

Lesson Plan Sample 2

College-Ready Lesson Plan

	World History, 10 th	
Name	Course/Grade Level	Date

DOMAIN 1

Standard 1.1

Standard(s) from Instructional Guide. (List only what you plan to assess.)

10.8.5 Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish survivors.

College-Ready Learning Objective(s)

1. Students will use the quote below, and their prior knowledge to **understand** the Nazis ideology of racial purity
 “Once the Jews were purged from Europe, Germany would be able to produce pure Aryans who would be physically and spiritually perfect human beings. Hitler stated that the “ultimate goal must be the elimination of the Jews altogether”
2. Using this understanding, text readings, web resources, and guided questions student will **analyze** how the Nazi ideology led to the Final Solution and the execution of 6 million Jews.
3. Students will write a summary that will allow them to synthesize the information presented to them through the readings, and interactive lecture.

What makes this lesson rigorous?

- Students will analyze the Final Solution by reading a text that is at a higher-level of reading, and answer critical thinking questions that will guide them towards understanding and analyzing the Final Solution.
- Students will engage in various research readings, and a lecture that will allow them to connect their prior knowledge to their new knowledge, as well as apply their basic understanding to the analysis of the Final Solution.
- Students will be required to use their new knowledge about the Final Solution, and their prior knowledge about the Nazis claims and beliefs about the Jews to write an synthesized summary.

Measurability

- For the writing, students will need to connect their understanding of the Nazi ideology to the implementation of the Final Solution; and provide at least two examples.
- The synthesized summary will be graded using a 4 point rubric.

1 Below Basic	2 Basic	3 Proficient	4 Advance
<ul style="list-style-type: none"> ➤ Students incorrectly describe the Nazi ideology ➤ Students are not able to describe the connections to the steps taken by the Nazis to eliminate the Jews. ➤ Students do not use the proper academic and content words to demonstrate their understanding 	<ul style="list-style-type: none"> ➤ Students can describe the Nazi ideology ➤ Students are able to make 1-2 connections to the steps taken by the Nazis to eliminate the Jews, but do not provide examples. ➤ Students use some academic and content words throughout the summary ➤ There are no topic sentences to introduce and connect the content information 	<ul style="list-style-type: none"> ➤ Students are able to explain the Nazi ideology, and its overall significance ➤ Students are able to make 2-3 connections to the steps taken by the Nazis to eliminate the Jews, and provide at least 1-2 examples ➤ Students accurately use academic and content words throughout the summary ➤ The topic sentences introduce and connect the content information 	<ul style="list-style-type: none"> ➤ Students are able to explain the Nazi ideology, and its overall significance ➤ Students are able to make 3-4 connections to the steps taken by the Nazis to eliminate the Jews, and provide 2-3 examples ➤ Students connect prior knowledge to the Nazis desire to remove the Jews from European society ➤ Students accurately use academic and content words throughout the summary ➤ The topic sentences introduce and connect the content information

Standard 1.2

How will the students be *cognitively engaged*?

Students will be cognitively engaged through participation in an interactive lecture with answers that demonstrate their understanding and analysis of the content, and their ability to connect their prior knowledge to their new knowledge. Additionally, students will participate in constant readings with their partner(s) to develop a basic understanding of the content, so that they are able to further develop their knowledge at a higher level that will ultimately allow them to analyze the steps the Nazis took towards the Final Solution. They will be able discuss, examine, analyze, and synthesize the information through a lecture and reading so that they will be able to write a synthesized summary in regards to the implementation of the Final Solution, and how this related to the Nazi ideology.

How will the key cognitive strategies and/or how will Bloom's higher levels of cognitions and/or the college ready academic knowledge and skills and/or academic behaviors be incorporated into the lesson?

- Blooms Higher Levels of Cognition-Students will examine and analyze the information from their readings so that they can determine the steps that led to the implementation of the Final Solution, and how the Nazi ideology influenced such an event.
- Academic knowledge and skills-Students will specifically focus on their ability to read, analyze and synthesize information. Additionally, students will focus on their writing a synthesized paragraph.
- Academic behaviors-time management skills, study skills, and cooperative behavior

Connections to prior learning

Students have had an entire lesson on the rise of Hitler in Germany and the development of a Totalitarian state. Students should be able to state a basic understanding of Hitler and the Nazis ideology about the Jews, and the Aryan race which Hitler stated in his book *Mein Kempf*.

Standard 1.3

Briefly explain the steps of the lesson.

1. DIH (Dive into History)-this is a do now activity that allows the students to review previous information from an earlier lesson that will connect to the new lesson.
2. Presentation of vocabulary-students will be presented with vocabulary they will use throughout the lesson. They will be given the vocabulary through a quick lecture format, and will already have the vocabulary presented in their notes
3. Introduction into lesson-during this time I will introduce the topic to the students by engaging them through the use of a hook, the connection to the lesson, and the presentation of the main objective and activities for the day
4. Readings-students will pair off into the groups and read about several topics, which include the Jews lives in Germany prior to Nazi rule, the Nuremberg Laws, the Night of the Broken Glass, and the Ghettos. They will discuss the questions with their partners, and answer the guided questions in their given notes.
5. Interactive lecture-after each major reading the students will participate in an interactive PowerPoint lecture, where students will have the opportunity to connect their understanding of the reading to the main objective, and to analyze the information. During this time I will use frequent checks for understandings to assure that students are on target towards accomplishing the objective.
6. Exit Summary-Students will use the analyzed information to synthesize the steps taken by the Nazis in pursuing their ideology. Students will accomplish this through an analytical summary. I will use two questions to guide them through the analytical summary, which include "What did the Nazis believe and claim about the Jews, and the Aryan Race?" and "How did this ideology lead to the Final Solution, and the execution of 6 million Jews? Provide 2-3 examples."

Standard 1.4

How has student data informed your selection of these objectives?

The students have consistently worked on synthesizing content and analyzing readings on historical events, as well as using their knowledge in order to write an effective analytical summary. During the last major writing assignment a majority of students received a 2, with a few students receiving a 3, and no student receiving a 4. Additionally, when students are given major readings without guided assistance they are unable to understand, summarize or analyze the main information as proven through exit slips

and written summaries.

How will the lesson be differentiated to meet the needs of advanced learners, struggling learners, and English Learners?

- Struggling Learners and English Learners-The reading assignment is completely scaffolded to a level that students will be able to understand, and actively participate in. This is demonstrated through the breakup of the reading by various questions that allow the students to create a basic understanding of the standard; they will be able to use that understanding to synthesize the information, and eventually analyze it through a written summary. Lastly, all ELs and struggling learners will be placed in peer tutoring groups that will develop and extend their knowledge beyond their own basic understanding of the readings and lectures.
- The advance learners-The readings are higher level texts that will challenge the more advance learners to actively engage in the readings and develop a higher level of thinking around the formatted critically thinking questions. Additionally, the students will be given additional opportunities to summarize each reading after they complete their guided questions.

Standard 1.5

What are the prerequisite knowledge and skills needed for this lesson?

Skills

- Students need to know how to read at grade level and above
- Students need to have the ability to synthesize and analyze information
- Students need to know how to write an analytical summary

Knowledge

- Students need to know about who Hitler was, and what he wanted to accomplish through the Nazi ideology

What misconceptions do you anticipate? What strategies will you use to avoid or correct these cognitive errors?

My students will understand the basic ideology of the Nazis, and will be able to analyze the information while they are participating in the interactive lecture but they will struggle in synthesizing the information through a written paragraph. As a result, I have created two questions to guide them this process that will allow them to synthesize the information using writing.

DOMAIN 4

Standard 4.1

How will student learning be assessed during the lesson?

- Students are in paired in groups, which provide me an opportunity to monitor their conversations. I can assess what they are learning through their conversations with their peers.
- I will also use frequent checks for understandings throughout the interactive lesson to make sure that students are understanding and analyze the information properly. The frequent checks for understandings are done through think bubbles within my PowerPoint, and through additional questions that may arise as I am teaching the lesson.
- I consistently have the students check for the own understanding through their group learning. This is accomplished either when I ask the students a question, or they answer it with their partner or when students are given time to assess each other on what they are learning through a focus topic given by me.

Standard 4.2

How will student learning and progress be assessed after the lesson or at the end of the unit?

I will use the synthesized summary to assess my students, as well as use a Do Now Activity the following lesson to continue to monitor their understanding, and lastly I will use an assessment with multiple choice and justifications at the end of the unit to demonstrate students' full comprehension of the standard.

What is the Bloom's level of assessment?

- Synthesis: As demonstrated through the Synthesized paragraph
- Analysis: As demonstrated through the questions on the reading, and the interactive lecture
- Justification: As demonstrated through the unit test the following week
- Comprehension: As demonstrated through the Do Now Activity on the following day (Question: Explain how the Nazi ideas about the Jew led to the Night of the Broken Glass)

What opportunities will students have to reflect on and assess their own work?

- Students will assess their understanding through working with their partners
- Students will read their synthesized paragraph to their partner and grade themselves using the 1-4 rubric, they will also tell me why they graded themselves with the grade they assigned themselves

What opportunities will students have to revise and resubmit their work?

- Students will have an opportunity to resubmit their synthesized paragraph, as well as their unit test after I grade them and make comments.