A blue and grey logo with claws

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

Week of Monday, \_**April 14**\_\_\_\_\_\_\_\_\_through Friday, \_April 18\_\_\_\_\_\_\_\_\_\_\_

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.) | ***Effects of World War I***  ***Global Conflicts*** | ***WWI Review***  ***Global Conflicts*** | **WWI Assessment**  **Global Conflicts** | **The Roaring Twenties**  **Between the Wars** | **The Paris Peace Conference and the Treaty of Versailles**  **Global Conflicts** |
| **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. | Explain the causes, methods, and consequences of global conflicts from 1900 to the present, including how internal and external factors shaped state power, how governments mobilized resources and populations for war, and how these conflicts led to significant political, social, and economic changes worldwide*.*  W.36 Compare the goals of leading nations (i.e., U.S., France, Great Britain, Italy, and Japan) at the Paris Peace Conference with the outcomes of the Treaty of Versailles and its impact on Germany.  W.37 Analyze the shifts in geopolitical boundaries post-World War I resulting from the Treaty of Versailles and the League of Nations mandate system.  W. 39 Analyze the cultural, economic, and intellectual trends of the 1920s. | | | | |
| **Objective (s):**  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 compare*** the goals of the major nations at the Paris Peace Conference with the outcomes of the Treaty of Versailles, and analyze how the treaty reshaped geopolitical boundaries after World War I. | ***I can*** analyze the rise of fascism and totalitarianism after World War I, the causes and course of World War II, and the military, economic, and political effects of the war. | ***I can*** analyze the rise of fascism and totalitarianism after World War I, the causes and course of World War II, and the military, economic, and political effects of the war. | **I can analyze** how the cultural, economic, and intellectual trends of the 1920s, like the booming economy, new cultural movements, and changing ideas, shaped life during the Roaring Twenties. | ***I can explain*** how the Harlem Renaissance, a time of cultural and artistic growth for African Americans in the 1920s, influenced American culture and ideas through music, art, and literature. |

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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. | **Quick Write ()**  **Contextualizing Prompt:** Imagine you are a world leader in 1919, sitting at a conference to determine how to rebuild the world after a devastating war. Your country has suffered enormous losses, and now you must decide how to punish the defeated nations and prevent future wars. What would your goals be? Would you prioritize peace, punishment, or something else? Why?  **Instructions:**  Write your response in 3-5 sentences. | ***Gamified Review*** | ***Gamified Review*** | ***Complete a gamified review of previous objectives.*** | ***Complete a gamified review of previous objectives.*** |
| **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:  The Paris Peace Conference and the Treaty of Versailles** | ***Gamified Review*** | **n/a due to assessment** | Guide students through a Nearpod lesson that includes important information and encourages class discussion. | Guide students through a Nearpod lesson that includes important information and encourages class discussion. |
| **Middle of the lesson**  We Do | Source the Provided Documents using HAPPY | ***Gamified Review*** | **n/a due to assessment** | **Embedded activities in the Nearpod lesson** | **Embedded activities in the Nearpod lesson** |
| **End of the lesson**  You Do | **Independent:** SAQ  Explain how the Treaty of Versailles aimed to address the causes of World War I and the implications of its terms on future international relations. | *Gamified Review* | WWI Assessment | *Embedded MCQ and open response questions embedded in the Nearpod.* | *Embedded MCQ and open response questions embedded in the 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 quiz worthy questions with answers.**  **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 quiz worthy questions with answers.**  **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 quiz worthy questions with answers.**  **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 quiz worthy questions with answers.**  **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 quiz worthy questions with answers.**  **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** |