

# Early Human Civilizations

## • Test

LT: Development of Early Human Civilizations + Locations

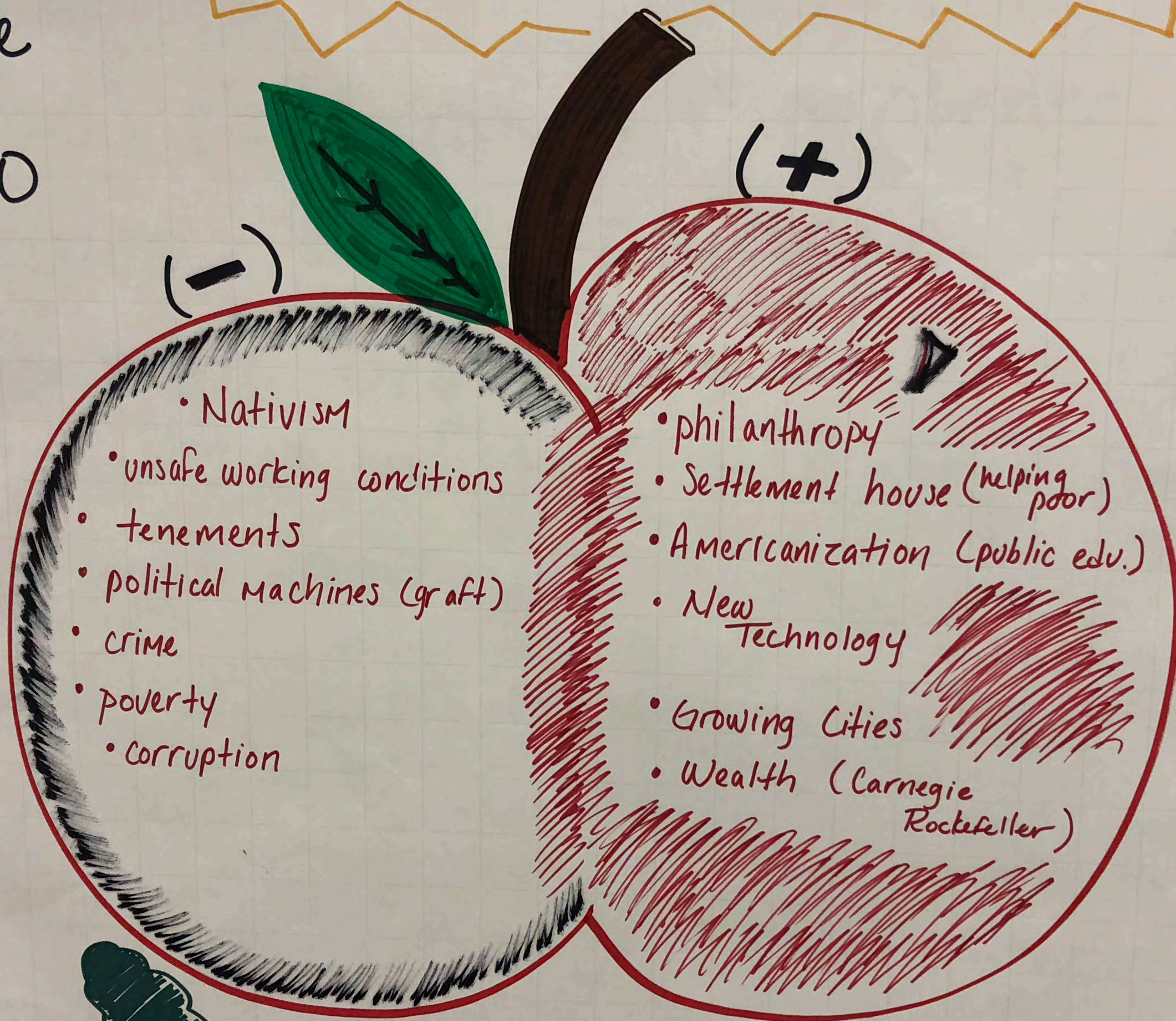
- Brief review of Paleo. + Neolithic Periods from 2 perspectives + ~~video~~
- New info. on development of civilizations from two perspectives  
Video
- Group Assignment: ?'s from Textbook
- Segue: Sumer + Egypt  
Refer to maps

+ Exit Ticket - ~~\_\_\_\_\_~~ ~~\_\_\_\_\_~~ ~~\_\_\_\_\_~~ ~~\_\_\_\_\_~~  
- Explain the significance geography had on early civilization.



# GILDED AGE

WARM-UP  
How was the  
U.S. from  
1870-1900  
gilded, or  
gold-plated  
jewelry?





# The Spread of Civilization

## - The Rise of Egypt

1A ...

1. Warm up ↑  
2. Conld ↓  
B.C. vs. A.D.  
timeline

## + Introduce ideograms (hieroglyphics)

- compare to emojis
- video w/ WS on Egypt (online)
- vocab. - graphic organizer

online  
MAP

## + w/partner write a list of the advantages Egypt's location had on early civilizations (class discussion)

- Interactive Map

## + Lecture w/ PPT & Guided notes

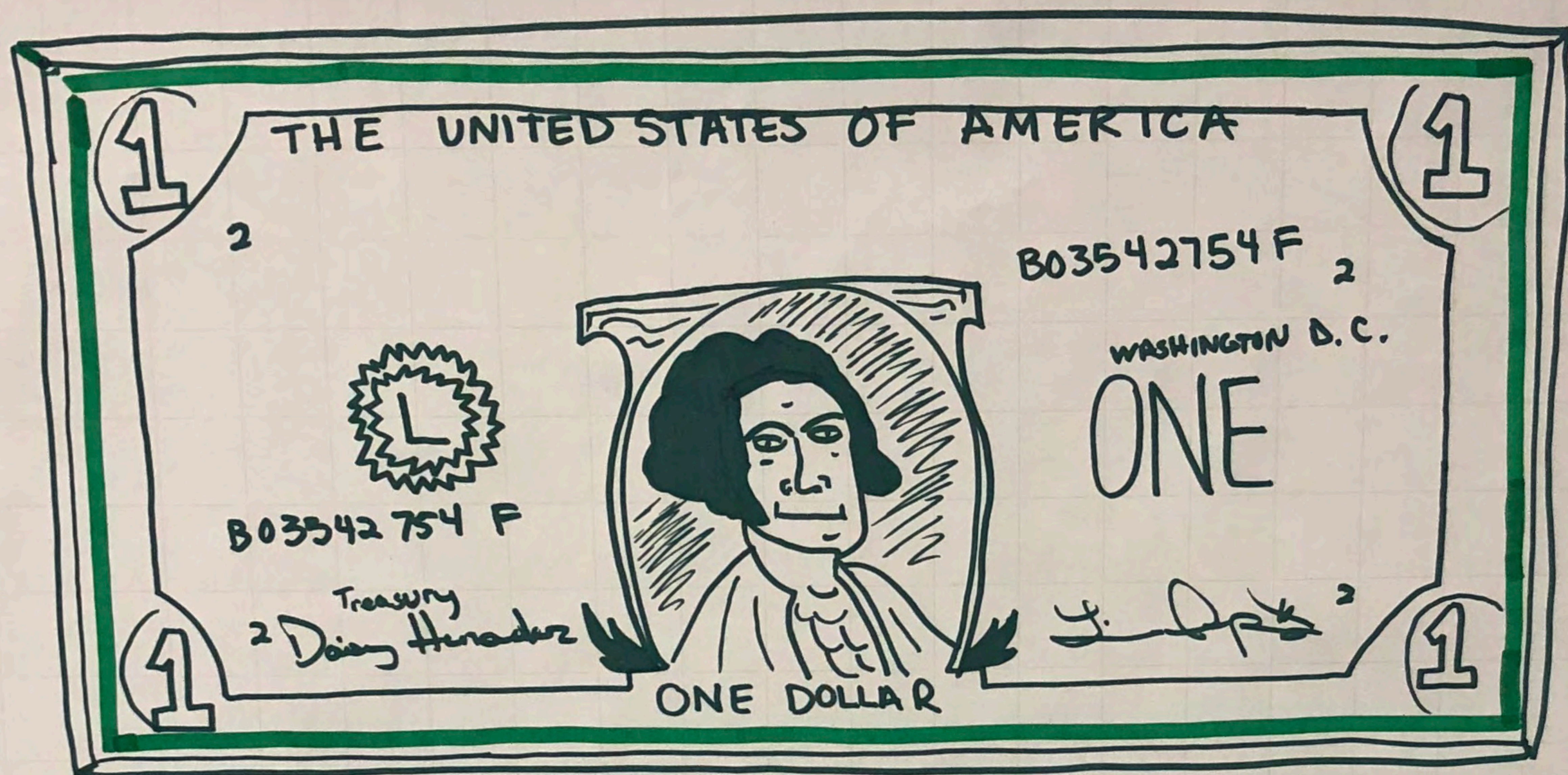
- Primary Source Activity - Old Kingdom & Ancient Egypt

+ - Primary Source - Class Mobility in Egyptian Society

## + Exit Ticket . ~~\_\_\_\_\_~~ ~~\_\_\_\_\_~~ ~~\_\_\_\_\_~~ ~~\_\_\_\_\_~~ ~~\_\_\_\_\_~~

- Explain the significance geography had on early civilization.





LT. I will be able to analyze & create a budget.

- LESSON:
- Terms
  - Group Activity (Analyze Budgets)
  - Teaching a budget

Reflection: How do I create & follow a budget?



Learning Target · understand, analyze the characteristics and factors that led to the Industrialization of America in the 2nd half of the 19<sup>th</sup> century

- 1. Asking questions, Class discussion
- 2. Voc, def. picture + sentence.
- 3. Video 3 min., powerpoint
- 4. Graphic organizer,
  - Captains of industry + Robber Barons.
  - Concept map
5. Review, end with class discussion assessment.



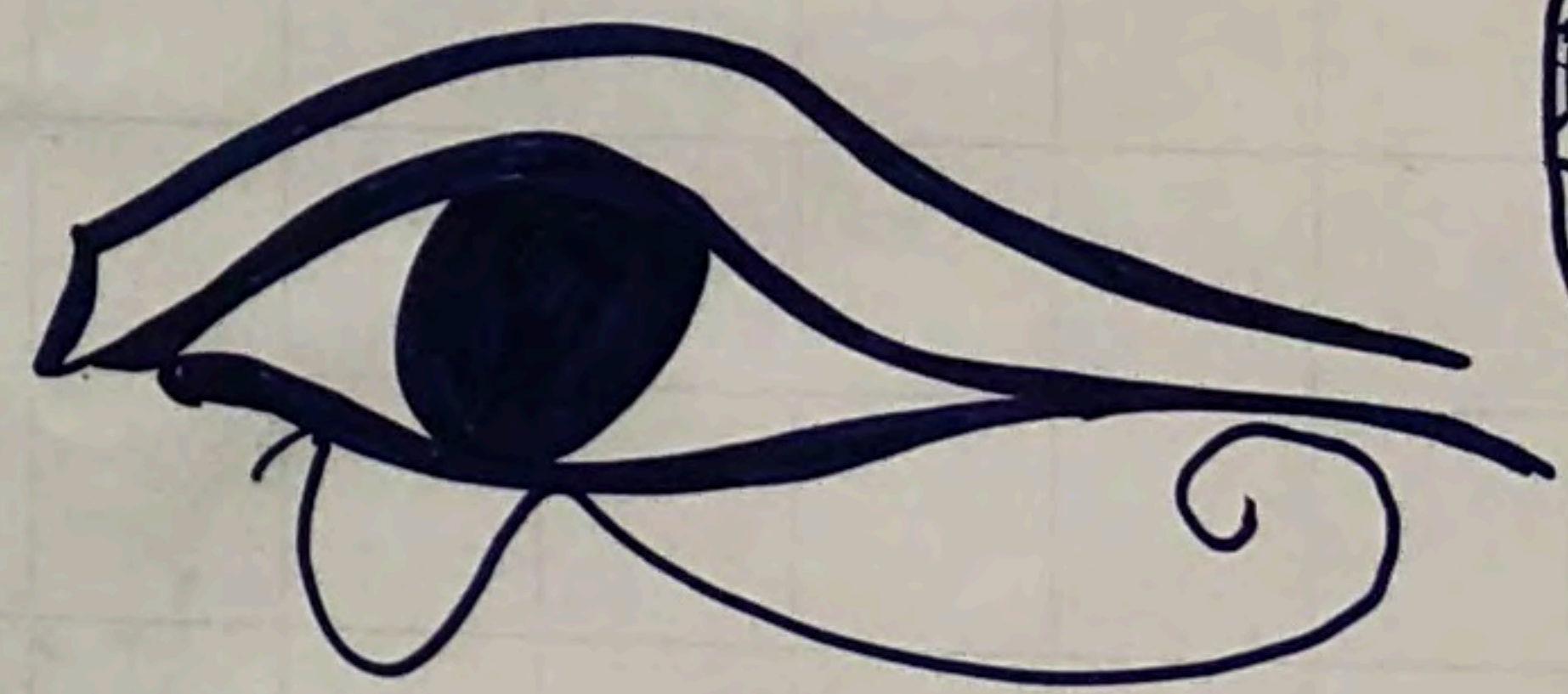
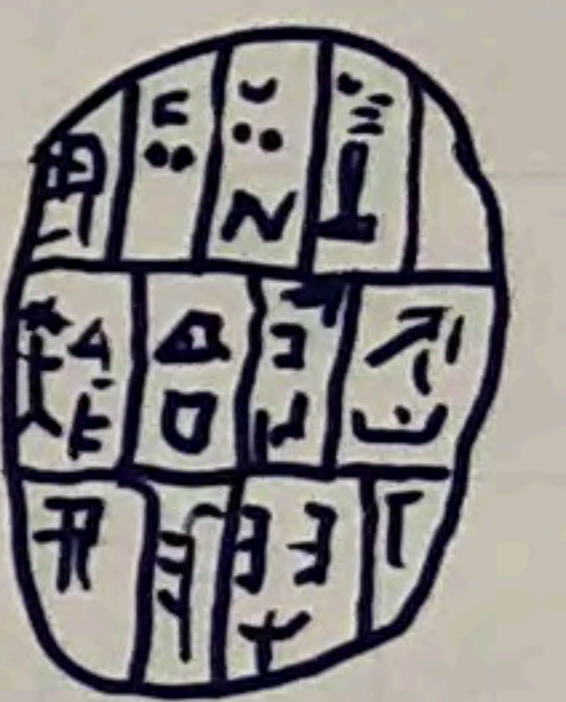
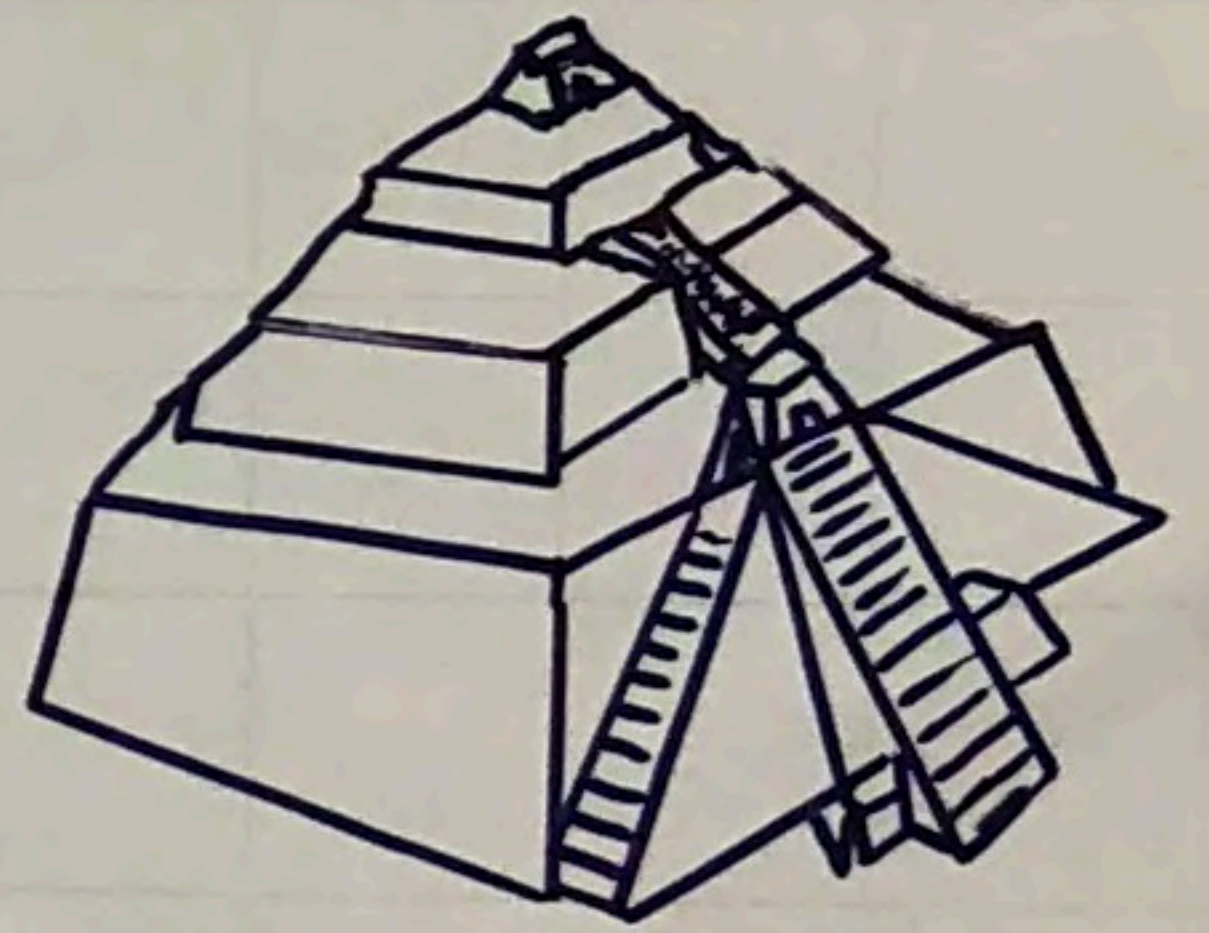
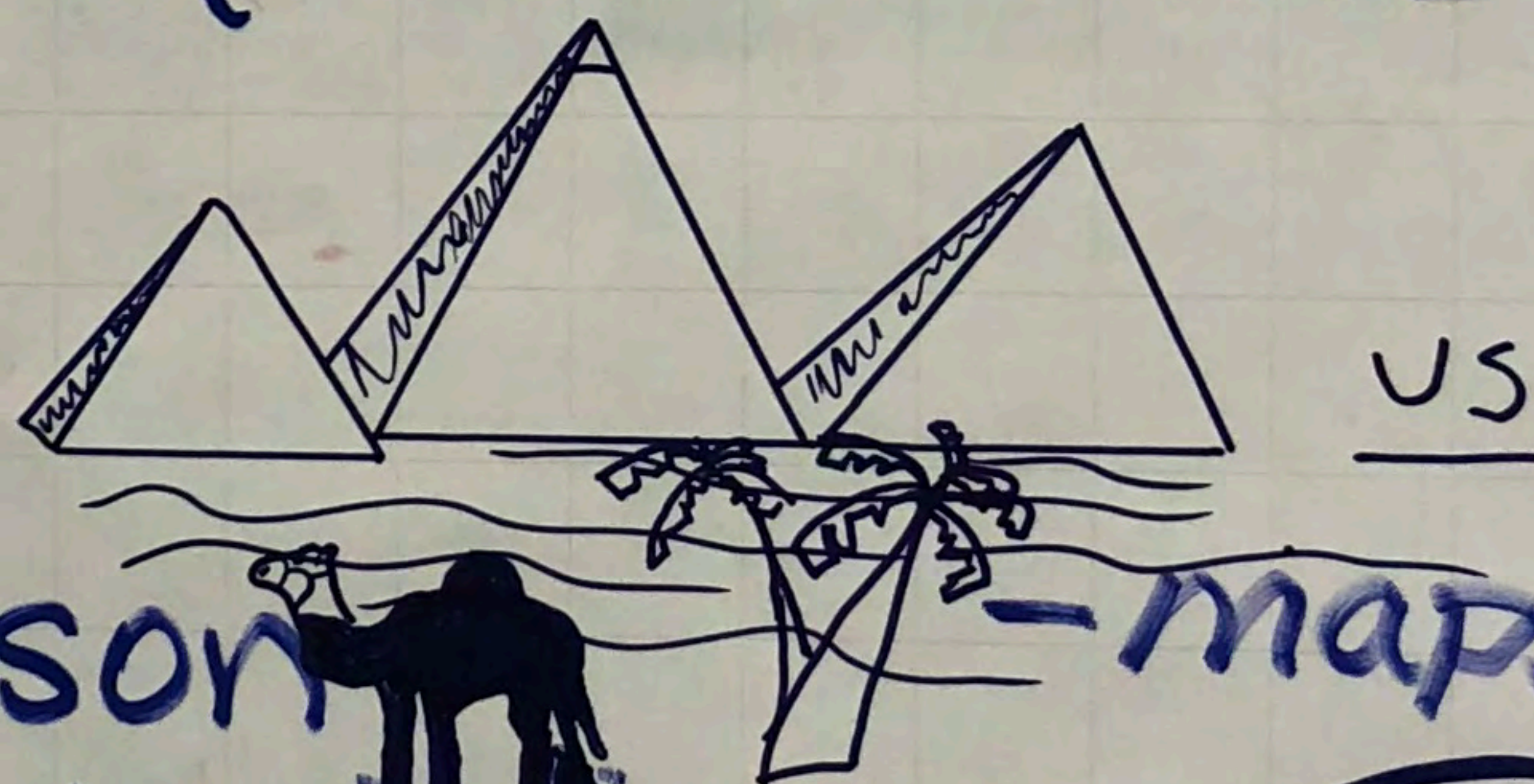
# Characteristics of Ancient Civilizations

**Warm/Engage:** Activate prior knowledge w/ Questions  
Ex: Why was Neo. Rev. such a big deal? <Hand Example>

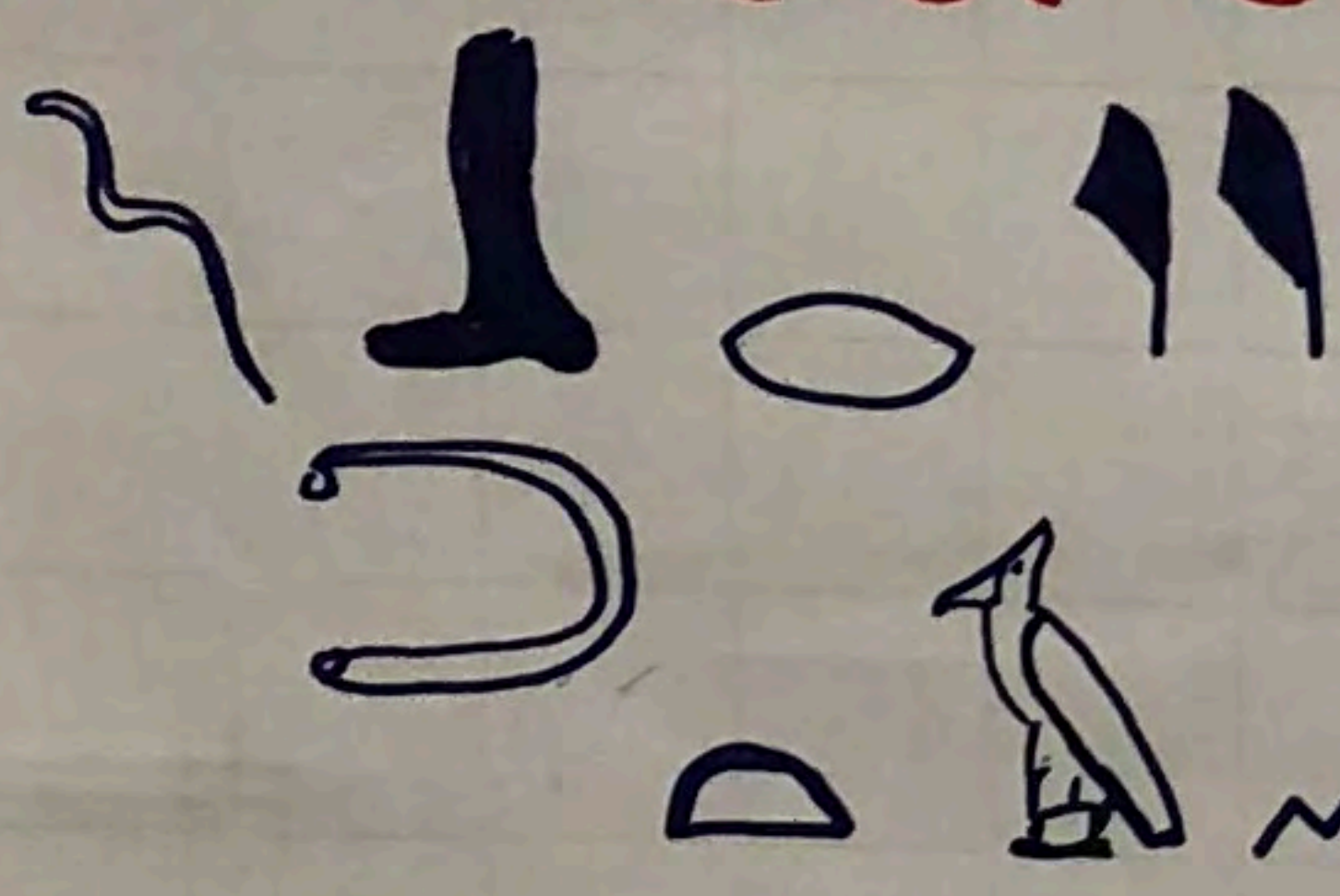
**Explore:** Regional Map  
- Label (Possible Quiz)

**Explain:** P. Point

- Comparison  
- 5 characteristics  
- Visuals



**Evaluate:**



Compare + contrast  
graphic organizer

<analyze cultural development>

**Extend:**

compare major law codes  
& create their own  
Ex: (How have previous law codes affected laws of today?)



# Road to Revolution

Warm Up: Scenario Quick write  
(taxing of text msg + Data)

Assignment: Jigsaw / Expert groups

- Sugar Act
- Quartering Act
- Stamp Act
- Townshend Act
- Tea Act
- Declaratory Act
- Boston Tea Party
- Intolerable Acts

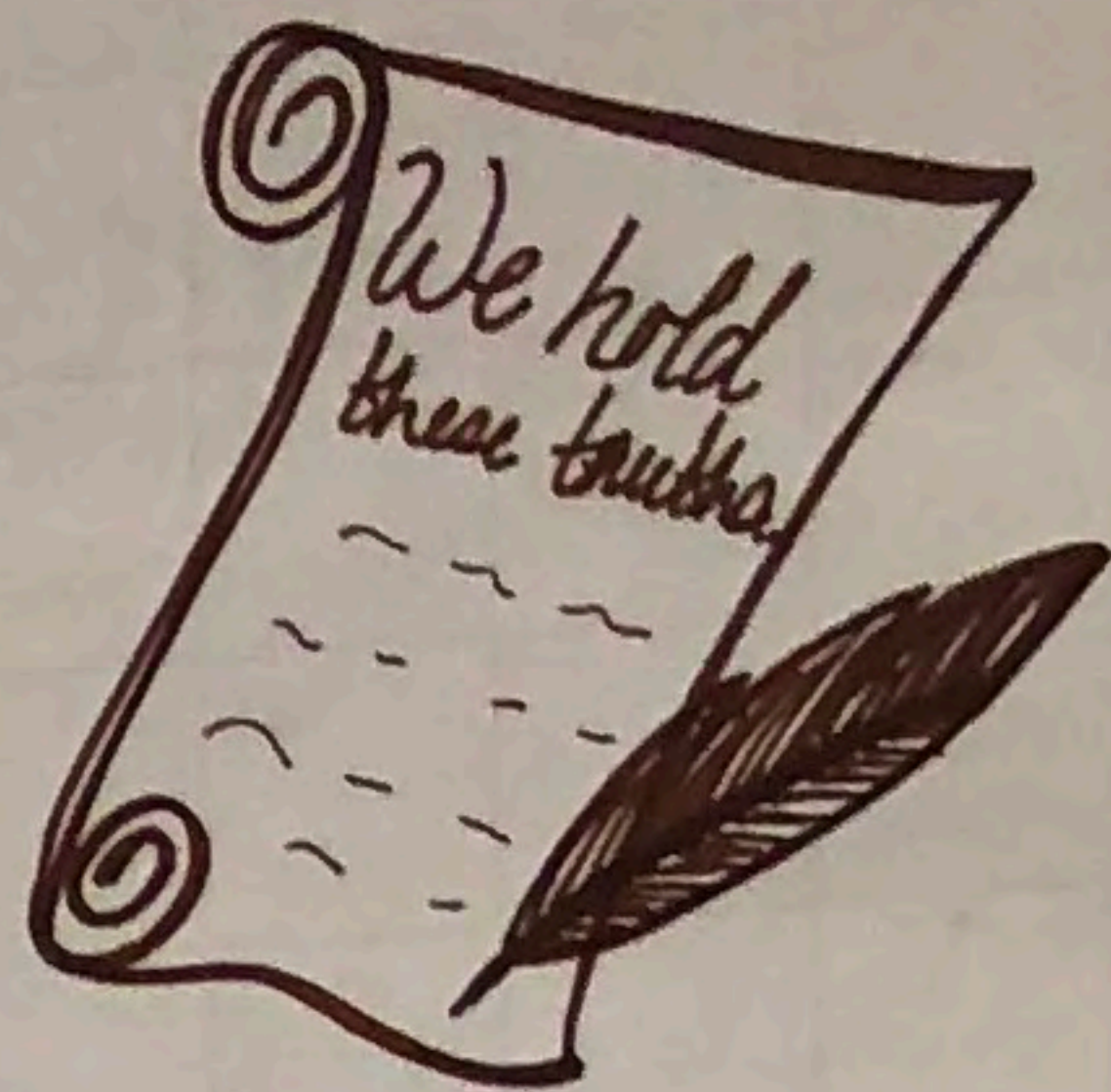
Video: John Adams Episode 1

Conclusion: Support + Refute

"The French + Indian War was a turning point between the Americans and the British"



# \* Declaration \* of \* ★ Independence \*



• LT I can write a song that explains the grievances the colonists had against the British.

• WARM UP

Using primary source excerpts students will analyze whether or not the colonists should separate from the British. Students will provide evidence to back up their claim.

• LESSON

• Teacher will go over directions with students about how to create their songs using the handout provided.

• The teacher will show (Project) "Too late to Apologize" music video as an example of the songs they should be creating.

• Differentiation

• Students who cannot write a song, will write a "Break-up" letter instead.

Further modifications can be made based on each student's needs.

• AP Students will have to perform their videos live or make a video to present.

• Extra-Credit: Students will create a visual representation of their song through an album cover.

• Closing

• Students will answer "Which part of the Declaration of Independence did you connect with most and why?"

OR

Students will answer "Who do we rely on as role models for our country today that are like the founding fathers?"



# Principles of Constitution

Video - Crash Course

Lecture - 6 principles

Mix, Match, Freeze

Groups - 6

Find Current Event  
for each Principle  
(Phone)

Present - Principle - Event  
All Be able to Answer questions



# Immigration + Urbanization

LT - Compare Old immigrants vs. New Immigrants and Push + Pull factors bringing them to U.S.

Agenda:

1. Warm up ?!

2. CNN 10

3. VOCAB Activity

4. Video on Urbanization

5. Notes from PP on Immigration and Urbanization.

6. Guided Reading 4.2

Urbanization