A blue and grey logo with claws

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

Week of Monday, \_**March 24**\_\_\_\_\_\_\_\_\_through Friday, \_**March 28**\_\_\_\_\_\_\_\_\_\_\_\_

EDUCATOR’S NAME: Nolen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SUBJECT: \_\_\_Pre-AP World History\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title:**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **Introduction to Imperialism**  **Nationalism and Imperialism** | **The Rise and Fall of Imperialism**  **Nationalism and Imperialism** | **British Imperialism in India**  **Nationalism and Imperialism** | **British Imperialism in China**  **Nationalism and Imperialism** | **Cultural Diffusion**  **Nationalism and Imperialism** |
| **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. | 5.5 Describe the continuities and changes in 19th-century imperialism.  W.19 Define imperialism, and analyze reasons for 19th century imperialism, including competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization.  W.20: Describe the natural resources and geographic features of Africa, their role in attracting European economic interests, and their impact on global trade.  W.21: Analyze the outcomes of the Berlin Conference and the impact of superimposed boundaries on African indigenous populations and compare the geographic progression of imperialistic claims on the African continent by European empires.  W.22: Describe successful (e.g., Ethiopia) and unsuccessful (e.g., Zulu Wars and Ashanti Wars) examples of African resistance to European imperialism.  W.23: Describe the importance of India to the British Empire, the Suez Canal as a connection between Great Britain and India, and India’s reaction to British rule.  W.24: Explain the growing influence of western powers on China from the Opium Wars through the Boxer Rebellion.  W. 25: Explain cultural diffusion, and describe the diffusion of cultures between Europe, Africa, and Asia as a result of European imperialism. | | | | |
| **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*** identify key elements of imperialism.  ***I can*** discuss the consequences of imperialism.  ***I can*** analyze the rise and fall of the British Empire.  **Guiding Question:**  How did the causes and effects of imperialism shape the power and influence of European nations over their colonies? | ***I can*** identify why countries practiced imperialism.  ***I can*** describe how European nationsinfluenced their colonies.  ***I can*** explain the effects of imperialism on the world.  **Guiding Question:** How did the motivations for imperialism shape the influence of European nations on their colonies and impact the world? | **I can** **describe** the importance of India to the British Empire, the Suez Canal as a connection between Great Britain and India, and India’s reaction to British rule. | **I can explain**the growing influence of western powers on China from the Opium Wars through the Boxer Rebellion. | **I can explain** cultural diffusion, and describe the diffusion of cultures between Europe, Africa, and Asia as a result of European imperialism. |

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| **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. | Use a Frayer Model to define "Imperialism.". | Complete a Frayer Model for "Colonization." | Gamified review of previous objective | Gamified review of previous objective | Gamified review of previous objective |
| **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** | **Lecture:  Introduction to Imperialism** | **Lecture:  Rise and Fall of Imperialism** | **Lecture:**   **British Imperialism in India** | **Lecture:  British Imperialism in China** | **Lecture:  Cultural Diffusion** |
| **Middle of the lesson**  We Do | Completing interactive activities embedded in Nearpod. | Completing interactive activities embedded in Nearpod. | Completing interactive activities embedded in Nearpod. | Completing interactive activities embedded in Nearpod.  . | Completing interactive activities embedded in Nearpod. |
| **End of the lesson**  You Do | **Independent:** Completion of Embedded DBQ and Quiz activities in Nearpod. | **Independent: Completion of Embedded Draw it and Quiz activities in Nearpod.** | **Independent: Completion of Embedded DBQ and Quiz activities in Nearpod** | **Independent:** Completion of Embedded DBQ and Quiz activities in Nearpod. | **Independent: Completion of Embedded DBQ and Quiz activities in Nearpod** |
| **(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. | **Closure: 3-2-1 plus Grow-Glow (5 minutes):**  **3: List three things you learned today.**  **2: Write two questions you still have about Imperialism**  **1: Share one thing that surprised you about the topic.**  **Grow: What could have been better in class today?**  **Glow: What went well with class today?** | **Closure: 3-2-1 plus Grow-Glow (5 minutes):**  **3: List three things you learned today.**  **2: Write two questions you still have about the rise and fall of Imperialism.**  **1: Share one thing that surprised you about the topic.**  **Grow: What could have been better in class today?**  **Glow: What went well with class today?**  **Glow:** What went well with class today? | **Closure: 3-2-1 plus Grow-Glow (5 minutes):**  **3: List three things you learned today.**  **2: Write two questions you still have about Imperialism in India**  **1: Share one thing that surprised you about the topic.**  **Grow: What could have been better in class today?**  **Glow: What went well with class today?** | **Closure: 3-2-1 plus Grow-Glow (5 minutes):**  **3: List three** things you learned today.  **2: Write two questions** you still have about Imperialism in China.  **1: Share one thing** that surprised you about the topic.  **Grow:** What could have been better in class today?  **Glow:** What went well with class today? | **Closure: 3-2-1 plus Grow-Glow (5 minutes):**  **3:**List three things you learned today.  **2: Write two questions** you still have about **Cultural Diffusion**  **1: Share one thing** that surprised you about the topic.  **Grow:** What could have been better in class today?  **Glow:** What went well with class today? |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Additional time and scaffolding as needed** | **Additional time and scaffolding as needed** | **Additional time and scaffolding as needed** | **Additional time and scaffolding as needed** | **Additional time and scaffolding as needed** |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Materials provided in bilingual** | **Materials provided in bilingual** | **Materials provided in bilingual** | **Materials provided in bilingual** | **Materials provided in bilingual** |
| **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**  **Weekly assessment**  **Exit Ticket- 3-2-1 Glow/Grow Protocol** |
| **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** |