**Lesson Plan**

**World History**

**LEON COUNTY SCHOOL SYSTEM**

**Leon High School**

**Teacher – Lewie Tillman**

**Lesson 02.24.20**

**Course Name – World History**

**Basic Textbook(s) – World History and Geography, McGraw-Hill, 2016.**

 **Disclaimer: I reserve the right to change or modify this lesson plan at any time.**

**Modifications/accommodations** ESE and ESOL 1. preferred seating 2. extended time on assignments 3. Study guides and notes in student notebook 4. Informing students how to translate their textbook 5. When possible, providing in-class computer for translation and reading. 6. Providing samples of work

**Assessments: Reading quizzes, team talks, and essays**

**Materials needed for this lesson plan:** Each student will have a World History textbook and a notebook in which they will record notes and written responses. In class and online textbook or a take home textbook if a student needs it.

**Makeup Work – When you are absent and you miss work, do this as soon as possible. If at all possible take care of it while you are absent.**

1. **When you are absent read the Lesson(s) you missed in the textbook and answer the lesson review questions on a sheet of notebook paper.**
2. **Bring the lesson review for the quiz you want to makeup to my classroom before or after school to make up the quiz.**

**Monday**

**Chapter 28, Lesson 1: Instability After World War I**

* **I will read the lesson aloud while students take notes on important people and events**
* **Students will take the quiz**
* **Students will write a response to a question from the lesson**

**Florida > Social Studies > 2015 > Next Generation Sunshine State Standards**

* **SS.912.W.1.3** Interpret and evaluate primary and secondary sources.
* **SS.912.W.1.4** Explain how historians use historical inquiry and other sciences to understand the past.
* **SS.912.W.7.3** Summarize significant effects of World War I.
* **SS.912.W.7.4** Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
* **SS.912.W.9.1** Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
* **SS.912.H.1.3** Relate works in the arts to various cultures.
* **MAFS.K12.MP.1.1** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
* **MAFS.K12.MP.5.1** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Florida > Language Arts > 2014 > Standards**

* **LAFS.910.RH.3.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**Tuesday**

**Chapter 28, Lesson 2: The Rise of Dictatorial Regimes**

* **I will introduce the lesson**
* **Students will read the lesson**
* **Students will take the quiz**
* **Students will write answers to questions I ask them about the lesson and then be prepared to share their answer with the class**

**Florida > Social Studies > 2015 > Next Generation Sunshine State Standards**

* **SS.912.G.1.2** Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
* **SS.912.G.2.3** Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
* **SS.912.G.4.9** Use political maps to describe the change in boundaries and governments within continents over time.
* **SS.912.W.1.3** Interpret and evaluate primary and secondary sources.
* **SS.912.W.1.4** Explain how historians use historical inquiry and other sciences to understand the past.
* **SS.912.W.7.5** Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
* **SS.912.W.7.6** Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
* **SS.912.H.1.3** Relate works in the arts to various cultures.

**Wednesday**

**Chapter 28, Lesson 3: Hitler and Nazi Germany**

* **I will introduce the lesson**
* **Students will silently read the lesson**
* **Students will take the quiz**
* **Students will write a response to lesson from a question I assign them**

**Florida > Social Studies > 2015 > Next Generation Sunshine State Standards**

* **SS.912.W.1.3** Interpret and evaluate primary and secondary sources.
* **SS.912.W.1.4** Explain how historians use historical inquiry and other sciences to understand the past.
* **SS.912.W.7.5** Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
* **SS.912.W.7.6** Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
* **SS.912.W.7.8** Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
* **SS.912.H.1.3** Relate works in the arts to various cultures.
* **SS.912.H.3.1** Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**Thursday**

**Chapter 28, Primary Sources: Responding to the Great Depression**

* **I will introduce the lesson**
* **Students will read the primary source**
* **Students will answer the questions from the primary source**
* **Students will work in pairs to discuss and write a short essay on a question I assign them**

**Florida > Language Arts > 2014 > Standards**

* **LAFS.910.SL.1.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
* **LAFS.910.SL.2.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
* **LAFS.910.RH.1.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
* **LAFS.910.RH.2.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
* **LAFS.910.RH.2.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
* **LAFS.910.RH.2.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
* **LAFS.910.RH.3.9** Compare and contrast treatments of the same topic in several primary and secondary sources.
* **LAFS.910.RH.4.10** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
* **LAFS.910.WHST.2.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* **LAFS.910.WHST.4.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Friday**

**Chapter 29, Lesson 1: Nationalism in the Middle East**

* **I will read the lesson**
* **Students will silently read the lesson**
* **Students will take the quiz**
* **Students will write a response to lesson from a question I assign them**

**Florida > Social Studies > 2015 > Next Generation Sunshine State Standards**

* **SS.912.G.1.2** Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
* **SS.912.G.2.1** Identify the physical characteristics and the human characteristics that define and differentiate regions.
* **SS.912.W.1.3** Interpret and evaluate primary and secondary sources.
* **SS.912.W.1.4** Explain how historians use historical inquiry and other sciences to understand the past.
* **SS.912.W.1.6** Evaluate the role of history in shaping identity and character.
* **SS.912.W.6.6** Analyze the causes and effects of imperialism.
* **SS.912.W.7.3** Summarize significant effects of World War I.
* **SS.912.W.8.6** Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
* **SS.912.W.8.8** Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.