|  |  |
| --- | --- |
| **Class/Subject: World History** | **Day 6: “Schemas and Periodization”**  |
|  |  |
| **Objective(s)****SWBAT…formatively assess whether they understand the unit on foundational thought. SWBAT work collectively to glean archaeological and anthropological rudiments through reading.**  | **GLCE/CCS*****Topic: WHG F1:* World Historical and Geographical “Habits of Mind” and Central Concepts - Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional).** |
|  |  |
| **Materials:*** **Copies of David Christian’s, “This Fleeting World”**
* **Worksheet of questions that corresponds to the reading.**
 | **Procedure/Activities :** * **N/H Board**
* **Give out copies of formative quiz, students will take the quiz.**
* **Place students in groups and give each one a copy of, “This Fleeting World”**
* **Students will work to answer questions and discuss their rationales**
* **Each group will share out on one of the questions and I will lecture to key aspects of the learning**
* **Re-cap day’s learning**
 |
|  |  |
| **Strategies (check all that apply)** |
| \_\_X\_\_ Direct Instruction/lecture | \_\_\_\_ Summarizing & Note taking |
| \_\_\_\_ Guided Practice  | \_\_X\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_\_\_ Identifying Similarities & Differences |
| \_\_X\_\_ Group Discussion | \_\_\_\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_\_\_ Independent Practice | \_\_\_\_ Other(explain) |
|  |  |
| **Assessment:**  | **Notes:**  |