

Lesson Plan Template

Date:

Autumn Alt

Grade: 5th	Subject: Social Studies
Materials: Oil pastels, paper, tissues, cardstock	Technology Needed: Computer to present PowerPoint
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <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) History 5.H.3_5.1 Compare and contrast multiple perspectives during the same time, event, or historical period. Art 4.2.2 Know how expressive images cause different responses and communicate ideas.	Differentiation Below Proficiency: These students will be allowed to mimic posters we have already discussed. Vocabulary terms will be repeated to help students understand their meaning. Ask questions and think out loud. Above Proficiency: Encourage students to think deeper on the meaning behind creating such posters. How are they the same? How are they different? Approaching/Emerging Proficiency: Answer the questions to help summarize the information. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Several examples were be shown to students so they can see what our lesson is about. • Auditory: The information will be communicated through not only my teaching, but through turn and talks/classroom discussion. • Tactile: Students will explore oil pastels during the lesson.
Objective(s) By the end of the lesson, students will understand how pieces of art communicate different ideas and responses by illustrating their own work of art. By the end of the lesson, students will evaluate how perspectives differed and were the same by examining propaganda posters from WWII. Bloom's Taxonomy Cognitive Level: Application Comprehension	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Large Group/Direct Instruction Behavior <ul style="list-style-type: none"> ○ Students are expected to listen to the teacher when lecture is being given ○ Students are expected to be mindful of others and stay on task ○ When teacher is speaking, students should have their attention focused on the teacher so they know what will be required of them. <ul style="list-style-type: none"> ▪ Voices should be at a 0 during that time. ▪ If the student can't participate in the classroom like they should, they will be asked to sit outside the door until they are ready to have fun with the rest of the class. • Using Art Materials <ul style="list-style-type: none"> ○ Students are expected to handle the art materials with care ○ Students are responsible for putting the materials back where they found them ○ Students are expected to be mindful of others and share when necessary <ul style="list-style-type: none"> ▪ If the student cannot adhere to the expectations, they will lose their privileges working with the art materials for the lesson • Working on Art Project
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Direct Instruction <ul style="list-style-type: none"> ○ Listen to teacher ○ Voice level at a 0 <ul style="list-style-type: none"> ▪ Can talk when asked a question ○ Bodies are still • Using Art Materials <ul style="list-style-type: none"> ○ Handle with care ○ Place neatly back into container when finished ○ Clean up after yourself ○ Share with others when needed • Moving around classroom <ul style="list-style-type: none"> ○ Walk when moving to different areas in classroom ○ Voices should be at a low (no yelling or screaming). ○ No pushing or shoving others • Working on Project <ul style="list-style-type: none"> ○ Stay on task ○ There can be talking, but there should be no loud voices 	

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	<ul style="list-style-type: none"> ○ Students will be allowed to converse with one another and share their ideas as long as voices don't get too loud and out of hand ○ Students are expected to work independently to create their own unique version of Rosie the Riveter. ● Moving Around the Room <ul style="list-style-type: none"> ○ Students are expected to walk. ○ Students are expected not to push or hurt others when moving around the room <p>Students are expected to have voices at a low.</p>
Minutes	Procedures
	<p>Set-up/Prep:</p> <ol style="list-style-type: none"> 1. Have oil pastels, tissues, and cardstock paper ready 2. Make sure PowerPoint presentation is up and ready to present.
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> 1. Greet the students as they enter the room and sit at their desks. I will inform the students that I have a very special lesson for them today that relates to the time frame that the book they are currently reading takes place in. <ol style="list-style-type: none"> a. The students are reading the book, Number the Stars 2. I will ask the students questions about their book with the main focus on what time frame this book is taking place. Students should answer that this book takes place during World War II. I will ask the students if they know anything about advertisements or posters that were displayed during the war. <ol style="list-style-type: none"> a. Some students may have heard stories from family members 3. I will then inform the students that WWII took place around 90 years ago. There were several posters that were displayed around the United States to communicate different ideas, and we are going to look into what these posters consisted of.
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> 1. At this time, I will be showing the students the PowerPoint presentation. 2. To begin my lesson, I will ask the students if they know what event caused the United States to enter WWII. The response of the students should be the bombing of Pearl Harbor by the Japanese. In this catastrophic event, the United States was in need of people to fight in the war. I will inform the students that the United States advertised for this need through posters. These posters are called propaganda posters. <ol style="list-style-type: none"> a. Propaganda is information that can be interpreted as misleading and was often publicized to one point of view. These were displayed wherever possible and were often biased – vocabulary word – favoring one over another. These posters were displayed unfairly (favoring the United States). 3. I will inform the students that several posters were displayed around the US, and we are going to take a look at some examples. <ol style="list-style-type: none"> a. The first poster is one that the students may be familiar with because it is often an image that we still see today. This poster will be of Uncle Sam. I will have the students turn and talk to a neighbor to discuss what the creator of this poster was trying to relay to the public. What was the message they were trying to send to their viewers? b. Once the students have discussed, I will count down from 5 to have them wrap up their thoughts and bring their attention back to me. I will point out how I noticed some groups having in depth conversations and pointing out great observations that they have made. I will allow the students to share their thoughts based on what was discussed within their turn and talk group. c. The overall message was to recruit soldiers. As the US was heading into a time of war, soldiers were needed. This poster served as a recruiting tactic to catch the attention of its viewers to get them to enlist in the US Army. I will also ask the students what they think Uncle Sam is representing in the poster. We will then discuss how he wasn't actually a person, rather he was a character created to portray the United States. Therefore, the poster relays the message that the United States wants you to fight for them. 4. Although this war was very serious, some posters were displayed in a way to provoke other emotions. I will ask the students if they think that all posters displayed during WWII were serious. After we have a short discussion, I will show them the next side with the poster on it. This poster is more on the comical side. I will ask the students what message this poster is relaying to its viewers by turning and talking with a neighbor. <ol style="list-style-type: none"> a. I will count down from 5 again to have the students wrap up their thoughts and bring their attention back to me. I will inform the students that the posters made in the US all focused on the same idea, but they were presented in different ways. The poster we are looking at was more comical, but it is still supporting the US troops and works for recruitment purposes. 5. I have a few more examples to show the students. So far we have looked at a serious and comical poster, but the next one shows the war in a more realistic perspective. The previous posters we viewed were very animated and colorful. This poster shows how ugly war is and gives the audience a different reaction. <ol style="list-style-type: none"> a. I will ask the students what message this poster is relaying. I will also ask them why they think someone would make a poster that looks so realistic. b. This poster shows the reality of war and emphasizes that it is not something pretty. It makes the audience feel a different kind of emotion because of the colors used and the way the poster is laid out.

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	<ol style="list-style-type: none"> 6. I will also inform the students that the posters didn't just focus on recruiting or informing others of how war should be avoided. There were posters that advertised something called victory gardens. I will ask the students if they have heard about victory gardens before. We will talk about how during the war, there were women who came together to take care of gardens to help increase food production during the war. <ol style="list-style-type: none"> a. Since the men went off to fight in the war, women had to fulfill the economic roles and took on jobs that were generally run and dominated by men. They wanted to do their part and support their troops, and this is a way that they advertised. 7. My last poster is a well-known poster that most students know. When I show the slide with the poster, I will ask the students if they know who is on the poster. <ol style="list-style-type: none"> a. Rosie the Riveter. Building on the knowledge that women began to work for jobs that were generally dominated by men, Rosie was an image of the role women during this time. Women started to work in factories and show that they are strong. They were doing their part to provide. 8. Before we move on, I will ask what questions the students have and if they understand the purpose behind these posters created in WWII.
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. To allow the students some practice, they are going to create their own propaganda poster. The students will have the option to mimic one of the posters that we talked about, or they can make their own. If they need to use their laptops to look up an idea or how to draw something, I will give them the option to do so. The propaganda posters MUST be school appropriate. There should be nothing violent on their posters. 2. The students will be making their posters using cardstock and oil pastels. If they feel they need to draw out their design first in pencil, they can do so. 3. The students will be allowed 20 minutes to work on their poster. If they do not finish in class, they will have more time later in the day to work on their poster. As the students are working, I will walk around and monitor student progress. I will prompt students to stay on task if necessary. 4. After the students have created their posters, sticks will be chosen to have a couple students share the work they have created with the class. They will talk about why they created that poster and the meaning behind it.
	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> 1. Students will have 2 minutes to clean up their desks and put all of their material back where they came from. Once the students have put all of their materials away, they are to return to their desk so we can wrap up our lesson. 2. To start off, I will ask the students what a propaganda poster is – students should respond that these were posters created to relay a message. The posters were often biased and favored one side. 3. I will also ask the students what the purpose of creating these posters during WWII was – students should respond that they were created to relay some type of message to their viewers. 4. Looking at the posters that we looked at during class, what responses would you expect from people as they came across and viewed them at this point in time? <ol style="list-style-type: none"> a. All of the posters we talked about had a similar meaning, but brought about different emotions to the viewers. 5. Before students move on to their next class, they will fill out an exit ticket.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <ul style="list-style-type: none"> - Informal assessments will be conducted throughout the lesson. Students will give me a thumbs up or down if they understand the material. - The posters the students create is also an assessment I will be using to see if they followed directions and created their poster to relay some type of message. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> - The exit ticket handed in at the end of the lesson will be used as a type of summative assessment. Students will list 3 things that they have learned about propaganda posters.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>During this lesson, what I thought went well was the students were very well behaved and engaged during the direct instruction. What I presented to them was new information, and they asked questions and gave input if they had something to relate to the lesson. Something that really interested the students was the message that each poster relayed. They thought it was interesting how you could have a variety of serious, funny, and other posters that focused on the same topic, but each brought a different message to mind when viewed. We had a lot of group discussions while viewing these posters, and it showed me that the students were very interested in what was going on.</p> <p>Propaganda was a new word for them, so I simplified the term as best as I could to tailor it to their level of understanding. I wanted them to know that the way these posters were presented brings about different feelings and ideas, and I did communicate that to them. I know they learned what these posters were and what feelings and ideas they brought to their</p>	

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viewers because at the end of the lesson, I handed out exit passes for them to write what they learned on the pass. I read through each pass, and each student wrote on what propaganda was and how the way these posters were presented communicated ideas.

Changes I would make for this lesson is controlling the noise level better than what I did. I did allow the students to talk during this project; I didn't expect them to work on their poster in complete silence. They did however get a little too loud and it was hard to keep the noise level down after that happened. I was happy though that even though they did get a little noisy, they were talking about their posters and were sharing their ideas with others. Another thing I would do differently is having something for the students to complete after they are done with the lesson. There are some students who work faster than others, and for those who do work faster, I would have them work on something else while the other students are finishing up their projects.



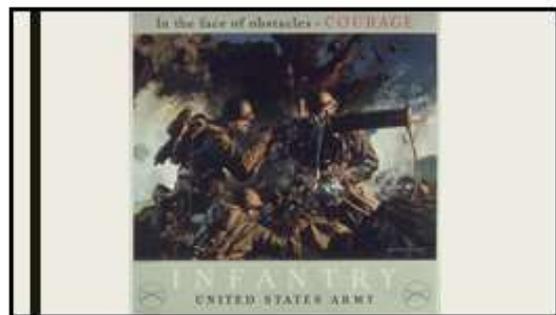
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