

Name:	Andrew J. Androscopic	Week:	2	Day(s):	5
Subject:	Modern World History	School:	Meadville Area Senior High		

Students will engage in: independent activities pairing centers
cooperative learning hands-on lecture
peer tutoring **whole-group instruction** a project
visuals **technology integration** simulations

State/National Standards: 8.4.9.B – Analyze historical documents, material artifacts, and historic sites important to world history before 1500.
8.4.9.C – Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.
8.4.9.D – Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia and Europe.
8.4.12.B – Evaluate historical documents, material artifacts, and historic sites important to world history since 1450.
8.4.12.C – Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
8.4.12.D – Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia and Europe.

Bell Ringer: Students will answer the following questions in a think/pair/share activity:
“What is one thing you know now that you didn’t know before yesterday?”
“Why do you believe this is important to know?”
“I found the following answer to my question from yesterday:...”

Review: Class discussion – students will share some of their answers from the think/pair/share.

- Objectives:
- I. Students will identify the causes of World War I.**
 - a. Long-term causes
 - i. Militarism
 - ii. Imperialism
 - iii. Nationalism
 - iv. Alliances
 - b. Immediate cause of WWI
 - i. Franz Ferdinand
 - ii. Role of alliances in pulling nations into war
 - II. Students will explain the new fighting strategies and new technologies in weapons that caused great devastation in WWI.**
 - c. Trench warfare
 - i. Conditions in trenches
 - ii. No-man’s-land
 - d. New weapons
 - i. Machine guns
 - ii. Mortars/heavy artillery

- iii. Poison gas
- iv. Flame throwers
- e. New vehicles
 - i. Airplanes
 - ii. Tanks
 - iii. Submarines

Presentation/
Agenda:

1. Bell ringer/review
2. Introduction to review activity for the class. Students will be grouped into teams of four, compiling mixed ability groups based on pre-assessment and understanding from the week (exit cards, bell ringers, teacher/student conferences, completed assignments).
3. Students will compete in a review jeopardy game, with questions varying in difficulty from simpler to more difficult. Teams should have students who are strongest in understand of essential knowledge tackle the more difficult questions, allowing for tiered instruction that gives every student a chance to compete at their level.
4. After the review game, students will complete a journal entry for the week. In their journal, they will write in paragraph format with proper sentence structure and grammar to answer the following questions: Explain how trench warfare came to dominate the western front in World War I. Describe this style of fighting, and the conditions in the trenches. What new weapons and vehicles increased the level of destruction in WWI, and how did these weapons combine with trench warfare to increase the casualty rate in this war? How would you grade yourself for your work this week? What essentials do you feel comfortable with? Which essentials are you having difficulty with?

Practice/
Corrective
Feedback:

Corrective feedback will take place through the results and revelation of answers in the review game. Practice will also take place through journal entries.

Review/Reteach:

Review of concepts will take place through review game.

Closure:

Closure will take place through journal entries, which will wrap up the essentials of the entire week.

Homework:

No homework will be assigned on this day.

Materials:

1. Laptop, LCD projector, and polyvision board
2. Student journal entry paper

Differentiated
Strategies/
Assessment:

Differentiation will include tiered assessment through the review game, and flexible grouping in teams. In addition, the review game will also serve to provide peer instruction, as students answer questions on essential and desirable knowledge for the rest of the class. The journal entry will allow for self-evaluation on student progress.

Teacher Notes: