

Westside High School - Weekly Lesson Plan (Week At a Glance) – SY 25-26

Teacher: Bianca Woodard, Nick Mantlow

Subject: Social Studies

Course: AP World Modern

Grade: 10

Dates: 9/15-9/19

Standard: Connecting Themes-Map/Globe skills, Literacy, and Comprehension

Assessment:

☐ Group Discussion











☐ 3-2-1

☐ Journaling*

☐ Exit Ticket

☐ Parking Lot

☐ Nearpod

Pre-Teaching		Activation of Learning (5 min)	Focused Instruction (10 min) *I DO	Guided Instruction (10 min) *WE DO	Collaborative Learning (10 min) *Y'ALL DO	Independent Learning (10 min) *YOU DO	Closing (5 minutes)
 Learning Target  Success Criteria 1  Success Criteria 2		• Do Now • Quick Write* • Think/Pair/Share • Polls • Notice/Wonder • Number Talks • Engaging Video • Open-Ended Question	• Think Aloud • Visuals • Demonstration • Analogies* • Worked Examples • Nearpod Activity • Mnemonic Devices*	• Socratic Seminar * • Call/Response • Probing Questions • Graphic Organizer • Nearpod Activity • Digital Whiteboard	• Jigsaw* • Discussions* • Expert Groups • Labs • Stations • Think/Pair/Share • Create Visuals • Gallery Walk	• Written Response* • Digital Portfolio • Presentation • Canvas Assignment • Choice Board • Independent Project • Portfolio	• Group Discussion • Exit Ticket • 3-2-1 • Parking Lot • Journaling* • Nearpod
Monday		Students will review for the Unit 2 Test in AP Classroom Progress Check MCQ and FRQPt 1, FRQPt2					
							
							
Tuesday		Students will complete Unit 2 Assessment 20 MCQ, 1 FRQ and 1 LEQ					
							
							
Wednesday	 I will learn how empires like the Ottoman, Safavid, Mughal, Qing, and Russian expanded their territory and influence between 1450–1750.	Map labeling (students outline Ottoman, Safavid, Mughal, Ming, Qing, Russia, Songhai, Aztec, Inca on blank maps).	Mini-lecture on geographic, political, and cultural significance of land empires.	Timeline activity – place major empire events (rise, peak, decline) on a shared class timeline.		Graphic organizer – chart key features of empires (location, government, religion).	Exit ticket – 2 similarities + 1 difference between two empires.

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	 I can identify where land-based empires were located and explain why geography and military technology allowed them to grow. I can describe how the development of gunpowder weapons helped rulers consolidate power.						
							
Thursday	 I will learn how rulers legitimized and consolidated power through government systems, elites, and religious authority.  I can explain how emperors used bureaucracy, taxation, and military elites to control their subjects.  I can analyze primary sources to show how rulers used religion, art, and architecture to strengthen their rule. I can compare how different empires maintained authority over diverse populations.	Political cartoon analysis (Ottoman Janissaries or Chinese civil service exam).	Model how rulers used bureaucracy, elites, and religious ideas for legitimacy.	HIPPO practice with an excerpt from Emperor Akbar's court policies.		Compare and contrast chart – Ottoman vs. Ming administration.	Quickwrite – explain one way an empire consolidated power.
Friday	 I will learn how belief systems unified and divided	Image gallery walk (architecture: Hagia Sophia under Ottomans,	Show how rulers used religion/art/monuments for legitimacy.	Class discussion on Shi'a Safavid vs. Sunni Ottoman	Graphic organizer: religion as unifier vs. divider in		CFU: Students answer 2-3 SAQ-style

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	empires during 1450–1750.	Taj Mahal, Qing palaces).		conflict.	empires.		prompts (comparison focus).
	 I can explain how religion and culture supported political legitimacy in empires like the Mughal and Ottoman						
	 I can describe how religious conflict, such as the Sunni-Shi'a split, created divisions within empires.						