A blue and grey logo with claws

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

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

EDUCATOR’S NAME: Nolen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SUBJECT: \_\_\_Pre-AP World History\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title:**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **Understanding Nationalism**  **Nationalism and Imperialism** | **Nationalism in Cultural Geography**  **Nationalism and Imperialism** | **The Rise of Anti-Semitism**  **Nationalism and Imperialism** | **Defining Imperialism**  **Nationalism and Imperialism** | **Analyzing Imperialism**  **Nationalism and Imperialism** |
| **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. | 5.5 Describe the continuities and changes in 19th-century imperialism.  W.17 Define nationalism, and explain how nationalism, cultural geography, and physical  geography contributed to the unification of nations, such as Germany and Italy.  W.18 Describe the rise of anti-Semitism in Europe during this time period.  W.19 Define imperialism, and analyze reasons for 19th century imperialism, including competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization. | | | | |
| **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* define nationalism and explain how cultural and physical geography contributed to the unification of nations.  **Guiding Question:** How did nationalism influence the unification of countries like Germany and Italy? | *I can* describe how cultural geography influenced nationalistic movements in Europe.  **Guiding Question:** In what ways did cultural geography shape nationalistic movements? | *I can* describe the rise of anti-Semitism in Europe during the 19th century.  **Guiding Question:** What factors contributed to the rise of anti-Semitism in 19th-century Europe? | ***I can*** identify key elements of imperialism.  ***I can*** discuss the consequences of imperialism.  ***I can*** analyze the rise and fall of the British Empire.  **Guiding Question:**  How did the causes and effects of imperialism shape the power and influence of European nations over their colonies? | ***I can*** identify why countries practiced imperialism.  ***I can*** describe how European nationsinfluenced their colonies.  ***I can*** explain the effects of imperialism on the world.  **Guiding Question:** How did the motivations for imperialism shape the influence of European nations on their colonies and impact the world? |

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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. | Complete a Frayer Model on Nationalism | Use a Frayer Model to explore the term Cultural Geography. | Complete a Frayer Model for "Anti-Semitism." | Use a Frayer Model to define "Imperialism.". | Complete a Frayer Model for "Colonization." |
| **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** | **Lecture:** Nationalism and the Unification Movements | **Lecture:** Nationalism and the Unification of Italy | **Lecture:**  Discuss the social, economic, and political factors that led to increased anti-Semitism in Europe during this period. | **Lecture:** Introduction to Imperialism | **Lecture:** Rise and Fall of Imperialism |
| **Middle of the lesson**  We Do | Completing interactive activities embedded in Nearpod. | Completing interactive activities embedded in Nearpod. | Completing interactive activities embedded in Nearpod. | Completing interactive activities embedded in Nearpod.  . | Completing interactive activities embedded in Nearpod. |
| **End of the lesson**  You Do | **Individual assignment:**  Quiz embedded in the Nearpod. | **Individual Assignment:** Quiz embedded in the Nearpod. | **Individual assignment:**   Write a journal entry from the perspective of a person living in 19th-century Europe, reflecting on the rise of anti-Semitism and its impact on their community. | **Independent:** Completion of Embedded DBQ and Quiz activities in Nearpod. | **Independent:** Completion of Embedded Draw it and Quiz activities in Nearpod. |
| **(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. | **Closure: 3-2-1 plus Grow-Glow (5 minutes):**  **3: List three** things you learned today.  **2: Write two questions** you still have about Nationalism and Unification of Italy.  **1: Share one thing that surprised you** about the topic.  **Grow:** What could have been better in class today?  **Glow:** What went well with class today? | **Closure: 3-2-1 plus Grow-Glow (5 minutes):**  **3 things learned:**Write down three key points from today’s lesson.  **2 questions:**Write two questions they still have about Nationalism and Unification of Italy.  **1 connection:**Write one connection to how cultural features influence migration today.  **Grow:** What could have been better in class today?  **Glow:** What went well with class today? | **Closure: 3-2-1 plus Grow-Glow (5 minutes):**  **3** causes of anti-Semitism  **2** impacts it had on society  **1** way to combat such biases today.  **"Grow,"** they suggest a related topic for further research,  **"Glow,"** they share a concept they found particularly interesting. | **Closure: 3-2-1 plus Grow-Glow (5 minutes):**  **3: List three** things you learned today.  **2: Write two questions** you still have about Imperialism  **1: Share one thing** that surprised you about the topic.  **Grow:** What could have been better in class today?  **Glow:** What went well with class today? | **Closure: 3-2-1 plus Grow-Glow (5 minutes):**  **3:**List three things you learned today.  **2: Write two questions** you still have about the rise and fall of Imperialism.  **1: Share one thing** that surprised you about the topic.  **Grow:** What could have been better in class today?  **Glow:** What went well with class today? |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Additional time and scaffolding as needed** | **Additional time and scaffolding as needed** | **Additional time and scaffolding as needed** | **Additional time and scaffolding as needed** | **Additional time and scaffolding as needed** |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Materials provided in bilingual** | **Materials provided in bilingual** | **Materials provided in bilingual** | **Materials provided in bilingual** | **Materials provided in bilingual** |
| **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**  **Weekly assessment**  **Exit Ticket- 3-2-1 Glow/Grow Protocol** |
| **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** |