

STANDARDS-BASED INSTRUCTION UNIT PLAN – PAGE 11

Stage 3 – Plan Learning Experiences and Instruction – COLLABORATED LESSON
In common with one or more other teachers

Estimated Day(s) or week of instruction:

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Focus Question to Study: (ex: *What aspects of the lesson lead to the greatest student engagement*)

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Content

Strategies

** More detailed than other lessons of your unit*

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Materials Needed:

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Formative Assessment:

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Stage 3 – Plan Learning Experiences and Instruction – DAILY LESSON PLANS
For units two weeks or less in duration

Day(s) of instruction:

CORNELL NOTE TAKING- Principles of War
 1-2 days

Standards Addressed:

- 10.5 Students analyze the causes and course of the First World War.**
- 10.6 Students analyze the effects of the First World War.**
- 10.8 Students analyze the causes and consequences of World War II.**
- 10.9 Students analyze the international developments in the post-World War II world.**
- 11.4 Students trace the rise of the United States to its role as a world power in the 20th century.**
- 11.7 Students analyze America’s participation in WWII.**
- 11.9 Students analyze US foreign policy since WWII.**

Content

Strategies

Students take notes on the key Justifications of War.
 Teacher reads the principles out loud and students practice their listening skills and ability to take notes from oral instruction.

- Cornell Note taking
- Create questions
- Summarize
- Auditory learning

Materials Needed:

List of the Justification of War

Formative Assessment:

Students will be assessed on their ability to complete the Cornell worksheet and create questions. Their summary will reflect their understanding of the principles.

Stage 3 – Plan Learning Experiences and Instruction – DAILY LESSON PLANS
For units two weeks or less in duration

Day(s) of instruction:

WHY DO COUNTRIES GO TO WAR? Activity
 1 day

Standards Addressed:

- 10.5 Students analyze the causes and course of the First World War.
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Content

Strategies

Students will brainstorm individually and create a list of why they think countries go to war.

They will share their ideas with a partner and add new reasons to their list.

As a follow-up, the entire class will make a group list on the whiteboard. Start at one side of the class, when it is their turn, read your key idea.

Students will keep this list in their notebooks.

Brainstorming

Write, Share, Learn

Whip Around, Pass Option

Materials Needed:

Pens, notebook, marker, whiteboard

Formative Assessment:

The War Chart
 “Cause” category

Stage 3 – Plan Learning Experiences and Instruction – DAILY LESSON PLANS
For units two weeks or less in duration

Day(s) of instruction:

CREATE WAR CHART
 2-3 days

Standards Addressed:

10.5 Students analyze the causes and course of the First World War.
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Content

Strategies

Students will complete a Chart of What War, Where, When and the Cause for 7 wars (WWI, WWII, Korean War, 6 Day War, Vietnam War, Persian Gulf War, US War on Terrorism)

Teacher will model one of the wars.

6 groups will be assigned one of the remaining wars and complete the chart for that war.

The groups will present their findings to the class.

Each group will listen to the other presentations and enter their findings on their chart for the specific war.

Graphic Organizer

Listening and note-taking skills

Oral presentation

Materials Needed:

Graphic organizer, text, handouts on various wars.

Formative Assessment:

Completed graphic organizer and follow-up quizzes.

**Stage 3 – Plan Learning Experiences and Instruction – DAILY LESSON PLANS
For units two weeks or less in duration**

Day(s) of instruction:

4 WORLDS CHART- Activity
2-3 days

Standards Addressed:

10.5 Students analyze the causes and course of the First World War.
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Content

Strategies

4 Worlds Chart

Students will work in teams. There will be 3 teams. Each group will be given a packet of information for either WWI, WWII or the Cold War.

Each group will research and complete the 4 Worlds Chart and make a presentation to the class.

Copies of each chart will be distributed to the class so that each student will have 3 completed charts.

For homework, students will highlight key points of each war.

Research (possible library lab)

Cooperative Groups

Oral Presentation

Graphic Organizer

Highlighting

Materials Needed:

Graphic organizer, handouts, markers, notebooks

Formative Assessment:

Quizzes

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Day(s) of instruction:

PRINCIPLES FOR WAR-Activity
 2-3 days

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Content

Strategies

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| <p>Assign each group a principle of war.</p> <p>From the 7 main wars, match your principle to a war and use a graphic organizer to sort out the information.</p> <p>Summarize your findings and discuss with class.</p> | <p>Graphic organizer</p> <p>Research (possible library lab)</p> <p>Oral Presentation</p> <p>Possible Socratic Seminar.</p> |
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Materials Needed:

List of principles of war. Refer to Cornell Note-taking.

Formative Assessment:

Participation in class discussion. Possible Socratic Seminar on an open-ended question.
 Does the US have an obligation to be the world’s policeman?
 Reflection on their stand.

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Stage 3 – Plan Learning Experiences and Instruction – DAILY LESSON PLANS
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Day(s) of instruction:

ESSAY OR SHORT CONSTRUCTED RESPONSE-Culminating Activity
2-3 days

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Content

Strategies

Students will review and create an outline for the following questions:

When is war justified?
Or, is there such a thing as a just war?

Do you agree with the Just War Principles?

If you think that war is never justified, how would you refute those who make the case for a just war?

Review of notes.

Outline

Research

Materials Needed:

Handouts, marker for highlighting, pen and paper.

Formative Assessment:

Essay or short constructed response

Stage 3 – Plan Learning Experiences and Instruction – DAILY LESSON PLANS
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Day(s) of instruction:

GENOCIDE-Extended Activity
 2 days

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Content

Strategies

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| <p>Visit genocide websites and view images.</p> <p>Read genocide handouts.</p> <p>Class will watch DVD on Genocide by Sanctions, Case of Iraq and Genocide in East Timor</p> <p>Respond to the question: How should we respond to acts of genocide?</p> | <p>Reflection</p> <p>Possible Socratic seminar</p> |
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Materials Needed:

DVD player, computer, internet connection, handouts, pen and paper

Formative Assessment:

Reflection and participation in class discussion.

Stage 3 – Plan Learning Experiences and Instruction – DAILY LESSON PLANS
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Day(s) of instruction:

THE EFFECTS OF WAR-Extended Activity
 3 days

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Strategies

Students read “No Crime is a War Crime Durin’ War” and reflect in notebook. Short class discussion.

Review and discuss “There Aren’t Any Rules”
 Photographing an Execution

Watch The Ground Truth, The Human Cost of War and read “Who Can You Believe?” by Ron Kovic.

Discuss the costs of war. Follow-up with a discussion of article on Militarism in School. Socratic Seminar following day on key questions:

Do you support militarism in schools and what is your stand on the draft?

Field trip to Santa Monica pier to see Arlington West or view video of project. Write your reaction to seeing the display.

Socratic seminar:
 Did your opinion of war change after participating in this unit? After visiting Arlington West?

Think, Write, Share, Learn

Group discussions

Reflection

Materials Needed:

DVD player and TV, handout materials, newspaper articles, textbook *Ordinary People*, pen and paper.

Formative Assessment:

Participation in discussions and Socratic seminar, work samples in notebook, reflections

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Day(s) of instruction:

Standards Addressed:

Content

Strategies

| Content | Strategies |
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Materials Needed:

Formative Assessment:

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Stage 3 – Plan Learning Experiences and Instruction – DAILY LESSON PLANS
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Day(s) of instruction:

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Standards Addressed:

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Content

Strategies

| Content | Strategies |
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Materials Needed:

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Formative Assessment:

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