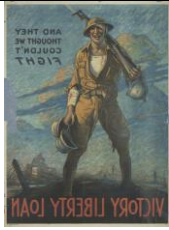


Lesson Plan World War I The Home Front

Grade: 10th Grade		Subject: U.S. History	
Materials: Worksheet, Pencil, Computer		Technology Needed: Computers	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" 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 checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) US 6.12.3 Explain the relationship of events focusing on the link(s) between cause and effect the past to the present using current events. US 6.12.5 Analyze the significant contributions of people, policy, and the influence on an era.		Differentiation Below Proficiency: Students will collaborate so that students who struggle or are below proficiency are helped indirectly by students who are able to explain details. Above Proficiency: Students will collaborate so that students who are above proficiency are helping indirectly for students who are able to explain details. Approaching/Emerging Proficiency: Students who are at emerging proficiency are able to help students below proficiency in a group setting, while being helped by students above proficiency. Modalities/Learning Preferences: Visual Learning, Auditory Learning	
Objective(s) 1. (Day 1) Students will differentiate and annotate a reading about the significant details and changes made in the USA Homefront during World War 1 using guiding questions in reference to political, social, religious, and economic changes. 2. (Day 1) Students demonstrate their understanding by filling in the guided note blanks, and play a Kahoot near the end of class. 3. (Day 2) Students will argue and defend points of view based on their readings providing justification in a debate format.			
Bloom's Taxonomy Cognitive Level: Analyze, Apply, Evaluate			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will remain seated but will be given student choice to form groups of 1-3 people.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to enter the classroom, place phone in the box and take their seats based on the normal activity. Students will then be given brief announcements and then will begin the activity.	
Minutes	Procedures		
20	Set-up/Prep: (Day 1) Guided Notes will be made based of the prepared readings outlining the U.S. Homefront in World War I. (Day 2) Additionally, a debate guide will be given to students to help them theorize, brainstorm and assess how to proceed.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)		

Lesson Plan World War I The Home Front



Propose this political propaganda (political cartoon) and ask what the significance is based on knowledge from World War 1.

Explain: (concepts, procedures, vocabulary, etc.)

1. Explain opening activity: What is a liberty loan?
2. Students will be given the documents with directions to annotate and circle unknown terms.

Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

1. Students will compare and contrast readings with direction to take guided notes.
2. Students will verbally discuss in groups and be able to gain indirect clarification.
3. Students will be given an outline for the upcoming day for the debate to mentally prepare.
4. Students will answer an exit slip question as their attendance.
5. Students will discuss in groups and present argumentation for if they view the economic, religious, social, and politically changes and good or bad and why.
6. Students will answer an exit slip question as their attendance.

Review (wrap up and transition to next activity):

Students exit slip questions will directly wrap up and relate to the daily activity.

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

Guided Notes, Annotations, Clarifying Questions and Kahoot

Consideration for Back-up Plan:

If technology crashes, we will do primarily hard copied activities without Kahoot.

Summative Assessment (linked back to objectives)

End of lesson:

Students will be graded on the contribution to the debate.

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):