

DATES:Nov 7th-10th, 2016**AP World History**

Mr. Farrell

cfarrell@kcasdk12.org**** These lesson plans are subject to change at any time******TOPIC(S):**Monday
Review/Debrief Chpt 10/11
exam & review ThesisTuesday
LEQs & Chpt 13 Early
American EmpiresWednesday
Cont. American EmpiresThursday
Chpt 14 China (Song Dyn)Friday
NO SCHOOL (Vets Day)**Websites used frequently:**

Class Wiki Site:

<http://farrellworldcultures.karnscity.wikispaces.net/home>

Google Classroom:

<https://www.google.com/edu/products/productivity-tools/classroom/>**OBJECTIVES/PURPOSE: (s.w. =s Student will)****Monday** -

SW critique & analyze each other's essay thesis statements, and provide feedback to each other.
 SW assess/discuss the answers from Friday's exam in our group debriefing.
 SW classify & critique the cause and effects of their Middle Ages primary documents from last week's source packets.

Tuesday -

SW formulate a thesis in the form of their 'Long Essay Questions' (LEQs)
 SW develop a cause & effect SPICE chart on the various S.American tribes (Aztec, Inca, Moche)

Wednesday -

SW develop a cause & effect SPICE chart on the various S.American tribes (Aztec, Inca, Moche)
 SW present their findings of the SPICE charts to the class as well as draw conclusions/comparisons to the other SPICE charts presented by the other group members.

Thursday -

SW create/make inferences on various primary documents from the Song Dynasty (China) and connect/synthesize these to other parts of the world (empires) previously studied.
 SW prepare/design questions for our Harkness discussion (next week) which will discuss the above docs in our library discussion next week.

Friday -**NO SCHOOL (Vets Day)****LESSON ACTIVITIES:****Monday** -

Students will put up their thesis statements on the white board, and take turns critiquing each other's statements. This will help them get feedback from each other prior to turning in their essays tomorrow. I will also add my 2 cents. (15 min)

Hand back chapter tests from Friday, go over the answers together. (10 min)

Review our primary source packets from last week. Debrief, have students read off various observations, Point of view, author's intent, bias, etc. Share and discuss in small groups. (10 min)

Put up practice MC questions (middle ages stimulus) have students attempt to answer a few together. If the class is able to get the right answers, I will add them onto their test scores. Good AP Exam practice. (5 min)

Tuesday -

2-3 video clips on the Aztecs & Incas (15-20 min)

SPICE Charts (Social, Political, Interpersonal, Cultural, Economic) banks need to be filled out on various American civs. Students will work with partners, and use the internet to find/detail info on each one. This will be something we will work on a bit at a time throughout the week. (20 min)

Wednesday -

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Thursday -

Turn in SPICE Charts from the past week

A look at the Song Dynasty (10 min video clip) along with 2-3 primary sources which will ask the students to make inferences on a variety of Chinese historical docs.

Students will be using these docs next week during our Harkness discussion group. In this activity, there are specific rules & requirements asked of the students, more of which can be explained on the following link:

<http://farrellworldcultures.karnscity.wikispaces.net/Harkness+Learning+Discussions+Page>

Friday -

NO SCHOOL (Vets Day)

ASSESSMENTS:

Students will be assessed through daily questioning.

Monday

Tuesday: LEQ (28 pts)

Wednesday

Thursday SPICE Charts (Early American Empires) 15 pts

Friday

Standards:

8.1.12 Historical Analysis & Skills Development.

8.4.12 World History

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8.4.12 World History

CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.8.5.11-12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources