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| **Class/Subject: World History**  | **Days 79 (Second half)-82: Christopher Columbus Investigation**  |
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| **Objective(s)****SWBAT….Investigate Christopher Columbus using a: 1) Conjecture****2) Research****3) Show your findings** **format over the course of a week.**  | **GLCE/CCS****Topic:** *WHG 5.1.1:* Emerging Global System - Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. *WHG 5.2.1:* European Exploration/Conquest and Colombian Exchange - Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by* describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and the 16th centuries
* Explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies.
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| **Materials:** * **Chrome Books**
* **Investigation Packet**
 | **Procedure/Activities:** * **We will begin each class with the news and three things that happened in history.**
* **I will then emphasize what we are working on the day and set a goal for completion to keep pace.**
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| **Strategies (check all that apply)** |
| \_\_\_\_ Direct Instruction/lecture | \_\_\_\_ Summarizing & Note taking |
| \_\_\_\_ Guided Practice | \_\_\_\_ Cooperative Learning |
| \_\_X\_\_ Teacher Demo | \_\_\_\_ Identifying Similarities & Differences |
| \_\_\_\_ Group Discussion | \_\_\_\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_X\_\_ Setting Objectives |
| \_\_\_X\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_X\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: This paper will count as a major assessment and will be due in a week.**  | **Notes: This is part of the district writing mandate.**  |