

**DATES:**Nov 7-10<sup>th</sup>, 2016**World Cultures 11**

Mr. Farrell

[cfarrell@kcasdk12.org](mailto:cfarrell@kcasdk12.org)**\*\* These lesson plans are subject to change at any time\*\*****TOPIC(S):**Monday  
Review GameTuesday  
Roman ExamWednesday  
Begin Dark AgesThursday  
VikingsFriday  
Monasticism & the Church**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:****Monday -**

SW participate and interact with their classmates to answer questions in the review game.

SW utilize their study guides to respond to the possible exam questions in the effort to review for tomorrow's test.

**Tuesday -**

SW complete the Roman Exam, demonstrating knowledge and mastery of the content we have covered in Unit 3

SW be able to sketch and describe how an Aqueduct works and provide a short answer to that end.

**Wednesday -**

SW formulate their outlines on the Dark Ages &amp; Byzantine Empire.

SW participate in a class discussion about Charlemagne and the spread of Christianity in small groups.

SW draw conclusions about the effects of the 'Age of Faith' and the spread of Christianity across N. Europe

**Thursday -**

SW create a historic comic strip, using stick people to illustrate early medieval history.

SW use text to summarize historical events from the dark ages on their comic strips

SW view a series of videos on the dark ages, and formulate discussion/question subjects after viewing during class discussions

**Friday -**

NO SCHOOL Vets Day

**LESSON ACTIVITIES:****Monday -**

Review Game: Gladiator death match. Students will control a gladiator in the Roman arena. If they answer the questions right, they get to move around and battle each other. Answering questions earns them points and abilities. Not answering questions hurts their scores.

**Tuesday -**

Roman Exam (15-20 min)

When kids are done, they should grab their Byzantine Empire Outlines and work on side 2 of them.

Once all the exams are done, I will collect the outlines and have them get back into groups from last week and work on their Roman Word Searches from last week. This will be the last day we will work on them in class

**Wednesday -**

Hand back exams from yesterday. (5 min)

Check Word Scrambles from yesterday (10 min)

New Notes on the Dark Ages, a Look at Charlemagne and the role of the church (15 min)

Video Clip (8 min)

Finish 2<sup>nd</sup> side of the outlines from the other day. Then turn them in to be checked. (10-15 min)**Thursday -**

Check Outlines from yesterday. (5 min)

Notes and a look at the Norman invasion (10 min)

Video Clip (5 min)

Historical Stick-figure comic strip activity.

Students design and tell about history via stick-figure summaries (use textbooks) Do the first few panels, and we will continue them into next week, doing a few blocks at a time.

**Friday -**

NO SCHOOL

Vets Day

**ASSESSMENTS:**

Students will be assessed through daily questioning.

Monday: None

Tuesday: 45 pt Roman Exam

Wednesday Roman History Word Search 8 pts

Thursday Byzantine Empire/ Dark Ages Outline 7 pts

Friday: No School Vets Day

**Standards:**

8.1.12 Historical Analysis & Skills Development.

8.4.12 World History

8.1.12 Historical Analysis & Skills Development.

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