**2024-2025 Weekly Lesson Planning Document**

Week of Monday, \_**April 14**\_\_\_\_\_\_\_\_through Friday, \_**April 18**\_\_\_\_\_\_\_\_\_\_\_\_

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.) | **NATO, the Warsaw Pact, and Soviet Control in Eastern Europe****Cold War**  | **Soviet Control and Resistance in Eastern Europe** **Cold War**  | **The Nuclear Arms Race****Cold War**  | **Proxy Wars in Asia** **Cold War** | **Unit Review** **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.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. W.61: Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions.W.63: Describe examples of national uprisings against the Soviet Union (e.g., Hungary and Czechoslovakia) and explain why they were unsuccessful.**W.62:** Explain the role of the nuclear arms race, mutual assured destruction, and arms control agreements within the context of rising tensions between the Soviet Union and the United States.**W.64:** Describe the competition in Asia between the Soviet Union and the U.S., including the wars in Korea and Vietnam as examples of proxy wars. |
| 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 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. | **I can describe** how the Soviet Union controlled Eastern Europe during the Cold War and explain why national uprisings like those in Hungary and Czechoslovakia were unsuccessful. | **I can explain** how the nuclear arms race created tensions between the United States and the Soviet Union during the Cold War and describe how arms control agreements tried to reduce those tensions. | **I can describe** how the United States and the Soviet Union competed for influence in Asia through proxy wars in Korea and Vietnam. | **I can analyze** events and changes that resulted from the post-World War II rivalry between communist and democratic governments.  |

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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. | **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?" | **Gamified review**  | **Quick Write Prompt:**Imagine you are living in the early 1950s, a time when the world is on edge due to the threat of nuclear war. You hear news reports about the United States and the Soviet Union developing more powerful weapons. Write a brief journal entry reflecting on your feelings about this situation. What are your fears? What do you think about the idea of 'Mutual Assured Destruction'? How do you think this arms race will affect your life and the world around you? | **Quick Write Prompt:**Consider the impact of the Cold War on countries around the world. You are a citizen in a country that is caught in the middle of a conflict between the United States and the Soviet Union. Write a short letter to a friend describing your thoughts on the involvement of these superpowers in your country. How do you feel about their influence? What do you hope for your country's future amidst this struggle? | **Gamified Review**  |
| **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
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* We Do: 10 minutes
* You Do: 15 minutes Closure: 5 minutes
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| **Beginning of the lesson** I Do  | **Lecture:Topic:** NATO, the Warsaw Pact, and Soviet Control in Eastern Europe | **Lecture Topic: Soviet Control and Resistance in Eastern Europe** | **Lecture** **Topic:**   **The Nuclear Arms Race** | **Lecture Topic:**  **Proxy Wars in Asia**  | **Gamified Review**  |
| **Middle of the lesson**We Do**Science:** Explain and Elaborate | **Activity: Compare and Contrast NATO and the Warsaw Pact**Students work in pairs to complete a Venn diagram comparing NATO and the Warsaw Pact. | **Partner work:** **Document analysis** | **Partner Activity (15 minutes)****Activity: Arms Race Cause and Effect Chart****In pairs, students create a cause-and-effect chart for the arms race.****Examples of Causes: U.S. atomic bomb development, Soviet response, competition for global superiority.****Examples of Effects: MAD, Cuban Missile Crisis, arms control agreements.****Pairs share one cause-effect relationship with the class while the teacher adds to a master chart on the board.** | **Partner Activity: Compare and Contrast Korea and Vietnam****Students work in pairs to complete a Venn Diagram comparing the Korean and Vietnam Wars.****Examples for Korea: UN involvement, ended in armistice, remains divided.****Examples for Vietnam: No UN involvement, ended in communist victory, fully united under communism.****Similarities: U.S. and Soviet involvement, efforts to contain communism, high costs and casualties.****Pairs share their diagrams with the class, and the teacher facilitates a discussion to clarify key points.** | **Gamified review**  |
| **End of the lesson**You Do  **Science:** Evaluate | **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.** | **Independent work:** **MCQs**  | **Activity: Letter to a Leader****Students write a short letter to either President Kennedy or Soviet Premier Khrushchev during the height of the arms race, urging them to take action on nuclear weapons.****Prompt: "Explain how the arms race is threatening global security and suggest one arms control agreement or strategy to reduce tensions."****Students must include at least one fact from the lecture.** | **Activity: Perspective Writing****Students write a short journal entry from the perspective of:****A South Korean soldier during the Korean War, OR****A Vietnamese civilian during the Vietnam War.****Prompt: "Describe how the Cold War has impacted your life. What do you think about the involvement of the U.S. and Soviet Union in your country?"****Students must incorporate at least two historical facts from the lecture.** | **Gamified Review**  |
| **(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 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. | Complete a 3-2-1 Grow/Glow Protocol **3** things they learned about Soviet control or resistance in Eastern Europe.**2** reasons why national uprisings were unsuccessful.**1** question they still have about Soviet influence in Euro Glow: Something specific that went well today in class. Grow: Something specific that we need to improve upon from class today. pe. | **Closure: 3-2-1 and Glow/Grow (5 minutes)**Students complete:**3** key events of the nuclear arms race.**2** reasons why arms control agreements were important.**1** question they still have about the nuclear arms race.Grow: Something specific that we need to improve upon from class today.  | **Closure: 3-2-1 and Glow/Grow (5 minutes)****3** similarities or differences between the Korean and Vietnam Wars.**2** reasons proxy wars happened during the Cold War.**1** question they still have about proxy wars.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** |