UNIT PLAN TEMPLATE

Name: **MaryHannah Schwarzen** Date: **11/18/20**

Subject/Content: **WWI Home Fronts** Grade Level: **9th grade**

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| Curriculum Standards | Unit Goals |
| *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**  **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**  **WG.06 - Read and interpret maps and globes using cardinal directions, latitude and longitude, legends, map scale, and title.** | *Create goals that are observable*   1. **Students will demonstrate comprehension of the four steps to a good initiative through classroom discussions.** 2. **Students will synthesize their knowledge of these four steps through a project-based learning assignment where they will create their own wartime initiative complete with marketing art and an outline of their goals with the initiative.** |
| Biblical Integration | |
| *What worldview question(s) are addressed in this unit? What activity would allow students to answer the question(s)? What can students connect to or distinguish from a Biblical worldview?*   1. **What do we as Christians need to know about war? – look back at passages in Scripture that address war** 2. **What should we as Christians do to help society? – discuss how Jesus treated others, how the Apostles did, etc.** | |
| Unit Anticipatory Set | |
| *How will you pique the interest of students for the subject matter to come? How should you inform students about the lesson’s context and objectives in age appropriate language? What do students need to know before they can delve into instruction in the lessons to come?*  **The unit anticipatory set will be the first bell ringer from lesson one, the American home front (see below).** | |
| Activities Planned | |
| *List and/or describe the daily activities planned for the unit.*   1. **Students will research one initiative each day based on the hoe front addressed in the lesson.** 2. **Students will work together in small groups to complete and create a wartime initiative of their own complete with an outline listing goals and plan of action and marketing art.** 3. **Students will engage in daily discussions comparing and contrasting different home fronts.** | |
| Assessment | |
| 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.** | |

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.** | |
| 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** | |
| 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. 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.*  **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**   **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?”**  **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.*  **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?**   **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** | |
| 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** | |

LESSON PLAN TEMPLATE

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| Name: MaryHannah Schwarzen | Date: 11/9/2020 |
| Lesson Title: **The British Homefront in WWI** | Grade/Level: **9th grade** |
| Curriculum Standards | Focus Question/Big Idea/Goal |
| *State Curriculum Standards*  **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**  **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?*   1. **Is there more to a war than the battles that are fought?** 2. **What do people do behind the scenes in a war (i.e. those who are not soldiers?)** 3. **What motivates people to do what they do?**   **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:  **Wartime means sacrifices for all. People had to make do with less and became very clever about making do with very little. Initiatives also encouraged people to band together to make the hardship lighter and help the soldiers overseas.**  **Step to Making a Good Wartime Initiative: *Motivation***  **For each class from this one, the teacher will encourage students to look at the home front they are exploring and its initiatives considering a step from the four steps presented in the first lesson** |
| Lesson Objective(s) | |
| *Objectives are measurable.*   1. **After observing in class, students should be able to summarize the differences between the British and American home fronts by answering comprehension questions asked by the teacher.** 2. **After learning about several WWI British 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 and learning about British home front initiatives, students will be able to analyze the efficacy of British initiatives through a class discussion focusing on motivation.** 4. **After observing in class, students should be capable of synthesizing the material into a motivational schema for their wartime initiative in small groups, focusing on motivation as the key step of the day** | |
| 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.**  **S.10 - Compare and contrast various cultures of the world.**  **S.14 - Identify and evaluate the functions of social institutions (e.g., family, education, religion,**  **economy, government).**  **S.15 - Evaluate the role and effectiveness of social institutions.** | |
| 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)** 5. **Queue (English word for a line that is used in primary source below)**   **Students will practice literacy through reading segments of firsthand accounts of World War One throughout the PowerPoint.**  **Use this link:** [**https://www.iwm.org.uk/history/voices-of-the-first-world-war-life-on-the-home-front**](https://www.iwm.org.uk/history/voices-of-the-first-world-war-life-on-the-home-front) | |
| 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. **How did wartime initiatives motivate their people to pitch in for the war effort?** 2. **What resources tend to become rare in a war?** 3. **Why are certain resources made scarce thanks to war?** 4. **What differences or similarities do we see between Britain and America home fronts during the war? Why?** | |
| 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 and higher-level thinking questions at the end of the lecture.**  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 each groups’ notes on planning a motivational schema for their wartime 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 and present it in class.** | |
| Materials | |
| *What do you need for this lesson?*   1. **Projector for video and PowerPoint** 2. **Large poster prints of British 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** 3. **Photos printed out of such British initiatives as the Land Lassies to show to the students what these groups looked like in real life** | |
| 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.*  **On the board as students walk in will be written, “If you wanted people to band together in a big movement, how would you go about doing it i.e., how would you motivate people to join you?” students will be instructed to ponder and then jot down their ideas to share. The teacher will also provide images of WWI posters near the bell-ringer question to give ideas as to what is being discussed.**  **Answers will be shared after all students have been seated and the teacher is ready to begin the lesson for the day.** | |
| 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.*  **After the bell ringer, the teacher will use the created PowerPoint to walk students through:**   1. **The British home front in WWI** 2. **The impacts the war had on the civilians of Great Britain** 3. **What the civilians did to cope with shortages and the stress of war; societal norms that changed and shifted** 4. **Initiatives enacted during the war and what they hoped to accomplish** 5. **Highlighting the differences between the American front and the British front (British civilians had to worry about bombings, etc.)**   **After the PowerPoint, the teacher will ask the accompanying comprehension and higher-level critical thinking questions:**   1. **COMPREHENSION: What differences do you see between the American and British home fronts?** 2. **HIGHER LEVEL THINKING: Why do you think these differences existed?** 3. **COMPREHENSION: what did civilians do to cope with food, clothing, and resource shortages?** 4. **HIGHER LEVEL THINKING: Why do you think these choices were made? What motivated them to cope the way they did/join initiatives the way they did?** | |
| 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.*  **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?**   **Building on what they discussed and researched throughout the whole week, students will take what they have learned and apply it to their chosen initiative theme. They will then begin thinking through and planning how their initiative will follow the four steps to a good wartime initiative as discussed in the first lesson (the teacher will display them again as they work through this group project on the whiteboard).**  **At the end of this time, students will share in their groups how they plan to motivate people to join their initiative, tying back into the bell ringer and the four steps for a good wartime initiative.** | |
| Closure | |
| *Verbalize or demonstrate learning or skill one more time. This may include stating future learning objectives.*  **At the end of class, the teacher will summarize the main themes of the lesson:**   1. **Why and how people are motivated** 2. **How this relates to WWI** 3. **The British home front and its initiatives** 4. **Remind students to be thinking in terms of how they might have reacted and behaved were they alive at this time** | |
| 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** | |

LESSON PLAN TEMPLATE

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| Name: MaryHannah Schwarzen | Date: 11/9/2020 |
| Lesson Title: **The French Homefront in WWI** | Grade/Level: **9th grade** |
| Curriculum Standards | Focus Question/Big Idea/Goal |
| *State Curriculum Standards*  **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**  **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?*   1. **Is there more to a war than the battles that are fought?** 2. **What do people do behind the scenes in a war (i.e. those who are not soldiers?)** 3. **What motivates people to do what they do?**   **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:  **Wartime means sacrifices for all. People had to make do with less and became very clever about making do with very little. Initiatives also encouraged people to band together to make the hardship lighter and help the soldiers overseas.**  **Step to Making a Good Wartime Initiative: *Practicality***  **For each class, the teacher will encourage students to look at the home front they are exploring and its initiatives considering a step from the four steps presented in the first lesson** |
| Lesson Objective(s) | |
| *Objectives are measurable.*   1. **After observing in class, students should be able to summarize the differences between the British, American, and French home fronts by answering comprehension questions asked by the teacher.** 2. **After learning about several WWI French 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 and learning about French home front initiatives, students will be able to analyze the efficacy of French initiatives through a class discussion, focusing on practicality.** 4. **After observing in class, students should be capable of synthesizing the material into a motivational schema for their wartime initiative in small groups, focusing on motivation as the key step of the day** | |
| 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.**  **S.10 - Compare and contrast various cultures of the world.**  **S.14 - Identify and evaluate the functions of social institutions (e.g., family, education, religion,**  **economy, government).**  **S.15 - Evaluate the role and effectiveness of social institutions.** | |
| 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)** 5. **Epidemic (Spanish flu)** 6. **Mobilization**   **Students will practice literacy through reading the small section from the link below about the French home front during WWI:** [**https://ww1.mrdonn.org/homefront.html**](https://ww1.mrdonn.org/homefront.html) | |
| 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. **How did wartime initiatives motivate their people to pitch in for the war effort?** 2. **What resources tend to become rare in a war?** 3. **Why are certain resources made scarce thanks to war?** 4. **What differences do you see between the American, British, and French home fronts? Similarities?** 5. **What aspects of the war were different for the French being on the mainland and being occupied?** | |
| 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 and higher-level thinking questions at the end of the lecture.**  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 each groups’ notes on incorporating practicality as part of the schema for their wartime 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 and present it in class.** | |
| Materials | |
| *What do you need for this lesson?*   1. **Projector for video and PowerPoint** 2. **Large poster prints of French 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** 3. **Photos printed out of France before and during the war to show the trials French citizens lived through** | |
| 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.*  **On the board as students walk in will be the vocabulary words of the day, and their definitions (on separate cards). They will be scrambled. To prepare for the lesson, students will work together to match the vocab words with what they think is their definitions on the board.**  **Answers will be shared after all students have been seated and the teacher is ready to begin the lesson for the day.** | |
| 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.*  **After the bell ringer, the teacher will use the created PowerPoint to walk students through:**   1. **The French home front in WWI** 2. **The impacts the war had on the civilians of France; highlighting the fact that France was an occupied territory for great portions of the war** 3. **What the civilians did to cope with shortages and the stress of war; societal norms that changed and shifted** 4. **Highlighting the differences between the American, British, and French fronts (what was it like to be an occupied country, having to surrender, what, etc.)**   **After the PowerPoint, the teacher will ask the accompanying comprehension and higher-level critical thinking questions:**   1. **COMPREHENSION: What differences do you see between the home fronts we have discussed?** 2. **HIGHER LEVEL THINKING: Why do you think these differences existed?** 3. **HIGHER LEVEL THINKING: What aspects of practicality can we find in the French home front?** 4. **COMPREHENSION: what did civilians do to cope with food, clothing, and resource shortages? What about dealing with occupation and enemy soldiers?** 5. **HIGHER LEVEL THINKING: Why do you think these choices were made? What motivated them to cope the way they did/join initiatives the way they did?** | |
| 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.*  **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?**   **Building on what they discussed and researched for the last two lessons, students will take what they have learned and apply it to their chosen initiative theme. They will then begin thinking through and planning how their initiative will offer practicality and resource production (the teacher will display the four steps again as they work through this group project on the whiteboard).**  **At the end of this time, students will share in their groups how they plan to keep their initiative practical, tying back into the four steps for a good wartime initiative.** | |
| Closure | |
| *Verbalize or demonstrate learning or skill one more time. This may include stating future learning objectives.*  **At the end of class, the teacher will summarize the main themes of the lesson:**   1. **Why and how the French were able to implement practicality in their wartime initiatives** 2. **How this relates to WWI** 3. **The French home front and its initiatives** 4. **Remind students to be thinking in terms of how they might have reacted and behaved were they alive at this time** | |
| 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** | |

LESSON PLAN TEMPLATE

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| Name: MaryHannah Schwarzen | Date: 11/9/2020 |
| Lesson Title: **The German/Prussian Homefront in WWI** | Grade/Level: **9th grade** |
| Curriculum Standards | Focus Question/Big Idea/Goal |
| *State Curriculum Standards*  **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**  **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?*   1. **Is there more to a war than the battles that are fought?** 2. **What do people do behind the scenes in a war (i.e. those who are not soldiers?)** 3. **What does it mean to be frugal?**   **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:  **Wartime means sacrifices for all. People had to make do with less and became very clever about making do with very little. Initiatives also encouraged people to band together to make the hardship lighter and help the soldiers overseas.**  **Step to Making a Good Wartime Initiative: *Frugality***  **For each class, the teacher will encourage students to look at the home front they are exploring and its initiatives considering a step from the four steps presented in the first lesson** |
| Lesson Objective(s) | |
| *Objectives are measurable.*   1. **After observing in class, students should be able to summarize the differences between the British, American, French, and German/Prussian home fronts by answering comprehension questions asked by the teacher.** 2. **After learning about several WWI German/Prussian 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 and learning about Prussian home front initiatives, students will be able to analyze the efficacy of Prussian initiatives through a class discussion.** 4. **After observing in class, students should be capable of synthesizing the material into a motivational schema for their wartime initiative in small groups, focusing on frugality as the key step of the day** | |
| 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.**  **S.10 - Compare and contrast various cultures of the world.**  **S.14 - Identify and evaluate the functions of social institutions (e.g., family, education, religion,**  **economy, government).**  **S.15 - Evaluate the role and effectiveness of social institutions.** | |
| 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)** 5. **Nationalism** 6. **Reparation**   **Students will practice literacy through reading the article, “Bereavement and Mourning in Germany,” from the website database 1914-1918 Online.**  **Use this link:** <https://encyclopedia.1914-1918-online.net/article/bereavement_and_mourning_germany> | |
| 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. **How did wartime initiatives motivate their people to pitch in for the war effort?** 2. **What resources tend to become rare in a war?** 3. **How does the idea of frugality pay into the idea of resource scarcity?** 4. **Why are certain resources made scarce thanks to war?** | |
| 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 and higher-level thinking questions at the end of the lecture.**  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 each groups’ notes on planning on incorporating frugality for their wartime 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 and present it in class.** | |
| Materials | |
| *What do you need for this lesson?*   1. **Projector for video and PowerPoint** 2. **Large poster prints of German 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** 3. **Photos printed out of Germany before and during the war** | |
| 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.*  **Students will be split up into two teams and will race to see how many terms they can think up that relate back to WWI home fronts. The team with the most applicable terms or vocab words wins bragging rights.** | |
| 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.*  **After the bell ringer, the teacher will use the created PowerPoint to walk students through:**   1. **The “German” home front in WWI; and the realization that Germany as the class likely knows it was not a country yet!** 2. **The impacts the war had on the civilians of Prussia** 3. **What the civilians did to cope with shortages and the stress of war; societal norms that changed and shifted** 4. **Highlighting the differences between the fronts the class has discussed previously in the unit (the teacher should point out that this is a front that Americans do not often consider, because it is an “enemy” home front)**   **After the PowerPoint, the teacher will ask the accompanying comprehension and higher-level critical thinking questions:**   1. **COMPREHENSION: What differences do you see between this front and the others discussed in the unit? Any similarities?** 2. **COMPREHENSION AND HIGHER-LEVEL THINKING: What differences do we see based on the fact that Germany was on the “other side?”** 3. **HIGHER LEVEL THINKING: Why do you think these differences existed?** 4. **COMPREHENSION: what did civilians do to cope with food, clothing, and resource shortages?** 5. **HIGHER LEVEL THINKING: Why do you think these choices were made? What motivated them to cope the way they did/join initiatives the way they did?** | |
| 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.*  **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?**   **Building on what they discussed and researched last week, students will take what they have learned over the last two lessons and apply it to their chosen initiative theme. They will then begin thinking through and planning how their initiative will highlight frugality as discussed in the first lesson (the teacher will display the four steps again as they work through this group project on the whiteboard).**  **At the end of this time, students will share in their groups how they plan to highlight frugality, tying back into the four steps for a good wartime initiative.** | |
| Closure | |
| *Verbalize or demonstrate learning or skill one more time. This may include stating future learning objectives.*  **At the end of class, the teacher will summarize the main themes of the lesson:**   1. **What is frugality** 2. **How this relates to WWI** 3. **The “German” (i.e. Prussian) home front and its initiatives** 4. **Remind students to be thinking in terms of how they might have reacted and behaved were they alive at this time** | |
| 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** | |

LESSON PLAN TEMPLATE

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| Name: MaryHannah Schwarzen | Date: 11/9/2020 |
| Lesson Title: **The Russian Homefront in WWI** | Grade/Level: **9th grade** |
| Curriculum Standards | Focus Question/Big Idea/Goal |
| *State Curriculum Standards*  **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**  **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?*   1. **Is there more to a war than the battles that are fought?** 2. **What do people do behind the scenes in a war (i.e. those who are not soldiers?)** 3. **What motivates people to do what they do?**   **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:  **Wartime means sacrifices for all. People had to make do with less and became very clever about making do with very little. Initiatives also encouraged people to band together to make the hardship lighter and help the soldiers overseas.**  **Step to Making a Good Wartime Initiative: *Morale Boosting***  **For each class from this one, the teacher will encourage students to look at the home front they are exploring and its initiatives considering a step from the four steps presented in the first lesson** |
| Lesson Objective(s) | |
| *Objectives are measurable.*   1. **After observing in class, students should be able to summarize the differences between the home fronts discussed in the unit by answering comprehension questions asked by the teacher.** 2. **After learning about several WWI Russian 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 and learning about Russian home front initiatives, students will be able to analyze the efficacy of Russian initiatives through a class discussion.** 4. **After observing in class, students should be capable of synthesizing the material into a motivational schema for their wartime initiative in small groups, focusing on morale boosting as the key step of the day**   ***Students should be prepared and ready to present their wartime initiative as part of the next lesson*** | |
| 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.**  **S.10 - Compare and contrast various cultures of the world.**  **S.14 - Identify and evaluate the functions of social institutions (e.g., family, education, religion,**  **economy, government).**  **S.15 - Evaluate the role and effectiveness of social institutions.** | |
| 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)** 5. **Victory garden** 6. **Lenin** 7. **Entente** 8. **Bolshevik**   **Students will practice literacy through reading the article “Labor (Russian Empire)” from the 1914-1918 online database.**  **Use this link:** <https://encyclopedia.1914-1918-online.net/article/labour_russian_empire> | |
| 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. **How did wartime initiatives boost morale for the civilians of a nation?** 2. **What resources tend to become rare in a war?** 3. **Why are certain resources made scarce thanks to war?** 4. **What aspects boosted morale or ruined it in Russia? Why?** | |
| 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 and higher-level thinking questions at the end of the lecture.**  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 each groups’ notes on planning a morale boosting schema for their wartime 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 and present it in class.** | |
| Materials | |
| *What do you need for this lesson?*   1. **Projector for video and PowerPoint** 2. **Large poster prints of Russian 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** 3. **Photos printed out of the civil unrest that took place in Russia during the war (how do these images tie into our discussion about morale? What do they indicate of the people? Do they feel “good” about what is happening at home?)** | |
| 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.*  **Since this is the last lesson of the unit before the big presentation, the students will sit in their seats and share aspects of WWI that they did not know or that surprised them that they learned from this unit. Each student will have a few minutes to share and then peers will give feedback.** | |
| 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.*  **After the bell ringer, the teacher will use the created PowerPoint to walk students through:**   1. **The Russian home front in WWI** 2. **The impacts the war had on the civilians of Russians** 3. **What the civilians did to cope with shortages and the stress of war; societal norms that changed and shifted** 4. **Highlighting the differences between the Russian front and the other fronts already discussed in the unit** 5. **How the war affected the Russian home front politically, as well as economically (leads to revolution)**   **After the PowerPoint, the teacher will ask the accompanying comprehension and higher-level critical thinking questions:**   1. **COMPREHENSION: What differences do you see between this front and the others already discussed?** 2. **HIGHER LEVEL THINKING: Why do you think these differences existed?** 3. **COMPREHENSION: What did civilians do to cope with food, clothing, and resource shortages?** 4. **COMPREHENSION: How did these tensions feed into the shifting scene in Russia politically?** 5. **HIGHER LEVEL THINKING: Why do you think these choices were made? What motivated them to cope the way they did/join initiatives the way they did?** | |
| 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.*  **The teacher will divide the students into their small groups once more, as previously assigned in the last lesson. Building on what they discussed and researched last week, students will take what they have learned over the last two lessons and apply it to their chosen initiative theme. They will then begin thinking through and planning how their initiative will boost morale (the teacher will display the four steps again as they work through this group project on the whiteboard).**  **At the end of this time, students will share in their groups how they plan to boost morale, tying back into the four steps for a good wartime initiative.** | |
| Closure | |
| *Verbalize or demonstrate learning or skill one more time. This may include stating future learning objectives.*  **At the end of class, the teacher will summarize the main themes of the lesson:**   1. **Why and how people can boost morale** 2. **How this relates to WWI** 3. **The Russian home front and its initiatives** 4. **Remind students to be thinking in terms of how they might have reacted and behaved were they alive at this time** | |
| 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** | |