

Lesson Plan Template

Grade: 10		Subject: World War II	
Materials:		Technology Needed: Laptops	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 9–12.2.5 Trace the causes, course, and legacy of World War II (e.g., totalitarian regimes; Pacific theater, European theater, home front) 9–12.1.4 Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies 9–12.1.6 Analyze the impact of bias and prejudice in historical and contemporary media		Differentiation Below Proficiency: I will help them with ideas of what they can research in regards to the modern propaganda and point out things they should be looking at in their WWII propaganda posters. Above Proficiency: I will give them Axis Powers propaganda, but I will translate the phrases or words for them. Approaching/Emerging Proficiency: I will give them propaganda used mainly by the U.S. and other Allies powers Modalities/Learning Preferences: Auditory, Visual, intrapersonal, and interpersonal.	
Objective(s) Analyze the impact of propaganda that both the Allies and Axis powers used in World War 2. Develop and exercise their collaboration and communication skills. Bloom’s Taxonomy Cognitive Level: Analyze		Classroom Management- (grouping(s), movement/transitions, etc.) I will partner students up and allow them to move around when they share with each other their propaganda poster.	
Classroom Management- (grouping(s), movement/transitions, etc.) I will partner students up and allow them to move around when they share with each other their propaganda poster.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will use their indoor voice when researching modern examples of propaganda.	
Minutes	Procedures		
0	Set-up/Prep:		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) The Bellringer will be the 3-2-1 students made from the assigned primary documents about Pearl Harbor.		
15	Explain: (concepts, procedures, vocabulary, etc.) I will go over the American Home Front and what it looked like in regards to rationing, jobs, and the propaganda used. I will show examples of propaganda used in America during WWII and walk through some of the hidden meanings in the propaganda.		
30	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) I will have students look at a piece of propaganda and look for hidden meanings. Once students have had ample time to find hidden meanings, I will then partner them up and have them share with their partner what they found. After a minute each, I will then switch up partners. Students will then research modern propaganda and share what they have found.		
0	Review (wrap up and transition to next activity):		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-		Summative Assessment (linked back to objectives) End of lesson:	

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in strategies, etc. The formative assessment will be their sharing of the modern propaganda that they have found.

Consideration for Back-up Plan:

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):