * **PowerPoint/Notes Lecture** * **Formative Quiz in relation to PP given to students** * **Then give students the reading and large paper to create a visual about the Gunpowder Empires- Homework if not completed** |
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| **Strategies (check all that apply)** | |
| \_\_X\_\_ Direct Instruction/lecture | \_\_X\_\_ Summarizing & Notetaking |
| \_\_\_\_ Guided Practice | \_\_X\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_\_\_ Identifying Similarities & Differences |
| \_\_\_\_ Group Discussion | \_\_X\_\_ Nonlinguistic Representations |
| \_\_X\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_X\_\_ Technology Integration | \_\_X\_\_ Generating & Testing Hypotheses |
| \_\_\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: Students visual will be turned in for a grade and the material will appear on the next assessment.** | **Notes** |