

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

Teacher: Bianca Woodard

Subject: Social Studies

Course : AP AfAm Studies

Grade: 9-11

Dates: 9.8-9.12

**Standard: Topic 1.10, 1.11**

**Assessment:**

☐ Group Discussion









☐ Exit Ticket

☐ 3-2-1

☐ Parking Lot

☐ Journaling\*

☐ Nearpod

| Pre-Teaching   |  | Activation of Learning<br>(5 min)   | Focused Instruction<br>(10 min) *I DO  | Guided Instruction<br>(10 min) *WE DO   | Collaborative<br>Learning<br>(10 min) *Y'ALL DO   | Independent<br>Learning (three min)<br>*YOU DO   | Closing<br>(5 minutes)   |
|--|--|---|--|---|---|--|--|
|  Learning Target-<br><br> Success Criteria 1<br><br> Success Criteria 2 |  | • Do Now • Quick Write* •<br>Think/Pair/Share •<br>Polls • Notice/Wonder<br>• Number Talks •<br>Engaging Video •<br>Open-Ended Question | • Think Aloud • Visuals<br>• Demonstration •<br>Analogies* • Worked<br>Examples • Nearpod<br>Activity • Mnemonic<br>Devices* | • Socratic Seminar * •<br>Call/Response •<br>Probing Questions •<br>Graphic Organizer •<br>Nearpod Activity •<br>Digital Whiteboard     | • Jigsaw* •<br>Discussions* •<br>Expert Groups •<br>Labs • Stations •<br>Think/Pair/Share •<br>Create Visuals •<br>Gallery Walk | • Written Response* •<br>Digital Portfolio •<br>Presentation • Canvas<br>Assignment • Choice<br>Board • Independent<br>Project • Portfolio | • Group Discussion • Exit<br>Ticket • 3-2-1 •<br>Parking Lot •<br>Journaling* •<br>Nearpod |
| Monday   |  I will learn about<br>ladinos, bozales, Juan<br>Garrido and Esteban  | What is context and<br>how do we gain it?   | TEacher will lead<br>notes on African<br>Slavery to introduce<br>the new unit  | Discussion on slavery   |   |  | Exit ticket  |
|  |  Explain the<br>significance of the<br>roles ladinos played as the<br>first Africans to arrive in the<br>territory that became the<br>United States |   |  |   |   |  |  |
|  |   |   |  |   |   |  |  |
| Tuesday  |  I will learn about the<br>roles ladinos, Juan Garrido<br>and Esteban played  | Watch a short video on<br>Ladinos in the Americas<br>and summarize in 2-3<br>sentences  | Taking Cornell Notes   | TEacher will introduce<br>module for Unit 2 on<br>Canvas and guide<br>students through<br>Cornell notes on the<br>first part on Ladinos | Source Analysis<br>with a partner   | Students take a short<br>5 question quiz on the<br>reading.  | Short answer<br>questions on<br>Canvas on the<br>lesson                                    |
|  |  Describe the diverse<br>roles Africans played during<br>colonization of the Americas<br>in the sixteenth century.                                |   |  |   |   |  |  |

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|           |    |   |   |  |  |   |   |
| Wednesday |  I will learn about the geography and scale of the slave trade and the slave trading zones   | AP Classroom MC Question on 2.1                         | Short Notes on the Path of enslavement in Africa  | TEacher will introduce the Slave VOyages website and review some of the voyages to introduce the ONE Pager Project | Students will review the site and select their Voyage for the 1pager project in Canvas | Cornell Notes on Scale and Scope of Slavery               | Discussion Journal on Slavery in Canvas |
|           |  Describe the scale and geographic scope of the transatlantic slave trade.   |   |   |  |  |   |   |
|           |  Identify the primary slavetrading zones in Africa from which Africans were forcibly taken.  |   |   |  |  |   |   |
| Thursday  |  I will learn about the ethnic groups in Africa that were enslaved   | Discussion: What surprises you about the slave voyages? | TEacher will remind students of the 1 pager project and assist as needed on how to use Canvas |  |  | Project Day Students will work on their 1 pager in Canvas | Exit ticket                             |
|           |  Identify the primary slavetrading zones in Africa from which Africans were forcibly taken.  |   |   |  |  |   |   |
|           |  Explain how the distribution of distinct African ethnic groups during the era of slavery shaped the development of African American communities in the United States. |   |   |  |  |   |   |
| Friday    |  I will learn about the 3 part journey of slavery and  | Quick quiz on Topic 2.2                                 | Review Topic 2.3 and the Door of No Return  | TEacher will assign the Slavery Topics multimedia project for  | Students will collaboratively work on the project                                      | Cornell Notes on Topic 2.3                                | AP Classroom Topic 2.2 MC               |

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|--|---|--|--|----------|--|--|-----------|
|  | how slavery destabilized African societies  |  |  | students |  |  | Questions |
|  |  I can Describe the conditions of the three-part journey enslaved Africans endured during the transatlantic slave trade. |  |  |          |  |  |           |
|  |  I can Explain how the transatlantic slave trade destabilized West African societies.                                    |  |  |          |  |  |           |