LESSON PLAN FORMAT

Name ___________________________ Date ____________________

( ___ Age/Grade ___ 8th Grade ___

Subject: Language Arts  Major Content: Key Ideas & Perspectives  Lesson Length: 5 days

Unit Title: War Unit  Lesson Title: One War, Many Perspectives

Demographics:
School is one of five preschool-8 schools within the district, with an enrollment of 570 students. The ethnicity of the student body is predominately Caucasian with 97.2%. Students who are from two or more races compose 1.4% of the student population: American Indian/Alaskan Native with .2%, and Hispanic/Latino with 1.2%.

Contextual Information:
The school is located in a rural community of 1,000 people in the northern part of the county about ten miles outside a city with a population of 12,000. The students of my school primarily come from blue-collar households due to the close proximity of a prominent factory near the school. The free/reduced lunch eligibility is 55%. The ages of students range from three to fourteen. Courses offered are mathematics, language arts, science, social studies, and activity classes such as P.E., music technology arts, library, and general music education. In these courses there are on average, 20 students per class. In my classes, 8th grade language arts classes, there is an average of 19 students per class. These students are generally 13 or 14 years old and are primarily Caucasian. This integrated course targets a reading and writing curriculum for “on-grade-level” students.

Focus:
What is the purpose of this lesson?
There are many purposes to this lesson, some purposes being short-term and some long-term. One of the lesson’s main objectives is for students to be able to determine a person’s perspective or point of view based on the key ideas found in a variety of texts. Students are asked to devote an extended amount of time reading, analyzing, evaluating, looking at different PERSPECTIVES, as well as collaborating with other recruited units in the classroom. Each group will be taking an in-depth look at one of the American wars beginning with the American Revolution and ending with the most recent war we have been in for the past 10 years. War can be a sensitive topic, but it is an essential part of our history and current lives. Students will choose within their group a role they will assume: a soldier, child, or female. Students will look at the perspective of the individual they have chosen for the war they are assigned. In determining the perspective, students will research a variety of print and non-print materials. They are the ones who must decide the best resources to use for determining what their role’s perspective would be for their war. This will help students in making decisions about the credibility and benefit of different resources. Students will also come to understand that main ideas go beyond the traditional paragraph. Videos, photographs, artwork, and songs usually have a main point or points that they are attempting to convey either directly or indirectly. The key ideas that students choose to use will help them in determining the type of perspective that their role would likely have for their war. An analysis of the different roles’ perspectives per group will help students understand that there are many ways to view one subject, and that those views are heavily dependent on the backgrounds and experiences of a person.

Why did you select this lesson?
The unique aspect of this lesson is that students will find themselves looking at the war as if
they’re in the shoes of the roles they chose. Attempting to understand someone else’s viewpoint is to really get an appreciation for diversity that goes deeper than the race and creed which students usually associate with diversity. There are many factors that a student needs to be aware of when considering how others perceive a particular event or subject. In this lesson, students are given the opportunity “to be someone they’re not”. Students must consider the factors that form one’s perspective when learning about their American wars so that they can determine how someone different from themselves (female, child, or soldier) would think of such a conflict. They will be inferring about their roles’ perspectives on their way of life during the war, if their roles thought the wars were necessary, and how their roles’ points of views changed from the beginning of the war to the end. This lesson will give students a deeper understanding for diversity as they stay mindful of the others’ perspectives as a result of their backgrounds, experiences, ages, genders, values, and more.

Why is it important to school community?
When people look at our school’s demographics, they might say our student population lacks diversity. If culture, language, and race solely constitute diversity, they would be right. However, diversity is much more, and it is especially important for the students at our school to understand that. From this point forth, students will continue to be exposed to others who see the world differently than they do because of their perspective. Tolerating others amid sensitive issues is not an easy task; yet, this country is founded on certain inalienable rights that give America a complexity and uniqueness because of our vast diverse population. Realizing how one’s perspective is formed by putting themselves in someone else’s shoes before they react or judge, students will develop a tolerance for the views of others. Even if they do not agree with another person’s point of view, they will hopefully be tactful about their reactions and decisions.

Context:
The thematic unit is one that revolves around a variety of wars that students are to research for locating key ideas in order to determine different perspectives. This lesson focuses on American wars throughout history, but later in the unit we will have lessons centered on a fictitious war: The War of the Worlds by H.G. Wells.

This five-day lesson targets students’ ability to cite textual evidence, locate key ideas by distinguishing what is stated and what is implied, determine one’s perspective from a variety of texts, and how one’s perspective compares to others for the same topic. Students’ mastery of these learning targets will allow them to engage in a sophisticated conversation where they must communicate and respond to a variety of topics centered on American wars and the perspectives of different people via a Socratic Seminar. Students’ understanding of the targeted concepts is also necessary in order to create a distinguished argumentative writing piece based on given passage. The claim in such a writing piece is strongly influenced by students’ perspectives. Additionally, a claim must be supported by key ideas from their own lives as well as from the given passage accompanying the writing prompt.

Before beginning this unit and lesson, students took a pre-assessment. The pre-assessment assessed students’ knowledge of using stated and implied key ideas for determining one’s perspective. Students read an excerpt from Gary Paulsen’s novel, Soldier’s Heart which focused on the thoughts and feelings of the protagonist, Charlie. Prior lessons have focused on the strategies used in identifying the key ideas in a text and in differentiating between stated information and implied information. Pedagogy for the mastery of these skills included direct instruction, modeling, guided practice, and independent work. Earlier in the unit, students analyzed the factors that constituted the author Walter Dean Myer’s point of view based on his life story. By having an understanding of how the aspects of his life affect his perspective, students were able to analyze how his point of view affected the elements of fiction and other
literary elements in the short story, “The Treasure of Lemon Brown”. Students identified as “gifted and talented” were assigned to the war that America has been in for the past ten years—The War on Terror. This war has less easily accessible resources in the form of text books and online educational programs. Hence, I gave the “gifted” students from each class the liberty to research The War or Terror using Internet search engines which required them to sift through information in order to locate the more pertinent key ideas for the assignment.

**Goal:**

It is my goal that as a result of this lesson, students will develop a better understanding as to why there are different perspectives for the same event or situation. Moreover, I want students to understand the factors that influence one’s point of view. Consequently, students will be more cognitively aware of what makes up their own perspective, helping them later in life when making decisions and evaluating the viewpoints of others. Also, it is my goal that students will realize how differently people look at the same situation due to their background, age, gender, role, and all other things that make one’s perspective and ultimately was makes us all diverse.

**Standards (Connections)**

<table>
<thead>
<tr>
<th>RL 8.1</th>
<th>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.8.7</td>
<td>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</td>
</tr>
<tr>
<td>RL.8.6</td>
<td>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</td>
</tr>
<tr>
<td>SL.8.1</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
</tr>
</tbody>
</table>

**Connections:** This will be accomplished as students research a variety of print and non-print resources for their assigned war. Students must make inferences based on information that is stated and implied in order to determine the perspective for their given role. Most importantly perhaps are the conversations that students have with their group members as they begin to compare the perspectives of the different roles for the same war.

**Objectives:**

1. Students will determine the key ideas in a variety of texts and non-print resources.
2. Students will distinguish between what is stated in a text and what is implied.
3. Students will determine one’s perspective based on the evidence from a variety of texts.
4. Students will communicate and respond to ideas about a variety of topics during discussions.
### Assessment Plan

<table>
<thead>
<tr>
<th>Objective Number</th>
<th>Type of Assessment</th>
<th>Description of Assessment</th>
<th>Adaptations and/or Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1, 2, &amp; 3</td>
<td>Pre-Assessment</td>
<td>Extended Response</td>
<td>Extended time for students whose IEP states so.</td>
</tr>
<tr>
<td>Objective 1 &amp; 2</td>
<td>Formative</td>
<td>Students determine key ideas from a variety of printed texts for their assigned war.</td>
<td>Graphic organizer for printed texts</td>
</tr>
<tr>
<td>Objective 1 &amp; 2</td>
<td>Formative</td>
<td>Students determine key ideas from a non-printed resource for their assigned war.</td>
<td>Graphic organizer for non-print resource (video)</td>
</tr>
<tr>
<td>Objective 1 &amp; 2</td>
<td>Formative</td>
<td>Bellwork-Students determine the key ideas of two paragraphs</td>
<td>PowerPoint for easy viewing</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Formative</td>
<td>Students locate specific details that are stated in a text and those that are implied.</td>
<td>Graphic Organizer</td>
</tr>
<tr>
<td>Objective 3</td>
<td>Formative</td>
<td>Students determine the perspective/point of view for their role</td>
<td>Concept Map</td>
</tr>
<tr>
<td>Objective 1, 2, 3, &amp; 4</td>
<td>Summative</td>
<td>Socratic Seminar</td>
<td>Bank questions to help guide discussion. Also, students can refer to their graphic organizers</td>
</tr>
</tbody>
</table>

### Resources, media and technology:
- PowerPoint
- Online Timer
- *Texts and Lessons*: Excerpt from *Soldier’s Heart* by Gary Paulsen-Pg. 162
- Letter to students about lesson and expectations
- Print resources for American wars (see attached list)
- Discovery Education Online—videos about American wars
- Internet for student research
- Student packets with graphic organizers
- Chart paper

### Procedures:

1. **Pre-Assessment:**

   Constructed Response (Extended Response)-Nonfiction Text Pg. 162 Soldier’s Heart-ORQ: 20-25 minutes.
   
   **Directions:** Read the excerpt and answer the ORQ below. Remember to analyze BOTH what is stated and what is implied. You may only use ONE page for response.

   **Extended Response:** Analyze what is stated and what is implied on Charlie’s perspective of the war. Cite textual evidence to support your answer.
2. Introduction:

**Bell Work:**

"I have seen enough of one war never to wish to see another."

-Thomas Jefferson

Explain what Thomas Jefferson meant by his quote.
Do you think the things he saw might be as graphic/violent as some of the things you might see and read in this unit?

How should we view war? Why?
(This bellwork is to help students understand that some of the material they view in this lesson may be violent in nature. Students should understand this initially in order to prevent any problems that may arise later. Again, war can be a sensitive topic, but it is an essential part of our history and current lives.)

Letter to students about the lesson & expectations. After reading the letter and discussing expectations, students are to restate their "mission" (i.e. learning targets).

**Cooperative Groups** (These groups are cooperative because students cannot complete the task of comparing perspectives unless each person is involved and complete the assignment.) Students will get in their groups (determined by teacher according to Lexile levels), and preview the student resource packets for a better understanding of the task’s expectations. They are assigned to a war but are allowed to decide each member’s role within their groups. The roles to choose from are child, soldier, or female. Students must be mindful of their role when completing the resource packet as they will ultimately determine their role’s perspective through this work.

Eight groups—one group per war. Approximately three members per group—one person for each role.

- American Revolution
- Civil War
- WWI
- WWII
- Korean War
- Vietnam War
- Gulf War
- War on Terror

3. Body of the Lesson: (Approximately four days)

**Bell Work:** Review how to locate key ideas by practicing with a few sample paragraphs.

**Days 1-3:**

"Work Order": Students will have their military papers (i.e. graphic organizers) to help define their assignment in this mission. They are to follow the chronological order below to ensure that they are working properly to meet expectations.

1. Students are required to complete the Key Ideas organizer and cite the source of each of the 3 Nonfiction/Fiction Sources they choose to use.
2. They are required to complete a Nonfiction/Media organizer and cite the source of one media source. Students are to consider what inferences can be drawn from their sources.
3. Through discussions in small group and whole class, students will analyze the sources that they have used to determine their roles’ perspectives on the wars they have been assigned. Students are to use the implied/stated organizer to help organize their support for their perspectives.

**Homework (Day 3):** Any students who have not completed their work order must do so for homework. Students must check out resources from the classroom to use when at home.

**Day 4:**

Students will discuss with their group the similarities and differences from the different roles’ perspectives. Students in each group will use chart paper to create and complete a Tri-Venn diagram for the different perspectives of their war. Students’ charts can be used during the Socratic Seminar.

**Gallery Walk:** Students will participate in a gallery walk of the different Tri-Venn diagrams. These diagrams
compare perspectives by utilizing key ideas from students’ research. Students are to note at least one connection they have with the information on other’s posters, observations they find interesting, and/or an “ah-ha” for something they did not consider when comparing perspectives in their own group.

4. Summative Assessment/Closing Activity:

Socratic Seminar (Day 5):

Bell Work: Students will be given four words relating to today’s topic. They will decide which one does not belong and why? (The words are: chair talking group paper). This bell work is designed to get students to make a personal response that in some way relates to communicating, which the Socratic Seminar is essentially about.

Mini-Lesson: The Socratic Seminar
-Students will assist in creating a rubric for scoring a 4/4 based on information from the mini-lesson.

Students will be given ten minutes to highlight pertinent information that will help them respond to the following bank questions: 1. From your perspective, why was your war necessary/unnecessary. Defend your answer with key ideas from resource packet. 2. What can be inferred about your individual’s life during this war? 3. Were you perceived differently after the war? (meaning, did you become more important/less important?)

Each student will be paired with another student (one from the outer circle, one from the inner circle). Students are to observe that student based on criteria for successfully participating in a Socratic Seminar. Also, students in the outer circle will need to note topics and points from the inner circle’s discussion when it is their turn to discuss. There will also be a discussion leader for both groups (chosen by the teacher) to ensure participation by everyone involved and to help keep the conversation going at a thoughtful level.

Student Reflection:
A. Explain how the Seminar influenced your thinking about the topic or the text(s).
B. Identify a personal goal for the next seminar.

Reflection:
Due to results from students’ scores on the analysis packets, their group charts, the Socratic Seminar, and my general observations, it is more than apparent that this lesson was successful in helping the majority of the students meet or exceed the criteria for each objective. Moreover, the lesson was successful largely in part because of its design. The essential goal for this lesson was for students to be able to determine one’s point of view for a given situation and then compare that to those of others for the same event. In order to get students to master this goal, I had to design the lesson in a way that gave students the development of skills and understanding based on a sequence of activities. I found it to be crucial that students were allowed to choose their roles when conducting research. This personal response gave students more ownership in the activity, consequently making them more engaged. This was a student-centered lesson where they had to learn with others by having a sense of security that we have strived to create all year long. Surprisingly, the Socratic Seminar was a huge success (it was the first time my students have done it this year). Students took the information they learned about key ideas are participated in a thoughtful conversation about people’s perspectives, how those perspectives are created, and how they change. As a result, students realized how differently people look at the same situation due to their background, age, gender, role, and all other things that make one’s perspective and ultimately was makes us all diverse.

Based on the objectives and the assessments for determining students’ level of mastery, I have categorized my students as either being below criteria, meeting criteria, or exceeding criteria. Generally speaking, the students who were below criteria understood the concept behind locating key ideas, but struggled when it came to inferring the key idea based on implied information. Therefore, I plan to assist students in meeting this learning target by working with them during extended school service. Instructional strategies for helping them better identify stated and implied key ideas will range from building inference skills to verbally explaining what the “big idea” is for photographs and video segments.

Students meeting criteria were able to determine key ideas based on a variety of texts and mediums with little teacher assistance. Students’ completion of the graphic organizers for determining key ideas were thoughtful
and included some high-level thinking which resulted in deeper conversations within their groups. However, I think they still lacked the "deep" reasoning when they explained how they were able to determine each role's perspective. I would like for them to be able to take more risks in class and express their views and/or thoughts with more ease and assurance.

Students exceeding the criteria required little, if any, guidance completing their analyses of their roles’ perspectives. These students were also able to explain during the Socratic Seminar, in-depth, how they were able to identify one’s perspective based on the key ideas from their research. In fact, they took it upon themselves to delve deeper into concepts such as tone and theme. To help move these students forward I could have them develop graphic organizers for subsequent lessons so that they may understand the process of learning for the purpose of mastering objectives. I would also like to give these students more choice as to the topics for future lessons so that they continue to be engaged because of a personal connection with the activity.

The majority of students are exceeding the criteria for the learning objectives of this lesson. This exemplifies that students were engaged in the lesson and understood its purpose and how they would be affected by meeting the expectations. There were a variety of instructional methods utilized during the implementation of this lesson which help to meet the needs of most of the students. Even though this lesson included a variety of instructional methods, the tasks were rigorous and demanded students to focus and think at high levels. Also, I scaffolded my instruction so that students were well aware of their expectations when completing tasks through guided practice or independently. This gave students the basis and a clear direction for how to perform.

A resource that could help increase my instructional effectiveness would be the use of a student response system. The use of this resource to assess students at the end of the lesson would help me know where each student “stands” during the progression of the lesson. It would allow the students and me to instantaneously evaluate their knowledge of certain topics. Based on students’ results with each question or topic, I would be able to re-teach certain topics so that students may have a clearer understanding of it before we went further.
I CAN locate key ideas in a text. (The key ideas you select from the text should focus on the way of life for your role during the war.)

**ARMY RANGERS**

**Key Idea 1**

ARMY RANGERS are constantly ready to go into battle. They're in the first ones called into battle and usually the only ones to leave.

**Key Idea 2**

ARMS RANGERS have to undergo an extraordinary amount of training and require them to be in top physical condition. They are also required to be underwater for long periods of time and comfortable in extreme heights.

**Key Idea 3**

"ARMY RANGERS take pride in what they do for their country. Everywhere they go, they take a picture of all to show that America will not give in to fear."

Cite Source:

**Special Forces pg. 10-15**
Key Idea 1

NAVY SEALS are called in to battle when things get tough. They are experts in water, and use their advantages to the fullest.

Key Idea 2

NAVY SEALs have to be very disciplined and mentally strong. Their trained to use a variety of deadly tools, anywhere from submachine guns to rocket launchers, but like to think of themselves as the most dangerous weapons. They are very physical fit and can make themselves practically invisible.

Key Idea 3

NAVY SEALs are highly respected and looked up to. They go through some of the toughest missions but never say a word about any of them.

Cite Source:

SPECIAL FORCES 16-23
Affects of Soldiers in War

Key Idea 1

The Iraq war has so far seen 9,000 soldiers wounded, in addition to more than 1,200 troops killed. This includes lasting physical and mental conditions.

Key Idea 2

The war has also seen unusually high rates of traumatic brain injury (TBI). This head injury causes lifelong damage in many cases. One soldier stated, "It's like feeling dead inside." 

Key Idea 3

Soldiers often start blaming themselves for the lives they took and sadly, often ends in suicide. Other times, soldiers take anger out on their wives and soldiers end up treating them and sometimes even breaking them broken.

Post-traumatic stress disorder (PTSD)

Cite Source:
War Socialist Web Site

Bad, Negative
I CAN locate key ideas using a media source. (The key ideas you select from the text should focus on the way of life for your role during the war.)

Type of Media:
- Video

Source:
- Discovery Education

Key Idea:
- Men and women who serve
  have to sacrifice a lot to
  serve their country.

What are three inferences you can make that support the stated key idea?

1. Have to leave family and friends.
2. Face difficult challenges under the most challenging circumstances.
3. Struggle from constantly being in fear.
I CAN distinguish between what is stated in a text and what is implied. (The inferences you make should focus on the way of life for your role during the war.)

<table>
<thead>
<tr>
<th>Stated directly in text:</th>
<th>What is being implied:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soldiers often end up committing suicide after suffering from PTSD when they return from the war.</td>
<td>RANGERS Training requires much time and effort and cause lots of stress. Soldiers must be very mentally strong.</td>
</tr>
<tr>
<td>Source: World Socialist Web site</td>
<td></td>
</tr>
<tr>
<td>Stated directly in text:</td>
<td>What is being implied:</td>
</tr>
<tr>
<td>Soldiers have to be in top physical shape.</td>
<td>SEALs are home in the water. This means that SEALs do perform their bests in water, but can serve on any environment.</td>
</tr>
<tr>
<td>Source: Special Forces</td>
<td></td>
</tr>
<tr>
<td>Stated directly in text:</td>
<td>What is being implied:</td>
</tr>
<tr>
<td>&quot;Soldiers constant training results in a lot of time away from their family.&quot;</td>
<td>AIRFORCE are called the &quot;Ambulances Of The Air&quot;. Means they serve as emergency rescuers as the rescue by air.</td>
</tr>
<tr>
<td>Source: World Socialist Web site</td>
<td></td>
</tr>
</tbody>
</table>
I CAN make inferences based on what is stated in a variety of texts.

I know this because...

American soldiers carry around a picture of all and leave it everywhere they travel, meaning that America will not give in to terror.

I know this because...

NAVY SEALS devote 24/7 of their time protecting and serving our country.

My Role's Point of View

They think positively on the cause of why they serve/protect America but think negatively about the time spent overseas and away from family & friends.

I know this because...

SEALS rarely enjoy a moment of rest while traveling to their next destination.

I know this because...

Soldiers often think of their family and friends back home and often are in emotional struggle.
<table>
<thead>
<tr>
<th>Important and Interesting Words We Know:</th>
<th>New Words We Want to Learn:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word: Specialists</td>
<td>Word: Pararescuemen</td>
</tr>
<tr>
<td>Team Definition: people who are</td>
<td>Team Definition: teams who</td>
</tr>
<tr>
<td>especially good at a</td>
<td>purchase down from the air</td>
</tr>
<tr>
<td>specific area</td>
<td>to rescue other soldiers</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Word: Witnessed</td>
<td>Word: Closed-circuit</td>
</tr>
<tr>
<td>Team Definition: saw an accident</td>
<td>Team Definition: a</td>
</tr>
<tr>
<td>in person</td>
<td>specifically-selected</td>
</tr>
<tr>
<td></td>
<td>area</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Word: Explosives</td>
<td>Word: Candidates</td>
</tr>
<tr>
<td>Team Definition: fire power used to</td>
<td>Team Definition: people who</td>
</tr>
<tr>
<td>destroy large structures</td>
<td>have qualified or have</td>
</tr>
<tr>
<td></td>
<td>been selected</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Word: Helicopter</td>
<td>Word: Administered</td>
</tr>
<tr>
<td>Team Definition: a flying transport</td>
<td>Team Definition: qualified</td>
</tr>
<tr>
<td>tion with sometimes used</td>
<td>for; registered</td>
</tr>
<tr>
<td>for defense</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Word: Confidence</td>
<td>Word: Detonating</td>
</tr>
<tr>
<td>Team Definition: the ability of</td>
<td>Team Definition: to set off</td>
</tr>
<tr>
<td>being courageous or brave</td>
<td>arm</td>
</tr>
</tbody>
</table>
Veterans are looked highly upon due to the time spent serving our country. There is a holiday that honors veterans (Memorial Day).