**LESSON PLAN**

**Day #1 of Final Project Work**

**Name:** Brittney Fuller . **Date:** May 3, 2022  **Lesson Content:** United States History  **Grade Level:** 11th Grade .

**Essential Question: How did World War II impact American Society and Government?**

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| **Standard(s)** | **Objective** | **“I Can” Statement** |
| **SSUSH19** Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government. | 1. TSWBT explain the reason the U.S. entered the World War II and the impact it had on American Society and Federal Government through 100% completion of their final project.   **Behavior:** Explain  **Condition:** Final project  **Criteria:**  **Quantitative-** 100%  **Qualitative-** completion | I can explain the impact of World War II on American Society and the Federal Government. |

**Pre-requisites:** What are the content, skills, and experiences students should know/be able to do/and/or have BEFORE they can achieve the learning target you set? Consider the class, group, and individual needs:

* **Content Knowledge:** The student should have knowledge of the United States’ involvement in World War II including the reason the U.S. entered the war, the impact it had on American Society, and how the Federal Government increased it’s power throughout this time.
* **Skills**: The student should have skills that allow them to create multimedia content such as presentations, brochures, etc as well as handmade content. Students will benefit from time-management skills that allow them to complete assignments in a timely matter as well as reading comprehension, visual analysis, and writing fluency skills.
* **Experiences/Background/Culture**: Students should know information about WWII’s impact on American history from other classes in their background as well as many of the skills they need. Students with learning disabilities and/or other IEP and 504 accommodations will receive modified rubrics and requirements.

**Identify Resources Needed:**

* 10 posters (this is optional for students)
* Pack of index cards
* Ream of copy paper
* Classroom set of colored pencils and markers
* Pack of pencils
* Classroom set of chrome books
* Classroom set of U.S. History textbooks

**Identify Technology Types:**

* YouTube
* Google Slides
* Popplet
* Padlet
* Canva
* Weebly site

**List References:**

Dr. Suess. (1941, June 22). *When He’s Finished Pecking Down That Last Tree He’ll Quite Likely Be Tired* [Ilustration]. Posterazzi. https://www.posterazzi.com/cartoon-world-war-ii-nho-hum-when-hes-finished-pecking-down-that-last-tree-hell-quite-likely-be-tired-american-cartoon-by-dr-seuss-theodor-geisel-for-pm-22-may-1941-critical-of-american-isolationism-during-world-war-ii-poster-print-b/

History.com Editors. (2021, September 15). *World War II*. HISTORY. Retrieved May 3, 2022, from https://www.history.com/topics/world-war-ii/world-war-ii-history

History, S. (2016, October 14). *A Brief Overview of World War II* [Video]. YouTube. https://www.youtube.com/watch?v=HUqy-OQvVtI&feature=youtu.be

National Archives and Records Administration. (n.d.). *Powers of Persuasion*. National Archives and Records Administration. Retrieved May 1, 2022, from https://www.archives.gov/exhibits/powers-of-persuasion

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| **Label and allocate time for instruction, transition, and activity** | **Step by Step Progression**  **(What will the teacher do?)** | **WHAT WILL STUDENT DO?** |
| Example:  Instruction | Hook:  Link: |  |
| Introduction  0:00-4:00 | Hook: The teacher will play a short video about World War II to revive former information presented to students.  YouTube link: https://youtu.be/HUqy-OQvVtI  Link: This video will connect to information students have learned in the past to the project they will begin working on in class. | Students will watch the video quietly. |
| Transition  4:00-5:00 | Transition: The teacher will inform students that the teacher is going to go over their final project and that they will need to take notes. | Students will take out a piece of paper or notebook and a writing utensil to take notes. |
| Instruction  5:00-12:00 | Instruction: The teacher will take the time to go through the Weebly class website as a way to introduce the students’ final project, which is a learning menu the students will work on through the next couple of lessons. | Students will take notes about the project and ask any questions they may have. |
| Transition  12:00-12:45 | Transition: The teacher will inform students that it is time to begin working on their project. | Students will put away their notes and begin brainstorming on what content they would like to produce for their projects. |
| Activity  12:45-80:00 | Task: The teacher will assist students as they work on their projects by answering questions, providing redirection, and distributing necessary materials. | The students will work through the learning menu and create the necessary materials for their project. Students will ask the teacher for help with questions and materials. |
| Transition  80:00-85:00 | Transition: The teacher will inform students that class will be ending soon so they need to put away classroom materials and pack up their belongings. | Students will put away classroom materials and their belongings then return to their desks. |
| Closure  85:00-90:00 | Closure: The teacher will use the last 5 minutes of class to discuss the project with the students and ask the students to reflect on the project. This will help the teacher gauge which students are excelling and which students may need extra assistance in the next class. | Students will reflect on the project and how comfortable they feel about it so far. Students will inform the teacher of their thoughts and request extra help during the next lesson if needed. |