A blue and grey logo with claws

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

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of Mon. Nov.18, through Friday, Nov.22 (Qtr.2)

**EDUCATOR’S NAME:** \_Cheyenne Gibson\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_African American History\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: The Great Depression and the New Deal**  **Unit 2: African American Life During the Great Depression and WWII 1929-1950**  **Chapter: N/A**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **What is the Great Depression?**  **What was the New Deal?** | **What was the impact of the Great Depression and the New Deal on the lives of African Americans?** | **What was the impact of the Great Depression and the New Deal on the lives of African Americans?** | **What contributions were made by African Americans in the military during WWII?**  **How did the experiences of African Americans compare to those of other soldiers?** | **\*Assessment(s)**  **Over material covered** |
| **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. | **AAH.34**  Analyze the impact of the Great Depression and the New Deal on the lives of African Americans.  **AAH.36** Identifythe contributions of African Americans who served in the military,and compare their experiences to other Americans who served in WWII., | | | | |
| **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** synthesize data from multiple sources IOT analyze the impact of the Great Depression and the New Deal on the lives of African Americans. | **I can** synthesize data from multiple sources IOT analyze the impact of the Great Depression and the New Deal on the lives of African Americans. | **I can** synthesize data from multiple sources IOT analyze the impact of the Great Depression and the New Deal on the lives of African Americans. | **I can** synthesize data from multiple sources IOT describe the experiences of African Americans at home during and after WWII. | **\*Assessment(s)**  **Over material covered** |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | Students may not be familiar with the Great Depression and the New Deal. Students may not be familiar with the contributions made by African Americans during WWII and how their experiences differed from other soldiers at home during and after WWII. | Students may not be familiar with the Great Depression and the New Deal. Students may not be familiar with the contributions made by African Americans during WWII and how their experiences differed from other soldiers at home during and after WWII. | Students may not be familiar with the Great Depression and the New Deal. Students may not be familiar with the contributions made by African Americans during WWII and how their experiences differed from other soldiers at home during and after WWII. | Students may not be familiar with the Great Depression and the New Deal. Students may not be familiar with the contributions made by African Americans during WWII and how their experiences differed from other soldiers at home during and after WWII. | **\*Assessment(s)**  **Over material covered** |
| **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. | Students will complete a Literacy component on the monitor and record key concepts in their vocabulary logs upon entry in the classroom | Students will complete a Literacy component on the monitor and record key concepts in their vocabulary logs upon entry in the classroom | Students will complete a Literacy component on the monitor and record key concepts in their vocabulary logs upon entry in the classroom | Students will complete a Literacy component on the monitor and record key concepts in their vocabulary logs upon entry in the classroom | **\*Assessment(s)**  **Over material covered** |
| **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. | * Do Now *(8 minutes)* * Review Learning Objective *( 3 minutes)* * Item 3 *Complete Avtively Learn (Equality and the New Deal)* * *Item 5 : Closure Question(Exit)* | * Do Now *(8 minutes)* * Review Learning Objective *( 3minutes)* * Item 3 *Harlem Renaissance Projects (presented in class)* * Item 4 *( 3-5 minutes) Closure Exit question* | * Do Now *(8 minutes)* * Review Learning Objective *(3 minutes)* * Item 3 *( Complete Doc.A-C on Social Security)* * *Watch 3:00 minute video/complete questions 25-30 minutes on Doc.A(FDR/Historian Interpretations)* * Item 4 (3-5 minutes)*Closure Question(Exit)* | * Do Now *(8 minutes)* * Review Learning Objective *( 3 minutes)* * Item 3 *( Read like Historian Doc.B on NAACP)/Doc.C Stealing 30-35 min. work in pairs* * Item 4 *( 3-5 minutes) Closure Exit question* | **\*Assessment(s)**  **Over material covered** |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | **Explain the objective for the lesson and point out key vocabulary** | **Explain the objective for the lesson and point out key vocabulary** | **Explain the objective for the lesson and point out key vocabulary** | **Explain the objective for the lesson and point out key vocabulary** | **\*Assessment(s)**  **Over material covered** |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **Introduce the lesson and open the classroom up for a brief discussion about the topic of discussion** | **Introduce the lesson and open the classroom up for a brief discussion about the topic of discussion** | **Introduce the lesson and open the classroom up for a brief discussion about the topic of discussion** | **Introduce the lesson and open the classroom up for a brief discussion about the topic of discussion** | **\*Assessment(s)**  **Over material covered** |
| **End of the lesson**  You Do  **Science:** Evaluate | **Students respond to questions from the readings that were challenging or analyze documents** | **Students respond to questions from the readings that were challenging or analyze documents** | **Students respond to questions from the readings that were challenging or analyze documents** | **Students respond to questions from the readings that were challenging or analyze documents** | **\*Assessment(s)**  **Over material covered** |
| **(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. | **Students will respond to a closing question about the lesson covered** | **Students will respond to a closing question about the lesson covered** | **Students will respond to a closing question about the lesson covered** | **Students will respond to a closing question about the lesson covered** | **\*Assessment(s)**  **Over material covered** |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Students will be given extra time to complete assignments and differentiated instruction (choices in completion of assignment)** | **Students will be given extra time to complete assignments and differentiated instruction (choices in completion of assignment)** | **Students will be given extra time to complete assignments and differentiated instruction (choices in completion of assignment)** | **Students will be given extra time to complete assignments and differentiated instruction (choices in completion of assignment)** | **\*Assessment(s)**  **Over material covered** |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Students will be able to use their devices (google translator) and they will be assigned with a Spanish speaking student to assist** | **Students will be able to use their devices (google translator) and they will be assigned with a Spanish speaking student to assist** | **Students will be able to use their devices (google translator) and they will be assigned with a Spanish speaking student to assist** | **Students will be able to use their devices (google translator) and they will be assigned with a Spanish speaking student to assist** | **\*Assessment(s)**  **Over material covered** |
| **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. | **Checking for understanding during the lesson through question/response** | **Checking for understanding during the lesson through question/response** | **Checking for understanding during the lesson through question/response** | **Checking for understanding during the lesson through question/response** | **\*Assessment(s)**  **Over material covered** |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? | **Revisit any material that the students didn’t understand** | **Revisit any material that the students didn’t understand** | **Revisit any material that the students didn’t understand** | **Revisit any material that the students didn’t understand** | **\*Assessment(s)**  **Over material covered** |
| **Extension/Enrichment Activity (s):**  What will I do with students who understand quicker than others? | **Give students an opportunity to assist their peers or ESL students who may need assistance with some of the material** | **Give students an opportunity to assist their peers or ESL students who may need assistance with some of the material** | **Give students an opportunity to assist their peers or ESL students who may need assistance with some of the material** | **Give students an opportunity to assist their peers or ESL students who may need assistance with some of the material** | **\*Assessment(s)**  **Over material covered** |
| **Technology Integration:**  How will the students use technology to help them master the objective. | **Students will be able to use their laptops to look up and define key vocabulary and words they do not know the meaning of within the text** | **Students will be able to use their laptops to look up and define key vocabulary and words they do not know the meaning of within the text** | **Students will be able to use their laptops to look up and define key vocabulary and words they do not know the meaning of within the text** | **Students will be able to use their laptops to look up and define key vocabulary and words they do not know the meaning of within the text** | **\*Assessment(s)**  **Over material covered** |