|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday 2/26 | Tuesday2/27 | Wednesday2/28 | Thursday2/29 | Friday3/1 |
| Standards | * 6-8.I.1.5 - Identify evidence that draws information from multiple perspectives.
 | * 7.C&G.1.3 - Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens.
 | * 7.C&G.1.3 - Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens.
 | * 7.E.1.5 - Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.
 | Character Strong Lesson * 7.E.1.5 - Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.
 |
| Learning objectives |  7.H.1.2 - Summarize the literal meaning of historical documents in order to establish context. | * 7.G.1.2 - Explain reasons why societies modify and adapt to the environment.
 | * 7.G.1.2 - Explain reasons why societies modify and adapt to the environment.

Analyze the complex influence of nationalism in the 1800s. From a selected perspective, write a speech expressing a monarch’s point of view on nationalist attitudes. | * 7.G.1.2 - Explain reasons why societies modify and adapt to the environment.
 | * 7.E.1.5 - Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.
 |
| Learning Target (I can statement) | I can Summarize the literal meaning of historical documents in order to establish context. | I can become an expert on one of the following countries ideals. | I can explain the difference between Patriotism and Nationalism. | I can utilize documents and primary sources to create an argument.  | I can build my character to become a better student, son/daughter/ friend. |
| Activities/Action plan | Bellringer: **Stimulate Interest**Place students into groups of three. Ask them to examine the three maps of Europe and work together to answer the following questions: * What does the first map reveal about the boundaries between European nations in 1715?
* Based on the maps, how did Europe change between 1715 and 1815? Between 1815 and today?
* -Spread of Nationalism Video: Reflection questions: How do you think nationalism affected other forms of expression?

Essential Question: How did nationalism and liberalism change the global balance of power?students read EXPLORE page 1 individually or in pairs and then complete the Main Idea Web. Invite one or two students to share their webs, and then ask them to discuss the following question in pairs with “reporting out” afterward:* What were the goals of the Congress of Vienna? (balance of power, stability)
* What was the problem with how the leaders tried to achieve these goals

video segment [Ending the Hapsburg Dynasty](https://app.discoveryeducation.com/player/view/assetGuid/9199d373-6762-4a03-955a-2de175392dc3).Present students with four statements about the video content, three of which are true and one of which is false. For example:1. The middle class protested in the streets for their rights after the Congress of Vienna. (Lie)
2. Metternich abolished all political activity. (Truth)
3. The leaders of Europe were content with the outcomes of the Congress of Vienna. (Truth)
4. The Biedermeier was a response to rising social tensions. (Truth)
 |   [Jigsaw](https://app.discoveryeducation.com/player/view/assetGuid/69d036dd-044c-4757-8c73-e1f9cfaf3979) strategy to encourage collaborative learning of the material on EXPLORE pages 2–4 and page 6. Explain the steps for the jigsaw activity.What is nationalism? How is it different from Patriotism?1. Students form “home” groups of four or eight members, depending on the size of the class. The home group will be divided into one-member “expert” groups. Each expert group will be assigned one country to study: Great Britain, France, Germany, Italy, or Russia.
2. Students read the appropriate Core Interactive Text, view the relevant media, and complete their assigned page of the Comparison Chart.a. Students studying Great Britain read the text under the heading “The Rise of Liberalism in Great Britain” on EXPLORE page 2 and examine the images of the Parliament building and the cartoon.b. Students studying France read the first four paragraphs of text on EXPLORE page 2, watch the video segment, and examine the image of Louis-Philippe.c. Students studying Germany read all of EXPLORE page 3 and view the accompanying media.d. Students studying Italy read all of EXPLORE page 4 and view the accompanying media.e. Students studying Russia read all of EXPLORE page 6 and view the accompanying media.
3. When the experts finish studying the relevant materials for their assigned country, they return to their home groups. The experts will take turns reporting on the materials about each country, teaching the members of the home group what they have learned. Students should fill out the remaining rows of the graphic organizer.
 | Ask students if they think that nationalism necessarily leads to war. To move along the discussion, ask whether there can be different types of nationalism—for instance, ethnic nationalism or anticolonial nationalism. Explain examples of positive and negative expressions of nationalism, such as Americans celebrating the anniversary of the Declaration of Independence or the Germans starting World War II to create a vast German Reich.Your mission is to learn about four different people experiencing the rise of nationalism in the 1800s. You will explore the perspectives each person would have on nationalist issues. Before they begin, have students predict what they will learn as they complete the investigation. 3. Students read and view the Background materials as needed to answer the Background questions. Informally check student responses and correct misconceptions before allowing them to move on to the Individuals tab. If students need additional review, direct them to the Techbook Reference entry on Nationalism and Reform and the appropriate Core Interactive Text pages. | In this Document-Based Investigation, students will analyze and synthesize information from a variety of sources to develop and defend an argument about the transformations that resulted from the Meiji Restoration. They will present their argument by creating a short documentary or writing an essay that presents the key ways in which life for everyday Japanese people changed as a result of the Meiji Restorationsmall groups of three or four students to examine the photograph. After five minutes, ask students to consider the following questions one at a time in a smallgroup discussion, followed by full-class discussion: | Students will engage in a character strong lesson outlined by our 7th grade social studies team. Once complete, they will continue working and finishing their DBI (Document Based Investigation) |
| Graded assignments/Projects |  |   |  |  |  |
| Homework | Check PowerSchool For missing work  | Check PowerSchool For missing work | Check PowerSchool For missing work | Check PowerSchool For missing work | Check PowerSchool For missing work |
| News |  |  |  |  |  |