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| **STANDARDS, FOCUS, AND OBJECTIVES** | | |
| Name: Nicole Wagner | | Date: 2.18.18 |
| Lesson Topic: World History: World War 1 | | Grade Level: 9th Grade |
| Learning Segment # 3 of 5 | | 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 Standards:**  W.28 Explain the nature of the war and its human costs (military and civilian) on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare. (C, E, H, P)  W.29 Trace advances in weaponry, the belief that the “Great War” would end war, and disarmament movements. (H)  **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.  9-10.RI.IKI.9 Analyze a variety of thematically- related texts of historical and literary significance for the way they address related topics, facts, and concepts.  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.  9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. | | |
| 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 the nature of war and its human costs on all sides of the conflict, including the advances in weaponry, trench warfare, and the belief that the “Great War” would end warfare.  Purpose (the “why”): Students will be able to connect and evaluate how advances during the industrial revolution, the rise of nationalism, and imperialism in Africa led to the catastrophic loss of life during the First World War. | | |
| LESSON OBJECTIVES (10 pts) | The objectives must be aligned to the lesson standards and central focus, in measurable 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 examine artifacts from the First World War to evaluate their uses and my reaction to them. * I can define and identify advances in weaponry and the vocabulary of trench warfare. * I can compare the themes and tone of two (Dulce Et Decorum Est and In Flanders Fields) WW1 poems and evaluate the lessons the poems provide regarding warfare, both in support of and against warfare. * I can create a fictitious story of a solider in WW1 describing the conditions of the trenches, my involvement in specific battles, my use of or experience with weaponry, and explain my nationalistic ideals. | | |

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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)\_. | |
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| 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: | | Vocabulary and/or Key Phrases: |
| Syntax: | | Syntax: |
| Discourse: | | Discourse: |

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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** |
| 2 Most Important Advances in Weaponry  *I will have groups of students explain what they think are the 2 most important weaponry advances during WW1.* | | I will circulate when the activity is being completed to encourage and extend learning. I will verbally challenge students to explain why they think these 2 weaponry advances were more important than all the others. I will encourage each group to extend their thinking for each weaponry advance. I will also encourage other groups to debate other groups’ ideas. |
| Trench Warfare Definitions and Questions | | I will circulate when the activity is being completed to encourage and extend learning. We will also collectively go over the questions asked, and I’ll call on students to answer the questions. This will be self-corrected. |
| Comparing Pro/Anti War Poems | | I will circulate when the activity is being completed to encourage and extend learning. The individual arguments will be taken up for the teacher to read and give feedback the next class day. The class will briefly discuss the merits and drawbacks of warfare. |
| Fictional WW1 Soldier Letter  *Students will create a fictitious story of a soldier in WW1 describing the conditions of the trenches, my involvement in specific battles, my use of or experience with weaponry, and explain my nationalistic ideals.* | | I will circulate when the activity is being completed to encourage and extend learning. The individual arguments will be taken up for the teacher to read and give feedback the next class day. If there is time, I would like several students to volunteer to read their letter. |
| 3-2-1 Exit Ticket | | I will use this to determine what each student learned, what they liked most about the lesson, and also use this to answer any questions the students may have the next day. |
| 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). | |
| I will use the writings and exit tickets to determine the progression of each student’s learning. I will identify any gaps in learning, misinformation, etc. to address the next day in class. If a lot of students don’t understand, I will go back to reteach in another way 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. | | | |
| When students enter the room, each student will be given a handmade gas mask. Desks will be arranged in groups of three, with an artifact in the middle of each table. (Various artifacts will include WW1 helmets, replica grenades, real gas masks, etc. I have a lot of these items in my personal collection.) The bell ringer is for students at that table to answer the following questions: (1) What is your first impression of the object? (2) What do you think it was used for? (3) If writing, what language is the writing in? What does it say? (4) Describe any other characteristics including shape, weight, materials it is made with, etc. (5) Based on what you have in front of you, predict what you will be learning about and the effect of the objects you have been assigned. | | | | |
| 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 |
| Advances in Weaponry   * Graphic Organizer   + Draw the Object   + 2-3 Bullet Point Description * Writing: Students identify what they think are the top 2 advances in weaponry. Speaking: In groups, students will briefly explain which two weaponry advances they chose and why. | | What do you think are the two most important advances in weaponry during WW1? Why? | Students will be able to graphically illustrate the weaponry. (If I have struggling learners, I can modify for a cut/paste for pictures and descriptions.) Students will work in groups to complete the graphic organizer of advances in weaponry. |
| Trench Warfare   * Trench Warfare Definition Matching * Trench Diagrams and Primary Source Account of Trenches * Reading: Life in the Trenches Primary Source Accounts | | What caused the use of trenches? What are the characteristics of trenches? What are the consequences of using trenches? | The primary accounts can be read out loud to students.  Students can work in groups. |
| Comparing WW1 Feelings Toward Warfare   * Reading: Compare the themes/tone of two (2) WW1 Poems   + Dulce Et Decorum Est   + In Flanders Fields * Writing: Evaluate your findings both in favor of and opposed to warfare | | In Flanders Fields:  Do you think this poem is pro-war or anti-war? What patriotic elements are features in the poem? Do you think this poem would be used today to support of fight against war?  Dulce Et Decorum Est:  Why do you think both sides were willing to use gas attacks when they knew how much suffering they would cause?  Why do you think children were told that “it is sweet and honorable to die for one’s country”? Do you think that children today are still told the same thing? Why or why not?  Both:  Evaluate and compare the lessons each poem contributes to the understanding of support or opposition to warfare. Based on these arguments, are you pro or anti-warfare? | Both of these texts are available online. They can be read out loud. They are also available in Spanish.  Students can work in groups to read the texts and answer the initial texts.  Each student will individually evaluate their response to the pro/anti-war arguments. This can be done in dictation using a computer. |
| Creating Fictional WW1 Soldier Letter   * Students will create a fictitious story of a soldier in WW1 describing the conditions of the trenches, my involvement in specific battles, my use of or experience with weaponry, and explain my nationalistic ideals. | | How do you think you would feel undergoing the experiences of soldiers in WW1 with advances in weaponry, trench warfare, etc.? | This assignment is to be done individually but can be dictated using a 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 Ticket: Students will describe 3 things they learned, 2 questions they still have, and their 1 favorite part about today’s lesson. | | | | |

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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. |
| [www.commonlit.com](http://www.commonlit.com) (WW1 Poems); <file:///C:/Users/nicol/Desktop/WW1%20Activities_Worksheets.pdf> (WW1 Worksheets – not all of this is used) | |
| 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. |
| Weaponry Graphic Organizer; Trench Warfare Definitions worksheet; trench warfare primary source accounts; grading rubrics | |
| 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 was used to find and produce some of the materials, particularly the differentiated materials on [www.commonlit.com](http://www.commonlit.com) because it allows for guided reading, has a read out loud feature, and translates to Spanish.  Students may use Microsoft Word to write and may use dictation programs if writing is a problem for them. Students may also use technology (laptops, phones, etc.) to do additional research during the lesson, particularly when completing the weaponry graphic organizer. | |