### **UNIT PLAN**

UNIT AUTHOR: Kimberly McKenzie

UNIT TOPIC: 1920’s Leading Up to The Great Depression

1. UNIT CONTEXT

Subject/Content Area U.S. History

Course

Grade Level 11th Grade

Length of Unit: 5 days/ 1 week Unit

2 ea. 48 minute periods

2. FACTS ABOUT THE LEARNERS

Class Profile is attached at the end of this unit plan

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| Period 4 |  | EL PROF LEVEL  | SPEC ED CATEGORY | READINESSLEVEL  | LEARNING PROFILE | INTERESTS |
| 1 | “Paul” | N/A | N/A | Will ask for clarification, just needs reassurance sometimes before he will begin an assignment. | Quick  | Boxing |
| 2 | Ascension | N/A | N/A | Will slack off, needs you to hover for him to stay working individually. | Smart, but not motivated | Wrestling |
| 3 | Anthony | N/A | N/A | Does not complete work, doesn’t seem to care. No confirmed learning disability either. | Unmotivated.  | Skating (skateboard) |
| 4 | Ashley | N/A | N/A | She needs some extra instruction.  | Not too motivated | Art (the power to create) |
| 5 | Braden | N/A | N/A | N/A |  | Guns (remember we are in the back country up here) |
| 6 | Brandon | N/A | N/A | N/A | GATE | Playing sports |
| 7 | Brenda | N/A | N/A | \*Student has been through some very unfortunate things in her life, battles depression, alcoholism in her home (brother).  | GATE | Alternative music, going to concerts |
| 8 | Cat | N/A | N/A | N/A | Social, very social. Talks to Kim, Marissa, and Braden a lot.  | Philosphical young lady, interested in interpreting dreams |
| 9 | Chloe | N/A | N/A | Self confidence issues I think. Struggles a little with authority. Works on other assignments while in class.  | GATEOveranalyzes sometimes, should be in AP  | Plays waterpolo and swims. |
| 10 | Diana | N/A | N/A | N/A | Seems to handle the pace of the class with stride.  | Dance, movement of the body. |
| 11 | Eduardo | N/A | N/A | N/A | Nice kid. Very pleasant says hi and bye everyday.  | Art (finds it everywhere) |
| 12 | Ian | N/A | N/A | N/A | Absent more than not, don’t know him very well.  | Movies |
| 13 | Joanne | N/A | N/A | N/A | Smart girl, talent in drawing. Should be AP.  | Competitive in nature, thus enjoys sports |
| 14 | Masood | N/A | N/A | Quiet | GATE | Team sports. |
| 15 | Kameron | N/A | N/A | N/A | Gets along well with neighbor, seems to be handling the pace. | Music |
| 16 | Kayla B | N/A | N/A | N/A | Very bright girl.  | Playing sports, watching basketball and college football |
| 17 | Kayla J | N/A | N/A | N/A | She gets her work done and maintains a good grade, but seems uninvested.  | Cheerleader |
| 18 | Kennedy | N/A | N/A | N/A | Really close to Kayla B. Need to keep an eye on them, especially when peer grading is involved.  |  |
| 19 | Kim | N/A | N/A | N/A | Equal parts beneficial and distracting for her partner Braden. Does get him talking though… Which I’ve decided so far is better than it is worse.  | Music, enjoys the lyrics |
| 20 | Kyle | N/A | N/A | N/A | Bright kid, but very unorganized. | Rock/Metal, and Dubstep |
| 21 | Marceline | N/A | N/A | N/A | I think Marceline may be an English Learner… No CELDT Scores or flags in her file.  | Likes to read. |
| 22 | Mitchell | N/A | N/A | N/A | Doesn’t always do his work, but knows what is going on.  | Plays baseball for TVHS, enjoys the brotherhood. |
| 23 | Olivia | N/A | N/A | N/A | GATE | Sports, teamwork/personal improvement  |
| 24 | Paige | N/A | N/A | N/A | Cares a lot about her grade, always challenges after peer grading.  | Music, tells stories and fits mood |
| 25 | Riley | N/A | N/A | N/A | GATENeeds a lot of redirection, but otherwise very smart | Plays basketball for TVHS |
| 26 | Royce | N/A | N/A | N/A | Distracted, more worried about charging his phone in the back of the room than participating in class.  | Drummer, music is a big part of his life. Also plays football. |
| 27 | Skylar | N/A | N/A | N/A | Very very smart kid, always has something to share about current events. Old for his age | Video game design, and game development. |
| 28 | Steven | N/A | N/A | N/A | Forgetful, but has potential to do better than current performance level \*talks to neighbor\* | Music and sound |
| 29 | Teddy | N/A | N/A | N/A |  | Music, specifically the violen  |
| 30 | Veronica | N/A | N/A | N/A | Lacks motivation, pay a little more attention to her\*talks to neighbor\* | Artist, wants to go to art school. |

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| Period 5 | NAME | EL PROF LEVEL  | SPEC ED CATEGORY | READINESSLEVEL  | LEARNING PROFILE | INTERESTS |
| 1 | Alexandre | N/A | N/A | N/A | Quiet girl, clarification helps her | Music |
| 2 | Angel | N/A | N/A | N/A | Very cooperative. Not too quick when it comes to choosing partners (since he sits on the edge) but good sport about it.  | Wrestler |
| 3 | Cayi | N/A | N/A | N/A | Smart kid, pays attention | Interested in movies. Also in ROTC. |
| 4 | Celia | N/A | N/A | N/A | In the group of four girls that need some extra attention and direction.  | Competitive singer. |
| 5 | Chris | N/A | N/A | N/A | Smart distracter | Music |
| 6 | Delaney | N/A | N/A | N/A | Needs extra help, a bit of a negative attitude. Overall she cares about her grade, wants help, but not very receptive to it.  | Tennis |
| 7 | Dylan W | N/A | N/A | N/A | Needs redirection sometimes | Fantasy Football |
| 8 | James | N/A | N/A | N/A | Absent a lot.  | Music, variety. |
| 9 | Joey | N/A | N/A | N/A | Once his neighbor was removed from the class, e.g. moved from next to him his performance went up. | Hockey, watching and playing. Sharks fan. |
| 10 | Josh | N/A | N/A | N/A | Doesn’t always do all of his work, smart kid though.  | Football player |
| 11 | Kaleigh | N/A | N/A | N/A | Needs a lot of help, very lucky to sit by Tony. Tony yeps her a lot with the assignments and just keeping up with the class.  | Cross Country runner |
| 12 | Kaylee | N/A | N/A | N/A | Very very smart girl, should be AP.  | Loves country music |
| 13 | Keilani | N/A | N/A | N/A | Does everything at a topical level, no self confidence | Likes soccer |
| 14 | Kelsey Bright | N/A | N/A | N/A | Looks like she gets it, in the group of four girls that needs extra attention and direction.  | Movies |
| 15 | Makayla | N/A | N/A | N/A | She keeps Chris and Stefan in line.  | Plays piano |
| 16 | Matthew | N/A | N/A | N/A | Likes to work with Dylan H, very quiet kid.  | Musician |
| 17 | Maya | N/A | N/A | N/A | Great student, always challenge her for something more, something better. She appreciates the challenge. | Likes all movies, loves horror movies |
| 18 | Miranda Garringer | N/A | N/A | N/A | Switched out then back into the class. Felt very uncomfortable in her other classes, “so glad to be back in this class.”  | Likes scary movies. |
| 19 | Natalie | N/A | N/A | N/A | GATE | Art: reading and writing. |
| 20 | Sabrina | N/A | N/A | N/A | Charges her phone at the beginning of class, more focused on the social aspect of school.  | Music, dancing. |
| 21 | Spencer | N/A | 504: Processing-Gets extra time on in class assignments and tests.  | He is very good to Sugar, explains things to her and helps her out.  | GATEA lot of fun, very smart, can use the challenge  | Movies: cinematography, analyzing them… etc |
| 22 | Stefan | N/A | N/A | N/A | Gets talked to a lot by Chris, but still gets all of his wok done. Appreciates any extra help, can be challenged a bit.  | Music and reading; House of Leaves |
| 23 | Sugar | N/A | N/A | N/A | Has finally started accepting the extra help she needs.  | Plays basketball for TVHS |
| 24 | Taylor | N/A | N/A | N/A | Part of the group of four girls that needs extra attention. | Music |
| 25 | Theresa | N/A | N/A | N/A | Smart girl, should probably be AP | Plays the piano |
| 26 | Thomas | N/A | N/A | N/A | Pays attention, seems to handle the speed of the class well. Gets his work done. | Music |
| 27 | Tony | N/A | N/A | N/A | Better student than he lets on. Very helpful with his neighbor Kaleigh, and a very caring kid.  | Likes to work on cars. |
| 28 | Wendy | N/A | N/A | N/A | Distracted. | Comic Books. |
| 29 | Zach | N/A | N/A | N/A | GATE | Music |

Individual Student Information and Differentiation Strategies

#1 Student - Student with Special Education Need

a. Name: Spencer

b. Eligibility: 504

c. Identity: 11th Grade, mixed race, native English speaker, single mother, only child, gamer, thinks of himself as a movie critic

d. Goals: Spencer will begin to organize himself better,and will be able to complete assignments in a fair amount of time.

e. Readiness: He is a very social and smart student, and is very helpful to his neighbor.

f. Interest: Spencer is interested in cinematography. He also plays video games.

g. Learning Profile: He is definitely a talker, he would rather have a conversation with you that write anything down. He’s very active during lectures, but seldom completes any written assignments in class. He has a processing 504, but when I break lecture to ask the class a questions he always has an answer, and the right one.

h. Differentiation:

* **Content:** Spencer has an assignment sheet that the teacher signs once Spencer understands and has placed the assignment in his calendar.
* **Process:** Spencer and his partner will get extra time to work on assignments, will not be the first group called on ever.
* **Product** Spencer will receive extra time on the assessment, he may come in early and/or stay late. Though he typically finishes in class (where other students finish much sooner).
* **Affect** Spencer will receive his feedback on the tests, but as well as verbally.
* **Learning Environment** Spencer really works well with his elbow partner, she is dependent on him so the teacher should not separate them, he works well with people, so removing him from the classroom would do more harm than good.

i. Assessment: There is check for understanding throughout each day, and when the teacher lectures Spencer is on track and understands very easily. He has an inability to organize and complete assignments in class, so he will have extra time on those. They will be graded everyday, with verbal feedback after class/during lunch each day so that we both have confirmation that he understands the feedback.

#2 Student - English Language Learner

a. Name: Marceline

b. ELL Level: CELDT 4

c. Identity: 11th Grade, likes to read, L1 is Japanese, advanced from CELDT 2 in 2005 to CELDT 4 in 2013

d. Goals: Marceline is very good with reading, writing, and listening, she does not speak much though. She does not participate in classroom discussion or conversations with her partner. The goal is for her to feel comfortable speaking a little more in class.

e. Readiness: She is very quiet, completes all of her work. She gets good marks and completes work on time.

f. Interest: She likes to read, did not specify the type of book she likes.

g. Learning Profile: She does well in our class, which is a lot of lecture and a lot of reading and writing.

h. Differentiation:

* **Content** She can write her answers for everything, take notes when she think pair shares with her partner.
* **Process** A lot of note taking and writing.
* **Product** The test is written, so she will perform fine. She finishes typically before a lot of the regular students.
* **Affect** Marceline does not need to participate in think pair share with her partner, or speak in front of the class. She is very shy, but through her writing (which is very good) the teacher is able to tell she understands the subject.
* **Learning Environment** Marceline should sit in one of the island seats so she is not as involved with her partner, but she does fine. She just keeps to herself.

i. Assessment: Reading her work everyday to make sure she is able to keep up with the class.

#3 Student – Low Level Student

a. Name: Kaliegh

b. Need: She needs constant clarification, always wants her answers to be reassured.

c. Identity: 11th Grade, native English speaker, from an affluent family, loves the beach, she is very close with her mom

d. Goals: The bar is set a little lower for her, we just check that she is understanding the assignment for the most part. She may not come up with a profound answer, and it will not have the perfect structure that we are looking for, but as long as she can answer the question that is all the teacher is looking for with Kaliegh.

e. Readiness: She needs extra attention, her neighbor Tony helps her a lot.

f. Interest: She is a cross country runner, and enjoys the beach a lot. Her family owns a house on Catalina and she loves it.

g. Learning Profile: She struggles to keep up with the class, she switched into our class because he knows Matt (my master teacher) will help her. She requires a lot of support and assistance.

h. Differentiation:

* **Content** She definitely needs the content to be described in a much more simple fashion. She checks out during lectures, and the text is too difficult for her. Usually the teacher just explains the lecture/reading in a simpler form verbally to Kaliegh.
* **Process** Kaleigh is expected to complete the same assignments as the rest of her classmates, but as far as them being graded she is held to a lower standard.
* **Product** Kaliegh is provided with extra time, and some clarification on tests. The questions can be read to her at a simpler level.
* **Affect** Kaliegh gets some extra clarification on a daily basis, and immediate feedback with the opportunity to redo her assignments.
* **Learning Environment:** Kaliegh definitely benefits from group activities, her partner Tony spends a lot of time with her and helps her through the lesson each day.

i. Assessment: The teacher checks in very often with Kaleigh, as well as grades her work multiple times, giving her the opportunity to improve each time.

#4 Student – Average Level Student

a. Name: Joey

b. Need: He can get off task sometimes, so he just needs to be kept on task.

c. Identity: 11th Grade, native english speaker, both parents at home

d. Goals: Joey just needs a little redirection from time to time, it would be nice to have a unit where Joey does not stray from the tasks assigned to him.

e. Readiness: Very bright kid, has had good grades throughout school. He is easily distracted though and tends to perform better when he is by himself.

f. Interest: He is a sports fan, actually plays hockey, and likes to play fantasy hockey and football.

g. Learning Profile: He zones out a bit during lectures, but always completes assignments in class. I think he prefers to work by himself.

h. Differentiation:

* **Content** Same as the rest of the class
* **Process** He just requires some extra supervision, but is not disruptive when off task so the teacher will not notice, must walk by. Typically it is his neighbor Dylan who is disruptive not Joey.
* **Product** Same as the rest of the class, he typically does really well on tests.
* **Affect** Check in on Joey and his partner one or two more times than the rest of the class, be subtle about it though.
* **Learning Environment** When possible have Joey work on his own.

i. Assessment: Assignments will be graded daily, so he will have feedback that way. But also with the frequency in which the teacher checks in, she will be able to notice how he is doing.

#5 Student – High Level Student

a. Name: Chloe

b. Need: She needs to be kept busy. She’s smart and completes her assignments early, but doesn’t necessarily get anything out of it. She should be AP, but since she isn’t, she needs to be challenged a bit more. Require better answers out of her.

c. Identity: 11th grade, swimmer, native English speaker

d. Goals: Chloe needs to be kept busy, so the goal would be to challenge her specifically to keep her interested and on task.

e. Readiness: She struggles with authority, so when you tell her to adjust something on an assignment she gets mean and sits down and refuses to fix it in class, just so the teacher has to do it when it is less convenient for the teacher. (My master teacher allows you to fix your assignments until the notebook is due).

f. Interest: She loves water polo and swimming.

g. Learning Profile: She wants things to be very easy, she likes to complete work before anyone else and work on other classes’ homework in our class.

h. Differentiation:

* **Content** Chloe needs a tougher set of assignments, the expectations are higher for her.
* **Process** Chloe will have the same assignments as the rest of her classmates, but will need to do them at a higher level.
* **Product** Chloe tends to complete assignments and move on to other subjects so she needs to be checked on a lot. Therefore, the teacher will be able to assess her throughout each class period.
* **Affect** Keeping Chloe involved in group work is a good idea, because at least she etas busy with the grip most of the time.
* **Learning Environment** Keeping Chloe involved in group work is a good idea, because at least she etas busy with the grip most of the time.

i. Assessment: Chloe will have the same types of assessment as the rest of the class, it will just be easier for her. The teacher should grade a little tougher on the unit final though, in the essay section.

2. Unit Rationale: Enduring Understandings & Essential Questions

This unit is important because it covers a very crucial time in our country’s history. Woman gain the right to vote, the economy is booming, the government is tending to overstep it’s boundaries. This particular unit matters because it plays an important role coming out of the First World War and going into the Great Depression. Without the “roaring twenties” the time history of this nation would have been shaped very differently. This is also a unit that most students enjoy, it is the “fun” unit. So it is the perfect opportunity to pull the students back in.

Enduring Understandings (EU)

*Students will understand that the rapid growth of the post-war economy was something that should have been checked, but the country got too involved with the advancement and modernization instead and that played a big part in the collapse of the economy known as the Great Depression.*

Essential Questions

Why were they called the roaring twenties?

What was so exceptional about that time?

How were the 1920’s different from the rest of American history?

Write the question based on the Six Facets of Understanding (Wiggins & McTighe):

3. STANDARDS

Content & Common Core Standards

-11.5: Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**11.5.1**: Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.

-11.5: Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.11.5.2: Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the Ku Klux Klan, and immigration quotas. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.

-11.5: Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.11.5.3: Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).11.5.4: Analyze the passage of the Nineteenth Amendment and the changing role of women in society.

-11.5: Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**11.5.7**Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

ELD Standards

*-5. Listening actively: Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.*

*-1. Exchanging information/ideas: Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade‐appropriate academic topics by following turn‐taking rules, asking and answering relevant, on‐topic questions, affirming others, and providing coherent and well‐ articulated comments and additional information.*

*-6. Connecting ideas*

Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason or to make a concession.

***7. C****ondensing ideas*

Condense ideas in a few basic ways to create precise and detailed simple, detailed simple, compound, and complex sentences

4. UNIT OBJECTIVES

* After they complete this unit students will be able to understand the complexities of America during the 1920’s by exploring the economy, government, and civil movements of that time and more.
* Type: *cognitive*

5. ASSESSMENT PLAN

Have an assessment for every objective and standard in unit. Cross-reference the objective and standard for each assessment. Example: Assessment (Objective/Standard #)

Include the following information about each assessment:

* Tell Me What You Know (Day One)
* Formality: informal
* Purpose: summative for the day
* **Implementation Method:** written, students will write until they run out of things to write about
* Communication of Expectations: N/A for this type of assessment, teacher asks student to write everything they remember about the lecture, does not need to be structured.
* **Feedback Strategies:** Teacher will go through the class and write down what she knows each list is missing, and leave a small note for each student.
* Quiz at the End of Class I (Day Two)
* Formality: formal
* Purpose: diagnostic, entry level, formative and summative
* **Implementation Method**: verbal, I will read them five questions at the end of class.
* Communication of Expectations: The questions will be vocabulary in nature, so it won’t leave any wiggle room for the answer and students will either know it or not.
* Evaluation Criteria:

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| --- | --- |
| 6 | All five questions were answered correctly, and in full and complete sentences that provided reasoning. |
| 5 | All five questions were answered correctly |
| 4 | 4/5 of the questions were answered correctly |
| 3 | 3 or fewer/5 answered correctly |

* **Feedback Strategies:** Teacher will grade the quizzes over night and return them the next day. Will provide students with the right answers, and an explanation of the wrong answers.
* Student Self-Assessments:

|  |  |
| --- | --- |
| Pass | 4 or more of the questions answered correctly |
| Fail | 3 or fewer of the questions answered correctly |

* Quiz at the End of Class II (Day Three)
* Formality: formal
* Purpose: diagnostic, entry level, formative and summative
* **Implementation Method**: verbal, I will read them five questions at the end of class.
* Communication of Expectations: The questions will be vocabulary in nature, so it won’t leave any wiggle room for the answer and students will either know it or not.
* **Feedback Strategies:** Teacher will grade the quizzes over night and return them the next day. Will provide students with the right answers, and an explanation of the wrong answers.
* PreTest (Day Four)
* Formality: informal
* Purpose: diagnostic
* Implementation Method: written open ended question, Teacher will ask students what they know about the 18th and 19th amendments. Teacher will also ask the kids about the Prohibition and women gaining their right to vote, as to see how many kids know the connection.
* Communication of Expectations: Quick just at the beginning of class ask the kids to write down everything that they know about the amendments, as a way for me to know what they got.
* **Feedback Strategies:** Exchange papers with a partner, and peer grade. I will read to the class what they need to know about the 18th and 19th amendments and they will then learn that that’s the same
* Unit Test (Day Five)
* Formality: formal
* Purpose: summative
* **Implementation Method**: written, multiple choice, essay, fill in the blank
* Communication of Expectations: Take home study guide with all the same type of questions, just with all of the subjects switched around.
* **Feedback Strategies:** Go through and grade each test over the weekend, mark the incorrect answers and provide the correct answer with a reason why it’s correct. Also leave a note to each student at the end of each test.

6. STEPS OF INSTRUCTION

**Where are we headed?** Covered in the anticipatory set.

**Hook** Also covered in the anticipatory set, they get to somewhat guide the curriculum.

**Explore** This is covered int he daily anticipatory set as well as the lectures each day.

**Rethink** This will happen during the lectures, students may decide that they want to know more about something the teacher lectured on than they do what they originally asked for.

**Evaluate** Throughout the unit, at various stages.

**Tailored** Their final assessments, where they will need to prove in a professional way what they learned.

**Organized** Everyday, regardless of the lecture they will prove that with their binders, but also in the graphic organizer.

CALENDAR

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| --- | --- | --- | --- | --- |
| **Day** | **Standard** | **Objective** | **Student Activity** | **Assessment** |
| **1**The Presidents | **Content Standard:**11.5: Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**11.5.1**: Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.**ELD Standard:*****5. Listening actively***Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support. | After filling out the graphic organizer using what students learned from the lecture and the reading, they will be able to differentiate each of the three presidents, and elaborate on their policies. | **Graphic Organizer:** -The Students will place the three Presidents (Harding, Coolidge, and Hoover) into their own respective spots on the graphic organizer. Within those spots they will tell me each of their political orientations. Then they will tell me the political policies that came from each of them (again in their respective columns). They will get the information from my lecture (for my listeners), and the book after the lecture (for my readers).**Tell Me What You Know** - Students will have five minutes at the end of the class to write down everything they remember from today’s lecture/reading.  | End of Class Ticket Out the Door: **Tell Me What You Know**-I will turn everything off and have them put books away so they can tell me everything they remember about the three presidents. It is not graded, just allows me to know what they learned and retained from my lecture. I will give them feedback, so they know what they might need to cover again on their own (or if it’s something everyone missed what I need to cover again).Summative for the Day |
| **2**The Turmoil | **Content Standard:** 11.5: Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**11.5.2**: Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the Ku Klux Klan, and immigration quotas.**ELD Standard:*****5. Listening actively***Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support. | After finishing the assignment that goes along with the lecture/discussion students should be able to identify four of the biggest issues American citizens faced in the 1920’s. | **Vocabulary Lesson:**-Go over each of the terms (Palmer Raids, Back to Africa, Marcus Garvey, KKK, Immigration Quotas) and give just a quick definition. **Assignment** that goes along with the lecture/discussion. It will be a page of questions that will be answered throughout the lecture/discussion in class. This will be instead of their notes for the day.**Quiz** at the end of class. Quick five question recap.  | **Quiz at the End of Class**:-I will read five questions at the end of class. This will be their ticket our the door. It will also be a formal quiz.This is just another way for me to tell what they learned, and a different opportunity for me to provide them with some feedback so they know what to study for the unit test.Summative for the day. |
| **3**The Response | **Content Standard:** 11.5: Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**11.5.2**: Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.**ELD Standard:*****5. Listening actively***Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support. | After combining today’s assignment with yesterday’s assignment students should not only be able to recognize four of the biggest issues American citizens faced in the 1920’s, but also how American reacted to them. | **Vocabulary Lesson:**-Go over each of the terms (ACLU, NAACP, Anti-Defamation League) and give just a quick definition. **Assignment** that goes along with the lecture/discussion. It will be a page of questions that will be answered throughout the lecture/discussion in class. This will be instead of their notes for the day. **Quiz** at the end of class. Quick five question recap. | **Quiz at the End of Class**:-I will read five questions at the end of class. This will be their ticket our the door. This is just another way for me to tell what they learned, and a different opportunity for me to provide them with some feedback so they know what to study for the unit test.Summative for the day. |
| **4**The Amendments | **Content Standard:** 11.5: Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**11.5.3**: Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).**11.5.4**: Analyze the passage of the Nineteenth Amendment and the changing role of women in society.**ELD Standard:*****1. Exchanging information/ideas***Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade‐appropriate academic topics by following turn‐taking rules, asking and answering relevant, on‐topic questions, affirming others, and providing coherent and well‐ articulated comments and additional information. | After researching their designated amendment, and listening to the presentation of the other students should be able to identify the two amendments made to the Constitution during the 1920’s, as well as how thy impacted society.  | **PreTest** finding out what the kids know and don’t know about the 18th and 19th amendments. **Research Activity** -I will split the class in half, and they will break into smaller groups from there where they research everything they can in 30 minutes about either the 18th or 19th amendment. Then they will (as each half of the class) come up to present what they know. I will add any necessary tidbits. There will be a assignment sheet that goes along with it, so they cover all the right stuff.  | **PreTest**  on what they know about the Prohibition and Women gaining the right to vote. **Presentation** to the class about the 18th and 19th Amendments will serve as their post-test. I will be able to provide feedback during their presentations and they will all have the chance to take notes on what I add, and be ready for the test. Presentation, summative for the day. Informal. |
| **5**The Fun Stuff | **Content Standard:** 11.5: Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**11.5.7**Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.**ELD Standard:*****6. Connecting ideas***Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason or to make a concession.***7. Condensing ideas***Condense ideas in a few basic ways to create precise and detailed simple, compound, and complex sentences | While completing the test students will be able to identify and expand on each of the following:-Presidents Harding, Coolidge, and Hoover-The civil injustices of the 20’s-The American’s response to those injustices-The two amendments made to the Constitution during the 20’s | **Unit Test** should take about 30 minutes at the beginning of the period.Then I am going to break them into **groups** so they can learn about cars, electricity, growth of cities, and new technologies. Then each group will quickly present what they learned to their classmates. I will write everything on the board for a quick review on the following Monday before we start the next unit!  | There will be a small **Unit Test** at the beginning of the period. It will not take the entire class. Only twenty multiple choice questions that cover the unit and one short response that ties everything they learned together.Cumulative for the entire unit. Formal. |

ANTICIPATORY SET

We will talk about the “Roaring Twenties.” The teacher will ask students “What do you already know about the 1920’s?” “Is there a movie that just came out about a certain book that portrays the Roaring Twenties?Who saw the newest ‘Great Gatsby?’” Then the teacher will let them talk about the recent remake of the Great Gatsby. Students will share what they know about flappers, and the prohibition. “What else do you guys know about this time period? What would you like to know more about?” They will also tell me what they want to know more about, and what they don’t need to know more about. The teacher will take special note to cover those things they find interesting, that can be the anticipatory set for each day.

CLOSURE

Closure: Students will summarize and make meaning of their learning in the essay question in the unit exam.

Transfer: It directly connects to the Great Depression which is the next unit, so they will be applying every aspect of this unit to the next.

Transition: By relating everything they just learned to the collapse of the economy, which led to the Great Depression, which is the next unit.

LESSON PLAN

AUTHOR’S NAME \_\_\_\_\_\_\_\_\_\_\_Kimberly McKenzie\_\_\_\_ DATE \_\_\_October 20, 2014\_\_\_

SINGLE SUBJECT LESSON TEMPLATE

For info on how to complete this form, see <http://lessoninstructions.weebly.com>

1. TITLE OF LESSON 18th and 19th Amendments
2. CURRICULUM AREA & GRADE LEVEL US History 11th Grade
3. DATE OF LESSON/TIME NEEDED Thursday November 13, 45 minutes
4. RESOURCES: *PreTest (Students will dictate this based on their first day of the unit), Poster, Markers*
5. CA CONTENT STANDARD(S): Address the content area and/or common core standards

11.5: Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

**11.5.3**: Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).

**11.5.4**: Analyze the passage of the Nineteenth Amendment and the changing role of women in society.

1. CA ELD STANDARD(S): *Address how this lesson helps develop language*

***1. Exchanging information/ideas***

Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade‐appropriate academic topics by following turn‐taking rules, asking and answering relevant, on‐topic questions, affirming others, and providing coherent and well‐ articulated comments and additional information.

1. BIG IDEA ADDRESSED/ENDURING UNDERSTANDING: *Amendments are very rare in the Unites States’ history, and there were two written during this time. Something even more rare came from this, an amendment was overturned! Students need to understand the importance in that.*
2. ESSENTIAL QUESTIONS: *What did it mean for the history and future of America to have two amendments passed in the 1920’s?*
3. OBJECTIVE(S) OR LEARNING GOAL(S): *Choose one: Cognitive, Affective, Psychomotor or Language Development*
4. ASSESSMENT(S): *Diagnostic ore-test will be given at the start of the lecture, and will depend on the feedback the teacher gets from her anticipatory set/hook on the first day of the unit.*

|  |  |
| --- | --- |
| 1. Anticipatory Set: Pretest, teacher will come up with some questions based on what she knows the students already know about the topic in order to find out just how detailed she needs to be in teaching the 18th and 19th amendments.
2. State Objective: Teacher will tell the students that they will be split into two and asked to study in detail each of the amendments, and they will work on a poster to explain.
3. Input - Modeling: The teacher will have a sample poster for a different amendment, but will have all of the criteria filled out that she expects of the students.
4. Check for Understanding: The teacher will ask one student from each amendment to recite the directions.
5. Guided Practice: Teacher will walk around and offer help to the groups that need more clarification or assistance with their amendment.
6. Independent Practice: Teacher will walk around to make sure the students are completing their posters.
7. Closure: A few students can orally present their posters, and the teacher will give them a grade right then and there. That grade is now the class grade. If anyone wants a better grade, they can share their poster or add to what the presenter has already been graded on.
 | 1. Anticipatory Set: Students answer the questions the teacher has handed out, and will go over the pre test with the teacher once finished.
2. State Objective: Students will understand what the teacher is expecting of them, and will begin to think of ways to work on their posters.
3. Input - Modeling: Students will see the example that the teacher shared, and will understand what she expects for their individual posters.
4. Check for Understanding: One student from each amendment will recite the directions and the students will then have heard it three times, each time from a different person.
5. Guided Practice: Students can ask the teacher any questions they have, whether it is material related or how to complete the assignment.
6. Independent Practice: Students are researching their amendments and creating posters to share with the entire class.
7. Closure: Students will share their posters until they get the grade they are satisfied with.
 |

7. MATERIALS/RESOURCES

Graphic Organizer (one for each student on the first day of the unit), Notebook (students will need their notebooks for note taking days 2-5), Pen/Pencil (students will need a writing utensil everyday), Power Point Presentation (the teacher will use the same power point everyday, just five different segments of it), Lecture Questions (days two and three will each require a sheet of lecture questions), Pre Test (day four will require a page for each student of the questions concerning 18th and 19th amendments), Poster board and Markers (day four will be a poster presentation day and the teacher will need to provide those), the Final Unit Test (day five each student will need a copy of the test), and lastly a dry erase marker (on day five the teacher will need the dry erase marker).

8. REFLECTION

* Each student will still complete the same work, it will just be assessed differently to meet each students’ ability. Certain students will get a little extra help along the way, but will still be held to the same objectives and learning goals as the rest of the class. They too can meet the standards.
* The strengths I see is that it is very straightforward, the students can see what is coming and each assessment is very fair. A limitation or weakness that I see is that is a student is absent one day they miss 20% of the unit, which is being tested on Friday.
* I would take down scores of all assessments, even informal. I would also take copies of student work to see what worked and what didn’t, maybe what needs to be adjusted for the future.
* I learned that I differentiate already in my classroom, and that we work together a lot more than I realized we do. Writing it down makes me realize just how much we do. I know now that it is OK to hold students to different standards, and to modify/differentiate assignments.

9. RUBRIC WITH SELF-ASSESSMENT

UNIT RUBRIC 20 points

|  |  |  |  |
| --- | --- | --- | --- |
| Design Component& Criteria | Approaching | Meets(Include criteria for Approaching & Meets) | Exceeds(Include criteria for Approaching, Meets & Exceeds) |
| Unit Context1 point | Describes the subject/content area, curse, grade level & … | & describes the length of unit, number of class periods and lengths of periods.**KM** | & describe where it fits within the year plan. |
| Student Facts 2 points | Provide a complete Class Profile | & describe 5 individual students (ELL, Special Ed, Low Level, Average Level, High Level). Include the student’s name, label, grade level, culture, language, SES, family, affect, individual education goals, readiness (reading, writing and subject area level), interests, & learning profile … | & include information about students’ affects and needs for their learning environment.**KM** |
| Different-iation3 points | Describe the differentiation strategy(ies) for the 5 individual students…  | & label the strategy (*lesson content, process or product*) and the way it addresses the students identity and developmental needs (*readiness, interest or learning profile*)…  | & provide how the strategy will be assessed for effectiveness and altered if needed.**KM** |
| Unit Rationale1 point | Explain the importance of unit in the student’s big picture of learning & describes the *enduring understandings* - what student’s will know and be able to do at the end of the unit … | & articulate what *essential questions* you will use to frame the unit …**KM** | & label the questions based on the *Six Facets of Understanding.* |
| Standards and Objectives1 point | Both CA Content, Common Core and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria … **KM** | & each objective is labeled by the type (*cognitive, affective, psychomotor or language*) and number of the standard it addresses…  | & identify which of the six facets of understanding it is designed to address. |
| Assessment2 points | Provide an assessment for each objective and articulates … | & identify the formality, purpose, implementation method and evaluation criteria.  | & provide description of how you will communicate expectations (rubric), self-assessment process and provide a sample of student work.**KM** |
| Anticipatory Set1 point | Provide an *anticipatory set* activity for unit … | & describe in detail the steps the teacher will take to implement the anticipatory set for the unit and any needed materials (i.e. graphic organizer, ppt, model, rubric)… | & provide script for teacher and times for each activity.**KM** |
| Calendar2 points | Provide a unit calendar outlining what is addressed each day (objectives, standards, student activity and assessment) … | & each activity is student centered with multiple opportunities for the instructor to check for understanding… | & provide unit calendar online for students.**KM** |
| Closure1 point | Provide a *closure* activity for unit … | & describe in detail the steps the teacher will take to implement the closure activities and any needed materials (i.e. graphic organizer, ppt, model, rubric)…**KM** | & provide script for teacher and times for each activity. |
| Lesson Plans4 points | 3-5 lesson plans are provided for one week of the unit … | & each lesson meets all the requirements specified in their perspective rubrics including all the instructional materials …**KM** | & A full scripted Lesson is provided for each day of the week. |
| Materials & Resources1 point | Describe all the materials needed to implement the lesson/unit… | & the materials address a range of student needs and variety of interests and learning profiles…**KM** | & provide students multiple choices for the content, process and products of the unit. |
| Reflection1 point | Address all the reflection prompts about differentiation, strengths and limits of the unit, & effectiveness of unit … | & describe what you learned about yourself and your students…**KM** | & identify what you would keep in mind for the next lesson. |
| Self-Evaluation5 points will be deducted if not included | Provide a copy of the rubric with the unit plan… | & highlight or circle the criteria for each component…**KM** | & provide hand written evidence for each criteria marked and identify what page the component is addressed in the unit. |