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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.
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| **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
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| **Guiding Questions** | * 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 NotesGeography of the Americas

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|  | Climate | Mount. |
| NorthAmerica |  |  |
| 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
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| **Differentiated Tasks***We do …* | Map ActivityColored 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?
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| **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?
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| **Homework** | Review Notes DailyHomework PacketLesson 1 due: Monday, Oct. 26Lesson 2 due: Friday, October 30 | Review Notes DailyHomework PacketLesson 1 due: Monday, Oct. 26Lesson 2 due: Friday, October 30 | Review Notes DailyHomework PacketLesson 1 due: Monday, Oct. 26Lesson 2 due: Friday, October 30 | Review Notes DailyHomework PacketLesson 1 due: Monday, Oct. 26Lesson 2 due: Friday, October 30 | Review Notes DailyHomework PacketLesson 1 due: Monday, Oct. 26Lesson 2 due: Friday, October 30 |
| **Closure** | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. |
| **Resources/Materials** | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book |
| **Projected Assessments** | Chapter 7Mid-Chapter Quiz: Monday, October 26Vocabulary Quiz: Friday, Oct. 30Test: Tuesday, November 3 | Chapter 7Mid-Chapter Quiz: Monday, October 26Vocabulary Quiz: Friday, Oct. 30Test: Tuesday, November 3 | Chapter 7Mid-Chapter Quiz: Monday, October 26Vocabulary Quiz: Friday, Oct. 30Test: Tuesday, November 3 | Chapter 7Mid-Chapter Quiz: Monday, October 26Vocabulary Quiz: Friday, Oct. 30Test: Tuesday, November 3 | Chapter 7Mid-Chapter Quiz: Monday, October 26Vocabulary Quiz: Friday, Oct. 30Test: 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. |