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| **STANDARDS, FOCUS, AND OBJECTIVES** | | |
| Name: Nicole Wagner | | Date: 2-21-18 |
| Lesson Topic: Causes of World War I | | Grade Level: 9th Grade |
| Learning Segment #1 of 4 | | Estimated Duration: 90 minutes |
| CURRICULUM STANDARDS (2 pts) | List the TN Academic Content Standards that directly relate to the lesson’s central focus (full text & number). Include at least one ELA standard. Include content-area practice standards as applicable. | |
| **World History Standard:**  W.28 – Explain how the rise of militarism, alliances, imperialistic rivalries, and growing nationalism led to the outbreak of World War I.  **ELA Standards:**  9-10.L.VAU.6 – Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.  9-10.W.TTP.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. | | |
| CENTRAL FOCUS (5 pts) | The standards, objectives, strategies, and assessments are all related to the central focus. Central Focus for K-5: Include a literacy strategy for comprehending or composing text.  Central Focus for 6-12: Connect higher-level Bloom’s (apply, analyze, evaluate, create) to the content.  Purpose for all grades: State the purpose of the lesson/learning segment. | |
| Central Focus (the “what”): Students will explain how the MAIN + A causes (Militarism, Alliances, Imperialism, Nationalism + Assassination of Franz Ferdinand) led to the outbreak of World War I.  Purpose (the “why”): Students need to understand the causes of the greatest war the world had ever seen up to that point – World War I – that led to a catastrophic number of horrific deaths. It is important that students be able to write a persuasive argument and build academic vocabulary. Students also need to be able to recognize the problems inherent in building up armies, nationalistic and/or warmongering propaganda, entangling alliances with other countries, etc. that can lead to conflict, or even war, in the real world today. | | |
| LESSON OBJECTIVES (10 pts) | The objectives must be aligned to the lesson standards and central focus, in measureable terms, clearly and explicitly stated. Objectives must be integrated throughout the span of the lesson. Use the action verb from the standard when appropriate. | |
| * I can explain how the five (5) MAIN + A causes led to the outbreak of WWI. * I can define academic vocabulary regarding the causes of WWI. * I can create a drawing that describes each of the five (5) main causes of WWI. * I can rank the causes from what I think is most to least significant in leading to the outbreak of WWI. * I can write a short persuasive essay arguing the cause I thought was most significant to the outbreak of WW I. | | |

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| **LANGUAGE FUNCTION/DEMANDS/SUPPORTS** | | |
| LANGUAGE FUNCTION (5 pts) | Identify all language functions essential for students to achieve the lesson objective(s). Language function is the content and language focus of learner tasks often represented by the **active verb(s) within the lesson objective(s**). Use language to, e.g. compare, explain, contrast, predict, argue, analyze, describe \_\_(content)\_. | |
| Explain, define, create, rank, write | | |
| LANGUAGE DEMANDS & SUPPORTS (5 pts) | **Language Demands:** Describe/identify the following language demands (written or oral) associated with the language function:   * Vocabulary – Identify key words, phrases, symbols * Syntax – Describe the rules for organizing words together into phrases, clauses, sentences or visual representations; how language is organized to convey meaning. An example is the structural guidelines given to students for writing a paragraph. * Discourse – Describe the discipline-specific oral or written language or visual representations used by students to independently demonstrate/apply the language function   **Language Supports:** Identify and describe the planned instructional supports to help students understand, develop, and use the identified language demands. | |
| **Language Demands** | | **Language Supports** |
| Vocabulary and/or Key Phrases:  Alliances, Triple Alliance, Triple Entente, Propaganda, Gavrilo Princip, Conscription, Militarism, Black Hand, Imperialism, Franz Ferdinand, Nationalism, Slavs, Anglo-German Naval Arms Race, Social Darwinism | | Vocabulary and/or Key Phrases:  Graphic organizer, crossword puzzle |
| Syntax:  Thesis; supporting evidence; counterclaims; conclusion | | Syntax:  Outline on PowerPoint, if needed |
| Discourse:  Drawing; Writing (Poster, paper, writing/drawing materials) | | Discourse:  Visuals and “doing” for visual and kinesthetic learners |

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| **ASSESSMENT** | | |
| ASSESSMENT (10 pts) | Describe at least three checks for understanding (multiple forms of assessment, can be formal and/or informal) that will be used during the lesson to indicate student understanding and progress toward the lesson objective(s). For each assessment, include a description of the plan for academic feedback that relates to assessed objectives and addresses students’ strengths and needs. Assessments can be oral, written, or demonstrated. | |
| **Assessment Description** | | **Plan for Academic Feedback** |
| PowerPoint Questioning | | Verbal and extrinsic encouragement |
| Crossword/Dry-Erase Trivia for Vocabulary | | Competition – Verbal and extrinsic encouragement |
| Posters on 5 MAIN Causes | | Rotate for verbal encouragement and extended thinking questions; Graded for completion |
| Ranking/Persuasive Essay – Written and Shared | | Graded for completion; Verbal encouragement |
| 3-2-1 Exit Slip | | Graded for completion; Answer Questions on Day 2 |
| USE OF ASSESSMENT RESULTS (5 pts) | For each check for understanding in the section above, describe possible accommodations or modifications to instruction based on what individuals or groups may understand or fail to understand (patterns of learning). | |
| * Call on distracted students to keep them engaged * Pair up students for both activities * Provide guided writing template for struggling writers | | |

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| **INSTRUCTION** | | |
| HOOK/ANTICIPATORY SET (10 pts) | Describe effective plans to communicate the lesson objective(s) and purpose; make connections to prior learning, life experiences, and/or other disciplines; and hook students’ attention. | | |
| Bell Ringer/Warm Up   * Label and Color Map of Europe (to help visualize countries, encirclement, battle fronts, battles, etc. during the entire unit on WWI). * Warm up questions: “In your own words, what is a terrorist?” “Can you name any terrorist organizations?” “Do you believe one man’s actions can start a war?” * Introduce the “terrorist” who sparked WWI – Gavrilo Princip assassinated Archduke Franz Ferdinand * Go over standard using the political cartoon of the wood pile with the match – show how the Sarajevo “match” (assassination of Archduke Franz Ferdinand) set off the “wood pile” of M.A.I.N. causes of WWI. Reflect on industrialization (for militarization) and imperialism discussed in previous units. | | |
| LESSON BODY (25 pts) | Instructional Procedures Model examples: 1) Gradual Release of Responsibility (GRR): I do, We do, You do collaboratively, You do independently; 2) Rapid Release of Responsibility (RRR): You do, We do, I do**.** Ask your instructor if a specific model is required.  **State the model for this lesson \_\_\_\_\_\_\_\_\_\_GRR\_\_\_\_\_\_\_\_\_\_.** The sequence of the instructional procedures will vary based on the stated model. Develop this section alongside the rubric to be sure all required elements are included. | | |
| Instructional Procedures | Assessments/Questions | Modifications and Accommodations to Support Individual Student Learning Needs |
| Causes of WWI PowerPoint presentation (I do) | There are opportunities for questions (both low and high order) along the way. (Some questions are on the slides.) I will sometimes ask for volunteers or call on specific individuals to include everyone. Some questions include the following:   1. Why are the central powers (Triple Alliance) at a disadvantage? 2. Do you think WWI was inevitable? | Videos with closed captioning, music, pictures, etc. for different types of learners. |
| Crossword Puzzle/Dry Erase Board Trivia (we do) | This is a chance to build academic vocabulary. Students will first work in pairs to complete the crossword. Then, students will compete in dry-erase board trivia. The first group to answer correctly will get a point. The group who wins will be rewarded. | Work with a partner; “clean” sheet is given for fill-in-the-blank so not confusing |
| Small poster of each main cause (x5) (we do) | This is a chance for students to visually express the five main causes of WWI. I will walk around to assist and ask extending questions, including “How does this drawing represent this cause?” and “Why do you think this led to the outbreak of WWI?”  If time is available, some students will share their answers with the class. If significant time is available, the class will do a gallery walk. | Can write the text in Spanish; drawings for visual learners; text for linguistic learners |
| Ranking Causes/ Persuasive Essay | Students will be required to assess which cause of WWI they think is most significant and write a short persuasive essay explaining their choice.  “What do you think is the most significant cause of WWI? Why is this one more significant than all the others?”  If time is available, some students will share their answers with the class. If significant time is available, I will do a modified 4-corners and have each group try to persuade others to come to their “cause” or corner. | A guide of expectations will be on the presentation outlining the requirements. Students who struggle with writing may dictate the essay on their computer. |
| CLOSURE/STUDENT REFLECTION (10 pts) | Student-centered review of lesson objectives, assessment of student understanding, student reflection on purpose and value of lesson, incorporation of writing (if applicable), and connections to future learning. | | |
| 3-2-1 Exit Slip (individually) – 3 things you learned, 2 questions you still have, 1 aspect about the lesson you found interesting  “Balls to the Wall” Review (collectively) – Everyone will stand up, a ball will be passed around, the person with the ball will say one thing they learned, then pass the ball to someone else and sit down. | | |

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| **MATERIALS, RESOURCES, & TECHNOLOGY** | |
| TEACHER MATERIALS & RESOURCES (4 pts) | Complete list of teacher materials and resources used in the lesson and lesson development, and complete list of materials for differentiation, lesson modification, or accommodation to support individual student needs. Include links to online resources/materials. |
| PowerPoint  Outline of Plan  Crossword answer key | |
| STUDENT MATERIALS & RESOURCES (5 pts) | Detailed list of all materials and resources used by students during the lesson including links to online resources/materials, and resources/materials specific to IEPs and 504 plans. Attach copies of any candidate created/modified print materials, resources, language supports and/or assessment to be used by students. |
| 1914 Map of Europe – colored pencils, pencil/pen  Crossword – Mini whiteboard, expo marker, paper towel  Poster board or paper – coloring/drawing utensils  Paper/Pencil  Students may use phones/laptops to complete some activities. | |
| TECHNOLOGY (4 pt) | Describe how technology is modeled and/or applied in the design/development, implementation, and/or assessment of learning experiences to engage students and improve learning. |
| Technology to show the PowerPoint, video, etc.  Students may use phone/laptops to complete some activities. | |