A blue and grey logo with claws

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

Week of Monday, \_**April 7**\_\_\_\_\_\_\_\_\_through Friday, \_April 11\_\_\_\_\_\_\_\_\_\_\_

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.) | ***World War I***  ***Global Conflicts*** | ***No class due to block schedule*** | **US Entry into WWI and Total War**  **Global Conflicts** | **Effects of World War I**  **Global Conflicts** | **The Paris Peace Conference and the Treaty of Versailles**  **Global Conflicts** |
| **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. | Explain the causes, methods, and consequences of global conflicts from 1900 to the present, including how internal and external factors shaped state power, how governments mobilized resources and populations for war, and how these conflicts led to significant political, social, and economic changes worldwide*.*  W.29. Explain how tensions between nations and states contributed to regional conflicts of the era.  W.30 Explain how the rise of militarism, alliances, imperialistic rivalries, and growing nationalism led to the outbreak of World War I.  W.31 Describe how trench warfare, the resulting stalemate, war of attrition, and advances in weaponry (e.g., chemical weapons, machine guns, submarines, tanks) affected the course and outcome of World War I.  W.32 Analyze the importance of geographic factors in military decision-making and determine the principal theaters and significance of major battles in World War I (e.g., Battles of the Marne, Verdun, the Somme).  W.33 Explain how the entrance of the United States and the exit of Russia affected the course and outcome of World War I.  W. 34 Define total war, and describe its effect on European civilian populations, including: • 􏰀 Food shortages • 􏰀 Industrial production of war materials • 􏰀 Naval/submarine blockades 􏰀 Women as war workers  W.35 Describe the effects of World War I, including the significance of: Armenian Genocide Collapse of major empires Economic losses • 􏰀 Environmental changes • 􏰀 Loss of human life • 􏰀 Movement of populations • 􏰀 Spread of disease  W.36 Compare the goals of leading nations (i.e., U.S., France, Great Britain, Italy, and Japan) at the Paris Peace Conference with the outcomes of the Treaty of Versailles and its impact on Germany.  W.37 Analyze the shifts in geopolitical boundaries post-World War I resulting from the Treaty of Versailles and the League of Nations mandate system. | | | | |
| **Objective (s):**  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 explain*** *how tensions between nations, militarism, alliances, imperialism, and nationalism caused World War I, and describe how trench warfare, new weapons, and geography shaped key battles and the outcome of the war.* | ***No class due to block schedule*** | **I can explain** how the entrance of the United States and the exit of Russia changed the course of World War I and define total war while describing its impact on European civilians, including food shortages, industrial production, naval blockades, and the role of women as war workers. | ***I can analyze and explain*** *the significant effects of World War I, including the Armenian Genocide, collapse of major empires, economic losses, environmental changes, loss of human life, movement of populations, and the spread of disease.* | ***I can compare*** the goals of the major nations at the Paris Peace Conference with the outcomes of the Treaty of Versailles, and analyze how the treaty reshaped geopolitical boundaries after World War I. |

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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. | **Quick-write prompt:** Imagine you are living in Europe in the early 1900s, a time when nations are beginning to feel the pressure of competition and conflict. You overhear a conversation between two friends discussing the growing tensions among countries. One friend believes that these tensions could lead to a major war, while the other thinks that diplomacy will prevail. Write a short diary entry reflecting on what you think might happen. What factors do you think are contributing to these tensions? How do you feel about the possibility of war? | ***No class due to block schedule*** | **Quick Write Prompt:**  Imagine you are a civilian living in Europe during World War I. You’ve just heard news that the United States is joining the war while Russia is pulling out. Write a short letter to a friend describing how you think these changes will impact the war and the lives of ordinary people like you. Consider the challenges you've faced, such as food shortages and the role of women in supporting the war effort. How do you feel about the future? | ***Quick Write Prompt:***  What do you think was the most significant impact of World War I on the world? Explain your reasoning. | **Quick Write ()**  **Contextualizing Prompt:** Imagine you are a world leader in 1919, sitting at a conference to determine how to rebuild the world after a devastating war. Your country has suffered enormous losses, and now you must decide how to punish the defeated nations and prevent future wars. What would your goals be? Would you prioritize peace, punishment, or something else? Why?  **Instructions:**  Write your response in 3-5 sentences. |
| **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 | ***No class due to block schedule*** | **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:  The Meiji Restoration** | ***No class due to block schedule*** | **Lecture:**   **US Entry into WWI and Total War** | **Lecture: Effects of World War I** | **Lecture:  The Paris Peace Conference and the Treaty of Versailles** |
| **Middle of the lesson**  We Do | Source the Provided Documents using HAPPY | ***No class due to block schedule*** | **We Do: Partner Activity (15 minutes)**  **Activity:** **"Think-Pair-Share: The Impact of U.S. Entry, Russia's Exit, and Total War"**  **Instructions:**  Students will first individually think about the following question: *"How did the U.S. entry, Russia's exit, and the concept of total war change the course of World War I and affect civilians?"*  After 2 minutes of individual thinking, students will pair up and discuss their ideas for 5 minutes.  Each pair will then share one key takeaway with the class during a brief discussion (8 minutes) | **We Do: Partner Activity (10 minutes)**  **In pairs, students will create a cause-and-effect chart for one of the effects of World War I.** Assign each pair one of the seven topics from the lecture. They should identify at least three causes and three long-term effects of their assigned topic. | Source the Provided Documents using HAPPY |
| **End of the lesson**  You Do | **Independent:** Answer the following SAQ using the TEA protocol in Class Companion:  a) Briefly explain ONE cause of World War I from the M.A.I.N. factors discussed in the lesson.  b) Briefly explain ONE way in which new technology impacted the nature of warfare during World War I.  c) Briefly explain ONE consequence of trench warfare on soldiers during World War I. | ***No class due to block schedule*** | **Independent:** Complete a primary source analysis. | ***Independent: SAQ:***  explain how two of the effects of World War I are interconnected. They should choose from the seven topics discussed and provide specific examples to support their explanation. | **Independent:** SAQ  Explain how the Treaty of Versailles aimed to address the causes of World War I and the implications of its terms on future international relations. |
| **(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 quiz worthy questions with answers.**  **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?** | ***No class due to block schedule*** | **Closure: 3-2-1 plus Grow-Glow (5 minutes):**  **3: List three things you learned today.**  **2: Write two quiz worthy questions with answers.**  **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 quiz worthy questions with answers.**  **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 quiz worthy questions with answers.**  **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** |