A blue and grey logo with claws

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

Week of Monday, \_**Feb 24**\_\_\_\_\_\_\_\_\_through Friday, \_**Feb 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.) | **Unit Assessment**  **Between the Wars**  **(Periods 1 & 5)** | **Unit Assessment**  **Between the Wars**  **(Periods 5 & 6)** | **Causes of Totalitarianism**  **World War II**  **(Periods 1 & 5)** | **Causes of Totalitarianism**  **World War II**  **(Periods 5 & 6)** | **Unit Assessment**  **Between the Wars** |
| **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. 41 Explain how economic instability, nationalism, and political disillusionment in Germany and Japan led to the rise of totalitarian regimes.  W. 42 Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin’s totalitarian regimes. | | | | |
| 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** how the economic collapse of 1929 and the cultural, economic, and intellectual trends of the 1920s, like the Harlem Renaissance and the booming economy, shaped American life during the Great Depression and the Roaring Twenties. | **I can explain** how the economic collapse of 1929 and the cultural, economic, and intellectual trends of the 1920s, like the Harlem Renaissance and the booming economy, shaped American life during the Great Depression and the Roaring Twenties. | **I can explain** how economic instability, nationalism, and political disillusionment in Germany, Italy, and the Soviet Union led to the rise of totalitarian regimes. . | **I can explain** how economic instability, nationalism, and political disillusionment in Germany, Italy, and the Soviet Union led to the rise of totalitarian regimes. | **I can compare and contrast** the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, Joseph Stalin, and Japanese militarist leaders. |

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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 unit review** | **Gamified unit review** | Students respond to the following prompt: **Imagine your country is in an economic crisis, and people have lost faith in the government. What kind of leader do you think people would want? Why?** | Students respond to the following prompt: **Imagine your country is in an economic crisis, and people have lost faith in the government. What kind of leader do you think people would want? Why?** | Students respond to the following prompt: **Think about a strong leader you know of (past or present). What qualities made/make them appealing to people?**  Discuss briefly to connect to the characteristics of totalitarian leaders. |
| **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 unit review** | **Gamified unit review** | **Lecture Topic: Causes of Totalitarianism** | **Lecture Topic: Causes of Totalitarianism** | **Lecture Topic: Comparing Totalitarian Leaders** |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **Gamified unit review** | **Gamified unit review** | **We Do (Partner Activity - 30 minutes):**  **Instructions**:  Assign pairs of students one country to focus on: **Germany, Italy, Japan, or the Soviet Union**.  Provide each pair with a short reading or summary about the economic, political, and social crises in their assigned country.  Each pair creates a **Cause-and-Effect Chart** showing:  Key problems (economic instability, nationalism, political disillusionment).  How these problems led to the rise of a totalitarian regime.  **Guiding Questions for Pairs**:  What economic problems existed in your country?  How did nationalism influence the rise of a totalitarian leader?  What political weaknesses or disillusionment contributed to the situation?  **Share Out**:  Each pair briefly shares their chart with another pair (mixing countries), or groups can present key findings to the class. | **We Do (Partner Activity - 30 minutes):**  **Instructions**:  Assign pairs of students one country to focus on: **Germany, Italy, Japan, or the Soviet Union**.  Provide each pair with a short reading or summary about the economic, political, and social crises in their assigned country.  Each pair creates a **Cause-and-Effect Chart** showing:  Key problems (economic instability, nationalism, political disillusionment).  How these problems led to the rise of a totalitarian regime.  **Guiding Questions for Pairs**:  What economic problems existed in your country?  How did nationalism influence the rise of a totalitarian leader?  What political weaknesses or disillusionment contributed to the situation?  **Share Out**:  Each pair briefly shares their chart with another pair (mixing countries), or groups can present key findings to the class. | Students work in pairs to complete a **Comparison Chart** for the four leaders (Hitler, Mussolini, Stalin, and Japanese militarists).  **Guiding Questions for Pairs**:  How did each leader rise to power?  What were their main goals for their country?  What characteristics or methods did they use to maintain control?  **Share-out** Pairs briefly share their findings with another pair or during a class discussion. |
| **End of the lesson**  You Do  **Science:** Evaluate | **Complete Unit Assessment** | **Complete Unit Assessment** | **You Do (Individual Work - 15 minutes)**: Students independently write a short paragraph answering: **"How did economic instability, nationalism, or political disillusionment contribute to the rise of totalitarian regimes? Use one country as an example."**  Encourage students to reference specific examples from the lecture and partner activity.  . | You Do (Individual Work - 15 minutes):  Students independently write a short paragraph answering: "How did economic instability, nationalism, or political disillusionment contribute to the rise of totalitarian regimes? Use one country as an example."  Encourage students to reference specific examples from the lecture and partner activity. | **You Do (Individual Work - 10 minutes):**  Students independently respond to the following prompt in writing: **Which leader do you think had the most significant impact on their country and why? Use evidence from today’s lesson to support your answer.** |
| **(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** |