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|  | Monday  October 16 | Tuesday  October 17 | Wednesday  October 18 | Thursday  October 19 | Friday  October 20 |
| Content Objective | I can create a source to explore the past by creating a time capsule list. | I can understand cultural institutions by outlining my guided notes. | I can apply using cultural institutions to study an era by showing examples of politics, economics, family, etc. in my reading. | I can analyze different calendar systems by comparing and contrasting 5 different systems. | I can apply my knowledge of how historians use eras by completing my era timeline activity. |
| Language Objective | I can orally suggest artifacts to help historians explore the past using my class time capsule list. | I can write to describe cultural institutions to study an era using my guided notes. | I can read to give examples of cultural institutions using my Iroquois reading. | I can write to compare and contrast different calendar systems using the sentence stems:   * The origin story is… * The year today is… * The number of months and days in a year are… | I can orally discuss eras and turning points using content specific vocabulary. |
| Activity | Class Time Capsule | Social Institutions Guided Notes | Life Among Iroquois | Calendars | Timeline reviews |
| Vocab. | Significance, time, space, social institutions | Society, language, education, government, religion, economy, family | Society, language, education, government, religion, economy, family | Era, age, calendar | BCE, CE |
| Standard | H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis). | H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). | H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). | H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars). | H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. |

\*All plans subject to change at the discretion of the teacher