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

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|  | **Date:**  **Mon., March 7** | **Date:**  **Tues., March 8** | **Date:**  **Wed. March 9** | **Date:**  **Thurs, March 10** | **Date:**  **Fri., March 11** |
| **Standard** | TN Core Standards   * 7.58 Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview. (C, G, H) * 7.73 Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, astrolabe. (C, E, G, H, P) | TN Core Standards   * 7.58 Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview. (C, G, H) * 7.72 Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. (C, E, H, P) * 7.73 Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, astrolabe. (C, E, G, H, P) | TN Core Standards   * 7.66 Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P) * 7.72 Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. (C, E, H | TN Core Standards   * 7.58 Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview. (C, G, H) * 7.72 Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. (C, E, H, P) * 7.73 Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, astrolabe. (C, E, G, H, P) * 7.72 Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. (C, E, H | TN Core Standards   * 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. (C, G, H) * 7.71 Identify the European countries responsible for North American exploration and the modern day countries in which they settled, including France, Spain, England, Portugal, and the Dutch. Summarize the reasons for the success of these countries in colonization or North and South America. (E, G, H, P) |
| **Objective**  *I can…..* | **Chapter 12 *Age of Exploration & Trade* 1400-1700**  *I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. I can analyze reasons for movement of people from Europe to the Americas, describing the impact of exploration by Europeans and American Indians.* | **Chapter 12 *Age of Exploration & Trade* 1400-1700**  *I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. I can analyze reasons for movement of people from Europe to the Americas, describing the impact of exploration by Europeans and American Indians.* | **Chapter 12 *Age of Exploration & Trade* 1400-1700**  *I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. I can analyze reasons for movement of people from Europe to the Americas, describing the impact of exploration by Europeans and American Indians.* | **Chapter 12 *Age of Exploration & Trade* 1400-1700**  *I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. I can analyze reasons for movement of people from Europe to the Americas, describing the impact of exploration by Europeans and American Indians.*  . | **Chapter 12 *Age of Exploration & Trade* 1400-1700**  *I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. I can analyze reasons for movement of people from Europe to the Americas, describing the impact of exploration by Europeans and American Indians.* |
| **Connections to Prior Knowledge** | Bell Work  Europeans wanted to find a water route to Asia because \_\_\_\_\_. | Bell Work  Europeans used enslaved Africans because \_\_\_\_. | Bell Work  The key idea behind the concept of mercantilism is that countries \_\_\_\_. | Bell Work  Columbian Exchange  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png | Bell Work  Final turn in for all lessons this week.  End of the 3rd 9 weeks. |
| **Guiding Questions** | * How does technology change the way people live? * Why do civilizations rise and fall? * Why do people make economic choices? | * How does technology change the way people live? * Why do civilizations rise and fall? * Why do people make economic choices? | * How does technology change the way people live? * Why do civilizations rise and fall? * Why do people make economic choices? | * How does technology change the way people live? * Why do civilizations rise and fall? * Why do people make economic choices? | * How does technology change the way people live? * Why do civilizations rise and fall? * Why do people make economic choices? |

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| **Instructional Strategies**  *I do…* | Discuss Writing assignments layout | Discuss Writing assignments layout  (Finish previous lesson essay) | Close Read:  Christopher Columbus | Writing Assignment  \*\*\*\* Journal check #4. Make sure your journal is up to date. | Final turn in for all lessons this week.  End of the 3rd 9 weeks. |
| **Differentiated Tasks**  *We do …* | Vocabulary Activity | Vocabulary Activity | Illustrate the Columbian Exchange | Vocabulary Activity | Final turn in for all lessons this week.  End of the 3rd 9 weeks. |
| **Assessment**  *They do ….* | 3-5 paragraph essay using 3-5 pieces of textual evidence. Must include pre-write/brainstorming. allowed to type.  When different countries share technologies, the interchange can affect the lives on different continents. Write an expository essay about how sailing technologies led to changes in Europe and in the Americas. | 3-5 paragraph essay using 3-5 pieces of textual evidence. Must include pre-write/brainstorming. allowed to type.  When different countries share technologies, the interchange can affect the lives on different continents. Write an expository essay about how sailing technologies led to changes in Europe and in the Americas. | Close-Read: Christopher Columbus   * Read * Annotate * Answer questions * Highlight answers in the text * Write constructed response in 5-8 sentence paragraph. | Write a 3-5 paragraph essay explaining how the Columbian Exchange presented advantages and disadvantages for Native Americans and Europeans. \*\*\*Attach your diagram you created from the previous class. | Final turn in for all lessons this week.  End of the 3rd 9 weeks. |
| **Homework** |  |  |  |  |  |
| **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. |