Bronx Engineering and Technology Academy
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Unit: Unit VI: Crisis and Achievement, 1900-1945 **Name:** Alexander Ott

Lesson: World Wars Webquest **Date:** 4/28/2014 - 4/30/2014

Essential Question (Aim): Was World War II a continuation of World War I?

Activate Prior Knowledge (Do Now):
Define the following Terms: Nationalism and Imperialism

Content Objective: Students will be able to
Evaluate whether World War II was a continuation of World War I by studying the causes and effects of each World War.

CCLS Reading
■R1■R2 ■R3 ■R4☐R5
■R6■R7 ■R8 ☐R9☐R10☐R11

CCLS Writing
■W1☐W2 ☐W3 ■W4■W5
■W6■W7 ■W8 ■W9■W10☐W11

CCLS Listening & Speaking
■L1☐L2 ☐L3 ■L4☐L5 ☐L6

Depth of Knowledge Questions:
What were the casuses & effects of World War I? (Social, Political, Economic)
What were the casuses & effects of World War II? (Social, Political, Economic)

Key Vocabulary:
* Nationalism * Treaty of Versailles
* Militarism * United Nations
* Imperialism * Nuremberg War Crime Trial
* Alliances * Holocaust

Materials:
- iPads
- World Wars Webquest
- World Wars Worksheet
- Essay Booklet or Lined Essay Paper
- Essay Worksheet
- Essay Rubric

Procedures:
1. Students will take a Do Now, and complete
2. Once completed, Students will receive an iPad
3. Students will work in groups of four (4) to complete the webquest

I Do:
- Collect Do Now and hand out iPads
- Circulate the classroom to facilitate any assistance needed for webquest
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Grouping:
☒ by Skill
☐ by Assessment
☐ by Behavior
☐ by Learning Style
☐Homogeneous ☒Heterogeneous

☒1.1 ☐2.4 ☒3.4
☒1.2 ☒2.5
☒1.3 ☒3.1
☒2.1 ☒3.2
☒2.3 ☒3.3

UDL

We Do:
- Student led discussion of Do Now

☒7.1 ☒8.2 ☐9.2
☒7.2 ☒8.3 ☐9.3
☒7.3 ☒8.4
☐8.1 ☒9.1

You Do:
- Students will complete the World Wars Webquest and Argumentative Essay

☒4.1 ☒5.2
☒4.2 ☐5.3
☒5.1

Assessment Activities (Checking for Understanding):
- Exit Ticket Each Day (Electronic)
- Formal Assessment - Causes & Effects Worksheets and Argumentative Essay

☐6.1
☐6.2
☒6.3
☒6.4

Homework:
Students may work on Webquest at home as needed for their appropriate group assigned role.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

■ 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

■ 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

■ 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

■ 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

☐ 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

■ 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

■ 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

■ 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

☐ 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

☐ 10. Read and comprehend complex literary and informational texts independently and proficiently

Responding to Literature

☐ 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

■ 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

☐ 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

☐ 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

■ 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

■ 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

■ 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

■ 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

■ 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

■ 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

■ 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Responding to Literature

☐ 11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

	College and Career Readiness Anchor Standards for Speaking & Listening
	Comprehension and Collaboration
■	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
☐	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
	Presentation of Knowledge and Ideas
■	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
☐	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
☐	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Universal Design for Learning Guidelines

I. Provide Multiple Means of **Representation**

1: Provide options for perception

- [x] 1.1 Offer ways of customizing the display of information
- [x] 1.2 Offer alternatives for auditory information
- [x] 1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

- [x] 2.1 Clarify vocabulary and symbols
- [x] 2.2 Clarify syntax and structure
- [x] 2.3 Support decoding of text, mathematical notation, and symbols
- [ ] 2.4 Promote understanding across languages
- [x] 2.5 Illustrate through multiple media

3: Provide options for comprehension

- [x] 3.1 Activate or supply background knowledge
- [x] 3.2. Highlight patterns, critical features, big ideas, and relationships
- [x] 3.3 Guide information processing, visualization, and manipulation
- [x] 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of **Action and Expression**

4: Provide options for physical action

- [x] 4.1 Vary the methods for response and navigation
- [x] 4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

- [x] 5.1 Use multiple media for communication
- [x] 5.2 Use multiple tools for construction and composition
- [ ] 5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

- [ ] 6.1 Guide appropriate goal-setting
- [ ] 6.2 Support planning and strategy development
- [x] 6.3 Facilitate managing information and resources
- [x] 6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of **Engagement**

7: Provide options for recruiting interest

- [x] 7.1 Optimize individual choice and autonomy
- [x] 7.2 Optimize relevance, value, and authenticity
- [x] 7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

- [ ] 8.1 Heighten salience of goals and objectives
- [x] 8.2 Vary demands and resources to optimize challenge
- [x] 8.3 Foster collaboration and community
- [x] 8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

- [x] 9.1 Promote expectations and beliefs that optimize motivation
- [ ] 9.2 Facilitate personal coping skills and strategies
- [ ] 9.3 Develop self-assessment and reflection

Purposeful, motivated learners

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