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| **Name: William Mingace** | **Subject/Grade: US1/ 10** | | | **Date: 4/16/14** |
| **Content/Skills Connection:** \_\_\_\_X\_\_\_ English Language Arts \_\_\_\_\_\_Math \_\_\_\_\_Science \_\_\_X\_\_\_ SocialStudies  \_\_\_\_\_\_\_ Arts \_\_\_\_\_\_ Phys. Ed/Health \_\_\_\_\_\_Social/Emotional Learning | | | | |
| **Language Focus: \_\_\_\_\_\_\_\_** Vocabulary \_\_\_\_X\_\_\_\_\_ Reading \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Writing | | | | |
| **MA Curriculum Framework Standard(s):** *MA Curriculum Framework’s Learning Standards:*  *USII.15 E Japanese Aggression*  *USII.14 Strength of American Isolationism before WWII* | | | | |
| **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 & Instructional Language | | | | |
| **Student Grouping**: \_\_X\_\_\_ Whole group \_\_\_X\_\_ Small group \_\_\_\_\_\_ Partner \_\_\_X\_\_\_ Individual | | | | |
| **Materials:** 1. Computer with Internet Access  2. Transcription of FDR’s Infamy Speech  3. Ipads/laptops available for students  4. Word Cards  5. Poster Board  6. Blank Index Cards  7. Smartboard  8. Glue Sticks  9. Markers  10. Sun Tzu’s *The Art of War*  11. “A Japanese Pilot Remembers” | | | | |
| **Goal:** Students will determine the meaning of words selected by FDR as he edited the draft of his December 8, 1941 address to Congress following the Japanese attack on Pearl Harbor. Focus is on close reading skills and cultural awareness in historical interpretations.  **Objectives and Assessments (Content and Language by WIDA level)**  Content Objective 1: Students will be able argue/defend their ideas on why FDR changed the words in his speech in specific relation to tone, meaning and clarity.  Assessment 1: Students will participate in discussion of tone, meaning and clarity in FDR’s Infamy Speech.  Language Objective 1 for WIDA level \_\_2\_: Students will participate in reading of the primary source through the Reciprocal Teaching Method because they are able to “Locate main ideas in a series of related sentences.”  Assessment 1: WIDA level 2 students will be able to participate in the Reciprocal Teaching Method by asking questions about the text. They are able to complete this assessment because they can “Ask WH-questions to clarify meaning” and “Give features of content-based material.”  Language Objective 1 for WIDA level \_\_4\_: Students will be able to speak articulately about their experience surviving Pearl Harbor.  Assessment 1: WIDA level 4 will be able to successfully articulate their experience about Pearl Harbor on Audioboo because they are able to “Explain content-related issues and concepts” and “use speaking strategies.” | | | | |
| **Prerequisite Knowledge:** The Japanese attack on Pearl Harbor, FDR’s presidency, American policy of isolationism & Lend-Lease, Japanese loyalty to the emperor during WWII, U.S. embargo against Japan and the Greater East Asia Co-prosperity sphere/Manifest Destiny | | | | |
| **Key Content Vocabulary:** Infamy, Tone, Meaning, Clarity, World History, Cultural Awareness | | | | |
| **Procedures**  Anticipatory Set:  1. Discuss with students the perceptions of the Japanese from the American standpoint during WWII. Pay particular attention to how race motivated soldiers’ will to fight and the government’s treatment of Japanese Americans. Use Quote from Sun Tzu’s *Art of War (pg. 13 point 16 “*Now in order to kill the enemy, our men must be roused to anger”*).*  2. Start an informal discussion of what students already know about Pearl Harbor, FDR, and the Day of Infamy Speech and create a list of previous knowledge on the board. Briefly discuss any prior content they must know for lesson. | | Modifications for WIDA level \_2\_\_  (include reference to Can-Do Descriptors)  1. Discussing the perceptions and stereotypes of the Japanese allows students to recognize an unfair characterization of an enemy and how it plays into a soldier’s motivation to fight.  2. Accessing student background knowledge on a subject allows the instructor to anticipate student understanding of a close reading of primary documents. This is particularly useful for ELLs who may not be familiar with specific U.S. history events, especially in the case of SIFE students. | Modifications for WIDA level \_4\_\_ | |
| Lesson Progression:  3. Have students pull out their draft of FDR’s “Proposed Message to The Congress” which they read over two times for homework the night before.  4. Have students note the handwritten changes on the document.  5. Explain that this is an instance of editing for meaning, tone, and clarity. Review/introduce these terms and explain that they are the foundations for close reading.  6. With a picture of Pearl Harbor on the smart board, play the abbreviated version of FDR’s “Day of Infamy” speech available at <http://www.archives.gov/education/lessons/day-of-infamy/images/infamy-radio-address.wav>    7. Students will create word cards for meaning, tone, world history, cultural awareness, infamy and clarity. The definition of these words will be provided by the instructor on the blackboard.  8. Using the first example of substituting the word “infamy” for “world history” discuss with your students the impact of the change. Is one word choice better than the other? Why or why not? Write the definition on the board for infamy and use Google translate to translate the definition of “infamy” and “world history” into the ELL L1 language so that students may add these to their word cards.  9. Read FDR’s Infamy speech in heterogeneous groups of 3 or 4 using the Reciprocal Teaching Method and focusing on meaning, tone and clarity. They will take notes on why FDR chose at least 4 of these changes. (Instructor should monitor group progress and student participation).  10. Students should create word cards for at least five words which they have not yet mastered which are different from the first set of word cards. They may use technology to look up the definition of these words.  11. Each group of students will post two of their word cards on a word wall located at the front of the class.  12. Conduct discussion on why students chose these words AND on how/why FDR chose corrections in his speech to manage tone, meaning and clarity. | | 3. Although lower WIDA levels may struggle with the primary source, they are supported by the audio and the reading strategy later in the lesson. Having students read the primary source over twice for homework allows them to be ready for a close reading of the text.  6. Audio is a good way for ELLs of lower WIDA levels to obtain information, and the visual supports the content which the audio is referring to  7. Word cards are a vocabulary tool used to support not just ELL students, but all students in the classroom. WIDA level 2 is able to complete this task because they can “take notes using graphic organizers or models.”  8. WIDA level 2 students are able to participate in this task because they can “take notes using graphic organizers or models”. Also the definition of “world history” and “infamy” will be translated into the ELL’s L1 language so that they may understand the difference between the two meanings in a more personal way.  9. The Reciprocal Teaching Method allows WIDA level 2 to participate in the reading by listening to the main reader’s voice while following along with the text, and act as the questioner who does not necessarily have to understand the entire text. The other members of the group will act as support for lower WIDA levels, particularly the clarifier. WIDA level 2 is able to participate because they are able to “locate main ideas in a series of sentences” and “compare content-related features in visuals and graphics”.  11. The use of a Word Wall is a good visual tool to help WIDA students build their vocabulary. The introduction of other vocabulary words from different groups will allow WIDA students to see a wide range of adjectives and viewpoints on FDR and the “Infamy” speech. This will allow for better understanding of the content. | 7. WIDA level 4 is effectively able to use word cards because they are at least two levels above the simple task of creating word cards, but they will help them with vocabulary and key terms.  8. WIDA level 4 is able to participate in this task because they are able to “Infer meaning from text”, “Interpret visually or graphically-supported information”, and “match cause to effect”. WIDA 4 is more advanced in their reading and vocabulary than WIDA 2 and may not need the support of their L1 language to participate in this portion of the assignment.  9. WIDA level 4 is able to participate fully in the Reciprocal Teaching Method because they are able to “match cause to effect”, “Interpret visually or graphically-supported information”, and “Infer meaning from text”. WIDA level 4 should have minimal problem participating as any of the roles while employing the Reciprocal Teaching method. | |
| 13. Play the full version of the “Day of Infamy” speech while students have their draft copies with them  <http://research.archives.gov/accesswebapp/faces/showDetail?file=Item_1436350.xml&loc=261>  (Speech begins at the 1:54 mark, or let it play through to assist with the setting)  14. Students will read a primary source letter from a Japanese pilot who participated in the attack on Pearl Harbor in the same heterogeneous groups using the Reciprocal Teaching Method and focus on the tone of the letter.  15. After students are able to discuss the letter in groups, show clip from Pearl Harbor on the Smartboard. Found at  https://www.youtube.com/watch?v=Sv1niwxQgoY  Closure:  16. In the same heterogeneous groups, have students use their Ipads or computers to log onto audioboo.fm  17. Students will search Audioboo for a veteran remembering the day of Pearl Harbor and listen to the post.  18. Half of the groups will then create an Audioboo post telling about their own “personal experience” of surviving Pearl Harbor and what it meant for the country. Each student must speak at least once in the post.  19. The remaining groups of students will take the Japanese view on Pearl Harbor and what it meant for their country. Specific instruction for students: remember that cultural differences such as loyalty to the emperor (forced participation in attacks) and similarities such as the Greater East Asia Co-prosperity sphere/ Manifest Destiny may have motivated Japanese aggression.  20. Students will individually write a page summary of what they learned today about FDR’s speech as a ticket out. Lower level WIDA students may orally tell the instructor what they have learned. | | 13. The audio allows students to follow along with the text and provides another medium in which they can understand the primary source. This is useful for WIDA level 2 because they are able to “Match or classify oral descriptions to real-life or visually-represented, content-related examples”, “compare content-related features in visuals and graphics” and “Sequence visuals according to oral directions.”  14. WIDA level two is able to complete this because they can “locate main ideas in a series of sentences” and “compare content-related features in visuals and graphics.”  15. The movie clip will provide context for all students who are not completely knowledgeable about Pearl Harbor. It will help students in understanding the emotion behind FDR’s “Infamy speech” and behind the Japanese pilots.  18. WIDA level two is able to participate in this assignment because they are able to “Describe persons, places, events, or objects”, “Give features of content-based material” and “Characterize issues, situations, regions shown in illustrations.”  19. This portion of the lesson is particularly important because it allows students to see both sides of the conflict and expand their cultural understanding of historical events.  20. WIDA level two is able to complete this task because they can “Give features of content-based material.” This strategy also forces students to think consciously about what they have read in the class. | 13. WIDA level 4 students benefit from the audio because they are able to “Interpret visually- or graphically-supported information”, “Evaluate usefulness of data or information supported visually or graphically”, “Compare traits based on visuals and oral descriptions using specific and some technical language” and “Analyze content-related tasks or assignments based on oral discourse.”  14. WIDA level 4 is able to complete this task because they can “match cause to effect”, “Interpret visually or graphically-supported information”, and “Infer meaning from text”. WIDA level 4 should have minimal problem participating as any of the roles while employing the Reciprocal Teaching method.  18. WIDA level 4 is able to complete this assessment because they are able to “Explain content-related issues and concepts” and “use speaking strategies.”  20. WIDA level 4 is able to complete this because they are able to “Compose narrative and expository text for a variety of purposes” and “Produce content-related reports.” | |
| **Extensions/Practice:** Students may expand on their study of cultural awareness and close reading skills by completing a unit project on an event in which they study primary documents from differing cultural perspectives and compose an essay describing the similarities and differences of these documents. | | | | |
| **Resources used in planning:** WIDA standards, Google images, National WWII Museum, Youtube, Syracuse Public School District website, *History.net* | | | | |
| **Reflection:** | | | | |