A blue and grey logo with claws

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

Week of Monday, \_**March 3**\_\_\_\_\_\_\_\_\_through Friday, \_**March 7**\_\_\_\_\_\_\_\_\_\_\_\_

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.) | **Rise of Hitler**  **World War II** | **The Rise of Hitler, Stalin, & Mussolini**  **World War II** | **Expansionism in the 1930s: Comparing Italian, German, and Japanese Aggression**  **World War II** | **The Road to World War II: Military Alliances, Appeasement, Isolationism, and Domestic Distractions**  **World War II** | **The Role of Geography and Technology in Shaping WWII Strategies**  **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. 42 Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin’s totalitarian regimes.  W. 44 Compare the Italian, German, and Japanese efforts to expand their empires in the 1930s, including: the invasion of Ethiopia, German militarism, and atrocities in China.  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. | | | | |
| 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 and explain** how the political, economic, and social conditions in post-WWI Germany created vulnerabilities in democracy that enabled Hitler and the Nazi Party to rise to power. | **I can compare** the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin. | **I can compare** how Italy, Germany, and Japan expanded their empires in the 1930s, including the invasion of Ethiopia, German militarism, and Japanese atrocities in China. | **I can explain** how military alliances, appeasement, isolationism, and domestic distractions shaped the events leading to the outbreak of World War II. | **I can describe** how geography and technology, like airplanes, radar, advanced medicine, and propaganda, influenced wartime strategies such as blitzkrieg, island hopping, kamikaze attacks, and strategic bombing during World War II. |

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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. | Think about a time when you or someone you know faced a major setback or failure. How did you/they respond? What factors influenced how you/they dealt with that situation? | **Gamified review** | What do you think motivates countries to expand their territory? Consider factors like resources, power, or national pride.  Write a short response (2-3 sentences) in their notebooks. | Imagine a group of students in your school is bullying someone, and the teachers are ignoring it to avoid conflict. How might this situation escalate? What could happen if no one steps in to stop it? | **Contextualizing Question**:  Imagine you’re playing a strategy-based video game. How would geography (like mountains or islands) and technology (like vehicles or radar) affect your approach to winning the game? |
| **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 | **Lecture:** The Rise of Hitler: How Democracy Fell in Germany | **Lecture: The Rise of Hitler, Stalin, & Mussolini** | **Lecture: Topic:** Comparing Italian, German, and Japanese Expansion in the 1930s | **Lecture: Topic:** The Role of Military Alliances, Appeasement, Isolationism, and Domestic Distractions Before WWII | **Lecture**  **Topic:** Geography and Technology in WWII Strategies |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | Built into the Nearpod lesson. | Built into the Nearpod lesson. | **We Do (15 minutes)**  **Activity: Collaborative Comparison Chart**  **Instructions:**  Students will work in small groups (3-4) to complete a comparison chart for Italy, Germany, and Japan.  **The chart will have the following columns:**  Country  Event (e.g., invasion of Ethiopia, remilitarization of Rhineland, Rape of Nanking)  Motivation for Expansion  International Reaction  Outcome | **We Do (15 minutes)**  **Activity: Analyzing Primary Sources**  **Instructions:**  **Students will work in pairs to analyze 2 primary source excerpts: a. A speech by Neville Chamberlain defending appeasement (1938). b. A U.S. newspaper editorial from the 1930s arguing for isolationism.**  **Questions for Analysis:**  **What is the main argument in this document?**  **How does this document reflect the policy of appeasement or isolationism?**  **What are the potential consequences of this policy?** | Gamified activity . |
| **End of the lesson**  You Do  **Science:** Evaluate | Quiz at end of lesson. | **MCQ’s built into the lesson.** | **You Do (Individual Work - 15 minutes)**: Completion of The Drive for Empire in Germany, Italy, and Japan  . | **You Do (15 minutes)**  **Task**: Writing Assignment  **Prompt**:  "Based on what you learned today, explain how at least TWO of the following—military alliances, appeasement, isolationism, or domestic distractions—contributed to the outbreak of World War II. Use specific examples in your response."  **Instructions**:  Students will write a 1-2 paragraph response individually.  Encourage use of lecture notes and primary source analysis to support their arguments. | Quiz at end of lesson. |
| **(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** |