

Prince George County Public Schools:

Lesson Plan for Tiers 1 and 3

Teacher: Mr. Woodruff	Subject: 7th Grade US history	Time Frame (Dates):
SOL Objectives	Essential Knowledge and Skills	Essential Questions
B) locating and describing the major events and turning points of the war in Europe and the Pacific;	Monday-Tuesday Essential Understandings Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan. The Holocaust is an example of prejudice, discrimination, and genocide <u>that targeted Jews and other groups.</u> Essential Knowledge Major events and turning points of World War II - Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded Poland and the Baltic nations. - Germany invaded France and captured Paris. - Germany bombed London, and the Battle of Britain began. - The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean (Lend-Lease). - Japan bombed Pearl Harbor.	- Where and what were the major events of ww2 in Europe and the Pacific? - Was the United States right or wrong to drop the bomb on Japan?

- After Japan bombed Pearl Harbor, Germany declared war on the United States.
- The United States declared war on Japan and Germany.
- The United States was victorious over Japan in the Battle of Midway. This victory was the turning point of the war in the Pacific.
- Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad, marking the turning point of the war in Eastern Europe.
- American and other Allied troops landed in Normandy, France, on D-Day to begin the liberation of Western Europe.
- The United States dropped two atomic bombs on Japan (Hiroshima and Nagasaki) in 1945, forcing Japan to surrender and ending World War II.

The Holocaust

- Anti-Semitism
- Aryan supremacy
- Systematic attempt to rid Europe of all Jews
- Tactics:
 - Boycott of Jewish stores
 - Discriminatory laws
 - Segregation
 - Ghettos
 - Imprisonment and killing of millions of Jews and others in

	concentration camps and death camps ○ Liberation by Allied forces of Jews and others who survived in concentration camps	
Lesson Objective		
Monday: I can read an article describing the reasons for and against using the Atomic Bomb.		
Tuesday: I can write a letter to President Harry Truman describing why the A-bomb should/should not be used.		
Instructional Procedures (See Evidence Based Instructional Strategies Pg. 2)	Differentiated Activities and Strategies	
Monday: class will start off with me addressing the agenda/objective After the agenda, students will do their warm up. I will pass out the worksheet and explain the instructions for the worksheet. Students will be given a choice of two articles to read: 1) Why the US was right to drop the bomb 2) Why the US was not right to drop the bomb Students will answer questions and fill out a graphic organizer with one side “pro” and one side “con”. If students finish early, they will read the other article. If there is any RT we will review and complete the graphic organizer to finish class. Tuesday: class will start off with me addressing the agenda/objective After the agenda, students will do their warm up. I will pass out the worksheet and explain the instructions for the worksheet. We will review the reasons for why the US was right to use the bomb and why the US should not have used the bomb in the graphic organizer from yesterday. When we write the letter, I will write the first 2-3 sentences together, then students will write out the rest on their own.	• Directions highlighted on board for students to follow after explaining, extended time on warm up. • Graphic organizers,, certain students do small work with paraprofessional. I do we do you do. • Nonlinguistic representations, flexible partner work, • extended time on assignments • powerpoint on google classroom. Youtube videos/Edpuzzle, teacher notes	
	Common Errors/ Misconceptions	
	students putting different definitions/terms in different boxes, students being unable to read my/their handwriting so they may get confused with their answers, issues with chromebook/software	
Formative and/or Summative Assessments	Resources and Technology Connections	
☐ Individual Checks (White boards, calculator, etc.) ☐ Informal Questioning ☐ Math Journal	blooket, chromebook, google classroom, edpuzzle, youtube	

☐ Walk about ☐ Exit Tickets ☐ Performance Task ☐ Performance Matters ☐ Quiz ☐ Unit Test and/or Teacher created strand test ☐ Other: _____	
Reflection and Revision :	

Evidence Based Instructional Strategies Resource Tables

Strategies & Average Effect Sizes on Achievement	
Strategies	Percentile Gain
Identifying similarities & differences	45
Summarizing and note taking	34
Reinforcing effort and providing recognition	29
Homework and practice (with feedback)	28
Nonlinguistic representations	27
Cooperative Learning	27
Setting objectives and providing feedback	23
Generating and testing hypothesis	23
Questions, cues, and advanced organizers	22
Building vocabulary	20
Interactive games	20
Student discussion/chunking	17
*Haystead, M.W. & Marzano, R.J. (2009). <i>Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies</i> .	

Strategies & Average Effect Sizes on Achievement**	
Strategies	Effect Size
Jigsaw Method	1.2
Classroom Discussion	0.82
Scaffolding	0.82
Summarization	0.79
Mnemonics	0.76
Reciprocal Teaching	0.74
Feedback	0.7
Learning Goals	0.68
Concept Mapping	0.64
Direct Instruction	0.6
Note Taking	0.5
Underlining & Highlighting	0.5
Clear Goal Intentions	0.48
Questioning	0.48
Small Group Learning	0.47
Technology with Elementary	0.44
Cooperative Learning	0.4
Technology with Secondary	0.3

Homework	0.29
Use of PowerPoint	0.26
Web-based learning	0.18
**Hattie, J. (2023). <i>Visible learning: The sequel: A synthesis of over 2,100 meta-analyses relating to achievement</i> . Taylor & Francis.	