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| **STANDARDS, FOCUS, AND OBJECTIVES** | | |
| Name: Nicole Wagner | | Date: 2-12-18 |
| Lesson Topic: Spanish-American War/Imperialism | | Grade Level: High School |
| Learning Segment #2 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. | |
| **U.S. History Standards:**  US 22 – Assess the causes of American imperialism in the late 19th and early 20th centuries, including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals.  US 23 – Evaluate the arguments of interventionists and non-interventionists of the period including Alfred T. Mahan, Senator Albert Beverage, Mark Twain, and Theodore Roosevelt.  **ELA Standards:**  9-10.RI.CS.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.  **Social Studies 9-12 Practice:**  SSP.02 Critically examine a primary or secondary source in order to:   * Extract and paraphrase significant ideas * Discern differences between evidence and assertion * Draw inferences and conclusions * Recognize author’s purpose, point of view, and potential bias * Assess the strengths and limitations of arguments | | |
| 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 assess the causes of American Imperialism as well as critically evaluate primary sources in order to compare and contrast arguments of interventionists (imperialist) and non-interventionists (anti-imperialists) during the late 19th century in America.  Purpose (the “why”): It is important that students understand how America went from an isolationist nation to a world, imperialistic power. It is also important that students be able to examine sources to evaluate controversial arguments. | | |
| 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 identify the political, economic, and social causes of the Spanish-American War including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals. * I can evaluate the arguments of interventionists and non-interventionists of the period, relating these arguments during the Spanish-American war to the larger debate over American interventionism then and now. * I can create a timeline of Spanish-American War causes and consequences, including yellow journalism “click-bait” headlines. | | |

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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)\_. | |
| Identify, evaluate, create | | |
| 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:  Spanish-American War, U.S.S. Maine, President McKinley, Teddy Roosevelt, imperialism, General “Butcher” Weyler, Pulitzer vs. Hurst, yellow journalism, Havana Cuba, Spain, Philippines, Puerto Rico, Guam, De Lome Letter, isolationism, anti-imperialism, interventionist, non-interventionist | | Vocabulary and/or Key Phrases:  Graphic organizer (this will be a matching activity for struggling learners)  Crossword puzzle (this will have a word bank for struggling learners) |
| Syntax:  Will find evidence for social, political, and economic consequences of anti-imperialism vs. imperialism; organize Sp-Am War events chronologically | | Syntax:  Graphic organizer and definitions for social, political, economic and imperialist vs. anti-imperialist matrix; will be given which events that need to be identified in the comic strip |
| Discourse:  Students will (1) have a graphic organizer for the PowerPoint, (2) have a crossword with definitions of the vocabulary above, (3) be given slips with texts of arguments for/against imperialism as well as a graphic organizer to classify arguments, and (4) have a poster to visually represent the events of the Sp-Am War chronologically. | | Discourse:  Visuals and “doing” for visual and kinesthetic learners. A graphic organizer will be given to help students identify the main things they need to remember from the PowerPoint. The crossword may have a word bank, if needed. |

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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** |
| Bell Ringer – “Spanish bullying Cuba” | | Verbal encouragement |
| PowerPoint Questioning | | Questioning; verbal encouragement; graphic organizer |
| Crossword/Dry-Erase Trivia for Vocabulary | | Rotate for assistance, verbal encouragement, and extended thinking; trivia competition; Graded for completion |
| Text Readings – Evaluate the arguments for/against imperialism/interventionism | | Rotate for verbal encouragement and extended thinking questions; discussion of results; graded for accuracy |
| Comic Strips – Progression of Sp-Am War | | Rotate for verbal encouragement and extended thinking questions; Graded for completion and creativity |
| Acrostic Poem: U.S.S. Maine | | Graded for accuracy and completion |
| 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). | |
| If students are not demonstrating an understanding of the material being questioned after multiple prompts, I will go back to reexplain. If by the end of the lesson, students cannot complete the acrostic poem AND/OR if there are inaccuracies, these will be addressed the next day. | | |

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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 – “Spanish Bullying Cuba” propaganda – “Would you stand up to protect someone who was being bullied? If you did, what might be some of the potential consequences?” I will use this to begin the discussion on American interventionism and imperialism, which began on a world-wide scale for the first time during the Spanish-American War. Spanish rule over Cuba will be equated to standing up to bullies (both the pros and cons) throughout the lesson. This will also be related to previous lessons on imperialism by European countries.  I will go over the objectives for the day and preview what they will be doing. | | |
| 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 |
| Spanish-American War PowerPoint presentation (I do)  (attached) | 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. | Videos with closed captioning, music, pictures, etc. for different types of learners; graphic organizer to help with comprehension. |
| 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; a word bank is given for struggling learners |
| Text Readings – Evaluate the arguments for/against imperialism/interventionism (we do) | There are seven (7) short texts from prominent individuals who are pro/anti-imperialism. The students will first evaluate the argument, deciding if it is pro/anti-imperialism AND if it is social, economic, or political. They will write this argument in 4 words MAX on a sticky note and post to the class’s large graphic organizer at the front. These passages will rotate every 2-3 minutes. After all 7 passages are read, I will ask the students to come up with 1-2 reasons they are pro/anti-interventionist and add their ideas to the graphic organizer. Class discussion will follow. | Work with a partner/group - Provide online “readable” version of the text |
| Comic Strips – Progression of Spanish-American War (I do) | Students will be asked to chronologically identify the 6 primary events of the Spanish-American War. They will be asked to have “click-bait” headlines, relating these headlines to yellow journalism. They will be asked to include visuals and a short explanation of their visuals. I will rotate for assistance, verbal encouragement, and extending questions. | Can write comic in Spanish; drawings for visual learners; text for (learners); can be completed in multiple formats (paper, poster, PowerPoint, etc.) |
| (if time available) – Video showing long-range consequences of American Imperialism | This will show the long-range consequences of imperialism. A short discussion with students will follow. Students will be asked why they think imperialism was important and discuss the consequences to evaluate pro/anti-imperialism arguments. | Video with closed captioning |
| 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. | | |
| U.S.S. Maine Acrostic Poem (individually) – Students have to identify something that starts with each of these letters that they learned throughout the lesson.  “Balls to the Wall” Review (collectively) – Each student will say one thing they learned, then pass the ball to another student. Students cannot repeat what someone else said.  Will explain that we will be talking more about arguments for pro/anti-imperialism tomorrow. | | |

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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  PowerPoint Graphic Organizer  Crossword (both with and without word bank)  Crossword Answer Key  Model for Comic Strip Activity  Video on long-range consequences of imperialism  Ball for review | |
| 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. |
| PowerPoint Graphic Organizer  Crossword (either with and without word bank) – mini white board, expo marker, paper towel  Poster board or paper – coloring/drawing utensils (for comic strip activity)  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 of the activities.  PowerSchool to submit grades for assignments. (students and parents can access this from home, too) | |