A blue and grey logo with claws

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

Week of Monday, \_**March 31**\_\_\_\_\_\_\_\_\_through Friday, \_**April 4**\_\_\_\_\_\_\_\_\_\_\_\_

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

**All Plans are subject to change at the teacher’s discretion. Monday- Thursday are alternating Block Schedules hence the duplicity.**

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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.) | **Pearl Harbor/US Entry Into WWII**  **World War II** | **Pearl Harbor/US Entry Into WWII**  **World War II** | **The Holocaust**  **World War II** | **The Holocaust**  **World War II** | **Effects of WWII**  **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.47: Describe the geography and outcomes of major battles and turning points of World War II in both the European and Pacific theaters: Pearl Harbor  W. 50: Explain the state-sponsored mass murder of the Jews in Nazi-controlled lands, and describe the varied experiences of Holocaust survivors and victims.  W.51 Explain the decisions made in the Atlantic Charter and at the Tehran, Yalta, and Potsdam Conferences.  W. 52 Describe the development of atomic bombs, and evaluate both the decisions to use them and the impact of their use.  W.53 Describe the cultural, economic, geographic, and political effects of World War II | | | | |
| 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** **understand** the attack on Pearl Harbor and the United States’ entry into World War II. | **I can understand** the attack on Pearl Harbor and the United States’ entry into World War II. | **I can explain** how the Holocaust was a state-sponsored mass murder of the Jews in Nazi-controlled lands and describe the different experiences of Holocaust survivors and victims.. | **I can explain** how the Holocaust was a state-sponsored mass murder of the Jews in Nazi-controlled lands and describe the different experiences of Holocaust survivors and victims. | **I can explain** the effects of 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. | **Contextualization: Discuss the following:**  What is going on in the United States? (Great Depression) • What is the mood of America in wanting to help the other nations in war? (Isolationist) • How is the U. S. government helping Great Britain? (Lend-Lease) | **Contextualization: Discuss the following:**  What is going on in the United States? (Great Depression) • What is the mood of America in wanting to help the other nations in war? (Isolationist) • How is the U. S. government helping Great Britain? (Lend-Lease) | **Gamified review of previous objectives** | **Gamified review of previous objectives** | **Gamifed 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 the lesson**  I Do | **Lecture: Topic:** Pearl Harbor and the entry of the US into WWII. | **Lecture: Topic:** Pearl Harbor and the entry of the US into WWII. | **Lecture**  **Topic: "The Holocaust** | **Lecture Topic: "The Holocaust** | **Lecture**  **Topic:** The effects of World War II. |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **We Do (15 minutes)**  **Partner Activity:**  Have each partner group analyze the full text of the “Day of Infamy” speech using the National Archives Analysis Sheet | **We Do (15 minutes)**  **Partner Activity:** Have each partner group analyze the full text of the “Day of Infamy” speech using the National Archives Analysis Sheet | **Complete Nearpod embedded activities such as virtual tours.** | **Complete Nearpod embedded activities such as virtual tours.** | **Complete Nearpod embedded activities such as virtual tours.** |
| **End of the lesson**  You Do  **Science:** Evaluate | Distribute other documents, images, audio files, and/or videos of Pearl Harbor including news or even music, poems, etc. using the Primary Source Analysis guides | Distribute other documents, images, audio files, and/or videos of Pearl Harbor including news or even music, poems, etc. using the Primary Source Analysis guides | **Embedded MCQ** | **Embedded MCQ** | **Embedded MCQ** |
| **(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** |