Name \_\_\_ James Mandock \_\_\_\_\_\_\_\_ Date \_\_\_ 03/11/12 \_\_\_

|  |  |
| --- | --- |
| 1. TITLE OF THE LESSON   The Zoot Suit Riots of the 1940’s. | 2. CURRICULUM AREA & GRADE LEVEL  US History – Chapter 11 – World War II  Eleventh Grade |
| 3A. ENGLISH LANGUAGE LEARNER INFO  **1.) Readiness Level**  Student is at an Early Advanced level. Teaching to an I+1 model = planning for a level five.  **2.) Learning Profile**  He has been classified as an EL level 4 student because he struggles in reading comprehension and academic writing. He does well on homework and on tests, but he often does not speak up in class because he isn’t confident in his vocabulary and word choice. His state tests indicate that he is “far below basic” when it comes to his reading, writing, and vocabulary part of the test.  **3.) Interest**  He likes to write in his own cursive type of writing as well as draw. He is interested in skateboarding and soccer and practices both hobbies regularly. His least favorite subject happens to be history (my subject), but I am eager I can change his idea about what history is and why it is important. | 3B. STUDENTS W/ SPECIAL NEEDS INFO  **1.) Readiness Level**  Stent can read and write, but has a hard time speaking aloud. Student has been identified with ADHD.  **2.) Learning Profile**  Kinesthetic learner. She excels in almost all areas of learning and she explained to me she only has a little trouble “when it comes to reading fast.” She often has the highest test scores in the class, but has trouble concentrating and completing homework.  **3.) Interest**  Likes soccer and music. She hates reading even though she reads a lot online. She loves to talk and she explained to me she would not mind becoming President of America one day. |
| 4. RATIONALE  A. Enduring Understanding  Every human being should know his/her natural rights. They are a set of rights that each individual is born with and can never have taken away from them.  B. Essential Questions  What was public sentiment during WWII? Do you think the emotions that compliment war play apart in the everyday lives of the warring state’s citizens? Who were the aggressors in the Zoot Suit Riots?  C. Reason for Instructional Strategies and Student Activities  Students will be able to gain an understanding of the social lives of minorities during WWII by comparing the classroom notes with their own online research on the Zoot Suit Riots. | |
| 5. CONTENT STANDARD  CA Content Standards - 11.7.8 & 11.8.1  CA Common Core Standards – Writing -  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | 6. ELD STANDARD   1. Speak to Be Understood – A- Speak clearly and comprehensibly by using Standard English grammatical forms, sounds, intonation, pitch, and modulation. 2. Reading Comprehension – A- Prepare a brief research or synthesizing paper in a content area and analyze ideas from several sources to present a coherent argument or conclusion arranged in the proper format, including a bibliography. Apply knowledge of language to achieve comprehension of informational materials, literary text, and text in content areas. 3. Write Persuasive Compositions – A- Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments. Use various rhetorical devices (e.g., appeal to logic through reasoning, case study, and analogy) to support assertions. Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning. |
| 7. OBJECTIVE or LEARNING GOAL  Students will be able to gain an understand of what the social and economic conditions were like for the minorities back at home during WWII by comparing and contrasting their classroom notes to their own research. | 8. ASSESSMENT  The students will be assessed on their research by making tallies of how often students participate during the active academic debate on the two parties involved in the Zoot Suit Riots. |
| 9A. DIFFERENTIATION FOR  ENGLISH LANGUAGE LEARNERS  English learners will have a buddy in the classroom that will help them read through and edit their report for errors. | 9B. DIFFERENTIATION FOR  STUDENTS WITH SPECIAL NEEDS  This student has been diagnosed with ADHD and as a result I have labeled her as a ‘special needs’ (SN) individual even though she does not have an IEP or 504. I still expect the student to meet the classroom CA Content Standards - 11.7.8 & 11.8.1 like the rest of the class, but I often have to check in with her to make sure she stays on task while her classmates are working. The student has almost no issues with keeping up with her classmates and if not for homework and notes she could easily be at the top of her class. She often finishes early and disrupts her classmates as they try to finish the assignments. For this lesson she will be able to work independently on a home computer to write their report or on her tablet in class. - As an ADHD student she tends to get off task very easily so if I allow the students to use their creativity and work in class on her tablet she will be more likely to stay on task showing off how creative she can be. |
| 10. INSTRUCTIONAL STRATEGIES  Intro: Students will start class by taking turn sharing and discussing their search results and why they choose certain facts to tweet about.  Through: Next, the students will arrange the classroom so as there can be a proper debate atmosphere. After the class is split in half the students will take turns bring up points for why their participants in the riots (Minorities v Military) acted in self-defense. The teacher will be there to moderate the two sides of the debate as well as to mark off who did the research and who is participating.  Conclude: The lesson will end with the teacher resetting the class to its original state and reinforcing that both sides brought up great point. Class will end with me reiterate to the students, the seriousness of war and how individuals can act when they get together in a group.  Homework: The students will not have homework tonight because of their great sportsmanship in class. | 11. STUDENT ACTIVITIES  Intro: Students will start class by taking turn sharing and discussing their search results and why they choose certain facts to tweet about.  Through: Next, the students will arrange the classroom so as there can be a proper debate atmosphere. After the class is split in half the students will take turns bring up points for why their participants in the riots (Minorities v Military) acted in self-defense.  Conclude: Students will put their desk back as they found them and will listen and gain an understanding of the seriousness of war and how individuals can act when they get together in a group.  Homework: The students will not have homework tonight because of their great sportsmanship in class. |
| 12. RESOURCES –Notebooks, Paper, Pen, Pencil, Highlighters, Tweets, and their opinions. | |
| 13. REFLECTION | |