2015 Lesson Plan-Turkey, a crossroads in history

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9th Grade, Level One Social Studies

Subject: World History-Level One

Grade Level: 9th Grade, Freshmen

Duration: One year (1) term

Standards addressed/included: Writing informational narrative after learning-use SBAC-Smarter Balanced Assessment rubric. History/Common Core-making connections with past, present, and future, Cause/Effect, and compare/contrast. Will be able to distinguish between primary and secondary sources and recognize bias.

Lesson Objective:

The lessons feature Turkey through history and how the great and highly developed civilization explains the diversity and the title-a crossroads in history. The history we know goes back about 12,000 years and we also know there is much more not yet uncovered.

Students will learn about Turkey throughout history and how the diverse cultural background contributes to the history and importance. The learning will focus on people who have influenced the history of Turkey because of its being the crossroads between Asia and Europe. Through instruction students will develop graphic organizers that will be used to write an essay that will explain learning and the students' connections to the history.

The students will learn about the country starting with a lesson in geo-literacy. We will use this in a graphic organizer (bubble) as the centerpiece. Through independent learning the students will examine at least four (4) different cultures that have been in Turkey. These will also occupy one of the four outlying bubbles creating a graphic organizer and modification in the learning. Students will be given a short list of historical characters like Marco Polo, Genghis Khan, Alexander the Great, the Romans, and Crusaders. Christianity and Islam are featured as they show the importance of these influences in the history. The students will also encounter these figures in the regular instruction and in other perspectives in history.

The students will use a timeline graphic as an additional aid and to provide differentiated instruction supporting learning. Notation is a skill that students are building. After completing the bubble graphic organizer with descriptions and

learning of at least four (4) different cultures who have been through Turkey. The students will make connections, to explain how social, political, and cultural exchange influenced the diversity of this great and highly developed civilization through writing. Discussion and answer will shape and help students with these connections to help them prepare to write their explanation of their learning. Pairing or small groups will be developed as students learn and formative assessment of the lesson continues. The connections will be featured in the student introduction and conclusion in the essay to show their learning and making connections. The completed graphic organizer provides a visual presentation of the learning to organize the information for writing.

Length of lesson-

The lesson will be presented in a series of shorter mini lessons/pieces. The introduction lesson will only focus on Turkey today, statistically. Using the graphic organizer, students will learn and notate in shorter lessons specific people/cultures who have influenced the country. The text will be integrated to support learners and confirm learning from the powerpoint and discussion. This approach is should generate a completed essay (assessment) with about 2-3 days of learning.

Assessment-

Essential Question-How has Turkey been a crossroads in history and why do you feel this is important (or how does it affect your world today?).

Formative assessment will occur throughout the lesson. That will be used to see the graphic organizer being developed by students, promoting discussion with the powerpoint and text learning to build rich notes on the graphic organizer. There is a majority of the learning occurring as the graphic organizers are being developed by the students.

As these steps are completed and students demonstrate success, the summative assessment will be the writing. The writing should be about 5 paragraphs (or 1 ½ pages) in length. Only three (3) examples from the graphic organizer will be asked for on providing evidence in the writing to support their thesis statement

SBAC rubric is used (4 points) for informational writing. Standard writing conventions would apply.

As the students are within an inclusion environment, accommodations include extra time, individual support, sentence stems/prompts, only requiring two (2) pieces of evidence, and only writing a thesis statement or partial completion of the graphic organizer.

Materials and supplies:

-Promethean Board
-Turkey as crossroads-Powerpoint by Carl Kim
-Text, World History
-Graphic Organizer