

Santa Cruz Valley Unified School District Lesson Plan

Teacher: Laura Chamberlain

Essential/State Standard: CO 7 PO 3 Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries: f. World War I		Class: US History	Date: 1/30/14
Content Objective: Today I will identify and describe different components of WWI and the roles that different groups played in the war effort.			
Language Objectives (listening, speaking, reading, and writing): Today I will read and analyze different sources, like propaganda and text, and discuss with a tablemate to reach the best answer to different questions.			
Key Vocabulary: Germany, Austria-Hungry, Wilson, Kaiser Wilhelm, Mustard Gas, Liberty Bond, Great Migration		Materials (adopted and supplemental): textbook, propaganda images, poem Dulce et Decorum, posters in the room	
Time:	Building Background/Anticipatory Set: <i>Teacher will...</i> Lead students through Bellwork, drawing sticks to solicit answers: 1) Pg 557 List the ways that the US Government is paying for the war 2) Tell me one interesting thing you learned yesterday	Building Background/Anticipatory Set:	<i>Students will...</i> Use the textbook to find answers and create a list in their bellwork
Time:	Direct Instruction: <i>Teacher will...</i> Then teacher will remind students of the different stations that are available to them and the time that is left to accomplish the task at hand.	Direct Instruction:	<i>Students will...</i> Review yesterday's work to see what still needs to be accomplished
Time:	Guided Practice: <i>Teacher will...</i> Teacher may model how to think about time management and how to work efficiently	Guided Practice:	<i>Students will...</i> Make decisions, possibly with their partner, on how to tackle the remaining tasks
Time:	Independent Practice: <i>Teacher will...</i> Float, answer questions, help students regain focus	Independent Practice:	<i>Students will...</i> Scavenger Hunt Working alone, or with a partner, students will move about the room to different tasks in order to answer questions.

Time:	Closure: <i>Teacher will...</i> Have students return to seats and direct student attention to the CO again. Then, draw sticks to have students give information about each of those component parts given what they did in class. <input type="checkbox"/> Comprehensible Input <input type="checkbox"/> Checks for understanding—monitors and adjusts <input type="checkbox"/> Scaffolding	Closure: <i>Students will...</i> Verbally answer questions based off their written responses
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Review and Assessment: Teacher will re-direct during activity by listening in on student conversation. Teacher will grade written responses.
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