Teacher: Coach Sifford Subject: World History Week of: January 12 - January 16

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| Essential Components of each lesson: | Monday | Tuesday | Wednesday | Thursday | Friday |
| ***SOL # and Letter:***  ***The student will:* WHII.8** The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by: | **WHII.7** d) assessing the impact of the Monroe Doctrine.  **WHII.8** c) explaining events related to the unification of Italy and the role of Italian nationalists;  d) explaining events related to the unification of Germany and the role of Bismarck | **WHII.8** c) explaining events related to the unification of Italy and the role of Italian nationalists;  d) explaining events related to the unification of Germany and the role of Bismarck | **WHII.8** c) explaining events related to the unification of Italy and the role of Italian nationalists;  d) explaining events related to the unification of Germany and the role of Bismarck | **WHII.8** c) explaining events related to the unification of Italy and the role of Italian nationalists;  d) explaining events related to the unification of Germany and the role of Bismarck | **WHII.9** The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by:  a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes; |
| ***Resources used*:** | 1) Textbook  2) PowerPoint | 1) Textbook  2) PowerPoint | 1) Textbook  2) PowerPoint | 1) Test | 1) Textbook  2) PowerPoint |
| ***Lesson Progression*:**  *What the lesson looks like?*  *Is there a warm up?*  *What does the main lesson look like? Is it differentiated?*  *If so how?*  *Specific examples of effective instructional strategies.* | Lesson: The students will be able to describe French Revolution and its effects. Lesson: The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century.  1) Vocabulary (12mins)  2) Page 232 question #2 complete the chart  3) Notes/PPT/Video | Lesson: The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century.  1) Vocabulary (12mins)  2) Create a chart of how the growth of nationalism led to the unification of Europe. Include dates, major events, and important people.  3) Notes/PPT/Video | Lesson: The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century.  1) Vocabulary (Complete)  2) Why was Otto von Bismarck called the Iron Chancellor?  3) Complete the chart on Romanticism, realism and impressionism.  4) Notes/PPT/Video | Lesson: The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century.  1) Test  2) Vocabulary: entrepreneur, Industrial Revolution, crop rotation, urbanization, union, laissez faire, Adam Smith, capitalism, socialism, Karl Marx, capitalism, The Communist Manifesto, | Lesson: The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century.  1) Vocabulary: Thomas Malthus, industrialization, The Wealth of Nations, factors of production,  2) Read Section 1 and list the inventions and inventors that helped spur the Industrial Revolution.  3) Notes/PPT/Video |
| ***Assessments/Checking for Understanding***  How will you know what students came away knowing: | 1) Observation.  2) Oral Responses to class questions.  3) Participation | 1) Observation  2) Oral Responses to class questions  3) Participation | 1) Observation  2) Oral Responses to class questions  3) Participation | 1) Observation  2) Oral Responses to class questions  3) Participation | 1) Observation  2) Oral Responses to class questions  3) Participation |
| ***Next Steps:***  Homework? How will this affect tomorrow’s lesson? | Students will work independently or in groups.  Lessons are continuous. | Students will work independently or in groups. Lessons are continuous. | Students will work independently or in groups. Lessons are continuous. | Students will work independently or in groups. Lessons are continuous. | Students will work independently or in groups. Lessons are continuous. |