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| **Instructional Lesson Plan** *Howard County Public Schools* | | | | | | | | | | | |
| **Subject** | *World History* | | **Unit** | | | *Unit V: Crisis & Change* | | | | | |
| **Lesson Topic** | *World War I* | | | **Date** | | | *03/09/2011* | Grade | 10 | Class **Size** | 25 | |
| **Teacher** | *Mr. Williams* | | **School** | | *Your Class* | | | | | | |
| **Program Outcome(s)/ Goal(s)/Expectation(s)** | | Era 8: A Half Century of Crisis & Achievement, 1900-1945  Standard 2: The causes and global consequences of World War 1 | | | | | | | | | |
| **Program Indicator(s)** | | WH5A2b - Analyze how scientific and technological inventions impacted the course of World War I, including the impact on civilian populations through “total warfare” and the impact on military personnel through trench warfare. | | | | | | | | | |
| **Student Outcome(s)** | | SWBAT describe the Alliance System; describe combat conditions during World War I; describe the psychological impact on the country and participants of the war. | | | | | | | | | |
| **Context for Learning** | | | | | | | | | | | |
| * Student outcomes are routinely posted on the whiteboard and Power Point presentations for use in daily notes. (DOL 1) * Students use their notes as a way to organize, evaluate, and access their own learning. (DOL 2) * A positive learning environment has been created to facilitate an optimum learning environment . * Demographics: 13 males; 212 females; 3 minorities/ 5 IEP’s; 5 Reading Level: below by 2 grade levels; below by 3 – 4 grade levels * Seating chart attached * Assessment of student needs: students are decoding, comprehending, and writing significantly below grade levels * The majority of these students have identified receptive and expressive language challenges (i.e. LD, ED, reading disabilities) * Several students in the classroom struggle with significant deficits in attention and behavioral regulation * Groups are set in partners to increase cognitive peer coaching. Partners are determined by levels of academic ability and personal expression of ideas (ability to verbalize). Two peers are often grouped to engage in cooperative learning tasks. However, some students prefer to work alone dependingon their current emtional condition. (DOL 1) * Reading enhancement strategies are being implemented through questioning and analyzing. (DOL 4)   MATERIALS:   * Prior to today’s lesson students have evaluated the causes of World War 1. The class has also watched a short video summarzing World War 1. * Text choice, based upon pacing guide, extends student learning and comprehension of complex issues. * “Áll Quiet on the Western Front” by Erich Maria Remarque * Key vocabulary terms are used in context throughout the unit. * iPad and White Board presentation.   MODIFICATIONS:   * Classroom participates in PBIS.  This modification allows students, over time, to internalize positive social skills and appropriate classroom behavior.  Students receive points for appropriate classroom behavior such as arriving on – time, self – correcting inappropriate language, remaining on – task, and completing assignments. They also receive spontaneous “gotcha’s” for “on the spot good behavior” as a way of rewarding socially acceptable behavior rather than calling active attention to less acceptable behavior. (DOL 5)   TECHNOLOGY:   * PowerPoint presentation, movie clip courtesy of United Streaming, activity via SmartBoard | | | | | | | | | | | |

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| **Instructional Delivery** |
| ***Opening Activities/Motivation*** |
| 1. As a class, students will complete an anticipation guide about trench warfare. Students will be asked to determine if the statements on the anticipation guide or true or false. Participation is encouraged to foster activation of prior knowledge and classroom discussion. (5 minutes) |
| ***Procedure*** |
| 1. Review the causes of World War I by matching the causes (militarism, alliances, nationalism, and imperialism) of WWI to their definitions via the SMARTBoard. (5 minutes) 2. Introduce students to the day’s objective and cues (target questions) to be explored during class and review. (5 minutes) 3. Students will be given direct instruction with a PowerPoint presentation to provide an introduction to trench warfare and the beginning of the actual fighting in WWI including early important battles, and the stalemate that ensued. (15 minutes) 4. Students will then read a selection from “All Quiet on the Western Front” which describes the conditions German soldiers faced in the trench. While reading the selection, students will highlight that describe the conditions in the trenches, as well as, the war itself with adjectives from the reading. Additionally, a 2 minute video clip from the movie “All Quiet on the Western Front” is included to help students visualize combat during WWI. (10 minutes) 5. Afterwards, students will write a diary or letter home from the point of view of a solider in World War 1. Encouragement will be given to use the highlighted text to help recall some of the details they read about earlier and improve word choice when writing. (10 minutes) |
| **Assessment/Evaluation** |
| 1. Students will review the cues that for today’s objective. (5 minutes) |
| ***Closure*** |
| 1. Assign homework: Read about the treaties and Russian Revolution |

**Reflection**