A blue and grey logo with claws

Description automatically generated**2024-2025 Weekly Lesson Planning Document**

Week of Monday, \_**Feb 3**\_\_\_\_\_\_\_\_\_through Friday, \_**Feb 7**\_\_\_\_\_\_\_\_\_\_\_\_

EDUCATOR’S NAME: Nolen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SUBJECT: \_AP World History\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Plans are subject to change at the teacher’s discretion**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Structure and routine**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **Environmental Factors and Industrialization**  **Industrial Revolution** | **Industrialization Spreads**  **Industrial Revolution** | **Technology in the Industrial Age**  **Industrial Revolution** | **Government’s Role from 1750-1900**  **Industrial Revolution** | **Review & Assess**  **Industrial Revolution** |
| **TN Standard(s):**  Grade level standard (include standard notation and language).  Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | I can analyze how environmental factors, technological advancements, and evolving modes of production influenced the growth of industrial production and economic systems from 1750 to 1900, as well as evaluate the causes and effects of economic strategies employed by various states and empires during this period. | | | | |
| **Objective (s):**  What specifically should students be able to do at the end of the lesson? The objective is standards-based.  Write the objective in student friendly terms. For example, I can multiply binomials.  This is should also be on your Whiteboard Protocol.  What do you want students to know, understand and be able to do as a result of this lesson?  The objective should be written using the stem…  **I CAN….** | ***I can explain*** how environmental factors contributed to the growth of industrial production from 1750 to 1900. | ***I can*** *explain how different modes and locations of production have developed and changed over time.* | ***I can*** *explain**how technology shaped economic production over time.* | ***I can*** *explain the causes and effects of economic strategies of different states and empires* | ***I can analyze*** *how environmental factors, technological advancements, and evolving modes of production influenced the growth of industrial production and economic systems from 1750 to 1900, as well as evaluate the causes and effects of economic strategies employed by various states and empires during this period.* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? |  |  |  |  |  |
| **Literacy-Based DO NOW:**  This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak. | **Contextualization**  **Prompt**: *Quote Analysis* | **Contextualization**  **Prompt**: Question 1: What do you think were the key factors that allowed Britain to become the first country to industrialize? Consider economic, social, and geographical aspects.       - Question 2: How might the spread of industrialization to other countries, such as France, Germany, and the United States, have differed from Britain's experience? What unique challenges or advantages might these countries have faced? | **Contextualization**  **Prompt**: *Think about a technology that has significantly changed your daily life (e.g., smartphones, the internet, electric cars). Describe how this technology has altered the way you live, work, or communicate.* | **Contextualization**  **Prompt**: *What role do you think government should play in the economic development of a nation? Consider aspects such as regulation, support for industries, and infrastructure development.* | **Gamified review** |
| **Agenda for the Day**  Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review. | * Anticipatory Set: 5 minutes * I Do: 15 minutes * We Do: 10 minutes * You Do: 15 minutes Closure: 5 minutes | * Anticipatory Set: 5 minutes * I Do: 15 minutes * We Do: 10 minutes * You Do: 15 minutes Closure: 5 minutes | * Anticipatory Set: 5 minutes * I Do: 15 minutes * We Do: 10 minutes * You Do: 15 minutes Closure: 5 minutes | * Anticipatory Set: 5 minutes * I Do: 15 minutes * We Do: 10 minutes * You Do: 15 minutes Closure: 5 minutes | * Anticipatory Set: 5 minutes * I Do: 15 minutes * We Do: 10 minutes * You Do: 15 minutes Closure: 5 minutes |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | **Lecture:**  **Title**: *Industrialization Begins* | **Lecture:**  **Title**: **Industrialization Spreads**  . | **Lecture:**  **Title: Technology in the Industrial Age** | **Lecture:**  **Title**: Environmental Factors and the Growth of Industry | **Gamified review** |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **Timeline Creation:** Students work in pairs to create a timeline of key Scientific Revolution discoveries and discuss how each could have influenced industrial advancements. | **Cause-and-Effect Chart:** Students create a chart showing how specific agricultural changes (e.g., enclosure, crop rotation) led to population growth and urbanization. | **Complete a Causation Chart** | **Resource Debate:** Students are divided into groups to debate which environmental factor (coal, waterways, or urbanization) was most important for industrialization. | **Gamified review** |
| **End of the lesson**  You Do  **Science:** Evaluate | **SAQ**  **Analyze the extent to which industrialization altered social relations in Great Britain from the late 18th century to the early 19th century.** | ***SAQ***: Explain how the characteristics of different countries influenced the timing and nature of their industrialization in the 19th century. Use specific examples from at least two countries to support your response. | **SAQ:**  Analyze the impact of one specific technological advancement from the Industrial Revolution (1750-1900) on economic production. In your response, consider how this technology changed the methods of production, affected labor, and influenced the distribution of goods. Use specific examples to support your analysis. | SAQ:  **Prompt: Analyze the role of government in the industrialization process of one of the following countries: Japan, China, or the Ottoman Empire. In your response, be sure to:**  **1. Identify specific government actions or policies that facilitated or hindered industrialization.**  **2. Explain the impact of these actions on the country's economic development and social structure.** | **Quiz** |
| **(05 MINUTES MAX)**  **Literacy Based closing activity:**  Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day. | **3-2-1 Closure with grow/glow protocol** | **3-2-1 Closure with grow/glow protocol** | **3-2-1 Closure with grow/glow protocol** | **3-2-1 Closure with grow/glow protocol** | **3-2-1 Closure with grow/glow protocol** |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? |  |  |  |  |  |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? |  |  |  |  |  |
| **Assessment (s):**  How will you know that students have reached the objective?  Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc. | **Teacher observation**  **Class discussion**  **No opt out questioning**  **Exit Ticket** | **Teacher observation**  **Class discussion**  **No opt out questioning**  **Exit Ticket** | **Teacher observation**  **Class discussion**  **No opt out questioning**  **Exit Ticket- 3-2-1 Glow/Grow Protocol** | **Teacher observation**  **Class discussion**  **No opt out questioning**  **Exit Ticket- 3-2-1 Glow/Grow Protocol** | **Teacher observation**  **Class discussion**  **No opt out questioning**  **Exit Ticket- 3-2-1 Glow/Grow Protocol**  **Diagnostic Pretest** |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? | **Clarify and reteach** | **Clarify and reteach** | **Clarify and reteach** | **Clarify and reteach** | **Clarify and reteach** |
| **Extension/Enrichment Activity (s):**  What will I do with students who understand quicker than others? |  |  |  |  |  |
| **Technology Integration:**  How will the students use technology to help them master the objective. | **Work will be given electronically and introduction of online platforms as 1:1 or laptop carts become available**  **Use of Promethean** | **Work will be given electronically and introduction of online platforms as 1:1 or laptop carts become available**  **Use of Promethean** | **Work will be given electronically and introduction of online platforms as 1:1 or laptop carts become available**  **Use of Promethean** | **Work will be given electronically and introduction of online platforms as 1:1 or laptop carts become available**  **Use of Promethean** | **Work will be given electronically and introduction of online platforms as 1:1 or laptop carts become available**  **Use of Promethean** |