

UMW Lesson Plan Template

Lesson Components	Description
Context Who are the students in the room?	Grade: 6th Content area: US History 1865-Present Ni River Middle School, Spotsylvania County Demographics: Ni River Middle School, Spotsylvania County A1: There are 13 students total with 6 girls and 7 boys. From my observation and conversations I've had with my mentor teacher/students, about 3 students speak Spanish fluently. I don't know if those students have been/are ELLs. Five of the students are white, 4 are black, and 4 are Hispanic/Latino. There are no students in this period that receive special education services. A2: There are 26 students total with 11 boys and 15 girls. About 45-50% of the class is white with the remaining students being black and/or Hispanic/Latino. There is one student who has an aid attend class with him. Ten other students receive special education services. I don't know specifically the breakdown of how many of those students have 504s and IEPs or what they are for, but my mentor teacher has indicated to me that reading is a challenge for this class. Interests: Many students play instruments, like violin, and take art, orchestra, and band classes. After school, a few kids play sports like baseball, track, and soccer. Based on conversations we have with the students about what they did/are doing after school or over the weekend, students like to hang out with their friends and family, play sports, play video games, or travel.
Rationale Why are you teaching this lesson at this time to these students?	These students have been learning about WWII in the European Theatre and a little bit about the Pacific Theatre. Before this lesson, the students would have just learned about Pearl Harbor and how it led to the U.S. entering WWII. Students will learn about what was going on in the U.S. during WWII and about how supporting the war effort impacted American lives.
Virginia Standards of Learning (VSOL) · Include the SOL numbers and the written out language · ONLY what will be taught and assessed in this lesson	USII.7c The student will apply social science skills to understand the major causes and effects of American involvement in World War II by explaining and evaluating the impact of the war on the home front

Objective (“KUD”)	Students will know: - That women took jobs in defense plants during the war - The term “Rosie the Riveter” - African Americans worked in industries that supported the Allied war effort - Americans had to conserve and ration resources to support the war effort - The term “total war” - That WWII ended the Great Depression Students will understand: - That Americans had to make sacrifices in their personal lives to support the war effort Students will be able to: - Explain a real life sacrifice someone/a group made to support the war effort
Assessment · What formative assessment will you use during the lesson? Attach it. · What will/could be on the end-of-unit summative assessment that links back to this lesson (questions, prompts, portfolio artifacts, etc.)?	The formative assessment for this lesson is the short written paragraph explaining the subject of the article the students will have read with a group.
Procedures 1. Provide <u>detailed, numbered</u> steps with simple language/short sentences for easy-to-follow instructions. At the beginning of each step, list the purpose of the step in bold text. 2. Use an instructional model that fits your purpose. Some options: ● Direct Instruction ● Jigsaw ● Cause and Effect ● Graffiti ● Other models from this course 3. Consider how your lesson approaches varying levels of Bloom’s Taxonomy (remember, understand, apply, analyze, evaluate, create) 4. Make sure your procedures include when/how you would assess students.	1. Introduction a. Review - teacher will click through slides with images of concepts from previous lessons and students will raise their hand to answer who it is, what the event is, etc. i. Great Depression - students should know what it was, what decade ii. Leaders of WWII - students should know names, countries, allied vs. axis powers iii. Pearl Harbor - students should know this event led to the US joining WWII b. Introduce the new concept - the last slide of the “review” section will be the Rosie the Riveter poster and the teacher will ask students who this is and what do they think it represents? i. After receiving a few responses the teacher will explain that today the students are learning about ways Americans at home were helping support the war effort during WWII 2. Notes

- a. Teacher will instruct students to get their notebooks out and turn to a new page to take notes
- b. The teacher will move to the white board to write out the notes students will copy into their notebooks. Teacher should pause and walk around the room to ask for student inferences (ex. When talking about total war ask, "What are some ideas you guys have on what total war might mean") and explain each concept as they go along

3. Activity

- a. After taking notes, students will work with their table groups to read an article about a person or a group of people who helped support the war effort (each table will get a different article)
- b. The instructions will be on the slideshow
 - i. Teacher will read the instructions on the slide and check for understanding halfway through explaining all instructions (i.e. read all of what's under 1, pause, and read what's under 2)
 - ii. Ask students questions to check for understanding
 - 1. "What should you do first?"
 - 2. "Should you be speaking while you are reading?"
 - 3. "What should you do after you read?"
 - 4. "Can you talk to your table to help answer the questions?"

4. Assessment

- a. Using their notes they completed with their table group, the students will individually write a short paragraph summary on the individual(s) they read about
- b. When they're done, they'll raise their hand and I will collect their paper

5. Closing

- a. Teacher will ask for some volunteers to share some things they learned about the person/people they read about in their article
- b. If time permits, students can work independently for the rest of class on ongoing assignments

Materials - What materials will be integrated during the lesson: books, articles, worksheets, maps, globes, technologies, etc.? - Be specific (i.e., if you have a video listed, which one?).	Slideshow Notes (example) - Articles Betty Reid Soskin Tuskegee Airmen Victory Gardens
Differentiation/UDL/Technology What structures/supports will you proactively plan for to meet students' needs before they arise? How is technology being used to create, facilitate, enhance, or personalize student learning? How does differentiated instruction supported by technology accommodate learner differences and needs in order to promote critical and creative thinking?	The articles for the group activity range in amount of content/difficulty to read and these can be assigned to groups ahead of time to support students, specifically in second block, who have more difficulties with reading and reading comprehensions. Also doing this activity in groups gives them that support from their peers to read and understand the article. Technology is used to present the pictures for the review pre and post taking notes. Doing this allows students to see primary sources from the time periods we're learning about in class and prompt discussions and questions about the content.
Reflection - What went well in this lesson? - What changes would you make to this lesson in the future? - What did you learn about your students? - What will you need to do in subsequent instruction? <i>(Make sure you reference data collected in this lesson throughout the reflection.)</i>	The thing I felt the strongest about in this lesson was the notes and the presentation of the notes in class. The way of presenting and writing notes that was used in this lesson was new to me, I have never been in a classroom where the teacher and students sort of "free hand" write their notes. I think that it's a very effective way to get and keep students engaged during the learning process because they have to write and draw but it's done in a less structured way, which is more fun than filling in the blank notes. I found it also more engaging for me as the teacher because I had to write and explain the concepts, but because I'm taking time to write I'm able to ask students questions like "What do you think the word total war means?" while I'm teaching. I would probably change the activity I did for the students for this lesson. There was a miscommunication between myself and my mentor teacher, so I wasn't actually able to use the materials I had made for this lesson. Instead, we used articles my mentor teacher had uploaded to Canvas already, but this made the activity more technology based which I feel for this class made them check out. I wanted to incorporate more collaboration

	because I feel that sometimes when we do things on the computer the students who are on top of their work do it but the students who aren't check out. I wanted them to read and work together, and having to use the online articles didn't allow us to do that. I made my instructions very clear and asked students questions to make sure they understand they should be working together, but they still didn't do that even after I gave them reminders. I learned that these students really need hands-on, interactive activities in order to put their best effort into them. At the end of the lesson I reviewed some of the students' paragraphs and asked them as a whole class to share something they learned, and they all did a great job at picking out the key details and examples and could explain back to me how and why Americans were supporting the war effort.
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