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| **Lesson 4 Day 2 of CHW3MR World History to 16th C Monday September 11, 2010** | | **150? mins** |
| Lesson Summary/Big Idea:  Ice Man: What do you believe happened to him? Communicating in the form of an essay. | | |
| **Curriculum Expectations** | **Learning Goals** | |
| List overall and specific expectations addressed  Communicating ideas, and backing them up with evidence from a variety of sources, in an essay format.  Using Chicago or APA format for formal writing. | By the end of the lesson students will be able to:    Be able to state their opinion and back it up with evidence from readings and a documentary in an essay using proper Chicago or APA format. | |
| ***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**  Gather plants, search the internet for their proper and common names and whether they are edible. Compare ourselves to the Neolithic people: could we survive as a hunter-gatherer?  Review the 3 theories from Friday’s documentary and readings on Ötzi. | | Checklist  Anecdotal Comments  observations |
| ***Action!*** ***(Explore, Explain)*** *Approx. Time (150 min)* | |  |
| **Purpose of Action: introduce new learning, provide opportunities for practice and application of**  **Learning**  Give students the essay assignment sheet and discuss.  Go through the handouts on writing in APA and Chicago style. I prefer Chicago but APA is acceptable as well. Chicago is what historians use and you will use if that is what your pursuit in college or university. APA is what you will use in the social sciences and psychology. Tell them about the online resources for both and for making a bibliography.  <http://nutsandbolts.washcoll.edu/chicago.html>**for Chicago Style**  [**http://owl.english.purdue.edu/owl/resource/560/01/**](http://owl.english.purdue.edu/owl/resource/560/01/) **for APA**  [**http://www.bibme.org/**](http://www.bibme.org/) **for automatic bibliography creating online. It’s free!! Just select the style and input the book, film, URL, etc and it will create the bibliographic entry for you.**  **Respond to this question for their THESIS: Who was Ötzi and how did he die? Using the information from the reading and the documentary (and any other sources), defend your position. If you are suggesting another theory, provide evidence from the reading and documentary to defend it.**  IF TIME, Finish our readings on the Neolithic revolution. If not, do this on Wednesday. Have them read and highlight the Ice Man reading for Tuesday’s class. | | Anecdotal comments and feedback providing next steps for improvement connected to task specific rubric  Checklist for learning skills |
| ***Consolidation (Elaborate, Evaluate, Extend)***  ***Approx. Time ( min)*** | |  |
| **Purpose of Consolidation: provide opportunities for consolidation and reflection on learning**  We will return to the readings on Wednesday. Thursday will be the day to write the final draft in Room 147. The essay is due on Monday 20 September. | | Teacher checklist  Anecdotal comments and feedback for improvement |
| ***Next Steps*** | | |
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