A blue and grey logo with claws

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

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

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

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

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Structure and routine**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **Expansionism in the 1930s: Comparing Italian, German, and Japanese Aggression**  **World War II** | **The Road to World War II: Military Alliances, Appeasement, Isolationism, and Domestic Distractions**  **World War II** | **The Role of Geography and Technology in Shaping WWII Strategies**  **World War II** | **Island Hopping and Kamikaze**  **World War II** | **Strategic Bombing and Propaganda**  **World War II** |
| **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. | W. 42 Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin’s totalitarian regimes.  W. 44 Compare the Italian, German, and Japanese efforts to expand their empires in the 1930s, including: the invasion of Ethiopia, German militarism, and atrocities in China.  W. 45 Explain the role of military alliances, appeasement, isolationism, and the domestic distractions in Europe and the U.S. prior to the outbreak of World War II. W. 46 Describe how geography and technology (e.g., airplanes, advanced medicine, propaganda, radar) influenced wartime strategies, including: blitzkrieg, “island hopping,” kamikaze, and strategic bombing. | | | | |
| 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 because of this lesson?  The objective should be written using the stem…  I CAN…. | **I can compare** how Italy, Germany, and Japan expanded their empires in the 1930s, including the invasion of Ethiopia, German militarism, and Japanese atrocities in China. | **I can explain** how military alliances, appeasement, isolationism, and domestic distractions shaped the events leading to the outbreak of World War II. | **I can explain h**ow geography and technology shaped the strategy of blitzkrieg during World War II. | **I can explain** how geography and technology shaped the strategies of island hopping and kamikaze during World War II. | **I can explain** how technology like airplanes and propaganda influenced strategic bombing during World War II. |

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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. | What do you think motivates countries to expand their territory? Consider factors like resources, power, or national pride.  Write a short response (2-3 sentences) in their notebooks. | Imagine a group of students in your school is bullying someone, and the teachers are ignoring it to avoid conflict. How might this situation escalate? What could happen if no one steps in to stop it? | **Contextualizing Question**:  Display a map of Europe during World War II. Ask students:  *"Looking at this map, what challenges might an army face when fighting across different countries and terrains?"*  Encourage students to think about mountains, rivers, plains, and distances between countries. | Show a map of the Pacific Ocean with scattered islands. Ask students:  *"Why do you think controlling islands in the Pacific might have been important during World War II?"* | **Contextualizing Question**:  Show an image of a WWII propaganda poster (e.g., "Loose Lips Sink Ships" or a recruitment poster). Ask students:  *"What message is this poster trying to send? How might this have influenced people during the war?"* |
| **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 the lesson**  I Do | **Lecture: Topic:** Comparing Italian, German, and Japanese Expansion in the 1930s | **Lecture: Topic:** The Role of Military Alliances, Appeasement, Isolationism, and Domestic Distractions Before WWII | **Lecture**  **Topic:** Blitzkrieg and the Role of Geography and Technology" | **Lecture: Topic: Island Hopping and Kamikaze** | **Lecture**  **Topic: "Strategic Bombing and Propaganda"** |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **We Do (15 minutes)**  **Activity: Collaborative Comparison Chart**  **Instructions:**  Students will work in small groups (3-4) to complete a comparison chart for Italy, Germany, and Japan.  **The chart will have the following columns:**  Country  Event (e.g., invasion of Ethiopia, remilitarization of Rhineland, Rape of Nanking)  Motivation for Expansion  International Reaction  Outcome | **We Do (15 minutes)**  **Activity: Analyzing Primary Sources**  **Instructions:**  **Students will work in pairs to analyze 2 primary source excerpts: a. A speech by Neville Chamberlain defending appeasement (1938). b. A U.S. newspaper editorial from the 1930s arguing for isolationism.**  **Questions for Analysis:**  **What is the main argument in this document?**  **How does this document reflect the policy of appeasement or isolationism?**  **What are the potential consequences of this policy?** | **Class Activity:**  Show a short video clip or animation of the blitzkrieg strategy in action (e.g., Germany’s invasion of Poland).  Discuss:  "How did the flat geography help Germany move quickly?"  How did airplanes and radios improve communication and make blitzkrieg successful?" | **We Do (15 minutes)**  **Class Activity:**  Show a map of the Pacific theater during WWII. Discuss:  "Why were islands important in the Pacific War?"  "How did airplanes and aircraft carriers make it possible to hop from one island to another?"  Use a picture or diagram of a kamikaze plane and discuss its impact:  "How did this tactic rely on technology like airplanes?" | **Class Activity:**  Show a short video or images of strategic bombing campaigns (e.g., the bombing of Dresden or Hiroshima).  Discuss:  "How did airplanes make strategic bombing possible?"  "What were the goals of strategic bombing?"  Show examples of propaganda posters and discuss their messages:  "How did propaganda encourage people to support the war?" |
| **End of the lesson**  You Do  **Science:** Evaluate | **You Do (Individual Work - 15 minutes)**: Completion of The Drive for Empire in Germany, Italy, and Japan  . | **You Do (15 minutes)**  **Task**: Writing Assignment  **Prompt**:  "Based on what you learned today, explain how at least TWO of the following—military alliances, appeasement, isolationism, or domestic distractions—contributed to the outbreak of World War II. Use specific examples in your response."  **Instructions**:  Students will write a 1-2 paragraph response individually.  Encourage use of lecture notes and primary source analysis to support their arguments. | **Activity:** Provide students with a blank map of Europe during World War II.  Label key countries (e.g., Germany, Poland, France).  Draw arrows to show how blitzkrieg moved quickly across flat areas.  Write a short explanation: *"Blitzkrieg worked because Germany used [geography] and [technology] to..."* | **You Do (15 minutes)**  **Activity: Provide students with a worksheet that includes:**  **A map of the Pacific with key islands (e.g., Iwo Jima, Midway).**  **Match the strategy (island hopping or kamikaze) with its description.**  **Write a short paragraph: *"One way geography and technology influenced warfare in the Pacific was..."*** | **Activity:** Provide students with a worksheet that includes:  A timeline of key strategic bombing campaigns.  Analyze a propaganda poster: Write a short paragraph explaining its message and how it might have influenced people during the war. |
| **(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. | Complete a 3-2-1 Grow/Glow Protocol | Complete a 3-2-1 Grow/Glow Protocol | Complete a 3-2-1 Grow/Glow Protocol | Complete a 3-2-1 Grow/Glow Protocol | Complete a 3-2-1 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** |