A blue and grey logo with claws

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

Week of Monday, \_**Feb 17**\_\_\_\_\_\_\_\_\_through Friday, \_**Feb 21**\_\_\_\_\_\_\_\_\_\_\_\_

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.) | **President’s Day**  **Student’s out** | **Answering a DBQ**  **Industrial Revolution** | **Answering a DBQ**  **Industrial Revolution** | **Review**  **Industrial Revolution** | **Review & Assess**  **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 analyze how environmental factors, technological advancements, and evolving modes of production influenced the growth of industrial production and economic systems from 1750 to 1900, as well as evaluate the causes and effects of economic strategies employed by various states and empires during this period. | | | | |
| **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….** | ***President’s Day***  ***Student’s out*** | ***"I can analyze a DBQ prompt and use tools to break down and evaluate historical documents for evidence to support my argument.****evaluating the extent to which industrialization brought change to Britain and India during the period from c. 1750 to 1900 CE.* | ***I can write a DBQ essay that includes a thesis, contextualization, evidence from documents, outside evidence, and sourcing.***  *evaluating the extent to which industrialization brought change to Britain and India during the period from c. 1750 to 1900 CE.* | ***I can analyze*** *how environmental factors, technological advancements, and evolving modes of production influenced the growth of industrial production and economic systems from 1750 to 1900, as well as evaluate the causes and effects of economic strategies employed by various states and empires during this period.* | ***I can analyze*** *how environmental factors, technological advancements, and evolving modes of production influenced the growth of industrial production and economic systems from 1750 to 1900, as well as evaluate the causes and effects of economic strategies employed by various states and empires during this period.* |

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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. | **President’s Day**  **Student’s out** | **Contextualization**  Heimler video questions quiz | **Contextualization**  **Prompt:** *What do you find most challenging about writing DBQ essays?* | **Gamified review** | **n/a due to assessment** |
| **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 | **President’s Day**  **Student’s out** | **Lecture:**  **Introduce the DBQ prompt:***Evaluate the extent to which industrialization brought change to Britain and India during the period from c. 1750 to 1900 CE.*  **Model** how to use the **Question Parsing** Tool to break down the prompt.  **Highlight the time period,** locations, topic, and historical reasoning process.  **Rewrite** the prompt in simpler terms.  **Demonstrate** how to skim a document and identify its main ideausing**Document 1**as an example.  . | **Lecture:**  Review the structure of a DBQ essay using the **Mastering the DBQ Guide**:  **Introduction:** Contextualization and thesis.  **Body paragraphs:** Topic sentences, evidence from documents, outside evidence, and sourcing.  **Conclusion:** Restate thesis and demonstrate complexity.  **Model how to write a thesis statement using the formula:**  "Because [reason 1] and [reason 2], industrialization brought significant changes to Britain and India, although [continuity]." | **Gamified review** | **n/a due to assessment** |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **President’s Day**  **Student’s out** | As a class, work through **Document 2** together.  Identify the main idea and discuss how it relates to the prompt.  Use the **HAPPY strategy** to analyze the document’s historical situation, audience, purpose, and point of view.  Discuss how this document could be grouped with others (e.g., economic impacts of industrialization). | As a class, brainstorm contextualization ideas for the introduction.  Discuss broader historical events or trends that relate to industrialization (e.g., Enlightenment ideas, global trade networks).  Write a sample thesis together based on the brainstormed ideas. | **Gamified review** | **n/a due to assessment** |
| **End of the lesson**  You Do  **Science:** Evaluate | **President’s Day**  **Student’s out** | In small groups, analyze 1–2 assigned documents from the DBQ packet.  Summarize the main idea.  Identify evidence that supports the prompt.  Use the **HAPPY strategy** for at least one document.  Write down notes and ideas for how the documents could be grouped into themes (e.g., economic, social, or political changes). | Students independently write their DBQ essays using their notes and tools from Day 1.  Include at least 4 documents as evidence.  Use the **HAPPY strategy** to source at least 2 documents.  Add one piece of outside evidence.  Encourage students to manage their time effectively (e.g., 10 minutes for planning, 30 minutes for writing, 5 minutes for revising). | Gamified review | **Complete assessment** |
| **(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. | **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** | **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** |