**UbD Lesson Plan Template**

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| **VITAL INFORMATION** | |
| Author | Anna Haschke |
| \*Subject(s) | English |
| Topic or Unit of  Study | Unit 2: War: What are we fighting for, and how does it change us? |
| \*Grade/Level | 11th Grade American Literature |
| \*Summary | This lesson fits into unit 2 towards the beginning while students are learning about Vietnam and the Vietnam war.  [95 minute class period] |
| **STANDARDS** | |
| \*Standards | * [CCSS.ELA-Literacy.RI.11-12.1](http://www.corestandards.org/ELA-Literacy/RI/11-12/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Text being an image in this case.) * [CCSS.ELA-Literacy.RI.11-12.7](http://www.corestandards.org/ELA-Literacy/RI/11-12/7/) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| **UBD (UNDERSTANDING BY DESIGN) LESSON PLAN ELEMENTS REQUIRED:**  **STAGE 1 DESIRED RESULTS** | |
| Established Goals | * Students will gain more knowledge about the Vietnam War. * Students will create a more complete view of the Vietnam War for themselves by considering multiple points of view. |
| Understandings Overarching Understanding  Related  Misconceptions | “Pictures say 1,000 words.” A lot can be discovered about a time, place, person, or event in an image by making inferences by looking closing and analyzing what is presented.  Students will identify their own misconceptions by sharig what they think they know about Vietnam and the Vietnam War. |
| Essential Questions | * What can images show/teach us? * What sort of things should we be looking for when analyzing an image? * What can we infer from a photograph and how? |
| Knowledge | * Deeper knowledge of the Vietnam War * Greater understanding of who was involved/affected by the Vietnam War |
| Skills | * Making supported inferences * Making predictions * Posing questions * Employ visual thinking strategies |

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| **UBD (UNDERSTANDING BY DESIGN) LESSON PLAN ELEMENTS REQUIRED:**  **STAGE 2: Assessment Evidence** | | |
| **Performance Task Description:**   What authentic performance tasks will students demonstrate the desired understandings?   By what criteria will performances be judged?   Through what evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will  students demonstrate achievement of the desired results?   How will students reflect upon and self assess their learning: | | |
| **Goal** | To exhibit good use of visual thinking strategies and knowledge about a specific related aspect of the Vietnam War. | |
| **Role** | Researcher, Poster Designer, and Presenter (Both partners must participate in all three of these roles. | |
| **Audience** | The students’ peers and teacher | |
| **Situation** | Class presentation ***(35 minutes for presentations)*** | |
| **Product/Performance** | A poster displaying their assigned image, inferences they made by studying the image, and information they found while researching their image topic. | |
| **Standards** | * [CCSS.ELA-Literacy.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. * [CCSS.ELA-Literacy.SL.11-12.4](http://www.corestandards.org/ELA-Literacy/SL/11-12/4/) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | |
| **UBD (UNDERSTANDING BY DESIGN) LESSON PLAN ELEMENTS REQUIRED:**  **STAGE 3: Learning Plan** | | |
| **What learning experiences and instruction will enable students to achieve the desired results? How will the design:** | | |
| **Where are your students headed? Where have they been?**  **How will you make sure the students know where they are going?** | | My students have just been introduced the Vietnam War in my class. They probably have some background knowledge of this war, and this prior knowledge will be assessed at the beginning of the unit, prior to this lesson. I want to expand my students’ knowledge of the Vietnam War so they can better understand our current classroom novel *The Things They Carried* by Tim O’Brien. I hope to help them gain a wider view of this war by looking at multiple images depicting aspects of this war and the culture that surrounded it. Students will gain this wider view by considering multiple points of view. |
| **How will you hook students at the beginning of the unit?** | | I will show them one of the more shocking images of the Vietnam War I have chosen and ask them to write down whatever comes to mind when they look at it. ***(5 minutes)*** |
| **What events will help students experience and explore the**  **big idea and questions in the unit?**  **How will you equip them with needed skills and knowledge?** | | Students will divide into partners and each pair will be given a picture. Students will be asked to analyze the image by considering the following questions:   * What’s going on in this image? * What emotions do you associate with this image? * What in the image made you think X? * What are you seeing that suggests X? * What is missing or left out of this picture? What do you think has been cropped out of the image? What questions do you have about what’s outside the frame? * What is near to you, far away, in between? * What colors are used and how do you respond to those colors? * If you were in this photo, what would you be thinking, hoping, and wondering? * If you asked a person in the photo a question, what would they answer? * What does the photo tell you about time and place, and these people?   Students will discuss these questions together but produce their own notes to turn in. All analysis should be supported with photographic evidence and background knowledge.  (Questions have been adapted from *Teaching to Exceed the English Language Arts Common Core State Standards* by Beach, Thein, and Webb. Page 187) ***(15 minutes)*** |
| **How will you cause students to reflect and rethink? How will**  **you guide them in rehearsing, revising, and refining their work?** | | After determining what is happening in their assigned image, students will do some research on what is happening in their picture. For example, if their picture is of the wounded student at the Kent State shooting, students may choose to research the Kent State shootings specifically, or do some broader research on the student peace rallies in general. ***(35 minutes)*** |
| **How will you help students to exhibit and self-evaluate their**  **growing skills, knowledge, and understanding throughout the unit?** | | Ticket out the door: Students will be shown the same image that they were shown at the beginning of class. On a piece of paper they will now write three new (different from what they first wrote about the image) things they notice/can infer about the image. ***(5 minutes)*** |
| **How will you tailor and otherwise personalize the learning**  **plan to optimize the engagement and effectiveness of ALL**  **students, without compromising the goals of the unit?** | | * Some students may work alone if they need to. * I can make some exceptions with students’ involvement with each role of the project for students who struggle in certain areas (i.e. public speaking). |