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. Oct.21, through Friday, Oct.25 (Qtr.2)

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: The Great Migration**  **Unit 4: African**  **American Life**  **after**  **Emancipation**  **through World**  **War I (1890s-**  **1920s)**  **Chapter: N/A**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **Why do people migrate?** | **Why do people migrate?** | **Why did African Americans migrate to Newark at the beginning of the 20th century?** | **Why did African Americans migrate to Newark at the beginning of the 20th century?** | **\*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.26**  **Describe the economic, cultural, political, and social impact of African American migration within and from the South**  **AAH.29** **Describe the African American experience during and after World War I (e.g., economic opportunities, Second Great Migration)** | | | | |
| **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** collect data and information from a variety of sources IOT describe the economic, cultural, political, and social impact of African American migration within and from the South. | **I can** collect data and information from a variety of sources IOT describe the economic, cultural, political, and social impact of African American migration within and from the South. | **I can** collect data and information from a variety of sources IOT describe the economic, cultural, political, and social impact of African American migration within and from the South. | **I can** collect data and information from a variety of sources IOT describe the economic, cultural, political, and social impact of African American migration within and from the South. | **\*Assessment(s)**  **Over material covered** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | Student may not understand the reason people migrate. | Student may not understand the different reason people migrate. | Student may not understand the concepts of Push and Pull factors | Student may not understand the concepts Push and Pull factors. | **\*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 *Note Taking on Great Migration) 15 minutes.* * Item 4  *Independent activity(Push/Pull chart) (Reading/Questions on Great Migration)* * *Item 5 : Closure Question(Exit)* | * Do Now *(8 minutes)* * Review Learning Objective *( 3minutes)* * Item 3 *( Reading like a Historian) African Americans Migrate to Newark Doc.A/B 25-30* * Item 4 *( 3-5 minutes) Closure Exit question* | * Do Now *(8 minutes)* * Review Learning Objective *(3 minutes)* * Item 3 *( Reading like a Historian) African Americans Migrate to Newark Doc.C/D 25-30 min.* * Item 4 (3-5 minutes)*Closure Question(Exit)* | * Do Now *(8 minutes)* * Review Learning Objective *( 3 minutes)* * Item 3 *( Reading like a Historian) African Americans Migrate to Newark Doc.E /Final Question 25-30 min.* * 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** |