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District Intern Program-Winter 04
Webster Middle School

THE UNIT

A. UNIT OVERVIEW

- 1. Topic:** This unit will focus on wars, their causes and effects on the world, and the justification of wars.

Standard(s): World History, Culture, and Geography

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

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War....
3. Explain how the Russian Revolution and the entry of the US affected the course and outcome of the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict.

10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the causes and effects of the US' rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and the shifts in the geographic and political borders of Europe and the Middle East.

10.8 Students analyze the causes and consequences of World War II.

1. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war.
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the US, China, and Japan.

10.9 Students analyze the international developments in the post World War II world.

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
2. Analyze the causes of the Cold War, with the free world on one side and the Soviet client states on the other.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of

Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

Standard(s): US History and Geography

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

5. Analyze the political, economic, and social ramifications of WWI on the home front.
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after WWII.

11.7 Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).

11.9 Students analyze US foreign policy since World War II.

3. Trace the origins and geopolitical consequences of the cold War and containment policy, including the following:
 - The Korean War
 - The Bay of Pigs invasion and the Cuban Missile Crisis
 - The Vietnam War
6. Describe US Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.

2. Language Arts Standard(s):

Grade: Grades Eleven and Twelve

Area: Reading

Sub-Strand 1.0: Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Concept: Vocabulary and Concept Development

Standard 1.1: Trace the etymology of significant terms used in political science and history.

Standard 1.3: Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

3. Rationale

The general education class students are of mixed levels, ranging from a sheltered class to honors. There is also a class of performing arts students with average academic skills but who are behaviorally challenging. Most are Hispanic with some Asian and Filipinos, a few Armenians, a few African-Americans. There are also a handful of Special Education students and a few with visual impairments. Lessons have to be enlarged, students must sit up front, and we have to break lessons down into smaller chunks for the sheltered class. This topic is very relevant because many of the students here at Marshall High School are approached by the military to join the armed forces. It is important to really understand the many dimensions of war, the causes, the effects, the reasons for war and analyze whether or not the military is an appropriate alternative. This unit will help with that understanding.

4. Connection to the Framework

According to the framework, in US History students will examine major turning points in the twentieth century. This unit will focus on the role of the United States as a major world power. We will be concentrating on the effects of our involvement in major wars. Students will explore the causes of war, apply the principles of a just war to modern conflicts, analyze how leaders justify wars, and develop an opinion on the justness of a conflict.

Specifically students will analyze the nation's foreign policy, especially President Theodore Roosevelt's "big stick" policies and the US's involvement in WWI. They will be familiar with the causes and consequences of WWI and the effect it had on the US's role in world affairs. They will learn about President Wilson's Fourteen Points and the League of Nations. They will examine the role of the US in WWII and the effect of the war on the home front. In studying the Cold War they will focus on the postwar relations between the US and the Soviet Union. They will be familiar with the Truman Doctrine, the Marshall Plan, the creating of NATO and the causes will be discussed. They will also focus on the domestic impact to the spread of international communism. They will analyze more recent wars such as the War on Terrorism as part of this thematic unit.

Students will be able to compare the present with the past. They will be able to use a variety of maps and documents to interpret human movement. They will be able to identify bias and prejudice in historical interpretations, and be able to review bibliographic resources and select sources for their research. They will be able to make predictions, to collect, evaluate, and gather information from multiple primary and secondary sources and apply it in written and oral presentations.

5. Culminating Activity

The students will be assessed on their understanding by collecting various activities as work samples in a notebook.

Additionally, they will take a stand on the issue of War: Just or Unjust? This will be presented as an essay or a short constructed response to the question:

*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?*

6. Rubric

B. Beginning the Topic (2 lessons)

LESSON 1: Cornell Note-taking on the key Justifications of War

Standards:

- 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.

Objective:

They become comfortable with the Cornell note-taking strategy. They will be able to use this method for this and future lessons to better organize key ideas and to use for study and review.

Students will analyze and understand the principles of a just war.

Into: Lesson Motivation

Students will have already had a map lesson to orient themselves to the countries involved in WWI and WWII. They will also have had a vocabulary lesson to review and become familiar with key concepts and terms. They will have discussed the syllabus and the idea of war. These prior lessons will lead them to today's discussion of what distinguishes a war from being just or unjust.

Through: Teacher Directed

In this lesson, which will take between one and two periods, the students will take Cornell notes on the Principles of a Just War. This will be a whole class, group lesson designed to practice auditory learning, to practice note taking, to create questions and to summarize findings.

Teacher will pass out a Cornell Note-taking graphic organizer and proceed to model the first example. Teacher will read out loud the principles and actually create the notes on an overhead for students to see the format. Then, teacher will continue reading the remaining principles to the class. They will copy them on their organizer as demonstrated by the teacher.

Students will clarify any difficult words by using a dictionary or conferring with a neighbor. They can use context clues or prior knowledge to help each other. They will create a question that goes with each principle.

Beyond: Guided Practice and Application, Independent Practice

Teacher will circulate the room to make sure students understand the strategy and are applying the instructions correctly. Students will continue practicing this strategy throughout this unit. They will use the Cornell Note-taking skill to organize text and readings that supplement this project. It will be used as a study tool and for test review.

Materials Required:

Cornell Note-taking Graphic Organizer, pen

Accommodations/Modifications Required:

Teacher will repeat recitations numerous times and speak slowly and clearly.

Teacher will provide a handout of the Principles for a Just War. This will be useful to students who have trouble with auditory processing or a hearing impairment.

Students with vision difficulties will have enlarged handouts or be provided with magnifying devices.

Auditory learners will be given more time to process the instructions and ask questions. They can plan their response out loud with a partner.

For those students who have difficulty writing, they will only do the first example by dictation. Instead, they will copy the handout for the remainder to assist them with spelling and sentence structure. ESL students can be paired with students who can help them with vocabulary and follow through.

Evaluation: 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.

Homework:

For homework, students will complete the section for the summary. They will put the meaning of their notes into their own words in a short summary. They will highlight key points or words still needing clarification.

LESSON 2: Why do countries go to War?

Standards:

- 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.

Objective:

Students use prior knowledge as a means to predict and create a list of the causes of war.

Into: Lesson Motivation

Students will brainstorm for two to five minutes individually and create a list of why they think countries go to war. They will then share their ideas with a partner and add new reasons to their list.

Through: Teacher Directed

As a follow-up the entire class will make a group list on the whiteboard. The teacher will use the strategy Whip Around, Pass Option to motivate contributions from students. Teacher will start at one side of the class, when they are chosen, they can pass, or read their key idea.

Beyond: Guided Practice and Application, Independent Practice

After the activity is complete, teacher will instruct each student to recreate the completed list in his or her notebook. Draw an image next to key causes to remember those most important with a visual.

Materials Required:

Pen, paper, marker and whiteboard

Accommodations/Modifications Required:

Students with hearing or vision impairments to sit close to teacher and whiteboard.

Auditory learners will be given more time to process the instructions and ask questions. They can plan their response out loud with a partner.

Pair ESL students with students who can help with vocabulary and assist in list making.

Evaluation: Assessment

Teacher will ask guided questions during the discussion and evaluate based on their oral responses and contributions. They will be assessed for completion of the assignment and their participation in the activity. Their understanding of the week's lessons will reflect in their homework assignment.

Homework:

Students will respond to the question "Do you agree with the principles of war?" They will reflect in their notebook and share orally the following day.

C. Developing the Topic (3 lessons)

LESSON 3: War Chart

Standards:

- 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.

Objective:

Students identify the key facts of the selected wars and research text, Internet, or supplemental handouts to determine the causes of each war. (WWI, WWII, Korean War, 6 Day War, Vietnam War, Persian Gulf War, US War on Terrorism). ***This lesson addresses the comprehension (classify, describe, discuss, identify, locate, report, review, translate) stage of Bloom's Taxonomy.***

Into: Lesson Motivation

Students share orally their reflection from the last lesson on "What People Say About War." They will explain why they selected their favorite quote and discuss whether they disagree or agree with it. This will set the tone for today's lesson, which will fill in the blanks about the major wars of the 20th century.

Through: Teacher Directed

Teacher will model the first war. She will refer to source material and fill the graphic organizer on an overhead projector. Students will listen and observe.

Class will be divided into groups of 6 by numbered heads. Teacher will readjust so that the students are heterogeneously grouped. Each group will be assigned a war and will be instructed to complete their section of the chart.

Students will use handouts, textbooks, Internet, and the library to research their war. Teacher will circulate and direct questions to the unified group for a thumbs-up or a thumbs-down to check for understanding and level of difficulty.

Beyond: Guided Practice and Application, Independent Practice

The following day each group will give an oral presentation with individual members of the group presenting a topic from the organizer. One member will

be selected as the leader. He will transfer the information to an overlay and begin the presentation by stating the war and where the main actors were. The remaining teammates will each present a category from the chart. While they are presenting the rest of the class will be listening. Once the presentation is finished, the overhead will remain on for 5 minutes so that the rest of the class can copy the information. This will be timed and anyone not finished can get a copy of the finished chart the following day and complete in time for his notebook check.

After 5 minutes, the second group will present and repeat this process. Teacher will question and comment on student contributions and give praise appropriately.

Strategies that will be used for this lesson are a teacher-prepared graphic organizer, listening and note-taking skills, and oral presentations.

Materials Required:

Graphic organizer, pen, text, handouts, Internet connection and printer.

Accommodations/Modifications Required:

Students with hearing or vision impairments to sit close to teacher and whiteboard.

Auditory learners will be given more time to process the instructions and ask questions. They can plan their response out loud with a partner.

The EL student will help conduct the presentation with the amount of English that will allow them to do so. Students who have lower reading skills will be paired with more advanced readers who can help with reading of the text.

Gifted students will be of great assistance to those who need help with reading and hunting down information. They can also go beyond the assignment and create a Power Point presentation of their chosen war with photographic representation.

Students with special needs can have extra time, use printed charts to copy for correct note taking and will practice their presentation with their partners.

Evaluation: Assessment

Students will be evaluated on their participation in the presentation, the completeness of their graphic organizer, highlighting technique and finally they will be evaluated on their understanding of the key points by a quiz.

Homework:

Students will take home their charts; use a highlighter to emphasize key points and review for test preparation.

LESSON 4: 4 Worlds' Chart

Standards:

- 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.

Objective:

Students use the components of the Four Worlds. (Economic, Political, Cultural, and Social) to evaluate three wars: WWI, WWII and the Cold War. They will be able to apply their prior knowledge and make predictions and draw conclusions from further reading and research.

This lesson addresses the synthesis (arrange, collect, compose, formulate, organize, write) and evaluation (assess, compare, defend, estimate, predict, support, evaluate) stages of Bloom's Taxonomy.

Into: Lesson Motivation

Students will be introduced to the graphic organizer thematically. The first handout will have not information. The teacher will review the four themes of the handout and check for understanding by class vote or thumbs-up, thumbs-down. They will brainstorm, as a whole group to collectively complete what information should go into each box. Teacher to lead, fill out sample on overhead.

Through: Teacher Directed

Teacher will pose the following questions: How do you live in each of the four worlds? What do people need from each of the four worlds? How do the interests of different "actors" create trade-offs in meeting the needs of society? Students will participate in a class discussion.

Class will be divided into 3 groups, one for each war. Each group will be given leading question and have to fill in the 4 global boxes of emphasis.

Beyond: Guided Practice and Application, Independent Practice

Students will designate various tasks to each member. Some will review handout packages on specific war, some will review text, others will research on the Internet and the more advanced students might choose to have a library lab to finish researching a more difficult detail. Each team will contribute to a completed graphic organizer and turn in a neat final version to the teacher.

Teacher will make copies 4 Worlds War Graph and distribute them the next day. Now each student will have a complete set of all 3 wars.

Teams will highlight important concepts and practice for an oral presentation. Each member will present one of the 4 worlds and then a summarizer will answer the case question for the group.

Materials Required:

Teacher-generated 4 Worlds Graphic Organizer, pen, computers, text, and supplemental handouts from Digital History, markers.

Accommodations/Modifications Required:

Students with hearing or vision impairments to sit close to teacher and whiteboard. Enlarged text excerpts.

Auditory learners will be given more time to process the instructions and ask questions. They can plan their response out loud with a partner.

The EL student will help conduct the presentation with the amount of English that will allow them to do so. Students who have lower reading skills will be paired with more advanced readers who can help with reading of the text.

Gifted students can chose the library lab for more in-depth research. Or they can offer assistance with text interpretation for those with lower reading skills.

Evaluation: Assessment

Students will be evaluated on their participation in the presentation, the completeness of their graphic organizer, highlighting technique and finally they will be evaluated on their understanding of the key points by a quiz.

Homework:

Students will take home their charts; use a highlighter to emphasize key points and review for test preparation. Students will complete an Outcome Sentences based on key ideas they recall from the day's presentations.

LESSON 5: Categories of War Game

Standards:

- 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.

Objective:

Students will review and understand the various categories of war from the handout *The Many Faces of War*. This understanding is important to be able to complete the worksheet that matches categories of war to specific wars. Students will be able to defend their answers.

This lesson addresses comprehension (classify, describe, identify, recognize, translate), application (apply, choose, interpret, solve), analysis (analyze, categorize, compare, examine, test), synthesis (assemble, collect, formulate, set up, organize), and evaluation (assess, choose, compare, defend, judge) stages of Bloom's Taxonomy.

Into: Lesson Motivation

Teacher will start the class off by dividing the class into 5 groups. They will be playing a game called the Categories of War game.

Each group will be given a whiteboard and a marker. The groups will be instructed to brainstorm for 10 (timed) minutes on 3 of the categories. Each group will draw slips from a box that will have one of the categories of war written down.

Through: Teacher Directed

Teacher will instruct students to create a T-chart in their notebook. In the left column, students will identify the category of war. In the right column, the group will present their definition. The class, as a group will then contribute to the definition until the class decides that they have created the best definition. Everyone will enter the final definition in the right hand column.

Teacher will move this activity along briskly so that attention does not wander.

Beyond: Guided Practice and Application, Independent Practice

Teacher will model matching one of the wars on the handout with the specific categories of war. Students observe and then attempt to finish the handout for HW. Might require text or Internet for war research.

Materials Required:

Justifications of War (Lesson II), *Many Faces of War* handout, whiteboards, markers, text, Internet, paper, pen.

Accommodations/Modifications Required:

The EL student will help conduct the presentation with the amount of English that will allow them to do so. Students who have lower reading skills will be paired with more advanced readers who can help with reading of the text and determining the best definitions.

Gifted students can use the Internet for more advanced war research.

Evaluation: Assessment

Students will be evaluated by teacher observation and work samples that will be turned in with their weekly notebook. The accuracy of the worksheet will be an assessment.

Homework:

Students will take home their worksheets and try to complete matching up the wars with the specific category of war. Some will have multiple categories.

D. Assessment (1 lesson)

LESSON 6: Essay or Short-Constructed Response

Standards:

- 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.

Objective:

Students be able to write an essay or complete a short-constructed response summarizing the lessons learned about war and the justification of war. They will draw on the knowledge provided from earlier lessons and be able to defend their position.

This culminating activity addresses comprehension (classify, describe, identify, recognize, translate), application (apply, choose, interpret, solve), analysis (analyze, categorize, compare, examine, test), synthesis (assemble, collect, formulate, set up, organize), and evaluation (assess, choose, compare, defend, judge) stages of Bloom's Taxonomy.

Into: Lesson Motivation

Teacher will present the questions that the essay will address. Students will copy these questions down in their notebooks:

When is war justified?

Or, is there such a thing as 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?

Teacher will pass out and review the handout on essay format.

Through: Teacher Directed

Students will review all of their highlighted material that they have compiled in their notebooks. They will create an outline of key ideas. Students will select from various graphic organizers to use in the organizing stage. They will review their key ideas with the teacher or gifted students before beginning their first draft.

Beyond: Guided Practice and Application, Independent Practice

Students will work on their essays, and, if needed, do extra research to defend their position. They may refer to specific wars and causes or justifications of those wars as a component of their essay.

Materials Required:

All material in notebooks, textbooks, Internet, pen, paper.

Accommodations/Modifications Required:

Students with special needs can have extra time, and they may present their essay orally. Or, they may opt for the short-constructed response. They may use a computer to type their papers if their writing is poor.

Gifted students can be assessed by comparing two different wars and using the principles of war to determine if they were just or unjust wars.

Evaluation: Assessment

Essays will be evaluated by a rubric. See attached. Short-constructed responses will be graded by total points.

Homework:

None.

E. Extended and/or Correlated Activities (1 lesson)

LESSON 7: Lessons on Genocide

Standards:

- 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.

Objective:

Students be familiar with the meaning of genocide and understand the atrocities of war associated with genocide. They will be able to form an opinion about the morality of these acts.

Into: Lesson Motivation

Teacher instruct students to visit various website address to view images of genocide. While some students are grouped at computers, others can be reviewing the handouts about statistics on genocide.

The two groups will switch after 20 minutes.

Students will be told to highlight key points from the handout and for homework complete an Outcome Sentences handout that lists 3 new ideas or facts they learned today.

Through: Teacher Directed

Students will watch two shorts on the DVD player.
They are: Genocide by Sanctions, the Case of Iraq and Genocide in East Timor, by Amy Goodman.

Teacher will pause the shorts for class discussion on key ideas. These discussions will provide background information for their reflection and practice for the Socratic Seminar.

Beyond: Guided Practice and Application, Independent Practice

Students will write a reflection about what their reaction to the examples of genocide. A Socratic Seminar will address the question: How should we respond to acts of genocide? Should the US be the world's policemen?

Materials Required:

DVD player and TV, computers, Internet, handouts on genocide, pen, paper.

Accommodations/Modifications Required:

Students with special needs can have extra time, and they may opinion orally. They can work in small groups or with a partner to practice their oral comments. Try Think Pair Share first.

Students can draw their reactions to the various acts. Everything will be presented orally and visually.

Evaluation: Assessment

Students will be evaluated on their participation in the Socratic seminar as well as by their understanding as evidenced in their reflection.

Homework:

None.

LESSON 8: The Effects of War

Standards:

- 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.

Objective:

Students will formulate opinions on war and be able to comment on various readings, a photograph and a short film. They will also be able to defend their stand on the draft. Do you support militarism in schools? What is your stand on the draft?

Into: Lesson Motivation

Teacher instructs students to read "No Crime is a War Crime Durin' War." Write reaction in notebook. Short class discussion.

Review and discuss "There Aren't Any Rules" Photographing an Execution.

Through: Teacher Directed

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 discussion of article on Militarism in School. Socratic Seminar following day on key questions.

Beyond: Guided Practice and Application, Independent Practice

Students will go on a field trip to the Santa Monica pier to see Arlington West. There are white wooden crosses for each man killed in the war so far. Students reflect in notebook.

Materials Required:

DVD player and TV, text supplements and handouts.

Accommodations/Modifications Required:

Students with special needs can have extra time, and they may opinion orally. They can work in small groups or with a partner to practice their oral comments. Try Think Pair Share first.

Evaluation: Assessment

Students will be evaluated on their participation in the Socratic seminar as well as by their understanding as evidenced in their reflection. They will respond to the question: Did your opinion of war change after participating in this unit? After visiting Arlington West.

Homework:

Which piece that we read or saw had the most meaning or significance to you? Why?

F. Pre-Reflection

What successes and difficulties do you anticipate in presenting these? Lessons?

This is a very rigorous unit. My students lack organization. I am hoping to help this problem out by requiring a 3-ringed binder and appropriate supplies (paper, pens, and markers).

They are not that familiar with graphic organizers. I will have to model how to fill them in.

There is a lot of cooperative group work in this unit. This requires very close classroom management because transitions can be noisy and time-consuming.

Some of the concepts are very complex. My students with special needs might have difficulty grasping the more complicated graphic organizers like the 4 Worlds. It might require more clarification.

Many students lack focus and this unit requires serious concentration. There is a lot of material to cover and they do not like to work this hard every day.

I will have to be very clear with my instruction and guided questions. I might have to check my scaffolding of these lessons. I will have to constantly check for understanding.

I am introducing a lot of new study skills that will take practice before they are comfortable with these strategies. For instance, Cornell note-taking, Socratic seminars, highlighting (not just for high lighting's sake!), new graphic organizers, reflections. I feel that there is no reason that my students can't do this unit. The problem will mostly be their work habits. I am determined to stick with this outline and help them become better students and acquire new skills along with fresh knowledge.

One of the problems I won't have is getting them to talk. They are very motivated to express their opinions. I will have to keep them on subject and impose some rules of etiquette regarding interruptions, but they usually love hot topics. What could more be hotter than war?? And the draft?

G. Post Reflection

What were the successes?

The biggest surprise was the participation of most of the class. Usually have the class zones out. The class was very engaged. Also, students were able to use the graphic organizers and outline their notes. The Cornell note-taking was a great skill to focus on. Each time the students improved. I noticed that

the students who were usually uninvolved, became more active players when we broke into our groups. They didn't transition into leaders overnight but they did change from their earlier role play. There was more contribution and participation. That was a nice surprise because I thought that they would shut down when they were put on the spot and had a responsibility to their group.

How have the students performed, based on the evidence from the assessment?

The students performed better than last term. They got off to a slow start but there were a lot of new strategies and the rigor was greater than they are used to. They seemed to really enjoy the map work and some students did excellent map reproduction. Their sense of pride and the quality of the work they are turning in has improved immensely. I think they like the fact that I am pushing them to do the work that I believe they are capable of because they are totally buying into it. Very few arguments about the new emphasis.

What changes will you make to this unit for the next time? Why?

I may have to scaffold the Cornell note-taking more. They need more time to develop the skills and learn what to look for in the readings. Sometimes they are not picking out key ideas and we have to really work on the ques. That seems a little remote to them because their questions don't always relate to the information they are focusing on.