A blue and grey logo with claws

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

Week of Monday, \_**Jan 20**\_\_\_\_\_\_\_\_\_through Friday, \_**Jan 24**\_\_\_\_\_\_\_\_\_\_\_\_

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

**Plans are subject to change at the teacher’s discretion**

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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.) | **MLK Day** | **The Haitian Revolution**  **Revolutions** | **Latin American Revolutions and Nationalism**  **Age of Revolution** | **Assessment**  Revolutions | **Environmental Factors and Industrialization**  Industrial Revolution |
| **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. | **I can examine the relative impact of the Enlightenment, imperial rivalry, and social polarization on the outbreak of revolutions** | | | | |
| **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….** | **No School** | ***I can*** assess thesignificance of the Haitian Revolution in the context of Enlightenment and nationalism. | ***I can*** *analyze how nationalism shaped the Latin American independence movements.* | ***I can*** *explain how the Enlightenment, imperial rivalry, and social polarization each played a role in causing revolutions and decide which had the biggest impact."* | ***I can*** *explain how environmental factors, like access to coal and waterways, contributed to the start of industrialization between 1750 and 1900."* |

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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. | **No School** | **Contextualization**  Provide a short prompt to activate prior knowledge and connect to the lesson. **Prompt:** *Read the following quote by Toussaint Louverture: "I was born a slave, but nature gave me the soul of a free man."*  In your own words, explain how this quote reflects ideas of the Enlightenment (e.g., liberty, equality, natural rights).  *Why do you think ideas like this might inspire a revolution?* | **Contextualization**  Consider the impact of nationalism with this prompt:  - In what ways do you think nationalism influenced the independence movements in Latin America? Write a few sentences discussing how national identity might have motivated individuals to fight for independence. | **Contextualization**  Think about the causes of revolutions you’ve studied. Which do you think had the biggest impact: the ideas of the Enlightenment, competition between empires, or growing divisions in society? Write 2-3 sentences explaining your choice." | **Contextualization**  "Think about the resources or geography that might help a country grow its economy. For example, why might having rivers, forests, or minerals be important? Write 2-3 sentences explaining your thoughts." |
| **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 Lesson**  **I Do**  **Science:** Engage & Explore | **No School** | **Lecture Outline**:  Background: Conditions in Saint Domingue, influence of the French Revolution    - Key figures: Toussaint Louverture, Jean-Jacques Dessalines    - Effects: Establishment of Haiti as the first independent black republic  . | **Lecture Outline**:    - Causes: Creole discontent, Enlightenment ideas, social hierarchy    - Key events: Independence movements led by figures like Simón Bolívar    - Effects: Fragmentation and unification of regions | **n/a due to assessment** | **Lecture:**  **Environmental Factors and the Industrial Revolution (1750-1900)** |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **No School** | **Source Analysis (10 minutes)**  **Materials Needed: Provide students with two short excerpts:**  **Primary Source:**Excerpt from the Haitian Constitution of 1805 or a proclamation by Toussaint Louverture. *(e.g., "There cannot exist slaves on this territory; servitude is forever abolished.")*  **Secondary Source:**A short paragraph explaining the Haitian Revolution’s global significance (e.g., its influence on anti-slavery movements and its challenge to European colonialism).  **Step 1:** Distribute both excerpts to students. As a class, read the primary source aloud and discuss the following question: *What Enlightenment ideas are reflected in this excerpt?* (Guide students to connect phrases like "abolished servitude" to ideas of liberty, equality, and natural rights.)  **Step 2:** Read the secondary source aloud (or have students read in pairs). **Ask: *How does the Haitian Revolution demonstrate the ideals of nationalism?*** (Guide students to recognize the significance of Haiti becoming an independent Black republic, breaking from European control, and inspiring nationalist movements globally.)  **Whole-Class Discussion:** Lead a brief discussion to connect the two sources, using these guiding questions:  How do the Haitian leaders apply Enlightenment ideas in their efforts to achieve independence?  Why is the Haitian Revolution considered a significant example of nationalism?  How does the Haitian Revolution challenge traditional narratives of the Enlightenment (e.g., its Eurocentrism)? | **Group Project**: In groups, students will create a presentation on a specific Latin American independence movement, focusing on its causes, key figures, and outcomes. | **Assessment in College board.** | **Collaboration: on SAQ** . |
| **End of the lesson**  You Do  **Science:** Evaluate | No School | **SAQ Prompt:**  **Evaluate the significance of the Haitian Revolution in the context of the Enlightenment and nationalism.**  a) Identify one Enlightenment idea that influenced the Haitian Revolution.  b) Explain how this idea shaped the goals of the revolution.  c) Assess why the Haitian Revolution was globally significant in terms of nationalism or anti-slavery movements.  *Students should use evidence from the lecture and their notes to respond.* | **SAQ:**  **Prompt**: Evaluate the role of nationalism in one Latin American revolution. Use specific examples from the presentation to support your argument. | SAQ: Discuss how the Haitian Revolution challenged existing social and political structures. | **SAQ**  **Explain why Britain industrialized first, focusing on its coal deposits, navigable rivers, and access to raw materials from colonies.** |
| **(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. | **No School** | **3-2-1 Closure with grow/glow protocol** | **3-2-1 Closure with grow/glow protocol** | **3-2-1 Closure with grow/glow protocol** | **3-2-1 Closure with 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** |