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| **Lesson 1 of CHW3MR World History to 16th C** |  **75 mins** |
| Lesson Summary/Big Idea:  The importance of the social sciences when studying ancient history |
| **Curriculum Expectations**  | **Learning Goals**  |
| List overall and specific expectations addressedLearn some of the terms essential to the course: pre-history, history, archaeology, anthropology,  | By the end of the lesson students will be able to:   know how much historians depend on the work of archaeologists and anthropologists when studying and explaining ancient civilizations Learn some important terms for our course  |
| ***Minds On*** ***(Elicit and Engage)*** *Approx. Time ( 10 min)* | Assessment for Learning |
| **Purpose of Minds On: establish a positive learning environment, connect to prior learning and/or**  **experiences, set a context for learning****Post another paradox on the board or ancient symbols to decipher.** Could you survive as a hunter-gatherer quiz: <http://www.proprofs.com/quiz-school/story.php?title=could-you-survive-today-as-huntergatherer>Independently on the laptops. Share results. Use Smartboard it tech issues ensue. **Pose the question: How do historians know what they know about civilizations who did not write? Discuss sources of information historians may utilize or seek out; arrive at the fact that historians depend on the work of archaeologists and anthropologists to explain how humans lived in ancient times.** | ChecklistAnecdotal Comments |
| ***Action!*** ***(Explore, Explain)*** *Approx. Time (45 min)* |  |
| **Purpose of Action: introduce new learning, provide opportunities for practice and application of** **Learning** **How do we know about early man? Arrive at archaeologists and anthropologist. Send students on an archaeology webquest:** [**http://www.atlantis-webportfolios.com/world/archaeology\_webquest.html#top**](http://www.atlantis-webportfolios.com/world/archaeology_webquest.html#top)**Students will write down their responses in their archaeology webquest organizer.** **Give student groups a large piece of paper. Have them write the term assigned to them on the sheet and then they are to define the term and explain why it is important for our study of ancient civilizations. They can use visuals as well as words and any format they wish – mind web, chart, sentences, etc. (5 min)****The terms are: Pre-History; History; anthropology; archaeology; society; civilization; empire; primary source; secondary source****2. Students will decide on a speaker who will present their term and definition. Another student will post it on the wall. Each group will share. (2-5 min)****3. Have the students start a course glossary in their binders and record the terms of today. (5-10 min)****4. Let the students know that we will do a similar exercise whenever we encounter knew terms/vocabulary****5. Circle graph activity – Road to Civilization; using own ideas, text, internet, coiled text, have students record what makes a society a civilization in groups and then share so we all have a complete graph. (15 min)****6. Go through the accepted criteria and discuss** **7. Hand out the rating scale BLM we will be using throughout the course to rate civilizations we encounter** | Anecdotal comments and feedback providing next steps for improvement connected to task specific rubricChecklist for learning skills |
| ***Consolidation (Elaborate, Evaluate, Extend)***  ***Approx. Time ( min)***  |  |
| **Purpose of Consolidation: provide opportunities for consolidation and reflection on learning** Review the terms we defined today.Review the criteria for a civilization and ask them to consider where we rate. We will be exploring pre-history and early man the next couple of classes. Give the students the article to read, *Ice Man* and have them read it before class tomorrow, writing comments and questions in the margins and highlight key points. We will discuss the reading and then watch the documentary tomorrow. | Teacher checklistAnecdotal comments and feedback for improvement |
| ***Next Steps***  |
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