

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: 8/25-8/29

Standard: Topic 1.4, 1.5,

Assessment:

☐ Group Discussion









☐ Exit Ticket

☐ 3-2-1

☐ Parking Lot

☐ Journaling*

☐ 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 (three min) *YOU DO	Closing (5 minutes)
 Learning Target-  Success Criteria 1  Success Criteria 2		<ul style="list-style-type: none"> • Do Now • Quick Write* • Think/Pair/Share • Polls • Notice/Wonder • Number Talks • Engaging Video • Open-Ended Question 	<ul style="list-style-type: none"> • Think Aloud • Visuals • Demonstration • Analogies* • Worked Examples • Nearpod Activity • Mnemonic Devices* 	<ul style="list-style-type: none"> • Socratic Seminar * • Call/Response • Probing Questions • Graphic Organizer • Nearpod Activity • Digital Whiteboard 	<ul style="list-style-type: none"> • Jigsaw* • Discussions* • Expert Groups • Labs • Stations • Think/Pair/Share • Create Visuals • Gallery Walk 	<ul style="list-style-type: none"> • Written Response* • Digital Portfolio • Presentation • Canvas Assignment • Choice Board • Independent Project • Portfolio 	<ul style="list-style-type: none"> • Group Discussion • Exit Ticket • 3-2-1 • Parking Lot • Journaling* • Nearpod
Monday	 I will learn about education and griots in African Society	Introductory Discussion on Griots: following a video... Do you have one in your family?	TEacher will give a short lecture with notes on Griots and introduce one primary document	Teachers and Students will watch a griot performance and answer questions			CLosure 3-2-1
	 I can Describe the institutional and community-based models of education present in early West African societies.						
							
Tuesday	 I will learn about syncretic practices	Watch Puerto Rican Yimiya dance https://www.youtube.com/watch?v=MrIQhgIyMS8	TEacher will provide short notes on religious syncretism		Student groups will research one of the following and create 1-2 slides to present on at the close of class on: : Ancestor Veneration Divination Healing Practices: Collective singing and dancing		Tweet the Lesson" Students write a 140-character (or less) "tweet" that
	 I can Explain how syncretic practices in early West and West Central African societies developed and were carried forward in African-descended						

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	communities in the Americas.				Goddess Oshun LA Voodoo Gullah Geechie Ring Shout Yemaya (or Yemoja)		captures the day's lesson. Use hashtags (#). Share a few aloud.
							
Wednesday		Students will watch an overview video on Great Zimbabwe https://youtu.be/1IKRjOmFEIc?si=D8zO6npuR9gbaQUA	TEacher will give notes on Great Zimbabwe		Student groups will formulate a defensible claim about the social, political, and/or economic functions of Great Zimbabwe's stone architecture.		Write their top 3 takeaways from the lesson on sticky notes: 1 big idea (main theme) 2 pieces of evidence/examples 3 questions, confusions, or connections stack the sticky notes into a pyramid on the board or a poster as they leave.
	 I can Describe the function and importance of Great Zimbabwe's stone architecture.						
							
Thursday		Students will learn one more lesson in Swahili	TEacher will present information on Swahili City states		Students will work in groups to analyze primary documents and maps on Swahili		One-Sentence Summary Relay Students stand in a circle or pass around a
	 i Can Explain how geographic, cultural, and political factors contributed to the rise and fall of the city-states on the Swahili Coast.						

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							<p>ball/object.</p> <p>Each student adds one sentence that builds a collective summary of the lesson.</p>
Friday	 I will learn about the Kingdom of Kongo	Pickers questions	TEacher will give lecture on the Kongo		Students will analyze a source using the OPTIC strategy		<p>Concept Corners”</p> <p>Post four key concepts or themes from the lesson around the room.</p> <p>Students move to the corner they feel most confident explaining.</p> <p>In corners, they pair up and teach/explain the concept to one another (teacher circulates to listen in).</p>
	 I can Explain how the Kingdom of Kongo's political relations with Portugal affected the kingdom's participation in the transatlantic slave trade						
	 I can Explain how the adoption of Christianity affected economic and religious aspects of the Kingdom of Kongo..						