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Classroom Management

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**CMP Section 9: Managing and Facilitating Instruction:**

LESSON PLAN TEMPLATE

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| Name: MaryHannah Schwarzen | Date: 11/2/2020 |
| Lesson Title: **The American Homefront in WWI** | Grade/Level: 9th grade |
| Curriculum Standards | Focus Question/Big Idea/Goal |
| *State Curriculum Standards*  **US.26 - Analyze the political, economic, and social ramifications of World War I on the home front, including:**  **• Role played by women and minorities**  **• Voluntary rationing**  **• Committee on Public Information**  **• Opposition by conscientious objectors**  **• Schenck v. United States decision**  **WG.06 - Read and interpret maps and globes using cardinal directions, latitude and longitude, legends, map scale, and title.**  **SSP. 01 - Collect data and information from a variety of primary and secondary sources, including:**  **● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters,**  **personal journals)**  **● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork)**  **● Field observations/landscape analysis**  **● Artifacts**  **● Media and technology sources** | *What question(s), big idea(s), and/or goals drive your instruction?*  **These are integrated into the I Do, and We Do portions:**   1. **Why are home fronts important to a war?** 2. **How can nations help their soldiers from their home front?** 3. **What are steps a wartime initiative can take to be successful with the above in mind?** 4. **What are the four steps that lead to a good wartime initiative?** 5. **How can an initiative put these steps into practical action?** 6. **Is there more to a war than the battles that are fought?**   **Many of these questions are the same for each lesson in this unit, as the teacher should highlight them for each new home front discussed.**  Central Focus: **There is more to a war than the battles that are fought; in fact, behind the scenes actions on the home front have just as much sway over whether a nation wins or loses a war as their military tactics.** |
| Lesson Objective(s) | |
| *Objectives are measurable.*   1. **After observing in class, students will be able to summarize the importance of a home front through a class discussion.** 2. **After learning about several WWI American initiatives, students will be prepared to research one more initiative in small groups and present their findings.** 3. **After learning the four steps to a good initiative, students will be able to analyze the efficacy of WWI initiatives through a class discussion.** | |
| Cross-curricular connections | |
| *State connections between the material covered and other content areas.*  **WG.06 - Read and interpret maps and globes using cardinal directions, latitude and longitude, legends, maps, scale, and title.** | |
| Literacy/Academic Vocabulary | |
| *What opportunities will you provide for students to practice content language/vocabulary and develop fluency*?  **Words to know:**   1. **Homefront** 2. **Initiative** 3. **Rationing** 4. **Resources (in wartime context)**   **Students will practice literacy through researching an initiative in class and exploring primary sources through this research.** | |
| Questions for higher order thinking and assessment | |
| *These cannot be answered by yes or no.*  **These are integrated into the I Do, and We Do portions:**   1. **What might you as a citizen of the United States of America do to help our nation should we ever be at war (integrating the social studies aim of building good citizens)?** 2. **What are the four steps that we discussed in the lecture for a good wartime initiative?** 3. **How did the initiatives we have discussed in this lesson accomplish these steps?** | |
| Assessment/Evaluation | |
| Informal*: How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?*  **Informally, the teacher will gather information about student comprehension through inquiry questions at the end of the lecture, and classroom discussion concerning small group researched initiatives and student ability to be a part of this discussion.**  Formal: *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?*  **Formally the teacher will collect information concerning student comprehension through student notes from researching a WWI American initiative. The teacher will collect a formal assessment at the end of the unit through the PBL project that will be completed at the end of the unit where students will come up with their own WWI initiative.**  **Differentiation for assessments:**   1. **Gifted/talented students can choose an accompanying book to read from the classroom library about WWI home fronts and can write a book review.** 2. **Struggling learners can complete a fill in the blank worksheet on the information covered in class instead of writing out notes and turning in (this will give them a structure within which they can work to complete research as well)** 3. **For Limited English Proficiency students, these students will be encouraged to partake in class discussion for informal assessment and graded on a leaning scale for written formal assessments.** | |
| Materials | |
| *What do you need for this lesson?*   1. **Projector for video and PowerPoint** 2. **Computers/iPads for student group research** 3. **Large poster prints of American WWI home front initiative motivational posters (these should be placed around the classroom to integrate fine arts into the lesson); as the teacher continues through this unit, they should add other posters from other home fronts to expand students’ understanding of what art was used and styles utilized in each country’s home front.** 4. **Visual and hearing impairment accommodation: the teacher will print off smaller handout packets with the posters and PowerPoint slides.** | |
| Bell Ringer/Anticipatory Set | |
| *What will students do as they enter the classroom and get ready to start the lesson? How will you engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics.*  **The bell ringer for this lesson will be a random facts quiz. After the students have been seated at their desks for lecture time, the teacher will compile random fun facts about the American home front, such as “what did prisoners in Sing Sing do to help soldiers overseas?” and then offer several options such as a) make instant meal packets to send to soldiers, b) knit hats, socks and gloves to protect soldiers from the elements, or c) write them regular letters so they had a pen pal while fighting (the answer is b). This will get students excited about the lesson and will create fuel for discussion throughout the lesson.** | |
| Instruction | |
| *Provide specific details of lesson content and delivery. This could include step by step procedures, discovery, modeling (“****I Do****”), questions, encouraging higher order thinking and problem solving, etc.*  **Hearing Impairment and Visual Impairment Accommodation: These students can sit in the front of the class, to assist with hearing the lecture and seeing the PowerPoint better.**  **After the bell ringer, the teacher will use the created PowerPoint to walk students through:**   1. **the definition and importance of a home front** 2. **steps to a good home front initiative** 3. **how initiatives marketed themselves; the teacher will show the accompanying video from C-Span on WWI posters at this point in the lecture** 4. **several initiatives that were successful during the war**   **Visual Impairment Accommodation: the teacher will pass around the printed poster packets of WWI American home front initiatives with the PowerPoint slides included.**  **Throughout the lecture, the teacher will take appropriate pauses to ask comprehension and higher-level questions, such as “why do you think this initiative was important?” (this is a visually or hearing impaired, language and/or speech disorder, or struggling learner accommodation, as it allows frequent checks for comprehension and the opportunity for students to answer open-ended questions)**  **After the PowerPoint, the teacher will ask the accompanying higher-level critical thinking questions:**   1. **After looking over all these initiatives why do you think they were successful?** 2. **What aspects of these programs seem to have worked well? What about any that did not work well?** 3. **How did each of these initiatives achieve the steps to a good initiative we talked about?** 4. **What motivates community cooperation? Why do we see increased community cooperation during crises?** 5. **Thinking about modern times, are there any initiatives like these that are still around?** | |
| Guided and Independent Practice | |
| *This is the “****We Do****” and “****You Do****” section where students are encouraged to think critically. Provide specific details that demonstrate a gradual release of responsibility from teacher to students.*  **Groups will be divvied up while still seated in the lecture area of the classroom, and then allowed to pick any area within the research lab, the computer lab, or the writing lab to set up.**  **After asking the inquiry questions, the teacher will divide students into small groups and will instruct them to work together to research another WWI initiative on the American home front, with the following criteria questions (these small groups will work together throughout the entirety of the unit):**   1. **What did this initiative hope to accomplish?** 2. **How did it go about accomplishing this goal?** 3. **How did the initiative market itself? Did it use any symbolism?**   **Groups will be chosen by the teacher, and this means that the teacher will have the chance to group students as he or she thinks best. Struggling learners can be paired with gifted students for example, for a chance at tutoring. Within each group will be specific roles: 1) the computer whiz, 2) the note taker, 3) the big question asker, 4) the art thinker, and 5) the hands-on thinker. Each of these roles is vital to the team and will allow students to feel successful in a supportive environment (students at risk accommodation). The teacher can either allow students to decide which role they want in the group or can decide who is going to fill what role based on known special needs.**  **After completing this group project, each group will present on their findings, and the class will discuss how each initiative lines up with the steps discussed in the lecture for being a good initiative:**   1. **Motivation** 2. **Practicality** 3. **Frugality** 4. **Morale booster**   **Small group work is an accommodation for SES, ESL, ELL, visually impaired, culturally diverse, hearing impaired, and struggling learner students; this allows for peer input and tutoring, more teacher interaction, and higher rates of success as a team.** | |
| Closure | |
| *Verbalize or demonstrate learning or skill one more time. This may include stating future learning objectives.*  **To conclude this lesson, the teacher will ask students to share one thing they learned from the lesson, and how they think they will use this piece of knowledge in coming up with their final, end-of-unit project, which is creating their own home front initiative, complete with poster marketing, and a general outline of what their initiative will hope to accomplish. The teacher will also ask students to choose a specific theme for their PBL project of a WWI initiative, so that they may begin brainstorming in their small groups.** | |
| Differentiation | |
| *How will you adapt the instruction to meet the needs of individual students?*   1. **PowerPoint, posters, and video will meet visual learner needs.** 2. **Video and lecture will meet auditory learner needs.** 3. **Passing around prints will meet tactile learner needs.** 4. **Visuals and video will bridge gaps for ELL learners.** 5. **Visual and audio material will assist struggling learners.** | |