

Lesson Plan Template

Grade: 11th Grade		Subject: US History- WW1	
Materials: Pen, Paper, WWI Artifacts, Primary Sources		Technology Needed: iPads, Google Slides, Canvas	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	
		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) ND.6_12.4.5 Evaluate the growth and struggles of the modernization of North Dakota and the role the state has played in modern America. US.6_12.1-6.E3.4 Explain the causes and effects of the United States' entrance into World War I. US.6_12.1 Analyze primary and secondary sources with attention to reliability, impact, and purpose US.6_12.2 Examine the impact of multiple perspectives on social, political, and cultural development.		Differentiation: Students will be reading source material that pertains best to them and their interests. Below Proficiency: Students will be struggle to begin to draw conclusions about the war based on their readings and struggle to state these conclusions and back them up in class. Above Proficiency: Students will be able to draw meaningful conclusions about the war based on their readings and can state these conclusions and back them up in class while getting other students to think further. Approaching/Emerging Proficiency: Students will be able to begin to draw conclusions about the war based on their readings and can state these basic conclusions and back them up in class. Modalities/Learning Preferences: The two days will be split into sections of lecture (auditory), reading primary sources, notes, and photographs (visual), and artifact examination (Tactical).	
Objective(s): Students will be able to examine primary sources and draw conclusions about the United States and North Dakota in WWI. Bloom's Taxonomy Cognitive Level: Analyze and Evaluate			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be expected to sit in their assigned seats and will conduct their reading and small group activity within their pre-determined small groups.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to maintain Mr. Jungling and Mandan High's behavioral expectations. This will include staying on task with the iPads and during group work. This lesson will also ask the students to show respect to the primary sources and artifacts in class.	
Minutes	Procedures		
Day 1: 10 Day 2: 10	Set-up/Prep: Day 1: Before class, I will have several different primary sources loaded into the correct module for Canvas, I will also have the google slides ready to present on the screen, and question strategies ready. Day 2: I will need the google slides, questions, and also the Quizlet review game ready to play for when students walk into class.		
Day 1: 7 Day 2: 10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.): Day 1: This lesson will revolve both around North Dakota/the US in WW1, but also the historical process and the actual work of historians. I will open the discussion with my own story about WW1 and the historical process (the UMary "Voices from the Great War Project") and how anyone can do this sort of thing, we just have to find the right questions and what interests us. So for the opening activity- I will have them write down three things that interest them, how they identify themselves, hobbies, future job, etc... At this moment, this will not have to draw into the time period this is just about them. We will then talk about what some of them wrote down and maybe what kind of historical question we can be asking around what they are interested i.e. if they are in the health careers class or want to go into a medical field- we can ask what was medicine like in WWI or what were North Dakota doctors and nurses doing during the war. Day 2: Students will play two rounds of their Quizlet review/ frontloading game. After this, I will have them turn and talk with their groupmates about details we have been talking about WWI overall as well as the historical process as we are now approaching the end of that lesson. The overarching question for the day will revolve around "How should nations treat each other after war?"		
Day 1: 10 Day 2: 5	Explain: (concepts, procedures, vocabulary, etc.): Day 1: I will then explain the options for them for their primary source readings. They will read whichever primary source connect best to what their interests are. These will revolve around medical, sports, immigrants, etc. I will explain that they will read this material, take notes of important aspects, things that relate to what we have already talked about, questions, or gut reactions of how it makes you feel. They will then dive into the material. I will give them about 5 minutes to read and take notes about the material. Day 2: At this point, I will group the students up into different sections based on the groups they are already in. Each group will be set to do a research dash about what is going on in a specific nation around the time of the war ending (Great Britain, France,		

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	<p>United States, Germany, Russia, Japan, Austria-Hungary, and the Ottoman Empire). The students will get about 5 minutes to look up and summarize that nation's activities into a basic couple sentences that should include if they won or lost the war, what the stance of the government was, or what the stance of the people were at this time frame of 1918-1919. (This plays back into the historical process)</p>	
<p>Day 1: 30 Day 2: 30</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) : Day 1: We will then regroup as a class and go through each one of the primary sources. This will hinge on the students who read a certain source getting the rest of the class up to speed on the material through what they noted as important. Each source will tackle the students interests as well as an important aspect of North Dakota/ US involvement in the war which I will talk about and connect with the google slides. We will continue to grow these sources as a class- making sure to go through their notes and questions relating to the source- as an important note that this is all part of the historic process. Day 2: The students will do their research dash for about 5 minutes of actually research and note taking. We will then go through what is happening in the world and in the United States during the end of 1918, 1919, 1920. A lot of this will hinge on the Treaties that end the war and begin to set up the next war. Hopefully this will drive discussion about the end of the war and whether students' think it was the right move and whether or not they can back up their claims (also connect back to historical process).</p>	
<p>Day 1: 5 Day 2: 5</p>	<p>Review (wrap up and transition to next activity): Day 1: Once we have gone through the primary sources and the brunt of the google slides. We will ask any final questions to what we have gone through. We will briefly preview what will happen after the war ends and why it works that way. I will prompt a question to see if anyone can answer what happens after Nov. 11, 1918. Day 2: This will then serve as an overall review for both all of the days that have been spent on WWI. To do this we will touch on the historical process that was a key part of these lessons, the war itself, and North Dakota involvement. To do this we will do large group discussion type questions that will be called on and if students don't know they can ask the people in their group: What are some key parts of the historical process, Name at least two reasons why America get involved in the war? Should America have gotten involved in this war? What surprised you about WWI? Etc.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Questions referring to the historical process, their connections, and myself walking through the class fielding questions. If certain questions are asked I will then field them to the whole class if they are worth it. The formative assessments will be based on the discussions and readings in class. Consideration for Back-up Plan: If either time or behavior become an issue, we will take both days and shorten them into only lecture and have them read the primary sources out of class.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Unit 20 test and note quiz. If applicable- overall unit, chapter, concept, etc.: Unit 20 and the historical process.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		