

# HAZLETON AREA SCHOOL DISTRICT



## DISTRICT UNIT/LESSON PLAN

Teacher Name : Michele Leitner  
Grade Level (s) 8 Building :MKEMS

Subject : World Studies

Proposed Date, December 15, 2015

## Unit Plan

**Unit Title:** an educational unit title summarizes content across several lessons that establishes and reinforces certain skills and essential knowledge for grade levels and content areas.

### The World Between the Wars

**Essential Questions:** Essential questions are concept in the form of questions. Questions suggest inquiry. Essential questions are organizers and set the focus for the lesson or unit. Essential questions are initiators of creative and critical thinking. Essential questions are conceptual commitments focusing on key concepts implicit in the curriculum

- What were the effects of economic and political nationalism on Latin America?
- How did the mandate system contribute to Arab nationalism and to conflict between Jews and Arabs?
- What were the key challenges faced by China and Japan in the early 1900's?
- What were the domestic and foreign policy issues that the western democracies faced after World War One?
- What were the characteristics of totalitarianism and fascism in Italy? What were the characteristic of soviet society under Stalin?
- How did Hitler rise to power?

**Standards:** PA Core Standards, PA Academic Standards/Anchors (based on subject)

- CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.6.6-8.H Draw evidence from informational texts to support analysis reflection, and research.
- CC.8.6.6-8.A Write arguments focused on discipline-specific content.
- CC.8.5.6-8.E Describe how a text presents information (e.g., sequentially, comparatively, casually).

**Summative Unit Assessment :Unit Test on Chapters 8**

Summative Assessment Objective

Assessment Method (check one)

Students Will-demonstrate their knowledge of the post WWI world by answering a number of fill in, short answers and essays on a test.

\_\_\_ Rubric \_\_\_ Checklist  x  Unit Test \_\_\_ Group  
 \_\_\_ Student Self-Assessment  
 \_\_\_ Other (explain)

## DAILY PLAN

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1	Students will understand key vocabulary necessary to understand the world after WW1	1 2	Direct instruction Vocabulary building Interactive discussion Small group	S w	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-random questions and answers.  Summative-  Student Self - Assessment-
2	Students will identify key people in the world after WW1.	1 2 3	Direct instruction Interactive discussion Small group	S w	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-  Summative --assessment- quiz on vocab  Student Self - Assessment-
3	Students will trace the changing relationship between Latin America and the United States.	1 2 4	Direct instruction Interactive discussion Small group	S w	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-question and answers  Summative- quiz on key people  Student Self - Assessment-
4	Students will-analyze how the mandate system contributed to arab nationalism and to conflict between Jews and Arabs	1 2 3	Direct instruction Interactive discussion Small group	S W	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-thumb up thumbs down  Summative-  Student Self - Assessment-
5	Students will continued from day 4	1 2 3 4	Direct instruction Interactive discussion	S w	<b>Text</b> <b>The internet</b> <b>U tube</b>	Formative-random questions and answers  Summative-

						Student Self - Assessment-
6	Students will-cont. from day 5	1 2 3 4	Direct instruction Discussion Group work internet	S w	Text The internet U tube	Formative-  Summative- Written summary of Video  Student Self - Assessment-
7	Students will explain the key challenges faced by the Chinese republic in the early 1900's	1 2 3	Direct instruction Guided reading Group work internet	S w	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-question and answers  Summative-  Student Self - Assessment-

8	Students will describe the rise of extreme ationalism and militarism in Japan.	1 2 3 4	Direct instruction Guided reading internet	S w	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-  Summative-Summary of U tube video  Student Self - Assessment-
---	--	------------------	--	--------	--	--

9	Students will analyze the impact of the Japanese invasion of China.	1 2 3 4	Direct instruction Handout Writing prompt Small group instruction	S w	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-thumbs uo/thumbs down  Summative-  Student Self - Assessment-
---	---	------------------	--	--------	--	--

10	Students will analyze how Western culture and society changed after WWI.	1 2 3	Direct instruction Group work Internet- U tube- The Roaring 20's	S w	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-question and answer period  Summative-  Student Self - Assessment-
----	--	-------------	--	--------	--	---

11	Students will create a time line of how the global depression began and spread.	1 2 3 4	Discussion, reading, , direct instruction, indirect instruction, Internet research.	S w	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-  Summative- Project on the great depression  Student Self - Assessment-
12	Students will (Cont. from Day 11)	1 2 3 4	Continued from day 11	S w	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-project on the great depression  Summative-  Student Self - Assessment-
13	Students will explain the responses of Britain, France and the United States to the Great Depression.	1 2 3 4	Direct instruction Indirect instruction Internet	W s	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-random questions  Summative-  Student Self - Assessment-
14	Students will-summarize Mussolini's policies as leader of Italy.	1 2 3 4	Direct instruction Indirect instruction internet	W s	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-random questions  Summative-  Student Self - Assessment-
15	Students will-Identify the characteristics of totalitarianism and fascism	1 2 3 4	Direct instruction Indirect instruction Internet	W s	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-ticket out the door  Summative-

						Student Self - Assessment-
16	Students will-describe how Stalin used terror to build a communist state		Direct instruction Indirect instruction Internet video	W S	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-random questions Summative- Student Self - Assessment-
17	Students will-summarize the characteristics of soviet society under Stalin.		Direct instruction Indirect instruction Internet	W S I	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-ticket out the door Summative- Student Self - Assessment-
18	Students will-Cont from 17		Direct instruction Indirect instruction Internet Video	W S I	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-ticket out the door Summative- Student Self - Assessment-
19	Students will-review for a test on chapter 8		Direct instruction Indirect instruction	I W	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative-questions and answers Summative- Student Self - Assessment-
20	Students will-complete a test on Chapter 8	1 2 3 4	test	I	<i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>	Formative- Summative- Student Self - Assessment-

**DOK Level 4 - Extended Thinking** - analyze, critique, create, design, apply concepts.

- Higher ordered thinking skills are essential at this level of DOK. Students must employ strategic thinking to solve problems at this level. Students will need to conduct, and synthesize as well as manage at level 4.

