

SUMMER SCHOOL TEACHER GUIDE



World History

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Summer School Teacher Guide

The Summer High School Program will be 20 days for full credit and 10 days for semester half (½) credit). First Semester will be days 1-10 and Second Semester will be days 11-20. Breakdown of days will have the following per semester half (½) credit:

- Nine (9) days of daily lessons
- One (1) day post-test review and post-test

All Students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons per semester. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4th time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

Classroom Schedule – Time below is an approximate breakdown of time.

- **Attendance in PowerSchool** – 5 minutes
- **Lesson Introduction (I Do)** – 5 minutes.
- **Lesson Activities/ Supplemental (We Do)** – 60 minutes.
- **Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)
- **Teacher Lesson Review** – 5 minutes
- **Independent Work** – Student Lesson Review*/Post-test (They Do) – 40 minutes.
- **Closing/Wrap Up**– 5 minutes.
- **Total Time: 2 hours 10 minutes**

***Lesson Review** – Students will review lessons for essential knowledge/information prior to the daily test.

The following will be used within **Grade Results**:

- Lessons with Content Area, Videos, and Activities
- Supplemental Teacher Resources App– Some lessons will have a Supplemental resource (Example – Flocabulary)
- Post-Test – Each lesson will have a daily post-test.

Graded Work – The Posttest will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

Summer School Lesson Plan

Subject/Grade: World History

Day: 1

Topic/Lesson Title & Grade Results #: Lesson 1: Enlightenment and Revolution in England and America

Objective(s): Students will

- Understand the conflicts between Charles I and Parliament.
- Explain the Irish rebellion and the English Civil War.
- Discuss the effect of religious attitudes on the rule of Charles II and James II.
- Understand how the Parliament replaced the monarchy as the major political power in England.
- Explain the results of the British mercantilist policy.
- Understand how the Enlightenment thinkers examined and challenged traditional views of government.
- Explain the American Revolution and the new nation.

Guiding Question(s):

- How did disagreements overrule between the Stuart and Parliament lead to the English Civil War?
- How did Long Parliament limit the power of the monarchy?
- What were the causes and effects of the Glorious Revolution?
- How the English revolution influence political thought?
- What were the causes of and influences on the American Revolution?
- What were the effects of the American Revolution?

TN Curriculum Standard(s):

W.02- - Compare documents that establish limits on government in response to absolute monarchy (e.g., the Magna Carta and the English Bill of Rights).

W.03- Compare the major ideas of philosophers during the Age of Enlightenment, such as Charles-Louis de Montesquieu, Thomas Hobbes, John Locke, and Jean-Jacques Rousseau.

W.04- Examine the causes and consequences of the English Civil War.

W.08- Identify how the ideas of the Enlightenment inspired Thomas Jefferson and the Declaration of Independence and compare the American Revolution with the French Revolution.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms

1. Articles of Confederation: The original Constitution of the United States, ratified in 1781, which was replaced by the US Constitution in 1789.
2. Bill of Rights: A summary of fundamental rights and privileges guaranteed to a people against violation by the state.
3. Cavaliers: Anglicans, Roman Catholics, and nobles, who supported King Charles I in the English Civil War.
4. Constitution: A document outlining the basic laws and principles that govern a nation.

5. Declaration of Independence: A document declaring independence from Britain to make the United States of America. It also declared that “all men are created equal” and talked about the unalienable rights of “life, liberty, and the pursuit of happiness” and how King George III had violated them.
6. Dissenters: Protestants who were not members of the Anglican Church.
7. English Bill of Rights: Document written by Parliament and agreed on by William and Mary of England in 1689, designed to prevent abuse of power by English monarchs. The English Bill of Rights forms the basis for much in American government and politics today.
8. Habeas Corpus: To protect individuals from unfair arrest and imprisonment. A Latin word that means, “You shall have the body.”
9. Habeas Corpus Act: Law that protect individuals from unfair arrest and imprisonment. Long Parliament: The British Parliament that was on and off for 20 years.
10. National Covenant: A document stated that any changes imposed on the Scottish Church would violate Scots’ religious and political rights.
11. Northwest Passage: A possible northern water route to Asia through or around North America.
12. Petition of Right: A document prepared by Parliament and signed by King Charles I of England in 1628; challenged the idea of the divine right of kings and declared that even the monarch was subject to the laws of the land.
13. Prime Minister: The head of an elected government. Restoration: The process of repairing or renovating. A return to monarchy in England.
14. Roundheads: Puritans and other non-Anglican Protestants who supported Parliament during the English Civil War.
15. Sea dogs: Experienced Sea captains who challenged Portuguese and Spanish monopolies of sea trade.
16. Social contract: The belief that people agree to give up some freedom and be ruled by government. In return, the government agrees to protect the people’s rights.
17. Star Chamber: A court in England that punished Puritans.
18. Toleration Act: A law granting freedom of worship to Nonconformists (i.e., dissenting Protestants such as Baptists and Congregationalists). It was one of a series of measures that firmly established the Glorious Revolution in England.
19. Tories: In England, the name was given to those who believed James had a hereditary right to rule. Tories usually supported the Anglican Church.
20. Whigs: In England, those who favored a strong Parliament and opposed having a Catholic ruler.

Attendance in PowerSchool: (5mins)

Lesson Introduction (I Do): (5 mins)

- Slide1-Read the objectives, introduce the vocabulary activity, and read the discuss the guiding questions.
- The teacher will use the guiding questions to focus the information on each slide.

Lesson Activities/Supplemental (We Do) (60min):

Vocabulary Activity

- Teacher will read these directions. “Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 15 min to read terms and annotate definitions. Please highlight words that are unfamiliar to you.”
- The teacher will review definitions with students. 5 min
- ***Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.***
- **The teacher will encourage students to write notes using pencil and paper.**

- Presentation options 1. Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasize main points or 3.) Have student popcorn and read certain section.
- Slide 2: The teacher will click the play button to allow grade result to read the slides. Call on students to tell you the main idea of the slide. The teacher will discuss divine right of kings, Petition of Right, Star Chamber, and the National Covenant.
- Slide 3: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will discuss Long Parliament, and Irish Catholic Rebellion.
- Slide 4: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will discuss the English Civil War and all bold terms.
- Slide 5: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will discuss the Restoration, Glorious Revolution, and all bold terms. The students will watch the video Glorious Revolution.
- Slide 6: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will discuss all vocabulary terms in bold.
- Slide 7-Long Parliament: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video Today in History: Act of Union between England and Scotland gets Royal Assent.
- Slide 8-10: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will discuss the topic of the slide and bold vocabulary terms.
- Slide 11- American Revolution: The teacher will play the supplemental Flocabulary American Revolution video as a hook to introduce the lesson. The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide.
- Slide 12-14: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will discuss the topic of the slide and bold vocabulary terms.
- Please emphasize these topics: Oliver Cromwell, Act of Union, Civil War of 1642, sea dogs, Navigation Act of 1651, mercantilism, Bill of Rights
- As a whole group, complete the Practice Activities. Discuss.
- View supplemental Safari Montage -Chapter 1: The American Revolution Begins (Part 1) (3 min 5 sec) &Chapter 1: The American Revolution Begins (Part 2) (2 min 29 sec) - video.

Supplemental: Use Flocabulary American Revolution as a hook at the beginning of Slide 11-American Revolution

Break – 10 Minutes:(Site Administrator will work with teachers on breaks)

Teacher Lesson Review: (5 min) Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question. Make sure to emphasize these topics: Oliver Cromwell, Act of Union, Civil War of 1642, sea dogs, Navigation Act of 1651, mercantilism, Bill of Rights

Independent Work – Posttest (They Do) (40 min): Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

Closing/Wrap Up/Notes Review: (5 min) Question and Answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 2

Topic/Lesson Title & Grade Results #: Lesson 2: The French Revolution and Napoleon

Objective(s): Students will

- Describe what led to the growing discontentment among the French people.
- Explain the meeting of the Estates General and how it pushed France toward revolution.
- Describe the quick and violent spread of the French Revolution and its effect on the government.
- Identify what led to the end of the monarchy and legislative assembly and the Reign of Terror.
- Explain what led to the rise and dominance of Napoleon's empire.
- Identify what led to the end of Napoleon's rule.
- Identify three goals that guided the Congress of Vienna.
- Describe the Age of Metternich.

Guiding Question(s):

- How did the structure of social classes in France led to revolution?
- What important actions did the National Assembly accomplish?
- How did the constant transition within the French government influence its effectiveness?
- How did instability in the French government create an opportunity for Napoleon to take power?

TN Curriculum Standard(s):

W.05 – Identify the major causes of the French Revolution, including the impact of:

- The American Revolution
- Enlightenment political thought
- Conflicting social classes
- Government corruption and weakness
- Economic factors

W.06 -Summarize the major events of the French Revolution (e.g., storming of the Bastille, execution of Louis XVI, reign of terror), and trace the evolution of France's government from constitutional monarchy to democratic despotism to the Napoleonic Empire.

W.07- Analyze the geographic, political, and social factors that contributed to the rise and fall of Napoleon Bonaparte's empire.

W.09- Explain the effects of the French Revolution on Europe and the world, including the influence of the Napoleonic Code, Concert of Europe, and Haitian Revolution.

W.10- Explain how the Agricultural Revolution, mechanization, and the "enclosure movement" led to rapid population growth, rural to urban migration, and the growth of major cities in Europe and North America.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Bourgeoisie: The wealthier members of the Third Estate.
2. Concordat: A formal agreement; a compact.
3. Conscription: Compulsory enrollment, especially for the armed forces; draft. Counterrevolutionary: Someone who opposes a revolution.
4. Coup d'état: A sudden and decisive change of government, usually by the military, either illegally or by force.
5. Declaration of the Rights of Man and of the Citizen: Document states that men are born equal and remain equal before the law. It granted freedom of speech, of the press, and of religion. It also declared that all men had an equal right to hold public office, and it guaranteed the right to a fair trial. These rights did not apply to women.
6. Indemnity: Compensation for damage or loss sustained.
7. Liberalism: Open to new behavior or opinions and willing to discard traditional values.
8. Regime: A government in power; administration.
9. Tithe: A tenth part of one's annual income contributed voluntarily or due as a tax, especially for the support of the clergy or church.

Attendance in PowerSchool: (5mins)

Lesson Introduction (I Do): (5min)

- Slide 1-Read the objectives, introduce the vocabulary activity, and then discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities/ Supplemental (We Do) (60 min):

Vocabulary Activity

- Teacher will read these directions. "Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 15 min to read terms and annotate definitions. Please highlight words that are unfamiliar to you."
- The teacher will review definitions with students. 5 min
- **Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.**
- **The teacher will encourage students to write notes using pencil and paper.**
- Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.
- Slide 2: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video the French Revolution.
- Slide 3-6: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms in bold.
- Slide 7-The French Revolution: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video The Reign of Terror video on slide
- Slide 8-Work of the National Convention: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and main ideas.
- Slide 9-Napoleon Bonaparte: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video the Napoleonic Wars video.
- Slide 10-Reorganization of Europe: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms in bold.

- Slide 11: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasize on all vocabulary terms in bold.
- Slide 12-Catastrophe in Russian: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video the Fall of Napoleon
- Slide 13-14: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasize all vocabulary terms in bold.
- Slide 15- The Age of Metternich: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video Napoleon and Metternich.
- Use the guiding questions to focus the information on each slide.
- Slide 16-18: Have students complete the Practice Activities. Discuss.
- Please emphasize these topics: Storming the Bastille, Napoleon, Maximilian Robespierre, National Assembly, National Convention, Quadruple Alliance, coup d'état, constitution, St. Helena, The Directory, Continental System
- The teacher will play the supplemental Flocabulary video French Revolution and play quick review before test.
- View supplemental Safari Montage History of the World Revolution Chapter 5 The French Revolution 10min clip - video.

Supplemental: The teacher will play Flocabulary Video and have the students play the quick review. If you need additional activities lyric lab and read are available in the Flocabulary activities under supplemental.

Break – 10 Minutes:(Site Administrator will work with teachers on breaks)

Teacher Lesson Review: (5 min): Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question.

Independent Work – Posttest (They Do) (40 min) Complete the post test.

Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

Closing/Wrap Up/Notes Review: (5 min) Question and Answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 3

Topic/Lesson Title & Grade Results #: Lesson 3: Industrial Revolution-I; Industrial Revolution-II

Objective(s): Students will

- Explain the Agricultural Revolution and its effects.
- List the factors of industrial production.
- Describe the effects of mechanization.
- Summarize the effects of industrialization on transportation and communication.
- Explain the relationship between capitalism and the division of labor.
- Summarize the idea of a corporation.
- Discuss various reforms and reformers.
- Identify the ways Henry Ford revolutionized mass production.
- Analyze the highs and lows of the business cycle.
- Identify the differences in Communism, Capitalism, and Socialism.

Guiding Question(s):

Lesson A

- What was the significance of the Agricultural Revolution in Great Britain?
- What are the factors of production?
- What was the social impact of industrialization?
- How was socialism a response to industrialization?
- What was the effect of Industrial Revolution on women?

Lesson B

- Why did the Industrial Revolution start in Great Britain?
- How did Britain's extra supply of money lead to entrepreneurial opportunities for British business?
- What was the impact of industrialization in Europe?

TN Curriculum Standard(s):

W.11 - Explain the geographic and economic reasons why the Industrial Revolution began in England, including: natural resources, entrepreneurship, labor, and access to capital.

W.12- Analyze how geographic and cultural features were an advantage or disadvantage to the diffusion of the Industrial Revolution.

W.13- Describe the geographic scale, trade routes, and conditions of the forced migration of Africans to the Western Hemisphere, including connections between slave labor and the growth of industrial economies.

W.14- Explain how scientific and technological innovations (e.g., the steam engine, new textile technology, steel processing, medical advances, electricity, and new methods of transportation) led to massive social, economic, cultural, and demographic changes.

W.15- Evaluate the industrialization of Europe in terms of:

- Social benefits (e.g., increases in productivity and life expectancy)
- Social costs (e.g., harsh working and living conditions, pollution, child labor, and income inequality)
- Attempts to address these costs (e.g., political reform, urban planning, philanthropy, labor unionism, education reform, and public health and sanitation)

W.16 - Compare and contrast the rise of the following economic theories because of industrialization: capitalism, communism, and socialism.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A

1. **Agricultural Revolution:** Took place in the 1800's, when many farm workers were replaced by machines and forced off the land. These displaced farm workers moved to cities and formed a huge labor force. **Cotton Gin:** A machine that quickly and easily separates cotton fibers from their seeds.
2. **Crop Rotation System:** The successive planting of different crops on the same land to improve soil fertility and help control insects and diseases.
3. **Enclosure Movement:** Division or consolidation of communal lands in Western Europe into the carefully delineated and individually owned farm plots of modern times.
4. **Factors of Production:** These include land, labor, and capital. **Industrial Revolution:** The period when new machines and methods dramatically changed the way that goods were produced.
5. **Mechanization:** The use of machines in place of manual labor or the use of animals.
6. **Tenements:** Shabby, crowded apartment buildings for workers.
7. **Vulcanization:** To improve the strength, resiliency, and freedom from stickiness and odor of rubber.

Lesson B

1. **Business Cycle:** Alternating periods of prosperity and loss within the economy.
2. **Capitalism:** An economic system controlled by individuals or corporations.
3. **Cartel:** An association of manufacturers or suppliers with the purpose of maintaining prices at a high level and restricting competition.
4. **Communism:** A political theory derived from Karl Marx, advocating class war and leading to a society in which all property is publicly owned, and each person works and is paid according to their abilities and needs.
5. **Collective Bargaining:** Negotiation of wages and other conditions of employment by an organized body of employees. **Corporations:** A company or group of people authorized to act as a single entity.
6. **Corporations** allow people to buy stock in their companies, making it easier to raise the money needed to run and expand a business.
7. **Free Enterprise:** Economic system in which producers are free to do business solely for their own gain. **Humanitarians:** People who work to improve the conditions of others.
8. **Mass production:** The system of producing a large number of identical items. **Means of Production:** The capital and equipment used to produce and exchange goods.
9. **Mercantilism:** Economic theory based on the belief that the world contained only a fixed amount of wealth, and in order to increase its wealth, a country had to take some wealth away from another country.
10. **Monopoly:** The exclusive possession or control of the supply or trade in a commodity or service.
11. **Partnership:** A business that is owned and run by two or more people.
12. **Proletariat:** The working class.
13. **Socialism:** An economic system where government owns the means of production and distribution.
14. **Sole Proprietorship:** A business that is owned by just one person.
15. **Strike:** When a group of employees stop working until their demands are fulfilled.
16. **Union:** An association.

Attendance in PowerSchool: (5mins)

Lesson Introduction (I Do): (5 min)

Lesson A and B

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities /Supplemental (We Do) (60min):

Vocabulary Activity

Lesson A and B

- Teacher will read these directions. "Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 15 min to read terms and annotate definitions. Please highlight words that are unfamiliar to you."
- The teacher will review definitions with students. 5 min
- **Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.**
- **Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.**
- **Encourage students to write notes using pencil and paper.**
 - **Lesson A**
- Slide 2-Agriculture Revolution: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video What was the Agricultural Revolution.
- Slide 3 Factors of Production: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 4-Effects of Mechanization: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video Mini Bio: Eli Whitney.
- Slide 5-Other Industrialization: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video Good Years History Part 1.
- Slide 6-7: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slides 8-10: Have students to complete practice activity slides. Discuss
 - **Lesson B**
- Slide 2-Capitalism and Changing Production Methods: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video Henry Ford.
- Slide 3: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 4-Business Cycle: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video What is the business cycle.
- Slide 5-8: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slides 9-10: Have students to complete practice activity Slides. Discuss

Supplemental: N/A

Break – 10 Minutes:(Site Administrator will work with teachers on breaks)

Teacher Lesson Review (5 min): Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question.

Make sure to emphasize these topics: enclosure movement, factors of production, Eli Whitney, Samuel Morse, Adam Smith, Thomas Malthus, cartel, corporations, monopoly, Karl Marx, Unions, Mercantilism

Independent Work – Posttest (They Do) (40min): Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Complete your test.

Closing/Wrap Up/Notes Review (5min): Question and answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 4

Topic/Lesson Title & Grade Results #: Lesson 4: The Age of Imperialism

Objective(s): Students will

- Analyze imperialism and its effects.
- Explain various national rivalries during this period.

Guiding Question(s):

- What were the motivations for the new imperialism?
- Why were European countries interested in West and North Africa?
- Why were European Countries competing for colonies in Central Africa and East Africa?

TN Curriculum Standard(s):

W.18- Describe the rise of anti-Semitism in Europe during this period.

W.19- Define imperialism, and analyze reasons for 19th century imperialism, including competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization.

W.20- Describe the natural resources and geographic features of Africa, their role in attracting European economic interests, and their impact on global trade.

W.21- Analyze the outcomes of the Berlin Conference and the impact of superimposed boundaries on African indigenous populations and compare the geographic progression of imperialistic claims on the African continent by European empires.

W.22- Describe successful (e.g., Ethiopia) and unsuccessful (e.g., Zulu Wars and Ashanti Wars) examples of African resistance to European imperialism.

W.23 Describe the importance of India to the British Empire, the Suez Canal as a connection between Great Britain and India, and India's reaction to British rule.

W.24- Explain the growing influence of western powers on China from the Opium Wars through the Boxer Rebellion.

W.25- Explain cultural diffusion, and describe the diffusion of cultures between Europe, Africa, and Asia because of European imperialism.

W.26- Analyze Japan's abandonment of isolationism, its embrace of technological and political changes, and its consequent rise as an imperial power in the late 19th century.

W.27 - Describe the natural resources and geographic features of Central and South America, their role in attracting American and European economic interests, and their impact on global trade.

W.28- Compare and contrast the impact of economic imperialism on Central and South America with the impact of imperialism on other parts of the world.

W.30-Explain how the rise of militarism, alliances, imperialistic rivalries, and growing nationalism led to the outbreak of World War I

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Mahdist: Followers of Al-Mahdi.
2. Protectorate: A state controlled and protected by another.

Attendance in PowerSchool (5min):

Lesson Introduction (I Do) (5min)

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities /Supplemental (We Do) (60 min):

Vocabulary Activity:

- Teacher will read these directions. "Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 10 min to read terms and annotate definitions. Please highlight words that are unfamiliar to you."
- The teacher will review definitions with students. 5 min
- **Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.**
- **Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.**
- **This lesson is short encourage students to write notes using pencil and paper.**

- Slide 2-3: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 4-Cultural Motives for Imperialism: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video the Age of Imperialism.
- Slide 5-7: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 8-The Boer War: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video South Africa.
- The teacher clicks the supplemental tab. The teacher will play the supplemental video Age of Imperialism in Flocabulary. The teacher will have students to complete the vocab game and the lyric lab in the supplemental video tab. The teacher will ask students if they wish to share their lyrics from the lyric lab. 10-15 min.
- Slide 9: The teacher will have students go back to the lesson and complete the practice activity on Slide 9
- Make sure to emphasize these topics to focus on: White Men's Burden, Suez Canal, Al-Mahdi
- As a whole group, use the supplemental video Flocabulary video, activities and then complete the Slide 9- Practice Activities. Discuss.
- Read Flocabulary reading activity on imperialism.
- View supplemental Safari Montage Chapter1: Imperialism in Africa Part2 (3mim) - video.

Supplemental: Use the Flocabulary after Slide 8 and the Activities-Vocab Game and Lyric Lab. Then go to Slide 9 and complete practice activity.

Break – 10 Minutes: (Site Administrator will work with teacher on breaks)

Teacher Lesson Review (5 min): Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question. Make sure to emphasize these topics: Imperialism, Nationalism, Industrialization and Cultural

Independent Work – Posttest (They Do) (40min): Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Complete your test.

Closing/Wrap Up/Notes Review (5 min): Question and answer session, review guiding questions, vocabulary, or Flocabulary Reading

Summer School Lesson Plan

Subject/Grade: World History

Day: 5

Topic/Lesson Title & Grade Results #: Lesson 5: Origin of World War I

Objective(s): Students will

- Explain the rise of Nationalism, Imperialism, and Militarism.
- Describe the system of Alliances.
- Summarize the mobilization of Europe and the spread of the war.

Guiding Question(s):

- What factors contributed to the start of World War I?

TN Curriculum Standard(s):

W.29 - Explain how tensions between nations and states contributed to regional conflicts of the era.

W.34- Define total war, and describe its effect on European civilian populations, including:

- Food shortages
- Industrial production of war materials
- Naval/submarine blockades
- Women as war workers

W.38- Determine the causes and consequences of the Bolshevik Revolution and Russian Civil War.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Chancellor: Head of the government in some European countries (like Germany).
2. Militarism: The glorification of armed strength.
3. Pan-Slavism: The nationalist movement that formed to unite all Slavs under Russian leadership.
4. Triple Alliance: The alliance between Germany, Austria-Hungary, and Italy.
5. Triple Entente: The alliance between Great Britain, France, and Russia.
6. Ultimatum: A final demand or statement of terms.

Attendance in PowerSchool (5min):

Lesson Introduction (I Do) (5 min):

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities / Supplemental (We Do) (60min):

Vocabulary Activity:

- Teacher will read these directions. “Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 15 min to read terms and annotate definitions. Please highlight words that are unfamiliar to you.”
- The teacher will review definitions with students. 5 min
- **Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.**
- **Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.**
- **Encourage students to write notes using pencil and paper.**
- **Use the M (Militarism). A (Alliances) N (Nationalism) I (Imperialism) A (Assassination) acronym to help students to remember the causes of World War I.**
- Slide 2-World War I and the Russian Revolution: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the videos Militarism, Imperialism, and Nationalism.
- Slide 3-The System of Alliances: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the Road to War 1870-1914 video.
- Slide 4-: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 5- The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the World War I video.
- Slide 6-7: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 8-Have students to complete the practice activity. Discuss.
- Topics to focus on Otto Von Bismarck, Unification of Italy and Germany
- View supplemental Safari Montage World War I Chapter 1 World War I (3mim) - video.

Supplemental: The Flocabulary video and activities are to gain information about Origin of World War I

Break -10 Minutes (Site Administrator will work with teachers on break)

Teacher Lesson Review (5 min): Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question. Make sure to emphasize these topics: Millenarianism, Alliances, Imperialism and Nationalism

Independent Work – Posttest (They Do): (40 min) Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Complete your test.

Closing/Wrap Up/Notes Review (5 min): Question and Answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 6

Topic/Lesson Title & Grade Results #: Lesson 6: World War I

Objective(s): Students will

- Describe the root causes of World War I and evaluate the reasons for U.S. entry into the war.
- Explain how the U.S. government directed support of the war effort.
- Describe how key military leaders, innovations in military technology, a major event led to the outcome of WWI.
- Describe the goals of political leaders and analyze the consequences of the Treaty of Versailles
- Summarize Wilson's Fourteen Point Speech

Guiding Question(s):

- How did the assassination of Archduke Francis Ferdinand spark the outbreak of war?
- What is the impact of total war?
- How was a final settlement of World War I established?

TN Curriculum Standard(s):

W.32 - Analyze the importance of geographic factors in military decision making and determine the principal theaters and significance of major battles in World War I (e.g., Battles of the Marne, Verdun, the Somme).

W.33- Explain how the entrance of the United States and the exit of Russia affected the course and outcome of World War I.

W.35- Describe the effects of World War I, including the significance of:

- Armenian Genocide
- Loss of human life
- Collapse of major empires
- Movement of populations
- Economic losses
- Spread of disease
- Environmental changes

W.36 -Compare the goals of leading nations (i.e., U.S., France, Great Britain, Italy, and Japan) at the Paris Peace Conference with the outcomes of the Treaty of Versailles and its impact on Germany.

W.37- Analyze the shifts in geopolitical boundaries post-World War I result from the Treaty of Versailles and the League of Nations mandate system.

W.39- Analyze the cultural, economic, and intellectual trends of the 1920s.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Allied Powers: Included France, Britain, Russia, Serbia, and eventually the USA.

2. Central Powers: Included the countries of Germany, Austria-Hungary, the Ottoman Empire, Bulgaria, and Romania.
3. National Defense Act of 1916: Wartime act that authorized the growth of the army to 165,000 and the growth of the National Guard to 450,000 by 1921.
4. Nineteenth Amendment: An amendment to the Constitution of the United States adopted in 1920; guarantees that no state can deny the right to vote based on sex.
5. Propaganda: Information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.
6. Trench warfare: Warfare in which tunnels or trenches in the ground were used to protect soldiers against small arms fire and artillery.

Attendance in PowerSchool (5min):

Lesson Introduction (I Do) (5min):

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities/Supplemental (We Do) (60 min):

Vocabulary

- Teacher will read these directions. "Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 5 min to read terms and annotate definitions. Please highlight words that are unfamiliar to you."
- The teacher will review definitions with students. 5 min
- **Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.**
- **Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.**
- **Encourage students to write notes using pencil and paper.**
- **Topics to focus on Lusitania, Treaty of Versailles, Habsburg Ultimatum, Central Powers, Woodrow Wilson, League of nations and the Allied Powers.**
- Slide 2: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. (*The videos are the same as yesterday, so preface that the videos Imperialism are a review of the yesterday content*)
- Slide 3- Have students to complete the practice activity. Discuss.
- Slide 4-The United States joined the war: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. (*The videos are the same as yesterday, so preface that the videos Imperialism are a review of the yesterday content*)
- Slide 5-: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 6: Have students to complete the practice activity. Discuss.
- Slide 7-The Selective Service Act: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. (*The videos are the same as yesterday, so preface that the videos Imperialism are a review of the yesterday content so skip the Nationalism video*). Have students answer this question- Why Did President Woodrow Wilson finally agree to the draft?
- Slide 8: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 9- Have students to complete the matching activity.

- Slide 10-The War at Home: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. (*The videos are the same as yesterday, so preface that the videos Imperialism are a review of the yesterday content so skip the Militarism video.*)
- Slide 11-12: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 13: As a whole group, complete the Practice Activity. Discuss.
- Slide 14-World War I Ends: with the Treaty of Versailles and complete the quiz question at the bottom of slide.
- Slide 15: As a whole group, complete the Practice Activity. Discuss Practice Activity Slide 15
- View supplemental Safari Montage World War I Causes of World War I part one (3min) - video.

Supplemental: View supplemental Safari Montage World War I Causes of World War I part one (3min) – video

Break -10 Minute:(Site Administrator will work with teachers on breaks)

Teacher Lesson Review (5 min):

Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question.

Independent Work – Posttest (They Do) (40min): Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Complete your test.

Closing/Wrap Up/Notes Review (5min): Review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 7

Topic/Lesson Title & Grade Results #: Lesson 7: The Great Depression Begins

Objective(s): Students will

- Summarize threats to the American economy in the 1920s.
- Describe causes to the stock market crash and of the Great Depression.
- Explain the effects of the Depression on the United States and the world.

Guiding Question(s):

- What led to new problems in the years after World War?
- What triggered the Great Depression?
- How did the Great Depression affect confidence in democracy?

TN Curriculum Standard(s):

W.40 - Describe the collapse of international economies in 1929 that led to the Great Depression, including the significance of:

- Overproduction
- Restrictive trade policies
- Unemployment
- Post-war economic relationships
- Inflation between the U.S. and Europe

W.41- Explain how economic instability, nationalism, and political disillusionment in Germany and Japan led to the rise of totalitarian regimes

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Credit: This system allows the consumers to purchase things before paying for it, and interest is charged on the debt.
2. Dow Jones industrial average: This is the average price of 30 top stocks traded on the New York Stock Exchange and the NASDAQ. This is the most widely used indicator to determine the condition of the stock market.
3. Foreclosure: The legal process through which an owner's rights to his/her property are terminated for defaulting in repayment of the mortgage. This results in the ownership of the house going back to the bank.
4. Glass-Steagall banking Act: This banking act of 1933 was established to control speculation. This act protected the bank depositors from the additional risks that may arise with security transactions. This act primarily aimed to separate activities like investment banking and commercial banking to make the financial system more stable.
5. Hawley-Smoot tariff Act: This act in June 1930 raised the US tariffs to very high levels.
6. Tenant farming: This kind of farming is done by farmers who work on land rented from someone else. The rent is usually paid in the form of livestock or a share in the produce.

Attendance in PowerSchool (5min):

Lesson Introduction (I Do) (5min):

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities/Supplemental (We Do) (60min):

Vocabulary

- Teacher will read these directions. "Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 5 min to read terms and annotate definitions. Please highlight words that are unfamiliar to you."
- The teacher will review definitions with students. 5 min
- **Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.**
- **Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.**
- **Encourage students to write notes using pencil and paper.**
- **Focus on these topics: McNary-Haugen, the Wall Street crash of 1929, Franklin Delano Roosevelt, Herbert Hoover, Dust Bowl, buying on margin, bull market, Black Tuesday, Speculation.**
- Supplementary activity- The teacher will start with supplementary activity Flocabulary video: Great Depression as the hook.
- Slide 2 Trouble on the Horizon: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will answer the question at the end of slide.
- Slide 3: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold
- Slide 4- A Gathering Storm: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will answer the question at the end of slide.
- Slide 5-The Great Depression: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video the Great Depression: The Stock Market crash located on the bottom of slide.
- Slide 6-8: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold
- Slide 9- The Dust Bowl: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video the Introduction to the Dust Bowl video.
- Slide 10-Effects on the American Family: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video Finding work for workers on the bottom of slide.
- Slide 11: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold
- Slide 12 Reassurance: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video the Great Depression-President Hoover video on the bottom.
- Slide 13: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold
- Slide 14-Gassing the Bonus Army: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video the Bonus Army -Actual footage on the bottom of slide.
- Slide 15- As a whole group, complete the Practice Activities. Discuss.

- View supplemental Safari Montage History of U.S. Depression and War Chapter 1: Hard Times: Americans Endure the Great Depression (4 min 32 sec) - video.

Supplemental: Flocabulary video starts first as a hook

Break -10 Minutes:(Site Administrator will work with teachers on breaks)

Teacher Lesson Review (5 min):

Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question.

Independent Work – Posttest (They Do) (40min): Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Complete your test.

Closing/Wrap Up/Notes Review (5 min): Question and answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 8

Topic/Lesson Title & Grade Results #: Lesson 8: World War II

Objective(s): Students will

- Describe the aggression by Japan and Italy, civil war in Spain and the inability of the League of Nations to stop these acts of aggression.
- Explain how Adolf Hitler led Germany in its aggressive acts to expand the territory of the German empire.
- Detail how the Axis powers gained military control over most of Europe by striking quickly and forcefully.
- Describe how the Soviet Union entered the war against Germany, while the United States fought Germany and Japan.
- Describe the Hitler led Nazi efforts to kill all European Jews and other non-Aryans.
- Summarize how Allied victories in North Africa, Europe, and the Pacific led to the end of World War II.

Guiding Question(s):

- What was Hitler's motivation for German expansion?
- What alliances and events contributed to the outbreak of World War II?
- Why did Japan want to seize other countries?
- What were Germany's gains and losses during the early years of the war?
- How did countries mobilize for war?
- How did the bombing of cities impact the home front?
- How did Adolf Hitler's views on race affect Germany?
- How did the tide of battle turn against Germany, Italy and Japan?

TN Curriculum Standard(s):

W.42 - Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin's totalitarian regimes.

W.43- Analyze the role of geographic features and natural resources in increasing tensions prior to and during World War II.

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.

W.49- Describe the persecution of Jews and other targeted groups in Europe leading up to World War II and explain why many people were unable to leave and their efforts to resist persecution.

W.50- Explain the state-sponsored mass murder of the Jews in Nazi controlled lands and describe the varied experiences of Holocaust survivors and victims.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Appeasement: The policy of trying to keep peace by accepting the aggressors' demands.
2. Blitzkrieg: German for "lightning war" that took place with great speed and force.
3. Collaborators: People who were willing to help their country's enemies.
4. Maquis: French underground resistance groups/ scrubby undergrowth common in the areas where resistance fighters hid.
5. Isolationists: Americans who believed that Europe's wars should not concern the United States.
6. Holocaust: The Nazi genocide of the 1930s and 1940s.
7. Island hopping: Policy under which only some Japanese islands were captured, others were skipped and left without supplies.

Attendance in PowerSchool (5min):

Lesson Introduction (I Do) (5min):

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities/Supplemental (We Do) (60min):

Vocabulary

- Teacher will read these directions. "Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 15 min to read terms and annotate definitions. Please highlight words that are unfamiliar to you."
- The teacher will review definitions with students. 5 min
- **Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.**
- **Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.**
- **Encourage students to write notes using pencil and paper.**
- Slide 2-4: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 5-Crisis in the Sudetenland: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video Munich Crisis and Agreement.
- Slide 6 Preparations for War: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video Nazi and Soviet Pact.
- Slide 7- 9: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 10 Japanese Aggressions in the Pacific: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video the Holocaust.
- Slide 11-13: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold
- Slide 14: As a whole group, complete the Practice Activities. Discuss.
- View supplemental Safari Montage Chapter 1 World War II War Comes to Europe (8 min) - video.

Supplemental: View supplemental Safari Montage Chapter 1 World War II War Comes to Europe (8 min) – video

Break -10 Minutes:(Site Administrator will work with teachers on breaks)

Teacher Lesson Review (5 min):

Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question. Make sure to emphasize these topics:

Independent Work – Posttest (They Do) (40 min): Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Complete your test.

Closing/Wrap Up/Notes Review (5 min) Question and answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 9

Topic/Lesson Title & Grade Results #: Lesson 9: The United States in World War II

Objective(s): Students will

- Learn how the United States quickly mobilized for war following the attack on Pearl Harbor
- Understand the issues and problems the nation faced while fighting the war
- Learn how the Allies coordinated the war effort
- Understand how the Allies defeated Germany and Italy
- Learn about strategy in the Pacific
- Understand how the Allies defeated Japan and ended World War II
- Learn about the impact of the war on life at home
- Understand the social and economic changes that reshaped post-war America
- Summarize the discrimination American minorities experienced during the war

Guiding Question(s):

- What brought the United States into the war?
- How did the involvement of the United States change the war?

TN Curriculum Standard(s):

W.46 - Describe how geography and technology (e.g., airplanes, advanced medicine, propaganda, radar) influenced wartime strategies, including: blitzkrieg, "island hopping," kamikaze, and strategic bombing.

W.47- Describe the geography and outcomes of major battles and turning points of World War II in both the European and Pacific theaters, including:

- Battle of Britain
- Battle of Normandy
- Battle of Midway
- Battle of the Bulge
- Battle of Stalingrad

W.48- Describe the roles of leaders during World War II, including the significance of:

- Winston Churchill
- Joseph Stalin
- Adolf Hitler
- Hideki Tojo
- Benito Mussolini
- President Harry S. Truman
- President Franklin D. Roosevelt

W.52- Describe the development of atomic bombs and evaluate both the decisions to use them and the impact of their use.

W.53- Describe the cultural, economic, geographic, and political effects of World War II, including:

- Casualties of the war (military and civilian)
- Destruction of cultural heritage
- Division of Germany
- Changes to geopolitical boundaries
- Impact of the Nuremberg trials
- Creation of the United Nations
- Refugees and displaced populations

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Code Talkers: Native Americans in the American forces that used code language for transmission of tactical language that the enemy could not decode. D-Day:
2. June 6, 1941. GI's: A nickname developed from the original use of letters representing "government issue," such as uniforms.
3. Hiroshima: The city in Japan where the atomic bomb was dropped. Inflation: A rise in the general price of goods and services in an economy over a period.
4. Manhattan Project: The project to develop an American atomic bomb.
5. Nuremberg: City in Germany. Military trials of German war criminals were held here because this was the birthplace of the Nazi Party.
6. Pearl Harbor: The site of a Japanese attack on America that took place on December 7, 1941.

Attendance in PowerSchool (5min):

Lesson Introduction (I Do) (5 Min):

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities/Supplemental (We Do) (60 min):

Vocabulary

- Teacher will read these directions. "Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 10 min to read terms and annotate definitions. Please highlight words that are unfamiliar to you."
- The teacher will review definitions with students. 5 min
- **This is a long unit. Each slide has a question at the end. Call on one student to have them read the question and the answer.**
- ***Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.***
- **Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.**
- **Encourage students to write notes using pencil and paper.**
- Slide 2-6: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will answer the questions at the end of slide.
- Slide 7: Read the objectives
- Slide 8-11: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will answer the questions at the end of slide.

- Slide 12: Read the objectives
- Slide 13: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will answer the questions at the end of slide.
- Slide 14 Battle of Midway: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video Battle of Midway.
- Slide 15 Islanding Hopping: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video MacArthur.
- Slide 16 Island Hopping continued: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. Have students focus on map skills and animations.
- Slide 17-20 The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will answer the questions at the end of slide.
- Slide 21: Read the objectives.
- Slide 22 Time of Opportunity and Adjustment: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video Price of War.
- Slide 23-25: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will answer the questions at the end of slide.
- Slide 26: As a whole group, complete the Practice Activities. Discuss
- View supplemental Safari Montage World War II Chapter 4 World War II: From Neutrality to Lend-Lease (3min)- video ---Chapter 5 Pearl Harbor (3 min) - video.

Supplemental: View supplemental Safari Montage World War II Chapter 4 World War II: From Neutrality to Lend-Lease (3min)- video ---Chapter 5 Pearl Harbor (3 min) - video

Break -10 Minutes:(Site Administrator will work with teachers on breaks)

Teacher Lesson Review: (5min):

Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question. Make sure to emphasize these topics: Focus on Maps and animations in the Pacific.

Independent Work – Posttest (They Do) (40 min): Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Complete your test.

Closing/Wrap Up/Notes Review (5 min): Question and answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 10

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Objective(s):

- Students will review lessons to prepare for final post-Test.
- Final Post-test will open. All students must complete the final post-Test.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Lesson Introduction (I Do):

Identify the purpose of the course.

Connect the course to missing or future coursework and Post-test!

Lesson Activities/Supplemental (We Do) – 30-60 minutes.

Lesson Activities and Review (We Do):

Check Grade Results and have students to review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Independent Work – Posttest (They Do):

Students will review and complete any incomplete/missed/failed coursework.

Closing/Wrap Up:

SEMESTER 2

Topic/Lesson Title & Grade Results #: Lesson 1: Cold War Conflict

Objective(s): Students will

- Describe the key features of the Truman Doctrine.
- Discuss interactions between the United States and the Soviet Union during the Cold War years.
- Discuss the effect of the Red Scare on the United States.
- Identify the differences in the structure of a totalitarian government and a democracy.
- Identify the events that led to the United States involvement in the Korean War.

Guiding Question(s):

- Why did the United States and the Soviet Union become political rivals after World War II?
- What was the result of increased tensions between the superpowers?
- How did Mao use economic policies to try to establish a classless society?
- Why did Mao believe permanent revolution was necessary?

TN Curriculum Standard(s):

W.51 - Explain the decisions made in the Atlantic Charter and at the Tehran, Yalta, and Potsdam Conferences.

W.54- Summarize the nature of reconstruction in Europe after 1945, including both the economic and political purposes of the Marshall Plan.

W.56- Describe the economic and military power shift at the end of World War II, such as Soviet control over Eastern Europe and the economic recoveries of Germany and Japan.

W.58- Describe the characteristics of the Cold War and explain reasons for the rising tensions between the Soviet Union and former Allied powers.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Brinkmanship: Willingness to go to the brink or edge of war.
2. Containment: Attempt to block the spread of Soviet influence.
3. H-Bomb: The first hydrogen or thermonuclear bomb constructed by the United States. Mao Zedong: First chairman of the Communist Party of China.
4. Marshal Plan: Proposal made by John Marshal for the United States to provide aid to all European nations that needed it.
5. McCarthyism: Claims made by Senator Joseph McCarthy of suspected Communist in the United States during the 1950's.
6. Nikita Khrushchev: The first head of the Communist Party of the Soviet Union.
7. North Atlantic Treaty Organization (NATO): A defensive military alliance.
8. Satellite nations: Countries that depended on and was dominated by the Soviet Union during the Cold War. Sputnik: The first unarmed artificial satellite or intercontinental ballistic missile launched into space by the Soviet Union in 1957.
9. Truman Doctrine: Statement issued by President Truman declaring the United States should support free people throughout the world who were resisting takeovers by outside pressures.

10. Warsaw Pact: Military alliance formed by the Soviet Union in response to the formation of NATO.

Attendance in PowerSchool (5min):

Lesson Introduction (5 min)

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities/Supplemental (We Do) (60min)

Vocabulary

- Teacher will read these directions. "Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 5 min to read terms and annotate definitions. Please highlight words that are unfamiliar to you."
- The teacher will review definitions with students.
- **Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.**
- **Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.**
- **Encourage students to write notes using pencil and paper.**
- Slide 2- The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 3 Soviet in Eastern Europe: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video Marshall Plan and Truman Doctrine.
- Slide 4-10: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 11 Sputnik launches the space race: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video Cold War Crisis: The U-2 Incident video.
- Slide 12: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 13: As a whole group, students complete the Practice Activities. Discuss.
- Have students watch supplementary Flocabulary Video as a review before testing.
- Have students play Vocab game and lyric lab using the Flocabulary Supplemental materials.
- View supplemental Safari Montage Cold War Chapter 1: Cold War (2 min 42 sec) - video.

Supplemental: Watch Flocabulary Video & Safari Montage Cold War Chapter 1: Cold War (2 min 42 sec) - video as a review before testing

Break -10 Minutes:(Site Administrator will work with teachers on breaks)

Teacher Lesson Review (5 min):

Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question. Make sure to emphasize these topics:

Independent Work – Posttest (They Do) (40 min): Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Complete your test.

Closing/Wrap Up/Notes Review (5 min): Question and answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 12

Topic/Lesson Title & Grade Results #: Lesson 2: Africa and Middle East since 1945

Objective(s): Students will

- Describe how the Pan-African Movement united the people of Africa.
- Identify the purpose of the Organization of Petroleum Exporting Countries (OPEC).
- Discuss the events surrounding the establishment of Israel.
- Summarize the Suez Canal crisis.

Guiding Question(s):

- What challenges did newly independent African countries face?
- What challenges have been overcome by African countries?
- What factors have affected African society and culture?
- What key issues underline the Arab- Israeli conflicts?
- How has the move for self-rule led to turmoil among the countries of the Middle East?

TN Curriculum Standard(s):

W.55- - Explain the origins and significance of the establishment of the State of Israel and describe the reactions by surrounding Arab countries to the United Nations' decision to establish Israel.

W.69- Describe the development, goals, and outcomes of nationalist movements in Africa, including the ideas and roles of nationalist leaders (e.g., Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser).

W.70- Explain the fight against and dismantling of the apartheid system in South Africa, including the roles of Nelson Mandela and the African National Congress.

W.71- Analyze the political, economic, ethnic, and military challenges faced by newly created countries in post-imperial Africa (e.g., civil war, genocide, corruption).

W.86- Describe the international importance and rapid economic development of the oil-rich Persian Gulf states.

W.88- Describe governing ideologies, conflicts among nations (e.g., Persian Gulf War), and popular religious or democratic movements in the Middle East/North Africa.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Kenyatta- the Kikuyu leader who emerged as the leader of the independence movement in Kenya.
2. Apartheid- a legal form of racial segregation in South Africa
3. Nigerian Civil War- A two-year civil war that resulted in the deaths of several million Biafrans from starvation and disease.
4. Shaban Robert-the father of modern Swahili literature and a Tanzanian poet.
5. Wole Soyinka- The First African to win a Nobel prize, Nigerian playwright and poet.
6. Charles de Galle- a leader of France, who granted Algeria independence from France.

7. Kibbutz- a type of collective farm in Israel that helped turn deserts into productive land.
8. Mustafa Kemal-the leader of Turkey, autocratic leader
9. Ismet Inonu-the son of Mustafa Kemal who moved Turkey from autocratic to more democratic rule.
10. Anglo-Iranian Oil Company-organized an international boycott of Iranian oil
11. OPEC-Organization of Petroleum Exporting Countries is a cartel that aims to manage the supply of oil to set the price of oil on the world market.
12. Hafiz Asad- was a Syrian politician who served as President of Syria from 1971 to 2000.
13. Bashar Al-Asad- became the president of Syria after Asad death in 2000.

Attendance in PowerSchool (5min):

Lesson Introduction (5min):

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities/Supplemental (We Do) (60min):

Vocabulary (during lessons)

- Vocabulary page is missing. Teacher will introduce new vocabulary and review definitions during the lesson.
- **Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capability to the text.**
- **Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.**
- **Encourage students to write notes using pencil and paper.**
- Slide 2 African Independence after World War II: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the History of the Pan African Movement video.
- Slide 3-6: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 7 South Africa and Apartheid: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide.
- Slide 8-9: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 10 Nationalism in the Middle East and North Africa: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video the Birth of Israel.
- Slide 11: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 12 Iran and Turkey: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the video the Suez-Crisis-Story-Time with Mr. Beat.
- Slide 13 &14: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 15: As a whole group, complete the Practice Activities. Discuss.

Supplemental: n/a

Break -10 Minutes:(Site Administrator will work with teachers on breaks)

Teacher Lesson Review: (5min)

Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question.

Independent Work – Posttest (They Do) (40 min): Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Complete your test.

Closing/Wrap Up/Notes Review (5 min): Question and answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 13

Topic/Lesson Title & Grade Results #: Lesson 3: The Great Depression and the rise of Totalitarianism

Objective(s): Students will

- Explain how the work of artists, musicians, and writers in the postwar era reflected global anxieties.
- Summarize the pros and cons of the 18th Amendment to the constitution.
- Discuss the weaknesses that appeared in the global economy during the postwar era.
- Describe how nations responded to the global economic crisis of the 1930s by protecting their own economies.
- Explain how the New Deal marked a shift in the US government's relationship with its citizens and the economy.
- Summarize how Western Europe weathered the crisis of the 1920s, but Eastern Europe did not fare as well.
- Detail how political and economic crises after World War I helped totalitarian regimes take control.

Guiding Question(s):

- How were the arts and sciences influenced by World War I?
- What is the 18th Amendment?
- What triggered the Great Depression?
- How did the Great Depression affect confidence in democracy?

TN Curriculum Standard(s):

W.57, - Analyze the rise of communism and Mao Zedong in China, as well as the related political, social, and economic impacts on China.

W.59- Summarize the functions of the Warsaw Pact and NATO, including their roles in organizing post-war Europe.

W.60- Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions.

W.61- Explain the role of the nuclear arms race, mutual assured destruction, and arms control agreements within the context of rising tensions between the Soviet Union and U.S.

W.62- Describe examples of national uprisings against the Soviet Union (e.g., Hungary and Czechoslovakia), and explain why they were unsuccessful.

W.65- Analyze the political, economic, social, and geographic consequences of the collapse of communist governments in the Soviet Union and Eastern Europe.

W.67- Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947.

W.68- Explain the factors that led to the creation of a lasting democratic government in India as well as the roles of political leaders (e.g., Mohandas Gandhi, Jawaharlal Nehru, Indira Gandhi).

W.78- Explain the challenges of rapid population growth on developing countries (e.g., China and India) and of population decline in developed countries (e.g., Germany, Japan, and Sweden), and give examples of policies implemented to both slow and increase population growth.

W.85- Analyze the causes and effects of an increased role of South and East Asian countries in the global economy.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Bankruptcy: Financially ruined; impoverished.
2. Disillusionment: A feeling of disappointment resulting from the discovery that something is not as good as one believed it to be.
3. Great Depression: The financial and industrial slump of 1929 and subsequent years. Market speculations: Risky investments.
4. Moral relativism: The ideas that values differ greatly in different societies, and no one set of principles was good for all groups.
5. New Deal: Economic measure introduced by FDR in 1933 to counteract the effects of the Great Depression. The New Deal involved a massive public works program, complemented by the large-scale granting of loans, and succeeded in reducing unemployment by between 7 and 10 million.
6. Pandemic: An epidemic that occurs over a large geographic area and affects a significant portion of the population
7. Popular Front: A party of coalition represented left-wing elements, which gained some power in countries such as France and Spain during the 1930s.
8. Prohibition: Eighteenth Amendment of the Constitution which made alcoholic beverages illegal.
9. Stock market: An organization through which shares of stock in companies are bought and sold.
10. Surrealism: Brings conscious and unconscious ideas together to portray life in a dreamlike way.

Break -10 Minutes:(Site Administrator will work with teachers on breaks)

Lesson Introduction (5min):

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities/Supplemental (We Do) (60min):

Vocabulary

- Teacher will read these directions. "Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 10 min to read terms and annotate definitions. Please highlight words that are unfamiliar to you."
- The teacher will review definitions with students. 5 min
- ***Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.***
- **Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.**
- **Encourage students to write notes using pencil and paper.**
- Slide 2-4: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 5 Popular Culture and Consumerism: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the Amendment 18 and 21: Prohibition and its repeal video.
- Slide 6 Postwar Prosperity Crumbles: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the 24th of October 1924: Wall Street Crash begins on Black Thursday video.
- Slide 7 The Great Depression: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the Great Depression video.
- Slide 8: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.

- Slide 9 International Affairs: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide.
- After slide 9 International Affairs use the supplemental Flocabulary video in Between the Wars. Complete the Vocab game and lyric lab in the Supplemental section.
- As a whole group, complete the Practice Activities on slide 10. Discuss.

Supplemental: Flocabulary video in Between the Wars. Complete the Vocab game and lyric lab in the Supplemental section.

Break -10 Minutes:(Site Administrator will work with teachers on breaks)

Teacher Lesson Review (5min):

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question.

Independent Work – Posttest (40min): Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Complete your test.

Have students review the slides and their notes to prepare for the Posttest.

Closing/Wrap Up/Notes Review (5 min): Question and answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 14

Topic/Lesson Title & Grade Results #: Lesson 4: Post World War II

Objective(s): Students will

- Summarize the impact of post war policies and organizations.
- Recall details about the post-war occupation in Germany.
- Describe the United Nations and its working procedures.
- Analyze the Cold War in Europe.

Guiding Question(s):

- Why did the United States and the Soviet Union become political rivals after World War II?
- What was the result of increased tensions between the superpowers?

TN Curriculum Standard(s):

W.57 - Analyze the rise of communism and Mao Zedong in China, as well as the related political, social, and economic impacts on China.

W.59- Summarize the functions of the Warsaw Pact and NATO, including their roles in organizing post-war Europe.

W.60- Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions.

W.61- Explain the role of the nuclear arms race, mutual assured destruction, and arms control agreements within the context of rising tensions between the Soviet Union and U.S.

W.62- Describe examples of national uprisings against the Soviet Union (e.g., Hungary and Czechoslovakia), and explain why they were unsuccessful.

W.65- Analyze the political, economic, social, and geographic consequences of the collapse of communist governments in the Soviet Union and Eastern Europe.

W.67- Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947.

W.68- Explain the factors that led to the creation of a lasting democratic government in India as well as the roles of political leaders (e.g., Mohandas Gandhi, Jawaharlal Nehru, Indira Gandhi).

W.78- Explain the challenges of rapid population growth on developing countries (e.g., China and India) and of population decline in developed countries (e.g., Germany, Japan, and Sweden), and give examples of policies implemented to both slow and increase population growth.

W.85- Analyze the causes and effects of an increased role of South and East Asian countries in the global economy.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Containment: Policy of restricting the spread of Communism.
2. Reparations: Something done or paid to compensate or make amends.

Attendance in PowerSchool (5min):

Lesson Introduction (5min):

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities/Supplemental (We Do) (60min):

Vocabulary:

- Teacher will read these directions. "Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 5 min to read terms and annotate definitions. Please highlight words that are unfamiliar to you."
- The teacher will review definitions with students. 5 min
- ***Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.***
- **Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.**
- Slide 2-5: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 6 Problems in Germany: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the 4th of February 1945: Yalta Conference begins video on slide 6 Problems in Germany.
- Slide 7 Britain after the war: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the Marshall Plan, NATO, Israel, and Communism video.
- Slide 8-9: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 10 Foreign Policy and Cold War: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the US Military cooperation with allies NATO and SEATO video.
- Teacher will have students use paper and pencil or to create a word document to make notes from slides 2-10. Students need to have at least 5 notes per slide.
- View supplemental Safari Montage World War II: After the War Chapter 1: World War II: After the War (4 min 6 sec)-video.
-

Supplemental: World War II: After the War Chapter 1: World War II: After the War (4 min 6 sec)-video

Break -10 Minutes:(Site Administrator will work with teachers on breaks)

Teacher Lesson Review: (5min):

Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question.

Independent Work – Posttest (40min): Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Complete your test. Have students review the slides and their notes to prepare for the Posttest.

Closing/Wrap Up/Notes Review (5 min): Question and answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 15

Topic/Lesson Title & Grade Results #: Lesson 5: Asia since 1945

Objective(s): Students will

- Explain the social and economic problems that Asia has faced since 1945.
- Explain China's Foreign Relations with the United States since 1945.
- Identify social changes that have taken place in Asian since 1945.
- Describe political and economic development that has occurred in Asia since 1945.
- Describe Asia's influence on Western consumers through Asian-made products.

Guiding Question(s)

- How did India emerge as an independent country?
- How did Mao use economic policies to try to establish a classless society?
- Why did Mao believe permanent revolution was necessary?
- How was China affected by the Cold War?
- What experiences did independence bring to new Southeast Asian countries?

TN Curriculum Standard(s):

W.57 Analyze the rise of communism and Mao Zedong in China, as well as the related political, social, and economic impacts on China.

W.59- Summarize the functions of the Warsaw Pact and NATO, including their roles in organizing post-war Europe.

W.60- Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions.

W.61- Explain the role of the nuclear arms race, mutual assured destruction, and arms control agreements within the context of rising tensions between the Soviet Union and U.S.

W.62- Describe examples of national uprisings against the Soviet Union (e.g., Hungary and Czechoslovakia), and explain why they were unsuccessful.

W.65- Analyze the political, economic, social, and geographic consequences of the collapse of communist governments in the Soviet Union and Eastern Europe.

W.67- Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947.

W.68- Explain the factors that led to the creation of a lasting democratic government in India as well as the roles of political leaders (e.g., Mohandas Gandhi, Jawaharlal Nehru, Indira Gandhi).

W.78- Explain the challenges of rapid population growth on developing countries (e.g., China and India) and of population decline in developed countries (e.g., Germany, Japan, and Sweden), and give examples of policies implemented to both slow and increase population growth.

W.85- Analyze the causes and effects of an increased role of South and East Asian countries in the global economy.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Cultural Revolution: An attempt at social change.
2. Dissention: Disagreement that leads to discord.
3. Mixed economy: An economy in which private companies and the government own industries.
4. Muslim League: A group of Muslim leaders formed to protect the rights of Indian Muslims.
5. Red Guards: A radical youth group that carried out attacks on intellectuals and other disfavored groups as part of Mao Zedong's Cultural Revolution.
6. Republic: A state in which supreme power is held by the people and their elected representatives, and which has an elected or nominated president, rather than a monarch.
7. Standard of living: The degree of wealth and material comfort available to a person or community.
8. Viceroy: A ruler exercising authority in a colony on behalf of a sovereign.

Attendance in PowerSchool (5min):

Lesson Introduction (5 min):

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities/Supplemental (60min):

Vocabulary:

- Teacher will read these directions. "Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 10 min to read terms and annotate definitions. Please highlight words that are unfamiliar to you."
- The teacher will review definitions with students. 5 min
- **Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.**
- **Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.**
- Slide 2: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 3: Independence India: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the Indian Freedom struggle Mocomi kids' video.
- Slide 4-15: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold.
- Slide 16: As a whole group, complete the Practice Activities. Discuss.

Supplemental: n/a

Break -10 Minutes:(Site Administrator will work with teachers on breaks)

Teacher Lesson Review:(5min)

Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question.

Independent Work – Posttest (40min): Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Complete your test. Have students review the slides and their notes to prepare for the Posttest.

Closing/Wrap Up/Notes Review (5 min): Question and answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 16

Topic/Lesson Title & Grade Results #: Lesson 6: The Vietnam Years

Objective(s): Students will

- To summarize Vietnam's history as a French colony and its struggle for independence
- To examine how the United States became involved in the Vietnam conflict.
- To describe the expansion of U.S. military involvement under President Johnson
- To explain the reasons for the escalation of U.S. involvement in Vietnam
- To describe the military tactics and weapons of the Vietcong and the U.S. forces
- To explain the impact of the war on American society
- To explain the draft policies that made the Vietnam War a working-class war.
- To trace the roots of opposition to the war
- To describe the antiwar movement

Guiding Question(s):

- What common factor triggered the “hot” wars in Asia during the Civil War?
- What caused the independence movement in Vietnam?
- What were the effects of the movement?
- Why did the domino theory cause the United States to become involved in Vietnam?

TN Curriculum Standard(s):

W.63 -Describe the competition in Asia between the Soviet Union and U.S., including the wars in Korea and Vietnam as examples of proxy wars.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Coup: An overthrow of a leader by military force. Selective Service System:
2. System established in the 1940s requiring all males at the age of 18 to register with their local draft board.
3. Geneva Accords: Temporarily divided Vietnam along the 17th parallel (known as the demilitarized zone), dividing North and South Vietnam. Vietcong: A Communist opposition group in South Vietnam (VC).
4. Ho Chi Minh: President of North Vietnam 1954-69.
5. Gulf of Tonkin Resolution: A joint resolution of the U.S. Congress passed on August 7, 1964, in direct response to a minor naval engagement known as the Gulf of Tonkin Incident.
6. Gulf of Tonkin: Prompted the first involvement of U.S. in the Vietnam War. T7th Parallel: Divided North and South Vietnam. Tet Offensive: A series of major attacks by communist forces in the Vietnam War.

Attendance in PowerSchool (5min)

Lesson Introduction (5min):

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities/Supplemental (60min):

Vocabulary

- Teacher will read these directions. “Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 10 min to read terms and annotate definitions. Please highlight words that are unfamiliar to you.”
- The teacher will review definitions with students. 5 min
- This is a long unit. Each slide has a question at the end. Call on one student to have them read the question and the answer.
- *Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.*
- Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.
- Slide 2-4: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide.
- Slide 5 the Geneva Accords: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the Ngo Dinh Diem video. The students will answer the questions at the end of slide.
- Slide 6: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the Kennedy speaks on Vietnam video. The students will answer the questions at the end of slide.
- Slide 7-8: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide.
- Slide 9 America declares War: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the Battlefield Vietnam video. The students will answer the questions at the end of slide.
- Slide 10: Teacher will read the objectives.
- Slide 11-13: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide.
- Slide 14: Teacher will read the objectives.
- Slide 15 A Working-Class War: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the Vietnam War:1969 DRAFT video.
- Slide 16: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide.
- Slide 17: Teacher will read the objectives.
- Slide 18 Tet Offensive: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the First Battle of Vietnam: The Battle of La Drang video.
- Slide 19: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide.

- Slide 20 Violence & Protest Grip the Nation: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the CBS News Report.
- Slide 21 Videos: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The students will watch the two videos Robert Kennedy and Assassination of Kennedy.
- Slide 22-24: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide.
- Slide 25: As a whole group, complete the Practice Activities. Discuss.
- View supplemental Safari Montage Vietnam: America's War Chapter 1: Vietnam: America's War (7 min 47 sec)-video.

Supplemental: View supplemental Safari Montage Vietnam: America's War Chapter 1: Vietnam: America's War (7 min 47 sec)-video

Break -10 Minutes:(Site Administrator will work with teachers on breaks)

Teacher Lesson Review: (5min)

Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question.

Independent Work – Posttest (40min): Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Complete your test. Have students review the slides and their notes to prepare for the Posttest.

Closing/Wrap Up/Notes Review (5 min): Question and answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 17

Topic/Lesson Title & Grade Results #: Lesson 7: An Age of Limits

Objective(s): Students will

- Summarize President Nixon's plans to lead the nation in a more conservative direction.
- Describe how President Nixon tried to win the support of Southern Democrats.
- Describe the steps President Nixon used to battle stagflation.
- Explain the importance of President Nixon's visits to China and the Soviet Union.

Guiding Question(s):

- What social and political issues challenged the United States during the Cold War?
- How did Western society change during the Cold War?

TN Curriculum Standard(s):

W.64- Explain reasons for the rapid decline of communist systems in the late 1980s, including:

- Economic inefficiency
- Mass protests in Eastern Europe and China
- Unsustainable military spending
- Mikhail Gorbachev's reforms
- 1991 Soviet coup d'état

W.74- Compare and contrast the causes and effects of modern genocide, including in Cambodia, Rwanda and the former Yugoslavia

W.76- Analyze the response of Arab countries to the creation of the State of Israel and the peace processes in the Middle East, including the Camp David and Oslo Accords.

W.84- Identify examples of supranational organizations and discuss the benefits and drawbacks of membership.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Camp David Accords: President Carter's biggest foreign policy triumph, which led to peace between Egypt and Israel.
2. Clean Air Act of 1970: Signed by President Nixon, it set new pollution standards for the United States.
3. Henry Kissinger: United States diplomat who served under President Nixon and President Ford.
4. Jimmy Carter: Democratic nominee who became the 39 presidents of the United States.
5. National Energy Act: Placed a tax on gas-guzzling cars and created tax credits for the development of alternative energy.
6. OPEC: Organization of the Petroleum Exporting Countries.
7. SALT I Treaty: (Strategic Arms Limitations Talks) negotiations between the United States and the Soviet Union in 1969 designed to limit both countries' stock of nuclear weapons.
8. Stagflation: The term for a situation in which inflation is high and economic growth is slow.
9. Watergate: A series of scandals occurring during the Nixon administration in which members of the executive branch organized illegal political espionage against their perceived opponents. They were charged with violation of the public trust, bribery, contempt of Congress, and attempted obstruction of justice.

Attendance in PowerSchool (5min)

Lesson Introduction (5min):

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities/Supplemental (60min):

Vocabulary:

- Teacher will read these directions. "Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 10min to read terms and annotate definitions. Please highlight words that are unfamiliar to you."
- The teacher will review definitions with students. 5 min.
- This is a long unit. Each slide has a question at the end. Call on one student to have them read the question and the answer.
- *Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.*
- Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.
- Slide 2: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide. The students will watch the President Richard Nixon video.
- Slide 3-10: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide.
- Slide 11: The teacher will read the objectives
- Slide 12 Ford's Rough Road: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide. The students will watch the Gerald Ford: The Underrated President.
- Slide 13-18: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide.
- Slide 19: As a whole group, complete the Practice Activities. Discuss.

Supplemental: n/a

Break -10 Minutes: :(Site Administrator will work with teachers on breaks)

Lesson Review: (5min)

Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question.

Independent Work – Posttest (40min): Complete your test.

Closing/Wrap Up/Notes Review (5 min): Question and answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 18

Topic/Lesson Title & Grade Results #: Lesson 8: Latin America since 1945

Objective(s): Students will

- Describe the function of the Organization of American States.
- Summarize the interactions between Cuba and the United States during the reign of Fidel Castro.
- Identify problems with industrialization in Latin America and the financial crisis of various countries in Latin America.
- Describe some changes and challenges of industrialization in Latin America.

Guiding Question(s):

- How did the involvement of the United States and the Soviet Union increase instability in Latin American countries?
- What economic and political challenges did Latin American countries face during the Cold War?
- How did nuclear weapons influence political relationships the Cold War?
- How did Latin American society and culture change after World War II?

TN Curriculum Standard(s):

W.72-Explain how ideological conflicts between capitalism and communism led to armed insurgencies, revolutions, and military dictatorships in Latin American nations, including: Argentina, Colombia, Cuba, and Nicaragua.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Civilian Government: Non-military government.
2. Guerrilla: A member of an irregular, usually indigenous military or paramilitary unit operating in small bands.
3. Inflation: The rate of increase in prices.
4. Recession: An extended decline in general business activity.

Attendance in PowerSchool: (5min)

Lesson Introduction (5min):

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities/Supplemental (60min):

Vocabulary:

- Teacher will read these directions. “Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 10 min to read terms and annotate definitions. Please highlight words that are unfamiliar to you.”
- The teacher will review definitions with students. 5 min
- *Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.*
- Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.
- Teacher will click on supplementary and use the Flocabulary Latin America video supplemental activity as a hook.
- Slide 2 Latin America since 1945: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The student will watch Crash Course: War and Nation Building in Latin America video.
- Slide 3 Debt Problems: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. Students will watch the Vision of the Organizations of America video.
- Slide 4-16: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide.
- Slide 18: As a whole group, complete the Practice Activities. Discuss.
- Teacher’s option: This unit is short so the students can complete the Flocabulary activities.

Supplemental: Flocabulary Latin American video and supplemental activity

Break -10 minutes. :(Site Administrator will work with teachers on breaks)

Lesson Review: (5min)

Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question.

Independent Work – Posttest (They Do) (40min): Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Complete your test. Have students review the slides and their notes to prepare for the Posttest.

Closing/Wrap Up/Notes Review (5 min): Question and answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 19

Topic/Lesson Title & Grade Results #: Lesson 9: The Modern World and the Global Economy

Objective(s): Students will

Lesson A

- Summarize how after World War II the arts and literature reflected the political and social changes of the time.
- Describe the dramatic advances in science and technology after World War II.
- Detail how respect for human rights and democracy spread in many parts of the world after World War II.

Lesson B

- The inter-dependencies of the world markets.
- How foreign investment helps the US economy.

Guiding Question(s):

Lesson A:

- **How have scientific discoveries and technological innovations transformed society?**

Lesson B:

- What are the roles of global economic organizations in the world economy?
- What are the effects of regional trade organizations on national and regional economics?
- What are the cost and benefits of globalization?

TN Curriculum Standard(s):

W.75 - Explain the causes and effects of German reunification on both West and East Germany.

W.79- Describe the cultural, economic, geographic, and political effects of significant technological, ideological, medical, and scientific developments and breakthroughs of the era.

W.87- Explain implications of the transition from the use of fossil fuels to alternative and renewable energy sources.

W.82 - Analyze how technology has intensified patterns of globalization and led to the idea of space- time compression, containerization, and computer technology.

W.83- Explain the goals and consequences of trade organizations and treaties and how they have played a role in the growing global economic system.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

1. Antibiotics: Substances that can kill or limit bacterial growth
2. Laser: A device that concentrates light and releases it in an intense beam that travels in a straight line.
Miniaturization: Process of making machines smaller and lighter.

3. Op Art: Artists work with brilliant colors and shapes to create optical illusions
4. Conceptual art: focuses on environments made up of relationships among objects and people.
5. Performance Art: Where the artist actually becomes a living work of art.
6. Pop Art: Artists use everyday items such as road signs, soup cans, comic strips etc. in their art.
7. Urbanization: Migration from the countryside to the city.

Attendance in PowerSchool (5min)

Lesson Introduction (5min):

- Slide 1-Read the objectives, introduce the vocabulary activity and the discuss the guiding questions.
- Use the guiding questions to focus the information on each slide.

Lesson Activities/Supplemental (60min):

Vocabulary:

- Teacher will read these directions. “Students go to the side bar, under more resources, click the Lesson Vocabulary Words. You will have 10min to read terms and annotate definitions. Please highlight words that are unfamiliar to you.”
- The teacher will review definitions with students. 5 min
- *Hint: Images, maps, and bold typed names are animations. They provide enrichment and interactive capabilities to the text.*
- Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.
- Encourage students to write notes using pencil and paper.

Lesson A

- Encourage students to write notes using pencil and paper.
- Slide 2 Painting and Sculpture: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will watch the Pop Art 1950’s video.
- Slide 4: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide.
- Slide 5 Science and Technology: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will watch the video Space Exploration.
- Slide 6-8: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide.
- Slide 9 Technology: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will watch the video 1950’s Documentary-The Modern America.
- Slide 10-11: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide.
- Slide 12-14: As a whole group, complete the Practice Activities. Discuss.

Lesson B

- **Presentation options 1) Lecture using slides, videos, and animation present in the slides. 2) Allow grade results to read the slide and then emphasis main points or 3) Have student popcorn and read certain sections.**
- **Encourage students to write notes using pencil and paper.**
- Slide 2: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will watch the video Fiber Optics.
- Slide 3: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide.
- Slide 4: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will watch the video Direct Foreign Investment.
- Slide 5-7: The teacher will click the play button to allow grade result to read the slide. Call on students to tell you the main idea of the slide. The teacher will emphasis on all vocabulary terms and topics in bold. The students will answer the questions at the end of slide.
- Slide 8: As a whole group, complete the Practice Activities. Discuss.

Supplemental: n/a

Break- 10 minutes:(Site Administrator will work with teachers on breaks)

Teacher Lesson Review: (5 min)

Have students review the slides and their notes to prepare for the Posttest.

Grade Results uses questions in a graphic organizer format, in which the information is presented first and then the question. Have students look at the Study Guide, highlight green for cause and highlight red for effect. This will get them ready for using the information to help process and answer the question. Make sure to emphasize these topics:

Independent Work – Posttest (They Do) (40min): Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Complete your test. Have students review the slides and their notes to prepare for the Posttest.

Closing/Wrap Up/Notes Review (5 min): Question and answer session, review guiding questions and vocabulary.

Summer School Lesson Plan

Subject/Grade: World History

Day: 20

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Objective(s):

- Students will review lessons to prepare for final post-Test.
- Final Post-test will open. All students must complete the final post-Test.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Lesson Introduction (I Do):

Identify the purpose of the course.

Connect the course to missing or future coursework and Post-test.

Lesson Activities/Supplemental (We Do) – 30-60 minutes.

Lesson Activities and Review (We Do):

Check Grade Results and have students to review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Independent Work – Posttest (They Do):

Students will review and complete any incomplete/missed/failed coursework.

Closing/Wrap Up: