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| **2024-2025 Weekly Lesson Planning Document**Week of Monday 1/20/25 through Friday, 1/25/25 |
| **EDUCATOR’S NAME: Scarborough**  | **SUBJECT: U.S. History**  | **WEEK: Quarter 3, Week 3** |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Texts** | MLK | * Benson’s *The Americans*
* Primary sources
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* Primary sources
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* Primary sources
 | * Benson’s *The Americans*
* Primary sources
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| **TN Standard(s)** | **MLK** | **US. 45 Explain the rise and spread of fascism, communism, and totalitarianism internationally.** | **Unit 5 The Great Depression and The New Deal Assessment** | **US. 45 Explain the rise and spread of fascism, communism, and totalitarianism internationally.** | **US. 45 Explain the rise and spread of fascism, communism, and totalitarianism internationally.** |
| **Objective** |  MLK | I can understand the definitions and characteristics of fascism, communism, and totalitarianism. | I can demonstrate knowledge of Unit 5, The Great Depression, and the New Deal. | I can explain the conditions in Europe and Japan that led to authoritarian leadership. | I can explain the governmental systems of fascism, communism, and totalitarianism and how they conflict with world peace. |
| **Literacy-Based DO NOW** | MLK | Explain multiple-choice questions from the previous lesson or assessment. | TEST | Explain multiple-choice questions from the previous lesson or assessment. | Explain multiple-choice questions from the previous lesson or assessment. |
| **Hook/Essential Question** | MLK | Why did Europe and Japan turn to authoritarian governments in the 1930s? | TEST | Why did Europe and Japan turn to authoritarian governments in the 1930s? | Why do these three governmental systems make peaceful foreign relations difficult? |
| **I Do** | MLK | Video Lecture  | TEST | Video Lecture  | Video Lecture |
| **We Do** | MLK | Mini-lesson on the rise of Naziism in the 1930s. | TEST | Mini-lesson on the rise of Naziism in the 1930s. | Gallery walks on governments and their goals. |
| **You Do** | MLK | Targeted Reading | TEST | Targeted Reading | Targeted Reading |
| **Literacy-Based Closing Activity** | MLK | TACO...political cartoon on the rise of Hitler | TEST | TACO...political cartoon on the rise of Hitler | ACE…analysis of Nazism and communism |
| **Assessment** | MLK | Literacy-Based Closing Activity  | TEST | Literacy-Based Closing Activity  | Literacy-Based Closing Activity  |
| **SPED Modification (s)** | Extended Time, Peer Tutor, Scaffolding, Preferential Seating |
| **ESL Modification (s)** | Word bank, Extended Time, Peer Tutor, Translation services |
| **Extension/Enrichment Activity (s):** | Students will complete a directed reading with text annotations, followed by reflective writing and answering the textbook's guided questions. |
| **Technology Integration:** | Technology will be integrated as appropriate to enhance instructional delivery and student engagement, leveraging available tools and resources to support learning objectives. |
| **Vocabulary** |  |

**\*\*Pacing may vary among classrooms due to absences. Adjustments may be made to ensure students are fully engaged with the content.**