A blue and grey logo with claws

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

Week of Monday, \_**Feb 17**\_\_\_\_\_\_\_\_\_through Friday, \_**Feb 21**\_\_\_\_\_\_\_\_\_\_\_\_

EDUCATOR’S NAME: Nolen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SUBJECT: \_Pre-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.) | **President’s Day**  **Student’s out** | **Assessment**  **Revolutions** | **Scientific Revolution**  **Industrial Revolution** | **The Agricultural Revolution**  **Industrial Revolution** | **Introduction to the Industrial Revolution**  **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. | **Students will analyze the emergence of the Industrial Revolution in Europe and the geographic, economic, political, and social implications of the changes that resulted from it.** | | | | |
| **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….** | ***President’s Day***  ***Student’s out*** | ***I can explain*** *how the Enlightenment, imperial rivalry, and social polarization each played a role in causing revolutions and decide which had the biggest impact."* | ***I can explain*** *how the Scientific Revolution laid the foundation for technological advancements that contributed to the Industrial Revolution.* | ***I can explain*** *how changes in agriculture during the Agricultural Revolution contributed to population growth and urbanization, setting the stage for the Industrial Revolution.* | ***I can describe*** *the key factors that allowed the Industrial Revolution to begin in Great Britain.* |
|  |  | . |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. | **President’s Day**  **Student’s out** | ***n/a due to assessment***  . | ***Contextualization***  ***Prompt:*** *Imagine you are living in the 1600s, a time when people are beginning to question long-held beliefs about the natural world. New ideas about science and experimentation are challenging traditional ways of thinking. How might these changes in understanding the world around you influence the way people solve problems or create new technologies? Write a short response explaining how a shift toward observation and experimentation could change society* | **Contextualization**  **Prompt:** *In the 1700s, farming in Europe began to change dramatically. Imagine you are a farmer during this time. New tools, techniques, and ideas are being introduced, but they also mean that fewer workers are needed on farms. How might these changes affect your life and the lives of others in your community? Write a short response explaining how advancements in farming could lead to changes in where people live and work.* | **Contextualization**  **Prompt:** *By the late 1700s, Great Britain was undergoing a major transformation. Factories were replacing small workshops, and cities were growing rapidly. Imagine you are a merchant or craftsman during this time. How might these changes in production and society affect your business or daily life? Write a short response explaining how the shift from handmade goods to factory production could impact individuals and communities.* |
| **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** | **President’s Day**  **Student’s out** | **n/a due to assessment** | **Lecture:**  **Title:**The Scientific Revolution: A Foundation for Change | **Lecture:**  **Title:** The Agricultural Revolution: Feeding the Industrial Revolution | **Lecture:**  **Title:** Why Did the Industrial Revolution Begin in Great Britain? |
| **Middle of the lesson**  We Do | **President’s Day**  **Student’s out** | **n/a due to assessment** | **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. | **Map Analysis:** Students analyze a map of Great Britain’s natural resources (coal, rivers) and discuss how geography contributed to industrialization. |
| **End of the lesson**  You Do | **President’s Day**  **Student’s out** | **Complete assessment** | **SAQ**  **Explain** how the Scientific Revolution contributed to the technological advancements of the Industrial Revolution. Provide one specific example. | ***SAQ*: Explain** how the Agricultural Revolution contributed to the Industrial Revolution. Provide one specific example of a farming innovation and its impact. | **SAQ: Prompt: Explain** two reasons why the Industrial Revolution began in Great Britain. Use specific examples. |
| **(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** |