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| **Lesson 1 DAY 2 of CHW3MR World History to 16th C** |  **75 mins** |
| Lesson Summary/Big Idea:  The introduction of terms and early man |
| **Curriculum Expectations**  | **Learning Goals**  |
| List overall and specific expectations addressedLearn some of the terms essential to the course: pre-history, history, archaeology, anthropology, primary source, secondary sourceLearn how man evolved from Australopithecus to homo sapiens sapiens | 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.** **DAY 2: Have students share their webquest (Jacob and Leah are done so they can share the last bit) findings. (5-10 min)** | ChecklistAnecdotal Comments |
| ***Action!*** ***(Explore, Explain)*** *Approx. Time (100 min)* |  |
| **Purpose of Action: introduce new learning, provide opportunities for practice and application of** **Learning** **Give student groups (4 or so in a group) a piece of paper. Have them write the term assigned to them on the sheet and then they are to: 1. define the term and 2. 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. (5-10 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, coiled text (p.3). Have students record what makes a society a civilization in groups and then share so we all have a complete graph. Use doc camera (15 min)****6. Go through the accepted criteria and discuss: centralized government; agricultural intensification; specialized occupations; complex social structure; merchants and trade; development of science and writing; state religion or belief system. Questions to pose: What do each of these criteria look like? Are there any criteria that are more important? Do you agree with these? Would you add/take away anything and why?****7. Hand out the rating scale BLM we will be using throughout the course to rate civilizations we encounter (does not have to happen until we get to Mesopotamia)****8. Have students shared read and model jot notes and highlighting an informational text. Hand out chart of the evolution of man. Print in colour. Go through the chart and talk about differences using our text (method of review and consolidation).**  | 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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