Park East High School

Park East Lesson Plan Template

Instructional Goals/focus: Research, Rigor, Independence (Evidence in argument and productive struggle)

Name:
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Ms. Neri

Date:
01/19/2016

Unit:
World War I

Class:
Global 3 ICT

Lesson:
World War I Poetry Writing

Lesson Summary

Learning Outcome(s): (What do you want students to take away from ***today's*** lesson?)

Students will explore how the results of World War I effected nationalism and feelings toward warfare.

Essential Question(s):

Did the effects of World War I sustain (continue) the sentiments (feelings) of Nationalism or did they change over time?

Key Vocabulary:

nationalism, (attached World War I Poetry Historic In-Context Vocabulary listing)

Potential student misconceptions:

Students might use language of today, instead of language in-context. Students might confuse World War I with World War II.

Materials: Including texts

Five (5) Photos of World War I, World War I Historic In-Context Vocabulary, poetry writing paper, World War I music, World War I photo slideshow.

Lesson in context: Briefly describe the lessons for the day(s) before and after this lesson.

Before:	**After:**
Students have been studying World War I and its causes and effects. They have read two (2) poems and have completed a SOAPSTone activity on them.	Students will explore the results of the war in Semester 2, and weigh the Treaty of Versailles with the effects of the war.

Behind the Scenes Planning

Groups/ Pairs/ Triads:

	- NA or independent		- Random	×	- By behavior
×	- Heterogeneous		- By skill		- By learning style
	- Homogenous		- By assessment		

Differentiation Strategy:

Scaffolds: The scaffolding is a stepped process with peer revision and peer editing. Vocabulary is provided for writing and editing.

Challenges: Students will be challenged during the writing process in which they will have to write a line to a poem in a minute. During peer editing, students will be challenged with using language which is indicative of World War I.

Student Choice: What opportunities are there for students to decide how they will learn?

Students will have individual and collective choice in creating their poetry. They will choose a speaker to recite their poem.

Questioning: What DOK questions will you pose?	**Questioning Strategies:** How will you ask? How will students answer?
How does nationalism and the effects of the war in photos reflect the sentiments of the people?	Students will answer the question through the use of the medium of poetry, and their presentations.

"Plan B:" What will you change if it isn't working? We will work with individual groups during the editing process by showing students how to replace words with World War I vocabulary.

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Minutes	Class Procedures
Estimate homework time: 60 min	**Homework Assignment:** Students will write a paragraph on how Nationalism was or was not present in the poems created in their group.
3 min	**Opening Move (the practice formerly known as the Do Now):**How will you engage students/ capture their attention from the get-go? Will you make connections to previous lessons? Help students to prethink today's lesson? Students will be choosing an image from a selection of five (5) images of World War I.
	Learning Sequence: How will you teach this? How will class be organized? What will students do in class? How will they do it? If multiple activities, provide sub headings and further estimate the minutes allotted. 1. Students will be placed in groups as they walk into the classroom. 2. Students will begin to study the pictures as part of their Do Now (Opening Move). 3. Students will receive Group/Student Instructions and prepare to follow the timed activity.
3 min	Vocabulary Review
1 min x 2 rounds	Poetry Line Writing Activity
10 Min	Editing
16 Min	Presentations
	Assessment: Informal or formal? Informal for On-Task Performance Formal for Completed Poem with peer editing based upon Poetry rubric.
	Closure: How will you wrap up the lesson? How will you cycle back to learning target? How can you extend if ahead of schedule? Students will present their poems. As an extension students will discuss how nationalism was or was not present in the poems they created for World War I.

Pedagogy

Pedagogical Inspiration: What strategies, research, professional learning experiences have informed this lesson? Visual representations to inform, predict, and represent an idea/concept in Global History.
Interdisciplinary/Intradisciplinary Connections: Poetry writing as a discipline is an English class activity brought into a social studies classroom.
Reflection: What will you do differently next time?