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| **Name: William Mingace** | | **Subject/Grade: US1/ 9** | | **Date: 4/20/14** |
| **Content/Skills Connection:** \_\_\_\_\_\_\_ English Language Arts \_\_\_\_\_\_Math \_\_\_\_\_Science \_\_\_X\_\_\_ SocialStudies  \_\_\_\_\_\_\_ Arts \_\_\_\_\_\_ Phys. Ed/Health \_\_\_\_\_\_Social/Emotional Learning | | | | |
| **Language Focus: \_\_\_\_\_X\_\_\_\_** Vocabulary \_\_\_\_\_\_\_\_\_ Reading \_\_\_\_\_\_\_\_X\_\_\_\_\_\_ Writing | | | | |
| **MA Curriculum Framework Standard(s): USII.17: Explain important domestic events that took place during the war.** | | | | |
| **MA Professional Standards for Teaching:** \_\_\_X\_\_ A \_\_X\_\_\_ B \_\_X\_\_\_ C \_\_\_X\_\_ D \_\_X\_\_\_ E | | | | |
| **WIDA Standard(s): The Language of Social Studies & The Language of Social and Instructional Language** | | | | |
| **Student Grouping**: \_\_\_\_\_ Whole group \_\_\_X\_\_ Small group \_\_\_\_\_\_ Partner \_\_\_X\_\_\_ Individual | | | | |
| **Materials:**  1. Translated poems  2. Original poems  3. African-American experience worksheet  4. Dictionaries/computers  5. “Double V” images  6. Vocabulary Journals  7. Index cards  8.Poster board for Word Wall  9. Markers | | | | |
| **Goal:** By reading and analyzing two poems written by African American women during WWII, students will gain an understanding of the attitudes and outlooks of African Americans toward racial discrimination during the war.  **Objectives and Assessments (Content and Language by WIDA level)**  Content Objective 1: Students will be able to understand African-American perceptions about their role in WWII.  Assessment 1: Students will write poems about the African-American experience in WWII including key vocabulary from the lesson.  Language Objective 1 for WIDA level \_\_1\_: Students will build their English proficiency and vocabulary related to the lesson.  Assessment 1: Students will write tier 1 vocabulary in their writing journals and word cards, as well as complete the worksheet with support from peers.    Language Objective 1 for WIDA level \_\_6\_: WIDA level 6 students will be able to complete all portions of the lesson the same as Native speakers and work to expand their tier 3 vocabulary.  Assessment 1: Students will be able to complete the poem question worksheet while citing specific vocabulary from the texts, and participate in class discussion of the texts. | | | | |
| **Prerequisite Knowledge: African-American chattel slavery, Reconstruction, Jim Crow, poetry, discrimination** | | | | |
| **Key Content Vocabulary: aloof, pleading, reluctant, overture, charred, dream, aggrandized, realized, imbued, motley, free, impartiality, equal, except** | | | | |
| **Procedures**  Anticipatory Set:  1. Present a brief lesson on the African-American experience in WWII. The fact sheet may be helpful for this portion of the lesson. Handout the “Double Victory” image. | Modifications for WIDA level \_1\_\_  (include reference to Can-Do Descriptors)  1. Images will help all students to focus on the content being addressed. | | Modifications for WIDA level \_6\_\_ | |
| Lesson Progression:  2. Pass out both poems to students.  3. Students will read the poems in heterogeneous pairs using the Think Aloud reading strategy. Students will discuss their opinions on the meaning of the poems.  4. Highlighted words in Green are Tier 3 words and words highlighted in yellow are tier 1 words. Students will write down at least 5 vocabulary words in their vocabulary journals with the definitions from the tier 3 words.  5. Students will complete word cards for all of the words highlighted in the text. They must create a word web on the definition portion of the word web and have at least 2-3 branches for each word. (P&B 239)  6. Pass out worksheet questions for students to complete. Tell students to include specific words or phrases from each poem to justify their answers. Remind them that some questions have no right or wrong answers—only their informed opinions.  7. Conduct class discussion on the poems, citing specific vocabulary from the poems. | 3. Heterogeneous pairs will allow WIDA level 1 to be supported by a higher WIDA level or a native speaker. WIDA level 1 will not be able to read the poem in full because they are can only “read everyday signs, symbols, schedules and school-related words/phrases. WIDA level 1 students will be provided with a translated copy of the text in their L1 language. They will focus their vocabulary building on tier 1 words.  4. WIDA level 1 students will be provided with technology to access translated dictionaries so that they may look up the tier 1 words. These words are available to WIDA 1 students because they are lower level words which apply to their i+1 level of functioning.  5. Word cards are used to build the vocabulary of ELL and native speaking students. This activity is different from the vocab journal because students will be able to bring these words with them to study or use in class lessons. WIDA level 1 should be able to complete this assignment with some support from peers or the teacher because they are able to “Label content-related diagrams, pictures from word/phrase banks.”  6. WIDA level 1 students will be paired with higher level WIDA students. Students may use their L1 to communicate about the worksheet, and only one worksheet has to be produced because WIDA 1 students can only “Produce short answer responses to oral questions with visual support.” Depending on the students’ ability and oral transaction of questions/answers may take place between the teacher and student.  7. WIDA 1 students should have their word cards in front of them and be supported by higher level WIDA students. WIDA level 1 students should be able to participate minimally because they are able to “Answer yes/no questions within context of lessons or personal experiences.” | | 3. WIDA level 6 students are at the reaching stage of language development and do not need translated texts. They should be paired with lower level WIDA students with the same L1 language so that they may help to support lower WIDA levels and translate for the teacher.  4. WIDA level 6 students should complete the task the same as native speakers because they are able to use “oral or written communication in English comparable to English-proficient peers”. They should be paired with lower level WIDA students of the same L1 language so that they may support them in the assignment.  5. WIDA level 6 students should be working closely with WIDA 1 students to support their language development. They should complete the assignment the same as native English speakers.  6. WIDA level 6 students should support lower WIDA levels in completing the assignment. The teacher should warn higher WIDA levels to allow lower WIDA students to participate, and to not answer the questions by themselves.  7. WIDA level 6 students should support lower level WIDA students by translating difficult concepts as well as lower level WIDA students’ ideas on the conversation. | |
| Closure:  8. Split the class in half and prompt half of the students to write their own poems about the African-American experience during WWII. They should attempt to place 2-3 vocabulary words in their poems.  9. The other half of the class should contain lower level WIDA students who will help the teacher create a word wall in the front of class. Students will discuss sources of power with the teacher after the completion of the word wall. | 9. WIDA level 1 students would not be able to write their own poem in English because of their proficiency level, so they will focus on tier 1 vocabulary and oral discussion content. | |  | |
| **Extensions/Practice:** | | | | |
| **Resources used in planning: WIDA standards, Google images, National WWII museum,** | | | | |
| **Reflection:** | | | | |