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| **Class/Subject: World History** | **Day 34: Unit II Introduction and Framework** |
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| **Objective(s)**  **SWBAT…Crate a mental framework of unit II and establish the framework of intensified hemispheric interactions from 300-1500 C.E. SWBAT to reflect and amend their exam from the prior unit.** | **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:**   * **GeoHistograms** * **PowerPoint from the World History for Us All Curriculum found on day 34 of the Moodle page** | **Procedure/Activities:**   * **News/This Day in History** * **Review the Comparative Religion Exam answers and field questions from students.** * **GeoHistogram work- Review prior story and show how Silk Road ushered in the Era of Hemispheric Interactions** * **PowerPoint lecture on Unit II** * **Students will take an open-note quiz as a re-cap of the day’s instruction** |
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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 (within PowerPoint) |
| \_\_X\_\_ Group Discussion | \_\_\_\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_X\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: Today’s learning will be assessed in a quiz tomorrow. Students will be able to use their notes.** | **Notes: This is the second of seven units in this course. This unit emphasizes how human interactions increased from roughly 300 AD-1500 AD** |