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

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|  | **Date:**  **Mon., October 19** | **Date:**  **Tues., October 20** | **Date:**  **Wed. October 21** | **Date:**  **Thurs, October 22** | **Date:**  **Fri., October 23** |
| **Standard** | TN Core Standards   * 7.64; identify the locations of the Olmecs, Mayans, Aztecs, and Incas and explain the impact of geographical features and climates of Mexico, Central America, and South America on their civilizations. * 7.68: Use multimedia components and visual displays to describe the artistic and oral traditions and architecture in the four civilizations. | TN Core Standards   * 7.64; identify the locations of the Olmecs, Mayans, Aztecs, and Incas and explain the impact of geographical features and climates of Mexico, Central America, and South America on their civilizations. * 7.68: Use multimedia components and visual displays to describe the artistic and oral traditions and architecture in the four civilizations. | TN Core Standards   * 7.64; identify the locations of the Olmecs, Mayans, Aztecs, and Incas and explain the impact of geographical features and climates of Mexico, Central America, and South America on their civilizations. * 7.68: Use multimedia components and visual displays to describe the artistic and oral traditions and architecture in the four civilizations. | TN Core Standards   * 7.64; identify the locations of the Olmecs, Mayans, Aztecs, and Incas and explain the impact of geographical features and climates of Mexico, Central America, and South America on their civilizations. * 7.68: Use multimedia components and visual displays to describe the artistic and oral traditions and architecture in the four civilizations. | TN Core Standards   * 7.64; identify the locations of the Olmecs, Mayans, Aztecs, and Incas and explain the impact of geographical features and climates of Mexico, Central America, and South America on their civilizations. * 7.68: Use multimedia components and visual displays to describe the artistic and oral traditions and architecture in the four civilizations. |
| **Objective**  *I can…..* | **The Americas (1500 B.C. to A.D. 1600)**  I can analyze the geographic, political, economic, social and religious structures of the civilizations | **The Americas (1500 B.C. to A.D. 1600)**  I can analyze the geographic, political, economic, social and religious structures of the civilizations. | **The Americas (1500 B.C. to A.D. 1600)**  I can analyze the geographic, political, economic, social and religious structures of the civilizations. | **The Americas (1500 B.C. to A.D. 1600)**  I can analyze the geographic, political, economic, social and religious structures of the civilizations. | **The Americas (1500 B.C. to A.D. 1600)**  I can analyze the geographic, political, economic, social and religious structures of the civilizations. |
| **Connections to Prior Knowledge** | Bell Work   * Story Matters p. 151 * Map p. 152-153 * What images come to mind when you think of early Native American? * How was the climate different? * Were there different kinds of geographical features nearby? * Were houses there different from houses here? * What other kinds of differences have you noticed? | Bell Work   * How do you think the first people got to North America? * Reference Land Bridge passage from before fall break | Bell Work   * P. 157 * What evidence do scientists use to show that people who came to the Americas were following large herds of animals? | Bell Work   * How do you think the development of agriculture led to building homes and temples, and having time for arts and crafts? | Bell Work   * Review and discuss homework Lesson 1 |
| **Guiding Questions** | * How does geography affect the way people live? * What makes a culture unique? | * How does geography affect the way people live? * What makes a culture unique? | * How does geography affect the way people live? * What makes a culture unique? | * How does geography affect the way people live? * What makes a culture unique? | * How does geography affect the way people live? * What makes a culture unique? |

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| **Instructional Strategies**  *I do…* | Visual Skills p. 152   * What Native Group covered a large area of mid-North America? * What mountain range is located here? What South American group lived in the mountains?   Timeline p. 153   * What happened in the Americas around AD 500? * What was happening in Europe around 500? * About how long after the Aztecs built Tenochtitlan did the civilization reach its height? | Power Point Notes  Geography of the Americas   |  |  |  | | --- | --- | --- | |  | Climate | Mount. | | North  America |  |  | | South  America |  |  | | Central  America |  |  | | Carribean |  |  | | Power Point Notes   * Reaching the Americas * Hunters & Gatherers * The Beginning of Agriculture | Power Point Notes   * First American Societies * Olmec * First Planned Cities * Toltec * Early cultures of South America | Power Point Notes   * Early Cultures in North America * Southwest * Mound builders * Mississippians |
| **Differentiated Tasks**  *We do …* | Map Activity  Colored pencils and textbook needed. | Critical Thinking   * Which four separate areas make up the Americas? * How do you think people’s ways of living differed from different parts of these two Continents? * Where are the plains in North and South America, and what are they called? | Visual Analysis p. 157   * According to the map, what are two ways early people might have migrated to the Americas? * In the case of migration, of people to North America, what effect did geography have on history? * What do you think the journey from Asia to North America was like? What problems might early people have faced on the journey? | Geography Connection   * P. 159 * Which culture occupied the Yucatan Peninsula? * The Olmec built a pyramid of clay and sand at La Venta. Why do you think they did not use stone * Use the key to estimate how much coastline each civilization had. Why is living on the coast an important factor for early civilizations? | Critical Thinking   * How were the Hohokom, the Anasazi, and the Mound Builders similar? How were they different? * How were early Americans able to grow crops in the desert areas of the Southwest? * Where did farming begin in the Americas? How did the introduction of farming change life for the people of the Americas? |
| **Assessment**  *They do ….* | 3-5 Sentence Journal Entry they Pair/Share   * P. 152-153   Choose an event from the timeline and write a paragraph predicting the general social, political, or economic consequence that event might have for the world. | 3-5 Sentence Journal Entry they Pair/Share   * How did geography shape the way people lived in the Americas? | 3-5 sentence journal Entry they Pair/Share   * Why do you think farming began in Meosamerica rather than in some other part of the Americas? | 3-5 sentence journal Entry they Pair/Share   * Why did early American cultures begin to decline? | 3-5 sentence journal Entry they Pair/Share   * What did early societies in North America have in common? |
| **Homework** | Review Notes Daily  Homework Packet  Lesson 1 due: Monday, Oct. 26  Lesson 2 due: Friday, October 30 | Review Notes Daily  Homework Packet  Lesson 1 due: Monday, Oct. 26  Lesson 2 due: Friday, October 30 | Review Notes Daily  Homework Packet  Lesson 1 due: Monday, Oct. 26  Lesson 2 due: Friday, October 30 | Review Notes Daily  Homework Packet  Lesson 1 due: Monday, Oct. 26  Lesson 2 due: Friday, October 30 | Review Notes Daily  Homework Packet  Lesson 1 due: Monday, Oct. 26  Lesson 2 due: Friday, October 30 |
| **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** | Chapter 7  Mid-Chapter Quiz: Monday, October 26  Vocabulary Quiz: Friday, Oct. 30  Test: Tuesday, November 3 | Chapter 7  Mid-Chapter Quiz: Monday, October 26  Vocabulary Quiz: Friday, Oct. 30  Test: Tuesday, November 3 | Chapter 7  Mid-Chapter Quiz: Monday, October 26  Vocabulary Quiz: Friday, Oct. 30  Test: Tuesday, November 3 | Chapter 7  Mid-Chapter Quiz: Monday, October 26  Vocabulary Quiz: Friday, Oct. 30  Test: Tuesday, November 3 | Chapter 7  Mid-Chapter Quiz: Monday, October 26  Vocabulary Quiz: Friday, Oct. 30  Test: Tuesday, November 3 |
| **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. |