Teacher: Coach Sifford Subject: World History Week of: January 5 - January 9

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| Essential Components of each lesson: | Monday | Tuesday | Wednesday | Thursday | Friday |
| ***SOL # and Letter:***  ***The student will:* WHII.7** The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by: | **WHII. 8** a) assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815 | **WHII.7** The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by: a) describing the colonial system as it existed by 1800; b) identifying the impact of the American and French Revolutions on Latin America; | **WHII.7** The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by: a) describing the colonial system as it existed by 1800; b) identifying the impact of the American and French Revolutions on Latin America; | Midterm Assessment | **WHII.7** c) explaining the contributions of Toussaint L’Ouverture and Simón Bolívar; d) assessing the impact of the Monroe Doctrine. **WHII. 8** c) c) explaining events related to the unification of Italy and the role of Italian nationalists; |
| ***Resources used*:** | 1) Textbook  2) PowerPoint | 1) Textbook  2) PowerPoint | 1) Textbook  2) PowerPoint | 1) Computer | 1) Test  2) Textbook |
| ***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. 1) What impact did the Congress of Vienna and conservative reaction across Europe have on the establishment of democratic states in Europe?  2) Vocabulary: legitimacy, Congress of Vienna, Holy Alliance, balance of power, Concert of Europe, Klemens von Metternich  3) Notes/PPT/Video | Lesson: The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century.  1) Vocabulary: liberals, conservatives, Jose de San Martin, radicals, mulattos, peninsulares, nationalism, Toussaint L’Ouverture, creoles, Simón Bolívar,  2) Design a symbol for what you (or your country) stands for that best suits its beliefs.  3) Notes/PPT/Video | Lesson: The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century.  1) Vocabulary: realpolitik, Otto von Bismarck, red shirts, Giuseppe Garbaldi, romanticism, realism, Ludwig van Beethoven  2) Page 228 question #2 complete the chart  3) Notes/PPT/Video | Midterm Assessment | Lesson: The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century.  1) Vocabulary (12mins)  2) 2) Page 232 question #2 complete the chart  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) Answers to assessment | 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. |