

YOUR NAME: Ms. Jessica Durinsky	
LESSON TITLE: Intro to WWI	SUBJECT AREA: History
GRADE LEVEL: 9 th grade	TIME ALLOCATION: 50 min
OBJECTIVES: Students will analyze the causes and effects of WWI with emphasis on militarism, imperialism, nationalism, and alliances.	
STANDARDS: <u>History (Grade 9)</u> 7. Analyze the causes and effects of World War I with emphasis on: <ul style="list-style-type: none"> a. Militarism, imperialism, nationalism, and alliances; b. the global scope, outcomes, and human costs of the war; c. the role of new technologies and practices including the use of poison gas, trench warfare, machine guns, airplanes, submarines and tanks; d. the Treaty of Versailles and the League of Nations 	
GROUPING OF STUDENTS: Students will work individually and then in pairs for the opening questions. Students will work individually during lecture and as a whole class during discussion. Students may work individually or in small groups for the map activity.	PRIOR KNOWLEDGE NEEDED: The students have just learned about the technology of the Industrial Revolution, the rise of Nationalism, and Imperialism. The students will be able to build upon this knowledge in order to understand the circumstances in Europe that made war inevitable.
MATERIALS: Textbook, <i>Patterns in World History</i> , McDougall – Littell. Lecture notes Article <i>American Imperialism and the Politics of Fear</i>	MODIFICATIONS FOR SPECIAL NEEDS: <ol style="list-style-type: none"> 1. The content and strategies will be modified based on the individual students' IEPs. 2. Reading learning disabled children will be given modified assignments with shorter requirements or longer completion time. 3. All notes will be posted online.
INSTRUCTIONAL MODELS: Modified Interactive Lecture	
PROCEDURES AND ACTIVITIES: Set: <ul style="list-style-type: none"> • Think – Pair – Share Questions – students will have a few questions to answer when they arrive in class, the answers to these questions will be used later on in the lesson for discussion. Activity: <ul style="list-style-type: none"> • Interactive Lecture – Introduce the causes of WWI through combined lecture and class discussion. • The students will take notes in their notebooks and participate in class discussion when prompted. • The think –pair – share questions will be used for discussion Closing Activity <ul style="list-style-type: none"> • Map Activity and Chapter 13 assessment: students will use the map in their textbook to 	TIME: 5 min 30 min

label a pre-war map of Europe. For homework students will finish the map and use their textbook to answer questions.

15 min

EVALUATION AND ASSESSMENT:

Lesson evaluation and assessment: Notebook Check for map and homework questions

Authentic assessment: Student participation in class discussion

Formal assessment: Map quiz, At the end of the unit the students will complete a 60 question multiple choice test with a take home essay.

SUPPORTING MATERIALS

- ✓ Attach, in sequential order, the supporting materials, the actual documents (e.g., lecture notes, hand-outs, primary sources, worksheets, overheads) that will be used in the lesson.
- ✓ The supporting materials should include everything another person would need to implement the lesson. Therefore, lecture notes should present a fairly robust amount of content knowledge, with questions inserted at point of use. Likewise, for discussions, anticipated guiding questions should be listed; for other teaching strategies, specific cues and directions should be listed at point of use.

Intro to WWI

Think-Pair-Share Questions:

1. Should you always support a friend, no matter what he or she does??
2. What might be the long term consequences of refusing to help a friend?
3. What reasons to go to war are justified?

Causes of the War

1. **Rise of Nationalism:** Deep devotion to ones nation or people and culture
 - intense competition between European powers
 - Germany, Austria-Hungary, GB, Russia, Italy, France
 - Competition for materials and markets
 - By 1850 nations challenging GB in industry esp. Germany

Territorial Disputes

Alsace-Lorain: German territory taken from France in Franco-Prussian War (1870)

Balkans: (Greece, Albania, Serbia, Bulgaria, Romania, Montenegro: nationalism and demand for independence) Russia and Austria-Hungary both try to dominate

2. **Imperialism:** European fight for colonies
 - Germany and France dispute over Morocco nearly lead to war
 - Other Comp
3. **Militarism:** nationalism leads to arms race
 - by 1914 all major powers in Europe had a large standing army
 - large army = national pride
 - quick mobilization
4. **Entangling alliances:** designed to keep peace in the world
 - 1887 Triple Alliance: Germany, Austria-Hungary and Italy (formed by Otto Von Bismark in order to isolate France)
 - German treaty w/ Russia

- **Kaiser Wilhelm** - German 1890 Russian alliance lapses
- 1892 Russia and France align
- Russia now looking at “2 front war”

Wilhelm threatens GB by starting a ship building campaign
Make German navy =

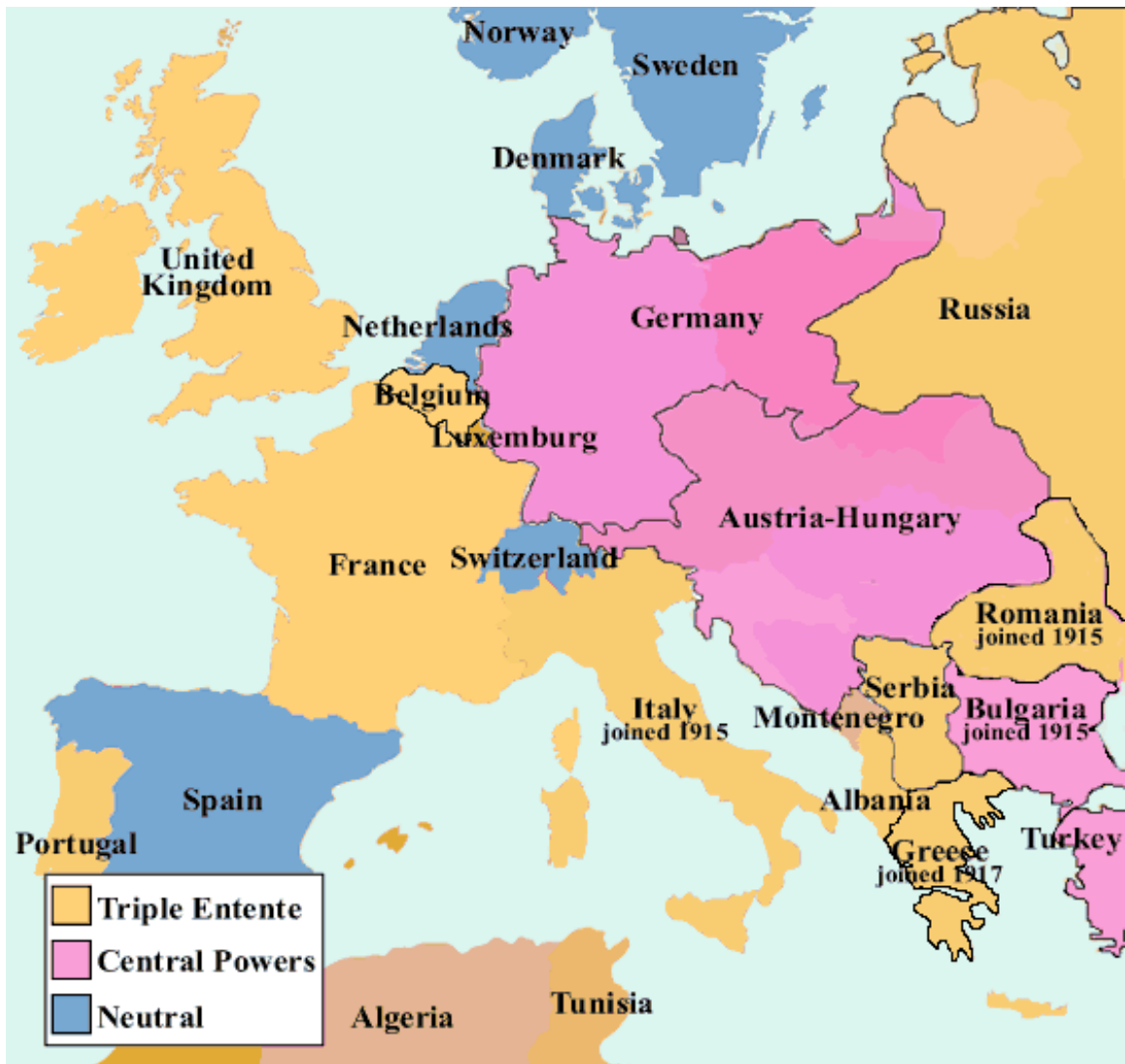
Triple Entente: GB joins w/ France and Russia: just said GB would not fight other 2

= **Triple Alliance vs. Triple Entente**



Europe 1914





The University of Akron



The Office of Student Teaching

Student Teacher Name: JESSICA DURISIKY

University Supervisor Name: RON SKELLEY

Lesson Topic: WWI

Date: 12-3-16

INTRO 50

Observation Notes:

OBJECTIVES STUDENTS WILL ANALYZE THE CAUSES + EFFECTS OF WWI WITH EMPHASIS ON MILITARISM, IMPERIALISM, NATIONALISM AND ALLIANCES.

PROCEDURES + ACTIVITIES

• INTRO THINK-PAIR-SHARE - STUDENTS ANSWER QUESTIONS (2 SETS) RELATE TO THEM + QUESTIONS ON WWI. USE LATER IN CLASS. STUDENTS GIVE FEEDBACK ON WWI QUESTIONS. (PREVIOUS KNOWLEDGE)

• LECTURE - POWERPOINT LECTURE + CLASS DISCUSSION.

• CLOSURE - MAP ACTIVITY + CHAPTER 13 ASSESSMENT WWI MAP CLER + ANSWER QUESTIONS 15 MIN

Strengths:

ORGANIZATION ALWAYS VERY WELL PREPARED WITH LESSON PLAN, UNIT PLAN + OBJECTIVES A-2 AND HAS DONE GOOD JOB CONNECTING IDEAS + KNOWLEDGE. A-3

IDEAS OF HELPING FRIENDS WITH WWI LESSON A-3

ENVIRONMENT JESSICA ALWAYS HAS MANY FORMS OF ASSESSMENT MAPS, PARTICIPATION HOW (GOOD?) A-1

GOALS FOR STUDENT TEACHER: USE OF VOICE, HUMOR, ASKING OF QUESTIONS + MOVING AROUND ROOM DURING LECTURE B-3, 4, 5, 7

Recommendations:

TEACHING JESSICA WAS GOOD POWERPOINTS ON SMART BOARD AND USES MAPS WELL HAS SEVERAL DIFFERENT ACTIVITIES DURING CLASS + GOOD TRANSITION. C-3

PROFESSIONAL JESSICA STAYED ON TASK CONCERNED ABOUT STUDENT'S LEARNING + LEARNING PROCESS D-2 JESSICA HAS SHOWN GOOD KNOWLEDGE OF SUBJECT. ALWAYS WRITES DETAILED REFLECTIONS (MINOR) D-1

RECOMMENDATIONS (MINOR) D-1

• CONTINUE TO WORK ON PAUSE AFTER QUESTIONS. FOR STUDENTS TO ANSWER

Supervisor's Next Steps:
= "OK"
• SOMETIMES CALL ON STUDENT THAT DOESN'T USUALLY ANSWER

Next Observation Date: 12-7-10

Focus: _____

Domain A Planning and Preparation	Domain B Classroom Environment	Domain C Instruction	Domain D Professional Responsibilities
A1 Demonstrates knowledge of students <input checked="" type="checkbox"/>	B1 Demonstrates and encourages fairness <input type="checkbox"/>	C1 Communicates goals, procedures and content clearly and accurately <input type="checkbox"/>	D1 Reflects self-evaluates and assesses effectiveness of student learning <input checked="" type="checkbox"/>
A2 Selects appropriate instructional goals/objectives <input checked="" type="checkbox"/>	B2 Creates an environment of respect and rapport <input checked="" type="checkbox"/>	C2 Makes content comprehensible to students <input checked="" type="checkbox"/>	D2 Demonstrates efficacy, or capacity to make an impact <input checked="" type="checkbox"/>
A3 Designs coherent instruction <input checked="" type="checkbox"/>	B3 Expresses positive and challenging learning expectations <input checked="" type="checkbox"/>	C3 Uses strategies and discussion techniques to extend student thinking <input checked="" type="checkbox"/>	D3 Establishes supportive and cooperative relationships with colleagues <input type="checkbox"/>
A4 Demonstrates knowledge of methods, strategies and resources to enhance teaching and learning <input checked="" type="checkbox"/>	B4 Manages student behavior <input checked="" type="checkbox"/>	C4 Checks student understanding through consistent, varied and timely feedback <input checked="" type="checkbox"/>	D4 Establishes supportive and cooperative relationships with families <input type="checkbox"/>
A5 Assesses student learning of goals and objectives <input checked="" type="checkbox"/>	B5 Organizes physical space <input checked="" type="checkbox"/>	C5 Manages time effectively during the lesson <input type="checkbox"/>	

Timely lesson plans

Dispositions

Attendance

White copy: Teacher candidate

Yellow copy: Cooperating Teacher

Pink copy: University Supervisor