**2024-2025 Weekly Lesson Planning Document**

Week of Monday, \_**March 24**\_\_\_\_\_\_\_\_\_through Friday, \_**March 28**\_\_\_\_\_\_\_\_\_\_\_\_

EDUCATOR’S NAME: Nolen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SUBJECT: \_\_ 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.) | **Causes of WWII** **World War II** | **Geography, Strategies, and Technology of War** **World War II** | **Major Battles of WWII****World War II**  | **Roles of Key Leaders** **World War II** | **The Holocaust** **World War II**  |
| **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. | W. 45 Explain the role of military alliances, appeasement, isolationism, and the domestic distractions in Europe and the U.S. prior to the outbreak of World War II. W. 46 Describe how geography and technology (e.g., airplanes, advanced medicine, propaganda, radar) influenced wartime strategies, including: blitzkrieg, “island hopping,” kamikaze, and strategic bombing. W.47: Describe the geography and outcomes of major battles and turning points of World War II in both the European and Pacific theaters, including: * 􏰀  Battle of Britain
* 􏰀  Battle of Midway
* 􏰀  Battle of Stalingrad
* 􏰀  Battle of Normandy
* 􏰀  Battle of the Bulge

W. 48: Describe the roles of leaders during World War II, including the significance of: * 􏰀  Winston Churchill
* 􏰀  Adolf Hitler
* 􏰀  Benito Mussolini
* 􏰀  President Franklin D. Roosevelt
* 􏰀  Joseph Stalin
* 􏰀  Hideki Tojo
* 􏰀  President Harry S. Truman

W. 50: Explain the state-sponsored mass murder of the Jews in Nazi-controlled lands, and describe the varied experiences of Holocaust survivors and victims.  |
| 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 because of this lesson? The objective should be written using the stem…I CAN…. | **I can explain** the main causes of World War II, including how military alliances, appeasement, isolationism, and domestic distractions contributed to the outbreak of the war. | **I can explain h**ow geography and technology shaped the strategy of blitzkrieg during World War II. | **I can describe** the geography and outcomes of major turning point battles during World War II, including the Battle of Britain, Battle of Midway, Battle of Stalingrad, Battle of Normandy, and the Battle of the Bulge. | **I can describe** the roles and significance of key leaders during World War II, including Winston Churchill, Adolf Hitler, Benito Mussolini, Franklin D. Roosevelt, Joseph Stalin, Hideki Tojo, and Harry S. Truman. | **I can explain** how the Holocaust was a state-sponsored mass murder of the Jews in Nazi-controlled lands and describe the different experiences of Holocaust survivors and victims. |

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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. | What do you think were some of the key events or factors that led to World War II? | **Prompt:** "Think about modern wars or battles you've heard of. How might geography or technology (like drones, planes, or radar) affect the way wars are fought? Write 2-3 sentences." | **Contextualizing Prompt:**Why do you think geography plays an important role in battles or wars? Write down how location or terrain might affect the outcome of a battle. | **Contextualizing Do Now (5 minutes):****Prompt:** What qualities do you think are important for a leader during a time of war? Write down 2-3 qualities and explain why they are important. | **Gamifed review of previous objectives**  |
| **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
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* 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
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| **Beginning of the lesson** I Do  | **Lecture: Topic:** The Causes of WWII  | **Lecture: Technology and Strategies of WWII** | **Lecture: Geography and Outcomes of Battles** | **Lecture: Roles and Significance of WWII Leaders** | **Lecture** **Topic: "The Holocaust**  |
| **Middle of the lesson**We Do**Science:** Explain and Elaborate | **We Do (15 minutes)****Partner Activity: Causes of WWII: Timeline, Fact or Fiction, Comparison**  | **Students work in pairs to complete a chart where they match each WWII technology (e.g., radar, airplanes, propaganda) with a specific wartime strategy (e.g., blitzkrieg, island hopping, kamikaze, strategic bombing).** | **Partner Activity:** **Complete a Battles Chart.**  | **We Do (15 minutes)****Partner Activity:**Leader Profiles Comparison | **Complete Nearpod embedded activities such as virtual tours.**  |
| **End of the lesson**You Do  **Science:** Evaluate | **You Do (Individual Work - 15 minutes)**:Causes of WWII quiz activity .  | **You Do (15 minutes)****Answer MCQ’s based on the lesson.**  | **You Do: Answer MCQ’s based on lesson.**  | **You Do (15 minutes)****Answer MCQ’s based on the lesson.**  | **Embedded MCQ**  |
| **(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. | Complete a 3-2-1 Grow/Glow Protocol | Complete a 3-2-1 Grow/Glow Protocol  | Complete a 3-2-1 Grow/Glow Protocol | Complete a 3-2-1 Grow/Glow Protocol | Complete a 3-2-1 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** |