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| Teacher | Rachel Stafford |
| Class | 7th World History |

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|  | **Date:**  **Mon., January 25** | **Date:**  **Tues., Jan. 26** | **Date:**  **Wed. Jan. 27** | **Date:**  **Thurs, Jan. 28** | **Date:**  **Fri., Jan. 29** |
| **Standard** | TN Core Standards  7.39 Explain the importance of the Catholic church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, Thomas Aquinas’s synthesis of classical philosophy with Christian theology and the concept of “natural law.”  7.51 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods.  7.49 Gather relevant information from multiple sources about Henry V, Hundreds Year War, and Joan of Arc.  7.40 Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.  7.33 Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns).  7.33 Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns) | TN Core Standards  7.39 Explain the importance of the Catholic church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, Thomas Aquinas’s synthesis of classical philosophy with Christian theology and the concept of “natural law.”  7.51 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods.  7.49 Gather relevant 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| **Objective**  *I can…..* | **Chapter 10**  **Medieval Europe**  **500-1475**  I can analyze the geographic, political, economic, social and religious structures of the civilizations. | **Chapter 10**  **Medieval Europe**  **500-1475**  I can analyze the geographic, political, economic, social and religious structures of the civilizations. | **Chapter 10**  **Medieval Europe**  **500-1475**  I can analyze the geographic, political, economic, social and religious structures of the civilizations. | **Chapter 10**  **Medieval Europe**  **500-1475**  I can analyze the geographic, political, economic, social and religious structures of the civilizations. | **Chapter 10**  **Medieval Europe**  **500-1475**  I can analyze the geographic, political, economic, social and religious structures of the civilizations. |
| **Connections to Prior Knowledge** | Complete Ch. 10 Assessment (for those who did not finish Thursday) | Discuss Individual Ideas for Coat of Arms Project | Students share Coat of Amrs work articulating why they chose items. | Bell Work  Discuss Writing Assignment Qualifications   * Textual Evidence required * Must have three questions answered * Each answer much contain at least 3 paragraphs (opening with thesis, body & conclusion) * Typing will be required if additional class time allows | Bell Work  Students will share why they chose specific writing prompts and where in their journal or text they located supporting evidence |
| **Guiding Questions** | * Why does conflict develop? * What are the characteristics that define a culture? * How do governments change? * What is the role of religion in government? | * Why does conflict develop? * What are the characteristics that define a culture? * How do governments change? * What is the role of religion in government? | * Why does conflict develop? * What are the characteristics that define a culture? * How do governments change? * What is the role of religion in government? | * Why does conflict develop? * What are the characteristics that define a culture? * How do governments change? * What is the role of religion in government? | * Why does conflict develop? * What are the characteristics that define a culture? * How do governments change? * What is the role of religion in government? |

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| **Instructional Strategies**  *I do…* | * Ch. 10 Test * Ch. 10 DBQ * Introduce Coat of Arms Project (due Wednesday) | * In class work on Coat of Arms Activity | Final turn in day for Coat of Arms Project  Introduce Writing Assignment | Writing Assignment Qualifications   * Textual Evidence required * Must have three questions answered * Each answer much contain at least 3 paragraphs (opening with thesis, body & conclusion) * Typing will be required if additional class time allows | Writing Assignment Qualifications   * Textual Evidence required * Must have three questions answered * Each answer much contain at least 3 paragraphs (opening with thesis, body & conclusion) * Typing will be required if additional class time allows |
| **Differentiated Tasks**  *We do …* | * Ch. 10 Test * Ch. 10 DBQ * Introduce Coat of Arms Project (due Wednesday) | In class work on Coat of Arms Activity | Final turn in day for Coat of Arms Project  Introduce Writing Assignment | Writing Assignment Qualifications   * Textual Evidence required * Must have three questions answered * Each answer much contain at least 3 paragraphs (opening with thesis, body & conclusion) * Typing will be required if additional class time allows | Writing Assignment Qualifications   * Textual Evidence required * Must have three questions answered * Each answer much contain at least 3 paragraphs (opening with thesis, body & conclusion) * Typing will be required if additional class time allows |
| **Assessment**  *They do ….* | * Ch. 10 Test * Ch. 10 DBQ * Introduce Coat of Arms Project (due Wednesday) | In class work on Coat of Arms Activity | Final turn in day for Coat of Arms Project  Introduce Writing Assignment | Writing Assignment Qualifications   * Textual Evidence required * Must have three questions answered * Each answer much contain at least 3 paragraphs (opening with thesis, body & conclusion) * Typing will be required if additional class time allows | Writing Assignment Qualifications   * Textual Evidence required * Must have three questions answered * Each answer much contain at least 3 paragraphs (opening with thesis, body & conclusion) * Typing will be required if additional class time allows |
| **Homework** | * Ch. 10 Test * Ch. 10 DBQ * Introduce Coat of Arms Project (due Wednesday) | In class work on Coat of Arms Activity | Final turn in day for Coat of Arms Project  Introduce Writing Assignment | Writing Assignment Qualifications   * Textual Evidence required * Must have three questions answered * Each answer much contain at least 3 paragraphs (opening with thesis, body & conclusion) * Typing will be required if additional class time allows | Writing Assignment Qualifications   * Textual Evidence required * Must have three questions answered * Each answer much contain at least 3 paragraphs (opening with thesis, body & conclusion) * Typing will be required if additional class time allows |
| **Closure** | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. |
| **Resources/Materials** | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book |
| **Projected Assessments** |  |  |  |  |  |
| **Additional notes/ Upcoming Events** | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. |