A blue and grey logo with claws

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

Week of Monday, \_**March 3**\_\_\_\_\_\_\_\_through Friday, \_**March 7**\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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|  | **MONDAY** | **TUESDAY** | ***No class due to block schedule.*** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Structure and routine**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | ***Writing a DBQ***  ***Industrial Revolution*** | **Economic Systems, Ideologies, and Institutions (1750-1900): Drivers of Change**  **Industrial Revolution** | ***Causes and Effects of Calls for Change in Industrial Societies (1750-1900)***  **Industrial Revolution** | **Topic: The Effects of Industrialization on Social Hierarchies and Standards of Living**  **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….** | ***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*** *explain the development of economic systems, ideologies, and institutions and*  *how they contributed to change in the period from 1750 to 1900.* | ***"I can explain*** *the causes and effects of calls for changes in industrial societies from 1750 to 1900, including how workers, reformers, and activists responded to the challenges of industrialization."* | ***I can explain*** *how industrialization caused changes in social hierarchies and standards of living and describe how these changes impacted different groups of people.* | ***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. | ***No class due to block schedule.*** | **Contextualizing Question:**  "Imagine your town is transitioning from small, family-run businesses to large factories owned by wealthy individuals. How might this change the way people live and work?" | ***Contextualizing Question:***  *Imagine you work 12 hours a day in a dangerous factory with low pay, no breaks, and no safety protections. How might you and others fight to improve these conditions? What would you ask for?* | **Contextualizing Question:**  Think about your community today. How would life change if suddenly most people worked in factories, cities grew quickly, and a small group of people became very wealthy? Who would benefit the most? Who might face challenges? | ***No class due to block schedule.*** |
| **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 class due to block schedule.*** | **Lecture (15 minutes)**  **Topic:** The Development of Economic Systems, Ideologies, and Institutions (1750-1900)  . | **Lecture (15 minutes)**  **Topic:**Causes and Effects of Calls for Change in Industrial Societies (1750-1900) | **Lecture (15 minutes)**  **Topic:** How Industrialization Changed Social Hierarchies and Standards of Living | **n/a due to assessment** |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | ***No class due to block schedule.*** | **We Do (15 minutes)**  **Activity**: Analyzing Primary Sources  **Instructions**:  Students will work in pairs to analyze two primary sources: a. An excerpt from Adam Smith’s *The Wealth of Nations* (on capitalism and free markets). b. An excerpt from Karl Marx’s *The Communist Manifesto* (on class struggle and socialism).  **Guiding Questions for Analysis**:  What is the main argument of the author?  How does this document reflect the economic changes of the time?  Which group of people (e.g., factory owners, workers) might support this viewpoint? | ***We Do (15 minutes)***  ***Activity: Group Analysis of Reform Movements***  ***Instructions:***  ***Divide students into small groups (3-4 per group). Each group will analyze one key response to industrial challenges:***  ***Labor unions and strikes.***  ***Socialist ideas (e.g., Marx and Engels).***  ***Government reforms (e.g., child labor laws and public health initiatives).***  ***Suffrage and women’s rights movements.***  ***Group Task:***  ***Each group will be given a short text or excerpt (e.g., a labor union speech, a passage from The Communist Manifesto, or a summary of the Factory Act).***  ***Groups will answer the following questions:***  ***What problem is the reform addressing?***  ***What solution is being proposed?***  ***How effective do you think this response was?*** | **We Do (15 minutes)**  **Activity: Class Discussion with Visual Analysis**  **Instructions:**  **Display or distribute two images for students to compare: a. A factory owner’s mansion in an industrial city. b. A crowded tenement or factory floor with workers.**  **Prompt students to analyze the images and discuss:**  **What do you see in each image?**  **How does each image reflect the changes brought by industrialization?**  **Who benefited the most during industrialization? Who faced the most challenges?** | **n/a due to assessment** |
| **End of the lesson**  You Do  **Science:** Evaluate | ***No class due to block schedule.*** | **You Do (15 minutes)**  **Task**: Comparative Writing Exercise  **Prompt**:  "Compare capitalism and socialism as responses to the economic changes of the period from 1750 to 1900. Which ideology do you think had a greater impact on society during this time? Why?"  **Instructions**:  Students will write a structured response (1-2 paragraphs) individually.  Encourage students to use their notes and primary source analysis to support their argument. | ***You Do (15 minutes)***  ***Task: Writing Exercise***  ***Prompt:***  ***"Choose one cause of calls for change in industrial society and one effect of those changes. Explain how the cause led to a specific response and describe the impact of that response."***  ***Instructions:***  ***Students will write a structured response (1-2 paragraphs) individually.***  ***Encourage students to use examples from the lecture and group activity to support their answers.*** | **You Do (15 minutes)**  **Task: Writing Exercise**  **Prompt:"Choose one social group (factory workers, women, or the industrial bourgeoisie) and explain how industrialization changed their lives. Did their standard of living improve or decline? Use evidence from the lecture and discussion to support your answer."**  **Instructions:Students will write a 1-2 paragraph response individually.**  **Encourage students to include specific examples (e.g., wages, working conditions, or housing) in their answers.** | **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. | ***No class due to block schedule.*** | **3-2-1 Closure with grow/glow protocol** | ***No class due to block schedule.*** | **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** |