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: \_\_ World History\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**All Plans are subject to change at the teacher’s discretion. Monday- Thursday are alternating Block Schedules hence the duplicity.**

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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.) | **Review and Assessment**  **World War II** | **Review and Assessment**  **World War II** | **The Rise of Communism and Its Global Impacts**  **Cold War** | **The Collapse of Communist Governments**  **Cold War** | **NATO, the Warsaw Pact, and Soviet Control in Eastern Europe**  **Cold War** |
| **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.57 Analyze the rise of communism and Mao Zedong in China, as well as the related political, social, and economic impacts on China.  W. 58 Describe the characteristics of the Cold War, and explain reasons for the rising tensions between the Soviet Union and former Allied powers.  W. 65 Analyze the political, economic, social, and geographic consequences of the collapse of communist governments in the Soviet Union and Eastern Europe.  W.59 Summarize the functions of the Warsaw Pact and NATO, including their roles in organizing post-war Europe.  W.60 Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions. | | | | |
| 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** analyze the rise of fascism and totalitarianism after World War I, the causes and course of World War II, and the military, economic, and political effects of the war. | **I can**  analyze the rise of fascism and totalitarianism after World War I, the causes and course of World War II, and the military, economic, and political effects of the war. | **I can explain** how communism rose to power in China under Mao Zedong and describe the initial tensions that led to the Cold War between the Soviet Union and Allied powers. | **I can analyze** the factors that led to the collapse of communist governments and explain the political, economic, and social consequences of this collapse. | **I can explain** the roles of NATO and the Warsaw Pact in post-war Europe and describe how the Soviet Union maintained control in Eastern Europe, with Berlin as a key point of Cold War tensions. |

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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. | **Gamified review** | **Gamified review** | **Display an image of Mao Zedong addressing crowds in Tiananmen Square (1949) with the prompt: Examine this historical photograph.** Write down:  What do you observe in the image?  What might this moment represent in Chinese history?  What questions does this image raise for you? | **Display split images of the Berlin Wall (standing/falling) with prompt:** Compare these two images of the Berlin Wall. What changed between these moments in history, and what might these changes symbolize? | **Contextualizing**  **Prompt: Display a map of Cold War Europe showing NATO and Warsaw Pact countries. Ask students:**  **"**What do you notice about the division of Europe on this map?"  "Why do you think these alliances were formed after World War II?  "What questions do you have about the map or the alliances?" |
| **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 the lesson**  I Do | **Gamified review** | **Gamified review** | **Lecture**  **Topic: Mao's Rise and Early Cold War** | **Lecture Topic: The Fall of Communism** | **Lecture: Topic:** NATO, the Warsaw Pact, and Soviet Control in Eastern Europe |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **N/a due to assessment** | **N/a due to assessment** | **Document Analysis Exercise Students work in pairs to analyze two primary sources:**  Excerpt from Mao's proclamation of the People's Republic  Truman Doctrine speech excerpt Teacher guides class through analyzing first document together, then pairs complete second document analysis using provided worksheet. | **Collaborative Analysis Class creates a collective mind map on board identifying:**  **Causes of communist collapse**  **Immediate effects**  **Long-term consequences Teacher guides initial examples, students add additional connections.** | **Activity: Compare and Contrast NATO and the Warsaw Pact**  Students work in pairs to complete a Venn diagram comparing NATO and the Warsaw Pact. |
| **End of the lesson**  You Do  **Science:** Evaluate | **Unit Assessment** | **Unit Assessment** | **Students create a cause-and-effect diagram showing three key events that led to:**  Mao's rise to power  Growing Cold War tensions | **Students write a brief historical newspaper headline and summary about one major event in the collapse of communist governments, explaining its significance.** | **Independent Activity (5 minutes)**  **Activity: Berlin Wall Perspective Writing**  **Students write a short paragraph from the perspective of:**  **A West Berliner looking at the Berlin Wall.**  **An East Berliner trying to escape to the West.** |
| **(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 | **Closure: 3-2-1 and Glow/Grow (5 minutes)**  Students complete:  3 facts about Mao's rise to power  2 causes of Cold War tensions  1 question they still have  Glow: Something specific that went well today in class.  Grow: Something specific that we need to improve upon from class today. | **Closure: 3-2-1 and Glow/Grow (5 minutes)**  Students complete:  3 factors that led to communism's collapse  2 major consequences of this collapse  1 way the world changed  Glow: Something specific that went well today in class.  Grow: Something specific that we need to improve upon from class today. | **Closure: 3-2-1 and Glow/Grow (5 minutes)**  Students complete the following:  **3** things they learned about NATO, the Warsaw Pact, or Soviet control.  **2** reasons Berlin was a focal point of Cold War tensions.  **1** question they still have about the Cold War.  **Glow:** Something specific that went well today in class.  **Grow:** Something specific that we need to improve upon from class today. |
| **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** |