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| **Name: William Mingace** | | **Subject/Grade: US1/ 11** | | **Date: 4/16/14** |
| **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):**  **WHII.25: Identify the goals, leadership and post-war plans of allied leaders**  **USII.17 C: Important domestic events: Women ‘s entry into the workforce** | | | | |
| **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.Pictures of Rosie the Riveter**  **2. Student Worksheet**  **3. Writing journals**  **4. lined paper**  **5. markers**  **6. Accommodated worksheet** | | | | |
| **Goal:** Students will be able to recognize the social expectations brought about by women entering the workforce during WWII by analyzing portrayals of women in wartime propaganda and completing a RAFT assignment.  **Objectives and Assessments (Content and Language by WIDA level)**  Content Objective 1: Students will be able to explain the effect which WWII had on the role of women in American society and the influence of propaganda.  Assessment 1: Students will complete the question sheet and create a RAFT assignment using specific examples from discussion and observation from the images.  Language Objective 1 for WIDA level \_\_3\_: WIDA level 3 students will be able to communicate their ideas about the content discussed in the lesson.  Assessment 1: WIDA level 3 students will complete the RAFT assignment in the format of either a journal entry or a letter.  Language Objective 1 for WIDA level \_\_5\_: Students should be able to participate in all portions of the lesson, but should be able to look at their peers’ writing and make corrections.  Assessment 1: Students will be able to peer-edit another students RAFT assignment successfully | | | | |
| **Prerequisite Knowledge: The manpower sent to Europe/Japan during WWII, the role of women in the 1920’s, government propaganda (from WWI unit).** | | | | |
| **Key Content Vocabulary: Propaganda, Riveter, Role** | | | | |
| **Procedures**  Anticipatory Set:  1. Students will free-write in their writing journals briefly about what their thoughts on the role of women in today’s society is. Students may write in their L1 language if it is easier for them.  2. Ask a few students to share what they wrote in their journals. | Modifications for WIDA level \_3\_\_  (include reference to Can-Do Descriptors)  1. Free writing is a good strategy to use to get students minds thinking about a particular subject, and is good practice writing. Lower WIDA level students should be allowed to write in their L1 if they can explain to the instructor what they wrote about if asked. The point of this exercise is for students to think about the subject of women’s role in society. WIDA level 3 is able to complete this task because they are able to “complete short narrative and expository pieces.” These students should not be prompted to write in their L1 language unless the instructor notices that they are struggling to write.  2. WIDA level 3 is able to participate and benefit from this portion of the class because they are able to “Gather information through oral interaction.” | | Modifications for WIDA level \_5\_\_  1. WIDA level 5 students should not be writing in their L1 language because they are able to ““Explain with details, phenomena, processes, procedures”, “Create original pieces that represent a use of a variety of genres and discourses.” | |
| Lesson Progression:  3. Briefly Introduce the role of women in WWII with focus on the large number of women who went to work in the factories.  4. Have students work in heterogeneous pairs to create a story map of what life may have been like for women from the beginning to the end of WWII.  5. Pass out the two images of Rosie the Riveter and the Question sheet. Students may work in pairs to complete the question sheet. | 4. Students should be in heterogeneous pairs so lower WIDA level students may participate in drawing the story map and still understanding the reason for the assignment. WIDA level 3 students can perform this task because they can “compose short narrative and expository pieces” and “complete reports from templates.”  5. Images are essential to this lesson plan and are great ways of relating content to students through a different medium. The images are sometimes more effective than the writing, depending on students’ learning style and WIDA level. | | 4. WIDA level 5 students can participate fully in this assignment because they are able to “Explain with details, phenomena, processes, procedures.” | |
| 6. Students will complete a RAFT assignment which focuses on women’s role in wartime production. They may choose to be a working woman’s husband, a working woman, or an employer. Their format, which will be assigned, may be a diary entry, a letter, or a print ad like the examples. Their audience may be anyone they choose.  7. Teacher should use discretion when assigning RAFT formats. Lower level WIDA students should be assigned the print ad. Higher level WIDA students should be assigned either the letter or diary format, but the instructor should be mindful of a WIDA student’s i+1. WIDA level 3 is able to complete this task.  8. Have students peer edit each other’s RAFT assignments in heterogeneous pairs with emphasis on clarity and capitalization. No other corrections should be made. Students with little print should share with their partner their print ad, and the process of making it.  Closure:  9. As students are completing the assignment, the instructor should write the following questions on the board: How did WWII change people’s perceptions of women? How might have women’s experience during WWII changed power roles in the family?  10. For students who are done early, they should discuss their thoughts about the questions on the board. Students are allowed to discuss in their L1 language. | 6. RAFT assignments allow for differentiated learning for students in a single lesson. WIDA level 3 students should be able to create a RAFT in the journal and letter format because they can “Compose short narrative and expository pieces.”  8. Peer editing is a writing strategy which allows students to focus on specific writing skills to develop in themselves and their peers. WIDA level 3 is not able to peer edit papers yet, so they should share their assignment in a group of 3 and look on with their partners (who will edit each other’s papers) in order to witness the practice of peer editing.  10. Having students who are done early discuss the assignment allows for students who are still working to not feel rushed. Lower level WIDA students may be done earlier because they are not peer editing. Students should be allowed to discuss in their L1 language because this portion of the lesson is to generate discussion on the content. | | 8. WIDA level 5 students are able to complete this assignment because they are able to “Critique, peer edit and make recommendations on others’ writing from rubrics.” | |
| **Extensions/Practice:** | | | | |
| **Resources used in planning: WIDA standards, Google images, World War II National Museum,** | | | | |
| **Reflection:** | | | | |