Ashley Davis

History of Western Civilization 1

Professor Good

Fall 2012

Historic Era Project Lesson Plan 1

**Audience:** A class of 20 homogenously grouped seventh graders in a History Class attending a combined elementary and middle school in a suburban area.

**Subject:** Middle School Social Studies-Grade 8

**Topic:** World History/Global Studies

**Objective:** Students will be able to create a PowerPoint detailing an assigned social or tribal group from the Neolithic Era.

**Standards:** NJCCCS for Social Studies 6.2.8.B.1.b (NJCCCS, 2009)

 **Standard:** 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

 **Grade Level**: By the end of Grade 8

 **Strand:** B. Geography, People, and the Environment

 **Content Statement:** The Beginnings of Human Society: Paleolithic and Neolithic Ages

 **CPI:** Compare and contrast how nomadic and agrarian societies used land and natural resources.

**Materials**: notebooks, pencils, textbooks, computer with PowerPoint program and internet access,

**Prerequisite Skills and Knowledge:** The class will have recently finished a section on the Paleolithic Age and an introduction to the Neolithic Age. Knowledge of how to use PowerPoint and use school approved databases to search for information.

**Teacher’s Prep:** Before students enter the classroom have lists of assigned groups and topics with five students per group each with one ‘society’ to research. Have completed example ready.

**Input and Modeling:** The teacher will explain the activity and how the students will complete it. This is done by showing an example PowerPoint of a society from the era. While presenting the teacher will explain how the presentation should flow and what must be included.

**Guided Practice and Checking for Understanding**: The class will then be given a worksheet containing instructions which will be discussed during the example presentation. The students will be allowed to use their texts and the internet for this activity and encouraged to write down any notes they feel would be helpful to hold during the presentation. As the teacher supervises the preparation, time is taken to correct any misconceptions the students may have regarding the project or historical information.

**Independent Practice and Evaluation:** Once a consensus of understanding is reached, students will be broken into their groups to begin researching. They will be given half the class time to complete this project. At the end of this time the files must be given to the teacher. Then presentations will begin. If not all presentations are finished, the remainder will be completed the next day. While listening to the presentations, the students will write a few notes about each society. This will include: name, location, dates, and an interesting fact mentioned. The students will work independently to complete this assignment.

**Closure**: On the way out each student will show the teacher their notes from the presentations.

 (They will be reminded that these notes will be used for the following day’s activity.)

References:

Education, The New Jersey Department of. (2009) *2009 Core curriculum*

*content standards revision project.* Retrieved from social studies standards report

<http://www.njcccs.org/ContentAreaTabularView.aspx?code=6&Desc=Social+Studies>.