



Unit Title: Chapter 10: America Claims an Empire || Lesson Title: Sections 1-2

NOTE: This lesson plan will actually be used on Week 1 of my individual teaching for Days 4-5. The expectation is that I will start teaching solo somewhere around Nov 1, 2015 which will explain why the information covered from the chapter is being covered here, rather than content that often takes place in the second semester.

NOTE:** Previous lessons created that rely on the same chapter and sections will not be used in classes, and was only made to meet the standards of 442S. As noted above, with my tenure as primary teacher rapidly approaching, all lessons formulated from here on out are done so with the express intent of being used in the classroom, and in accordance with my completed Pacing Guide. This same intent applies to the website that has been formulated but will not be used as the primary site: information created for it may be utilized in some way for the real-life class itself, and therefore transferred over but it was originally was made for 442S, and a new website is under construction to better meet the requirements of the classroom I will be teaching in.

Goals & Objectives:

Goal 1: Students should understand that history is open to interpretation based on the known details, and their personal interpretations matter

Goal 2: Students will introduced to the difficulties that our Congress faces every day, namely how to persuade and cooperate with others to get things done

Objective 1:

Students will verbally demonstrate their knowledge of the content, as well as how to construct a persuasive argument. this will be assessed by working as a group to develop the evidence-based argument, and it's effectiveness in encouraging peers to vote in their favor when presented by a representative

California State Content Standards

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

11.4.2 Describe the Spanish-American War and U.S. expansion in the South Pacific.

Common Core Literacy Standards

SL:

1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

L:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word mean

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Driving Historical Question

Are we a better nation today for our imperialist actions? Do the benefits of annexing territories outweigh the negatives socially, economically, or politically?

Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ||

Time: Day 1: 15 min/ Day 2: 5 min

Day 1(Wk1,D4):

We will begin with a short Quiz about the section that students were assigned to read the night before.

Once this is completed and turned in, we will go over their quiz answers verbally in the class to determine what the section was about, what they thought was interesting, and any questions they had. This will be done by calling on one student at random from each quadrant of the class.

I will segue this into a short verbal review of the content we have covered from Sec 1 and 2. Here I will ask questions to the class (again based on calling on random students from a quadrant at a time) and have them respond. This, along with the Quiz, should allow me to assess the level of content acquisition that most students have. If this does not meet my standard, I will adjust this day or the next to allow for more content coverage at the expense of as much time for the simulation.

Day 2(Wk1,D5):

To begin the activity this day, we will briefly review the directions for the Simulation that we had gone over the day before as a class.

At this point I will break up students into their Pro and Anti-annexation groups based on their individual responses from the Simulation Prep sheet they handed in. As they are separated into two groups, I will hand this Prep sheet back to them for their review.

Vocabulary (Content Language Development) ||**Time: Day 1: Integrated with Lesson Introduction/ Day 2: Direction by Teacher****Day 1(Wk1,D4):**

Part of the short verbal review conducted by myself mentioned above, will be to include term definitions from the reading. We will have had a definitions sheet created by myself provided to students for Sec 1, and students will have had to create a list of definitions themselves for Sec 2. As this will have been done prior, my focus will be on reviewing it rather than introducing new material. The simulation is created with the intent of not introducing new content but instead getting perspective, both from the time period, and our view of it from today.

Day 2(Wk1,D5):

Much like Day 1, the focus of this Simulation is to explore the content, rather than to introduce it. As I find students are using terms incorrectly, or are unable to use them where they would be advantageous, I will break into the proceedings to address the issue.

Content Delivery (Method of Instruction) ||**Time: Day 1: 7 min/ Day 2: 2 min****Day 1(Wk1,D4):**

After the review, I will provide the Simulation Prep sheet and ask each student to complete it individually. Prior to starting, I will walk them through what they are to do, and explain the examples provided for them on the sheet so they know what they are expected to do. Along with this, I will verbally indicate that this is a personal opinion based assignment. While they must use data from the Sections to fill in Pros and Cons, they get to decide what is a Pro and what is considered a Con. I will provide verbal examples (i.e. a Pro of annexation is that I gain more territory that may provide resources or a strategic military location; a Con of annexation is that it may be done regardless of the wishes of the native populace)

This same approach applies to answering the question of each. They will be completing this assignment with the knowledge that it is to be used for the next day's activity, so they should make sure they are confident in the work they will be doing.

Day 2(Wk1,D5):

Now that the rules have been explained and students have been broken up into their two groups, I will verbally direct students to now work together as a group to compare their



Pros and Cons and develop their argument. They will do this by each member providing one Pro and one Con each, at which point the next student will provide theirs. Once this has taken place they may divide their group as they see fit, but should use the example provided in the last page of the Simulation Directions.

Student Engagement (Critical Thinking & Student Activities) ||

Time: Day 1: 25 min/ Day 2: 40 min

Day 1(Wk1,D4):

Students now have the opportunity to work on their answers in class. I will monitor the classroom and guide them individually as I see issues or confusion occurring. This patrolling of the class will also be necessary to ensure classroom management, as students are expected to do this on their own, and word-for-word shared responses will not be accepted.

Day 2(Wk1,D5):

Students will work in their groups with my direction to develop a persuasive argument for their side. They will have 10 minutes to do this.

Students will then have the elected representative of their group present their argument verbally to the whole class. Each side will have 5 minutes (10 min total) to do so. We will then take a vote to see which side goes to the President (myself). At this point I will most likely indicate to the winning group that their argument is not persuasive to me for specific reasons that I will provide them. They will then return to their group to revise the argument (10 min), with one student in each group providing one change. Once done, the group will have their representative present the new argument to see if they can get the needed 75% of votes needed to override my veto (10 min).

Lesson Closure ||

Time: Day 1: 10 min/ Day 2: 10 min

Day 1(Wk1,D4):

As we close, I will have students all hand in their completed Prep sheets to me for assessment, review, and to separate students into groups the next day.

I will then pass out the Simulation Directions and will go through it verbally as a class. If any students have questions this will be the time to ask, although I will be present the next day to facilitate the activity, in order to avoid confusion.

We will also verbally connect the Prep assignment that they had completed that day to what will be done in the activity, although now knowing this students will be unable to change their answers just to be situated with a friend in the class.

This activity will be complete using the 3 W's (What did we learn? So what? Now What?) verbally, one question per each group until all groups speak. A student from each group must speak other than the one who will be presenting the argument from Day 2 or answering a Lesson Closure question on either day.

Day 2(Wk1,D5):

We will wrap up by discussing the outcome, whether the most persuasive argument won, the largest group, or whether or not it was another factor. I will verbally connect our perspective in today's society to what legislators might have thought back in the time period when this was done. Also, I want to bring up the idea of who is truly right. Just because one group won or did not win, does not define who is truly 'right', considering the multitude of perspectives and how they change with time.

This will also be accomplished using the 3 W's, now that students are familiar with what we are looking for when answering, based off of the Lesson Closure for Day 1. We will also have each group provide an answer until all have had a chance to participate. Each group must nominate a different student in their group to provide the answer from the one who presented or did the Lesson Closure from Day 1.

Assessments (Formative & Summative)

-Quiz from previous day (Day 1)- This will be detailed more thoroughly on the lesson plan for the day in which student are notified of the next day assignment.

-Annexation Simulation Prep Worksheet (Day 1)- This worksheet is meant as an introduction to the information, as well as providing a framework for the simulation that will be taking place on Day 2, that allows for a more interactive expression of the concepts noted in our Objectives.

-On back of Prep Worksheet, students answer question: How have your views on annexation changed? Why or why not? If they have not changed, can you conceive of a situation where they would? Explain. (Day 2)- Very similar to the Annexation Simulation Prep Worksheet, these are meant to elucidate students own personal perspective on the content, as they will be expected to strengthen these ideas as they make arguments on Day 2

Accommodations for English Learners, Striving Readers and Students with Special Needs**ELs:**

My ELs typically have trouble writing and reading, but not speaking. They will have already covered the sections in previous lessons so this lesson will be a chance to reiterate the information and clarify it as necessary. While they must complete the Simulation Prep sheet on their own, the writing can be mostly minimal: I will demonstrate what to look for and how to create bullet points for the Pros and Cons instead of writing complete sentences individually in their groups. As for finding that information, they must return to the Sections but having already been exposed to them, it should make the search for the answers much easier. Very little new content or vocabulary is being presented, so the challenge will be mostly in their social, group interactions, rather than depending on their base skills. It also gives them an opportunity to show their command of the content, regardless of how well they read and write.

Striving Readers:



While this lesson does require reading, they should also be able to benefit from already having been exposed to the book and where information is located within. If they show that they are struggling with it on a continuous basis, I would make one of the classroom computers available, as they may be more familiar and capable of finding the information in digital, visual, or graphic formats.

SSNs:

The same strategy of allowing certain students to the computer for determining their Pros and Cons would work well for my SSN students, who often have similar issues. This assignment does require writing, one of their shared main weaknesses, but bullet pointing information, and then making the one more advanced question an open ended one, asking for their opinion rather than a formal statement, should make it worthwhile enough to complete. I will also provide a sentence starter as necessary: "I support annexation of Hawaii because...", or "My views have changed to....", "I believe this because....". These will be provided in the Day 1 Content Delivery section.

Advanced Students:

This is a group project that gives advanced students an opportunity to show the group and me how much they know, and how well they reason. Encouraging this leadership and show of expertise is important to rewarding their personal improvement, just as it would be for any struggling student. Also, I would encourage advanced students to bring in outside materials, instead of relying solely on the book, in order to better craft an argument that will appeal to the opposing side as individuals.

Resources (Books, Websites, Handouts, Materials)

- Quiz from previous day (Day 1)
- Annexation Simulation Prep Worksheet
- Annexation Simulation Directions
- How to Develop and Arguement: <http://library.bcu.ac.uk/learner/writingguides/1.15.htm>
- Textbook, The Americans