**Unit Plan**

**Cortlyn Young**

**Unit 9: Turbulent Decades 1919-1945**

1. **Overview**
2. Timeline:

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Direct Instruction Lesson Plan: the Jazz age and the Roaring Twenties | Concept Lesson Plan: Poverty and Life During the great Depression | Cooperative Learning Lesson Plan: Roosevelt and the New Deal | Inquiry Lesson Plan (Multimedia): World War II Overview | Choice Lesson Plan (Integrative Model): “On the Home front” America during WWII |

1. Unit Standards, Unit Goals, Unit Objectives, Unit Assessments

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| **Content Area Standards** |
| **AH2.H.4: Compromise and Conflict in the United States** (AH2.H.4.1, AH2.H.4.2) |
| **AH2.H.5: How tensions have shaped the United States** (AH2.H.5.2) |
| **AH2.H.6: The role of the United Sates in the World** (AH2.H.6.2) |
| **AH2.H.7: The Impact of war on the United States** (AH2.H.7.1, AH2.H.7.2, AH2.H.7.3) |
| **AH2.H.8: Progress, Crisis, and the “American Dream”** (AH2.H.8.3, AH2.H.8.4) |

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| **Technology Standards** |
| **HS.SI.1: evaluate resources needed to solve a given problem** (HS.SI.1.1, HS.SI.1.3) |
| **HS.TT.1: Use technology and other resources for assigned tasks** (HS.TT.1.1, HS.TT.1.2, HS.TT.1.3) |

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| **Goals for Unit 9** |
| The students will be able to identify the association of progress and crisis in an attempt for the “American Dream” through studies of the Great Depression, and World War II. |
| The Students will be able to use technology in order to acquire information, research, and create presentations. |

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| **Objectives for Unit 9** | **Unit Assessments** |
| When given review questions for independent practice, the students will be able to correctly answer two of the three questions. Each set of review questions will pertain to the lesson taught in class that day. | When assigned three review questions called “Reading Check” within their textbook, the students will answer the questions on an exit slip to be turned in upon leaving class. Two of the three questions should be answered correctly. These are short answer questions. |
| When given primary source documents or photographs, the students will be able to hypothesize about possible solutions to the issue. The students should have at least three solutions to the problem, based on the document or photograph to be written in an essay. | Students will write a one page essay on possible solutions to the problem presented within the document or photograph. The students should provide at least three solutions backed by legitimate reasons for such solutions. The students will be graded based on grammar and mechanics, as well as content and structure. |
| When given a lecture on crisis within America, students will be able to write helpful notes in order to complete and prepare for a multiple choice quiz in which three of the four questions should be answered correctly. | At the end of a lesson, a multiple choice quiz may be given which will be based on the material learned in class. The students should correctly answer at least three of the four questions. |

1. Pre and Post Assessments

**Pretest:** For a pretest, I will be giving the students a prompt on which they will create a three-part Venn diagram explaining what they already know about life during the turbulent decades. They will complete this the week before I begin teaching this unit, so I can study their diagrams and know what I need to focus on during instruction. This will be completed in class, so they do not go to the internet for answers; I want to know what they really know. The prompt is as follows:

**Create a three-part Venn diagram telling me what you know about American life during (1) The Jazz Age and The Roaring Twenties (2) The Great Depression and (3) World War II. How were they alike? How were they different? You may make this as creative as you would like, I just want the content (very important!). Please give me AT LEAST three points in each bubble (these can be bullet points).**

I will grade the student’s Venn diagrams based on the guidelines given to them. It must be in the correct Venn diagram form, and they must have at least three points in each bubble. Content will not be specifically graded, because I have not yet taught the material to them.

**Posttest:** For the posttest, the students will create a presentation using PowerPoint or Prezi using basically the same prompt as the pretest. The students will include in their presentation what life in America was like during the turbulent decades. The prompt is as follows:

**Create a multimedia presentation using PowerPoint or Prezi about life in America from 1919-1945. This is a unit project and should be treated as one! You should include what life was like during (1) The Jazz Age and The Roaring Twenties, (2) The Great Depression, and (3) during World War II. Your presentation should include factual information (with references), as well as images. Make your presentation as visually appealing as possible without it becoming distracting, as this is part of your grade. You will present your project to the class.**

The rubric for this project is below:

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| |  | | --- | | **Multimedia Project : Life in America: 1919-1945**  Teacher Name: **Ms. Young**    Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Content** | Content was sequential and factual | Most content was sequential and factual | Some content was sequential and factual | Little to no content was sequential and factual |
| **Sources** | All sources were properly cited | Most sources were properly cited | some sources were properly cited | Little to no sources were properly cited |
| **Mechanics** | No grammar or spelling mistakes | Little grammar or spelling mistakes (3 or less) | Some grammar or spelling mistakes evident (5) | Multiple grammar and spelling mistakes evident (at least 10) |
| **Attractiveness** | Visually appealing with no distractions-graphics are provided | visually appealing with little distractions-graphic provided | somewhat appealing with distractions-little graphics provided | unappealing with distractions-no graphics |
|  |  |  |  |  |

Gradebook:



1. Differentiation
2. In order to accommodate for Lee, who has difficulty brainstorming and coming up with original ideas, and understanding readings, I would use the strategy SPORE. This stands for:

**S-**Setting

**P-**Problem

**O-**Order of Action

**R-**Resolution

**E-**End

This will help Lee to understand the stories that she reads and understand how to interpret them.

1. Examples of Differentiation in my lessons:

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| **Model Lesson Plan** | **Type of Differentiated Instruction with short description. (Only need 4)** |
| Direct Instruction | Independent Study: This will be practiced when the students write their essays about American life during the 1920’s. |
| Concept Development or Attainment | Socratic Seminar Model: Using visuals about life during the Great Depression will help students to better understand the material being taught. |
| Inquiry |  |
| Cooperative Learning | Group Tasks: This will be used during this lesson through a review game. The students will be put into groups and work together in order to answer review questions about the Great Depression. This will be done in a “basketball game.” |
| Integrative Lesson Plan (Choice lesson) | Problem-centered model: This will be used when the students come up with an original thought (hypothesis) about the atomic bomb in WWII. |

1. **Assessments**

-For my essay assessment, I had the students write an essay about American life during the 1920’s for the Direct Instruction lesson. The prompt is as follows:

**In a 2-3 pages essay, write what life was like for Americans during the 1920’s. You should reflect on course readings as well as lecture. This should be a well-constructed essay with correct grammar and mechanics. Please use factual and orderly content!**

I will grade this based on the guidelines listed in the prompt: structure of the essay, correct length, correct spelling, grammar, and mechanics, as well as content.

-For my project and rubric assessment, I have had the students create a PowerPoint or Prezi about life during the turbulent Decades (same as the posttest). This will be a unit project. The prompt is as follows:

**Create a multimedia presentation using PowerPoint or Prezi about life in America from 1919-1945. This is a unit project and should be treated as one! You should include what life was like during (1) The Jazz Age and The Roaring Twenties, (2) The Great Depression, and (3) during World War II. Your presentation should include factual information (with references), as well as images. Make your presentation as visually appealing as possible without it becoming distracting, as this is part of your grade. You will present your project to the class.**

The project will be graded by the following rubric:

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| --- | --- |
| |  | | --- | | **Multimedia Project : Life in America: 1919-1945**  Teacher Name: **Ms. Young**    Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Content** | Content was sequential and factual | Most content was sequential and factual | Some content was sequential and factual | Little to no content was sequential and factual |
| **Sources** | All sources were properly cited | Most sources were properly cited | some sources were properly cited | Little to no sources were properly cited |
| **Mechanics** | No grammar or spelling mistakes | Little grammar or spelling mistakes (3 or less) | Some grammar or spelling mistakes evident (5) | Multiple grammar and spelling mistakes evident (at least 10) |
| **Attractiveness** | Visually appealing with no distractions-graphics are provided | visually appealing with little distractions-graphic provided | somewhat appealing with distractions-little graphics provided | unappealing with distractions-no graphics |

-For my multiple choice assessment I have given the students a multiple choice Quiz consisting of four questions based on the World War II Overview lesson (Inquiry lesson). The multiple choice quiz is a follows:

**WWII Quiz**

**1. What year did the war in Europe begin?**

A. 1939

B. 1933

C. 1945

D. 1938

**2. What event finally brought the US into the war?**

A. The Battle of Britain

B. The Japanese attack on Pearl Harbor

C. D-Day

D. The German attack on Poland

**3. What political party was Hitler the leader of?**

A. The Fascist Party

B. The German Party

C. The Hitler Party

D. The Nazi Party

**4. What caused the Japanese to surrender, thus ending World War II?**

A. The US dropped atomic bombs on two Japanese cities

B. They lost a naval battle

C. The Japanese Emperor was killed in battle

D. They surrendered when Germany surrendered

1. **Technology**
2. One of the uses of technology I have is the SMARTBoard. This is an example of me using the SMARTBoard in order to tech material. The students may also at times interact so that they get a hands-on experience.
3. The second use of technology I have is PowerPoint. I used this two times throughout the unit. First and foremost, when the students make a PowerPoint presentation during the Integrative Lesson plan. They will hypothesize about what would have happened had the US not dropped the atomic bombs. They will then do research and create a PowerPoint to support their theory. This will be presented to the class.

I also used a PowerPoint/Prezi for the posttest which is a project. The students are to create a multimedia project about life during the turbulent decades (1919-1945). This information will come from readings/lectures/research. They will present these to the class as well.

1. Another use of technology I have is my use of photographs or primary source documents pulled from the internet. These supplement the course material very well, and help the students to get a visual.
2. **Five lessons:** all five of my lessons are found on my unit plan website