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**SINGLE SUBJECT LESSON TEMPLATE**

For info on how to complete this form, see[**http://lessoninstructions.weebly.com**](http://lessoninstructions.weebly.com)

1. TITLE OF LESSON: World War I and Poetry
2. CURRICULUM AREA & GRADE LEVEL: AP European History
3. DATE OF LESSON/TIME NEEDED: March 13, 2015
4. RESOURCES: *Attach materials needed to implement the lesson - e.g., power point presentation, text, graphic organizer*

Students will need to have access to a smart phone

PowerPoint

Poetry handout with questions

1. CA CONTENT STANDARD(S): Address the content area and/or common core standards

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 and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”

4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).

1. CA ELD STANDARD(S): *Address how this lesson helps develop language*

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts (Expanding)

6. Reading/viewing closely a) Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence‐based argument) based on close reading of a variety of grade‐appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain‐specific words.

1. BIG IDEA ADDRESSED/ENDURING UNDERSTANDING: *Why this material is important to teach; how it fits in with the unit*

*Total War: How every aspect of a country society was taken over in order to assist in the war efforts.*

*History is all about cause and effect: The domino effect of nationalism, imperialism, militarism, and alliances that increased tensions between European countries that led to the break of World War I.*

1. ESSENTIAL QUESTIONS: *Open-ended, arguable questions that organize the purpose of learning*

How did World War I affect European society and how did it impact wars that were fought post World War I?

Why do you think there was a strong art and literature movement during and post-World War I?

 How has that impacted us today?

1. OBJECTIVE(S) OR LEARNING GOAL(S): *Choose one: Cognitive, Affective, Psychomotor or Language Development*

By students actively listening/taking notes and analyzing World War II poetry, students will be able to describe what life was like in Europe during World War I and how it affected every day society. Students will also be able to explain how art played a huge societal role in World War I, by its demonstration of feelings and imagery of the War.

1. ASSESSMENT(S): *Choose one: Diagnostic - entry level, Formative - progress-monitoring or Summative – evaluative*

Diagnostic: Students will take a pre-test of their readings from the chapter through Kahoots. This will determine if they are reading/understanding the textbook material. I will have their data recorded on the Kahoot website to determine who needs extra assistance.

Summative: Students will complete an analysis of two poems and answer questions regarding the poems.

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| 1. INSTRUCTIONAL STRATEGIES: *What the teacher does*
 | 1. STUDENT ACTIVITIES: *What the students do*
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| 1. Anticipatory Set

Provide the students with information about the quiz they are about to take. Let them know what kahoot is and explain the rules. Instruct students to take out their smart phone and go to kahoot.it and enter in the pin number and their first name. If a student does not have a smart phone, they can pair up with someone who does. Students play the game and briefly go over each question. Then debrief the students on where they are at in their notes and what they need to work on. Then ask if there are any questions regarding the questions.1. State Objective

Put up PowerPoint and one of the first slides will state the objective and what they are suppose to learn for the day. Teacher will state the objective. 1. Input - Modeling

Teacher presents PowerPoint presentation on World War I. The teacher will go over how World War I was a “total war” and how it affected society and how that triggered an art movement. 1. Check for Understanding

Students will think pair share during the presentation and discussing during the PowerPoint so that the teacher can check for understanding.Students will analyze primary sources as a class, particularly art pieces from World War I to demonstrate how well they have an understanding of World War I’s impact on society1. Guided Practice

Students will then receive two poems that were created during World War I and analyze them while the teacher monitors.1. Independent Practice

The students complete the guided questions/prompt on the two poems. The teacher will be available if students have any questions.1. Closure
 | 1. Anticipatory Set

Students will listen to the directions then get out their smart phones and go on kahoot.it and enter the pin code and their name and get prepared to play the game. The students will play the game. Students will determine what they need to work on as well as if there are any questions regarding the questions.1. State Objective

Students will actively listen to the teacher stating the objective. 1. Input - Modeling

Students will be taking notes/discussing/asking questions during the presentation.1. Check for Understanding

Students contributing to the discussion and asking questions will demonstrate learning as well as the think/pair/shares that the students will do so that the teacher will see what they are learning.1. Guided Practice

Students are given primary source document poems and are to analyze them individually1. Independent Practice

Students will answer questions/a prompt that shows learning and how to analyze the text.1. Closure

Students will share their answers and will turn them in at the end as their ticket out the door |

Students will have the opportunity to share what they wrote down

 and students will hand in their analysis of the two poems as their

 ticket out the door