**Jay Shafer**

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| **Title**: The War fought by women and with propaganda | **Curriculum Area and Grade**: World History, Unit 4: WWI, Grades 9-10 | | | **Date**: To be given on the tenth day of a fourteen day unit on WWI. (12/10/13) |
| **CA Content Standards**:  10.5: “Students analyze the causes and course of the First World War”  **CCSS (Grade 9-10)**:  [ELA Literacy RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/1): “Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.” | | **CA ELD Standards (Grade 9-10)**:  B. Interpretive:  6a. Reading/viewing closely (Bridging): “Explain ideas, phenomena, processes and relationships within and across texts (eg., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. | | |
| **Big Idea**:  Students will understand the complexities of the beginning of WWI and the course of the conflict. | | **Essential Questions**:  How was WWI a total war?  Do the ends justify the means? | | |
| **Objectives**:  Students will be able to explain the key factors leading up to WWI and the points of the conflict we have emphasized by taking a brief quiz, reviewing the answers with a partner and then reviewing the answers with the class.  Students will be able to interpret multimedia primary sources including propaganda posters by taking notes on a series of propaganda pieces from WWI and trying to analyze these pieces as a class. | | **Assessment**:  Students will be graded on:  Their completion of the partner quiz (formative, informal)  Their completion of notes (formative, informal)  Their participation in the propaganda analysis (formative, informal) | | |
| **Prediction of Likely Difficulties**: Students that have not been paying attention during lectures will struggle with the quiz. It is intended to be a wake-up call for these students as it contains key information but is a much lower-stakes test than the final will be. Also, students will have a hard time analyzing the propaganda posters later in class. For one we have never done any type of analysis on propaganda so they will need to be introduced to the concept. Along with this introduction, students will need to understand symbols and bits of language that are entirely unfamiliar to them. This unfamiliarity will exist because the students have limited knowledge of period specific information. To overcome this issue we will discuss all of the symbols and language presented in the poster and I will not assume that my students are aware of any of the symbols presented. | | | | |
| **Instructional Strategies**:  **1. Anticipatory Set**:  As students enter class they will collect a free-response quiz that they will be asked to complete.  **2. Instruction**:  Teacher will instruct students to pair up with a student next to them and go over each question, trying to come up with any missing answers. Hints to each question on the quiz will be offered so that students have some extra direction if they need it.  **3. Guided Practice**:  Teacher will then work through each question of the quiz as though they were taking the quiz themselves. This will include test taking strategies and methods of memorizing information specific to this unit.  After we discuss the answers to the quiz, teacher will introduce the students to the use of propaganda during times of war. As a class we will analyze one propaganda poster.  **4. Independent Practice**:  Teachers will then lead students through a few propaganda images with the students providing the majority of the analysis.  **5. Closure**:  Teacher will then try to get the students to synthesize the information discussed in class and answer the essential question of why did governments use propaganda. This will segue into a discussion on the role of women during WWI.  **6. Transfer**:  Teacher will present WWI as a crucial piece of the Women’s Rights Movement both in the United States and abroad. | | | **Student Activities [Time]**:  **1. Anticipatory Set**:  Students will enter class, get a quiz and complete it the best they can. [10-15 minutes]  **2. Instruction**:  Students will find a partner and go over their answers to the quiz. If they need additional help they will look at the hints to any question. [5 minutes]  **3. Guided Practice**:  Students will follow along during the teacher’s review of the quiz. [5 minutes]    Students will ask any questions about the quiz and then view and offer their thoughts on a propaganda piece. [5 minutes]  **4. Independent Practice**:  Students will follow along and provide analysis on each propaganda image. [10 minutes]  **5. Closure**:  Students will put together the information they discussed in class to answer why governments would have used propaganda. Then students will look at propaganda posters featuring women and discuss the role women played in the war.  [10 minutes]  **6. Transfer**:  Students will take note of the connection between the role of women in WWI and the expansion of women’s rights. [5 minutes] | |
| **Info About ELs:**  *E4s:*  Edgar   * good English skills, * academically proficient, likes math * works well with others * likes soccer, football, movies   Perla   * excellent spoken English skills, writes in English at a high level, likes math * clever and talkative, likes students she sits near * likes hands on work * likes animals, swimming   Nathan   * seems to struggle to follow along despite decent English skills * writing looks good, likes math * likes to joke around * does better when working with others * likes soccer, video games   *E3s*  Ivonne   * good spoken English but writing could improve * seems to have several friends within the classroom but is mostly quiet * sometimes speaks with Nathan and Alex * favourite subject is math * likes friends, phone and internet   Alex M.   * good English skills * speaks frequently with Nathan, needs to work on writing skills * competent speaker but could improve writing * likes soccer   *E1*  Feliciano   * very quiet, speaks with his partner (Norma) on rare occasion * takes a long time to complete activities but seems to do better with English than his CELDT results would suggest * written English looks satisfactory but it takes extremely long for him to write a few sentences * likes soccer, video games   As a group: All students with one exception (Feliciano) have presented good spoken English skills. The group needs to improve their writing and presumably their reading skills too. Math is a common favourite subject, the boys all like soccer and these students like to work with their friends and fellow ELs. All of these ELs are familiar with one another and get along well. In the past having these students work together or with bilingual students in group assignments has proven beneficial. | | | **Info About SNs**:  *SEs:*  Alex P.   * has a listening disability and an IEP designed to give him better access to the material presented in class * quiet but usually appears focused * history is his favourite subject * satisfactory writing skills * seems to enjoy the disruptions caused by students around him but never disrupts the class on his own * in ROTC with ambition to join Army Rangers, also likes BMX and skateboarding   *Gifted:*  Luca   * quiet and humble * focused and rarely off task * does well with memorization and writing * plays soccer * frequently speaks quietly with the students around him * well spoken * looks disorganized but never misses an assignment   Kirra   * speaks frequently with the students around her, often because she is quick to finish her own work * does well with talking to those around her without disrupting students still working * great writing * likes to read   As a group: All SNs students seem to like working with others but have vast differences as far as their ability to stay on task. All students could benefit from differentiated questions demanding more content based knowledge from Alex and more analytical responses from Luca and Kirra. In the past, putting all of these students in groups that also has ELs has worked out well. Alex gains from the SDIAE strategies directed at the ELs like slow speaking, repetition, prominent use of visuals and previewing material. On the other hand, Luca and Kirra naturally take a leadership role and direct the learning of the whole group which benefits everyone involved. The group members get a better understanding of the content and Luca and Kirra learn by teaching. | |
| **Differentiation for ELs**  My differentiation for ELs will vary. For the quiz I will offer the students a chance to get the answers on their own. I know some ELs will struggle here as a result of their trouble with English as well as the content. Hopefully the opportunity following this individual work to work with a partner and look at the hints I provide gives them another opportunity to recall the information. Also, the partner may be able to clarify any obscurities in the questions. The final review of the quiz that I lead will be the third time the students look at the quiz. This repetition and variety of opportunities to take in the information should give my ELs a good chance at processing the information. As we move into the interactive lecture I will have several slides with little or no writing and just propaganda pictures. I plan to get the students to analyze these images. For some slides I will give a considerable amount of background information and then call on an EL to give me some very direct analysis. Other strategies like speaking slowly, deliberately and with hand gestures and expression will also be adhered to. | | | **Differentiation for SNs**  For my SN students, my differentiation strategies overlap with the ones I outlined for ELs. The three chances to take a look at the information on the quiz should really ingrain the concepts in the minds of my SE students. Alex, who has an auditory disability will be able to read the questions on the quiz, look at hints to the questions and review the questions with a partner in coming up with his answers. That should be opportunity enough to process the information. During the lecture I will ask my gifted students to do analysis of propaganda images completely on their own. On the other hand I will offer a significant amount of background information and context for some images that I ask my SE students to decipher. This should require higher level thinking from my gifted students while also giving SE students a chance to answer some of the more straightforward questions. | |
| **Resources/materials**: projector (for instructor), poster paper, notebook paper, pen, pencil, quiz, PPT presentation | | | **Reflection**: To be completed after lesson | |

**Unit 4 Quiz**

1) List three factors in the start of WWI

2) Why did Serbia dislike Austria-Hungry?

3) What event is known as the immediate cause of WWI?

4) What countries made up the Triple Alliance?

5) What countries made up the Triple Entente?

6) How did competing countries respond to the build-up of military force?

7) What two issues drew the United States into WWI?

8) What did the Treaty of Brest-Litovsk do?

9) What is a total war?