# Educational Epiphany ™

Districtwide PLC Protocol for **Social Studies**

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| Teacher/Teacher Team: **Mr. Cheyenne Gibson (Facing History and Ourselves)** |
| Grade: **10-12** |
| Date: **9-25 thru 9-29-23 (Nationalism and the Aftermath of World War I)** |

 *Lesson Plans should be posted by 3PM each Friday*

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| **#** | **Planning Question** | **Teacher/Teacher Team Response** |
| 1 | Which **state standard** is your lesson progression addressing? | SSP.02 Critically examine a primary or secondary source. SSP. 04 Construct and communicate arguments by citing supporting evidence.SSP.05 Develop historical awareness. |
| 2 | What **historical figures, events, or ideas** are embedded in the state standard? |  The Jewish Holocaust, WWI, and WWII |
| 3 | What teacher **knowledge, reminders, and misconceptions** are assumed in the standard? |  Students may not understand patriotism and nationalism as root causes of resentment for others who may not be apart of a particular nation  |
| 4 | What **objective(s)** must be taught? In what order? Why? | **SWBAT** **distinguish** between patriotism and nationalism **IOT** consider the ways in which war can intensify people’s loyalty to their country and resentment toward others whom they perceive as a threat.  |
| 5 | What **academic language** must be taught before the teacher models for students? How will the academic language be **taught and assessed**? | **Patriotism****Nationalism****Armistice****treaty**Students will be given definitions of the terminology and then asked to provide examples on the assessment at the close of the lesson (week)  |

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| 6 | What **primary and/or secondary resources** will be used for each phase of gradual release of responsibility? |  Speed Note (Literacy Component) Assigned Facing History readings/Connection questions, Videos.- **World War: Choices and Consequences****- The Beginning of World War I****- 1914: War or Peace**- **Turning Us against Them** -Community group discussions/Pair -n-Share/Whole group discussions Journal writing (Wrap around Strategy) exit?  |
| 7 | What is your plan to ensure that assessment of instruction on this standard is not solely characterized by remembering or **regurgitating factual information**? |  Students will be asked to demonstrate through explanation in discussions and through written explanation on assessments. |
| 8 | What **literacy concept(s)** can be intertwined with instruction on this historical figures, events, or ideas? |   Students will respond to prompts (Speed notes) Students will also complete prompts as journal entries Written response to connection questions |