**Lesson Plan**

**U.S. History**

**LEON COUNTY SCHOOL SYSTEM**

**Leon High School**

**Teacher – Lewie Tillman**

**Lesson 11.12.19**

**Course Name – U.S. History**

**Basic Textbook(s) – United States History and Geography, McGraw-Hill, 2016.**

**Disclaimer: I reserve the right to change or modify this lesson plan at any time.**

**Modifications/accommodations** ESE and ESOL 1. preferred seating 2. extended time on assignments 3. Study guides and notes in student notebook 4. Informing students how to translate their textbook 5. When possible, providing in-class computer for translation and reading. 6. Providing samples of work

**Assessments: Reading quizzes, team talks, and essays**

**Materials needed for this lesson plan:** Each student will have a World History textbook and a notebook in which they will record notes and written responses. In class and online textbook or a take home textbook if a student needs it.

**Makeup Work – When you are absent and you miss work, do this as soon as possible. If at all possible take care of it while you are absent.**

**Monday**

**Veterans Day – No school today**

**Tuesday**

* **Students will read 7-2 and take a Reading Reflections quiz on it**
* **Students who do not finish the quiz in class will finish it as homework**
* **Students will confirm the answers to their questions by checking with the textbook lesson**

**Chapter 7, Lesson 2: The Home Front**

**Florida > Social Studies > 2015 > Next Generation Sunshine State Standards**

* **SS.912.A.1.2** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
* **SS.912.A.1.4** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
* **SS.912.A.4.5** Examine causes, course, and consequences of United States involvement in World War I.
* **SS.912.A.4.6** Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
* **SS.912.A.4.8** Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
* **SS.912.A.4.9** Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
* **SS.912.A.4.11** Examine key events and peoples in Florida history as they relate to United States history.

**Florida > Language Arts > 2014 > Standards**

* **LAFS.1112.RH.2.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
* **LAFS.1112.RH.3.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
* **LAFS.1112.WHST.1.1** Write arguments focused on discipline-specific content.
* **LAFS.1112.WHST.4.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience

**Wednesday**

* **Students will read 7-3 and take a Reading Reflections quiz on it**
* **Students who do not finish the quiz in class will finish it as homework**
* **Students will confirm the answers to their questions by checking with the textbook lesson**

**Chapter 7, Lesson 3: A Bloody Conflict**

**Florida > Social Studies > 2015 > Next Generation Sunshine State Standards**

* **SS.912.A.1.2** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
* **SS.912.A.1.4** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
* **SS.912.A.4.5** Examine causes, course, and consequences of United States involvement in World War I.
* **SS.912.A.4.7** Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
* **SS.912.A.4.8** Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
* **SS.912.A.4.10** Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
* **SS.912.A.5.5** Describe efforts by the United States and other world powers to avoid future wars.
* **SS.912.G.1.2** Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
* **SS.912.G.4.3** Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

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**Thursday**

**Analyzing and writing about Primary sources – Propaganda in Wartime**

Students will view and analyze a war propaganda poster and read an excerpt from a soldier’s diary. They will then write answers to questions on these primary sources.

**Friday**

* **Students will read 7-4 and take a Reading Reflections quiz on it**
* **Students who do not finish the quiz in class will finish it as homework**
* **Students will confirm the answers to their questions by checking with the textbook lesson**

**Chapter 7, Lesson 4: The War's Impact**

**Florida > Social Studies > 2015 > Next Generation Sunshine State Standards**

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* **SS.912.A.1.4** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
* **SS.912.A.4.5** Examine causes, course, and consequences of United States involvement in World War I.
* **SS.912.A.4.9** Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
* **SS.912.A.5.1** Discuss the economic outcomes of demobilization.
* **SS.912.A.5.2** Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

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