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History of Western Civilization 1

Professor Good

Fall 2012

Historic Era Project Lesson Plan 2

**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 label a map of Europe with the societies examined in the prior lesson. This will be compared to a map of population density in modern Europe.

**Standards:** NJCCCS for Social Studies 6.2.8.D.1.c (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:** D. History, Culture, and Perspectives

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

**CPI:** Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

**Materials**: notebooks, pencils, textbooks, notes from previous day

**Prerequisite Skills and Knowledge:** The class will have recently finished a class where selected societies were examined and presented. Have knowledge of basic map labeling skills and how modern archeology functions.

**Teacher’s Prep:** Before students enter the classroom have copies of blank map ready; with list of societies to be labeled. 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 map of Europe from the era. While presenting the teacher will explain how the map will be completed and what must be included.

**Guided Practice and Checking for Understanding**: The students will each be given a blank map. The students will be encouraged to use their texts and notes this activity. One at a time, a society will be written on the board. The class will then come to a consensus as to where it should be located on the map. The teacher will guide and facilitate conversation while allowing the students to take charge of the activity.

**Independent Practice and Evaluation:** Once a consensus of understanding is reached on each society, a label will be drawn on the map. This will include the society’s name and dates. This activity will take the about half of the class time. Then a map showing the current population density of Europe will be shown and explained. The remainder of time will be spent writing a paragraph comparing the maps created and the modern map. This will discuss were populations are and how archeologists can learn more about pre-written history societies where modern societies exist. The students will work in pairs or independently to complete this assignment.

**Closure**: On the way out each student will hand the teacher their paragraphs.

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>.