**AUTHOR’S NAME Jaclyn Preciado DATE November 7, 2014**

**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 II Special Fighting Forces
2. CURRICULUM AREA & GRADE LEVEL: US History A/11th Grade
3. DATE OF LESSON/TIME NEEDED: Unit on World War II/55minutes
4. RESOURCES: *Attach materials needed to implement the lesson - e.g., power point presentation, text, graphic organizer*

-Special fighting forces graphic organizer

-Computer/tablet with internet connection

-Pencil

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

**CA Content Standard 11.7.3:** Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).

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

**Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly**

**through language**

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*

In World War II, minority groups in the United States enlisted and participated in the war efforts. Their main reason this is to prove their alliance to the United States in hope that it would eventually gain them equality in American society. Several minority groups were put in their own units, keeping them segregated from the rest of their military peers. They played a prominent and important role in fighting during World War II and contributed greatly to the United State’s victory.

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

Why were the Special Fighting forces often eager to enlist or assist in the War efforts on the home front?

What were the contributions of the Special fighting forces and were they recognized by American society?

Did minority groups who contributed to the war effort reach their goals of societal equality? Why or why not?

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

By completing the graphic organizer and collaborating with students, students will be able to see the roles of the Special Fighting forces and why they found it important to participate in the War effort in the United States. Also, whether or not their reasons why they joined were justified.

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

Informal assessment: Summative, students at the end of the period will assist the teacher in filling out a Special Fighting Forces graphic organizer. Students will contribute their ideas and demonstrate that they know the roles of the Special fighting forces and how they contributed in World War II and their reasons why.

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| 1. INSTRUCTIONAL STRATEGIES: *What the teacher does* | 1. STUDENT ACTIVITIES: *What the students do* |
| 1. Anticipatory Set  Teacher will show brief clip on YouTube called: *Minorities in World War II Hispanics & Latinos: Hector's Story*. (3:30) This will be an introduction to the minority groups for World War II. Teacher will have students discuss for 1:30 min with their table group on their thoughts of the video. (5 min)    1. State Objective   Teacher will put objective on board and call on a student to read the objective.  “By completing the graphic organizer and collaborating with students, students will be able to see the roles of the Special Fighting forces and why they found it important to participate in the War effort in the United States. Also, whether or not their reasons why they joined were justified.”  Students will then be put into partners so that they can work together on the organizer.   1. Input - Modeling   The teacher will have the graphic organizer under the doc-u-cam so that the students can see her modeling and filling out the boxes. The teacher will say the questions and point to how the different boxes are where you fill out for each group.   1. Check for Understanding   The teacher will ask the question and fill in the box with the assistance of the class. The teacher will say whether the answer is correct or if there is anything else the teacher is looking for in the response.   1. Guided Practice   The students are instructed to begin filling out the graphic organizer with their partner. The teacher is walking around monitoring the students’ collaboration and if they are on track. Teacher is answering any questions and coming into groups asking what students are writing down.   1. Independent Practice   Teacher continues to monitor and make sure that the students are collaborating and researching.   1. Closure | 1. Anticipatory Set   Students will watch clip.   1. State Objective   Students will listen to objective and a student will read the objective out loud.   1. Input - Modeling   Student will follow along, actively listening information that the teacher is writing down on the doc-u-cam and asking any questions if necessary.   1. Check for Understanding   The students are filling out their graphic organizer as a class, working on the first box together. They will then receive feedback from the teacher on what that is what the teacher is looking for.   1. Guided Practice   Students are working in their partners while the teacher is monitoring the students. The students are answering any questions that the teacher asks to demonstrate that they understand the information and the assignment.   1. Independent Practice   Students are actively collaborating with their partner and filling out the graphic organizer.   1. Closure   The students answer the quickwrite prompt and once completed can turn in the quickwrite and the graphic organizer as their ticket out the door. |

Teacher puts up quickwrite for the end of the class saying:

From the information you have gathered today, what were the goals that minority groups joined the War effort in World War II? Do you believe those goals where achieved? Why or why not.

When class is over, students will turn in this quickwrite with their graphic organizer and this is their ticket out the door.

Reflection:

I really felt positive about how the lesson went, especially with my English Learners. The students who are English Learners were paired with students who had a higher English literacy competency and the collaboration and the assistance that was needed. What I felt really added to the lesson were the computers. They were useful when the English learners had a hard time understanding the text, they could use the internet to find information about the Special Fighting forces in ways that were easier to understand. Also, for students who are high achievers, they could use the computers to seek out more detailed information on the Special Fighting forces. That made it so students were not finishing too quickly and did not have anything to do. Overall, I thought the lesson went very well.