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| **Name of Lesson:** Content Reading 5th Grade | | **Materials: The book,” The Attack on Pearl Harbor”, the movie pearl harbor, the scene where the Japanese attack Pearl Harbor(I would receive parent permission)**  **Technology: video, power point** |
| **Standard(s): SS5H6 The student will explain the reasons for America’s involvement in World War II.**  **Element(s): b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.**  **ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.**  For informational texts, the student reads and comprehends in order to  develop understanding and expertise and produces evidence of reading that:  a. Locates facts that answer the reader’s questions.  e. Distinguishes cause from effect in context.  f. Identifies and analyzes main ideas, supporting ideas, and supporting details.  **ELA5W2 The student demonstrates competence in a variety of genres.**  The student produces informational writing (e.g., report, procedures, correspondence) that.  d. Includes appropriate facts and details. | | |
| **Identify Desired Results** | | |
| **Enduring Understanding(s):** | **Essential Question(s):** | |
| The student will understand that when there is conflict between or within societies, change is the result. | How did the events of Pearl Harbor affect the United States and entering the war?  Why did the United States enter World War 2? | |
| **What will students understand as a result of this plan?** | **What questions will focus this plan?** | |
| They will begin to understand what caused the attack on Pearl Harbor and what the effects on the United States were because of the bombing. They will understand that there were different perspectives according to what side you were on by reading the book, “The Attack on Pearl Harbor”. | What caused Pearl Harbor? When did this happen? Where did this take place? Why did the United States enter the war after this attack? What did you think about the path you chose in the book? | |
| **Determine Acceptable Evidence (Assessment)** | | |
| **What evidence will show that students understand . . .** | | |
| **Performance Task(s): The students will be creating an expository writing piece. Each individual student will be creating a power point on Pearl Harbor including the place, time, date, why this event occurred, who was involved, and important people, and symbols. Make sure the power point includes several facts and pictures that relate to each slide.** | | |
| **Other Evidence: (quizzes, observation, work samples, etc.)**  **Before they read the book, as a class I will ask them questions to see what their prior knowledge on Pearl Harbor is.**  **After asking the class the questions, We will watch the movie Pearl Harbor, and they will each come up with questions they would like answered as they are reading the book.**  **As the students are reading the book, “The Attack on Pearl Harbor”, they will complete a 5’ws graphic organizer on who, what, when, where, and why. This will assist them in creating their power point.** | | |
| Plan Learning Experience and Instruction | | |
| **Given the targeted understandings, other lesson/unit goals, and the assessment evidence identified, what knowledge and skills are needed?** | | |
| **Students will need to know . . .** | **Students will need to be able to . . .** | |
| That the United States was not involved in the war prior to Pearl Harbor.  Where Pearl Harbor is.  The president at the time.  How to create a power point.  How to find pictures online. | They will need to be able to discuss the main events of Pearl Harbor and its effects.  They will need to know what an expository piece of writing is and how to create a power point. | |

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| **What teachings and learning experiences will equip students to demonstrate the targeted understandings?** | |
| **Hook: Showing a clip from the movie, “Pearl Harbor”** | **Prior Knowledge: Before beginning this lesson the students will need to know how to create a power point and look pictures up online for the power point. They will also need to know how to create the graphic organizer, while they are reading.**  **Pre-Reading Activity: The students will watch a clip from the video and come up with questions that they would like answered while they are reading the book, “The Attack on Pearl Harbor.”** |
| **Rationale for type instruction(D), (CL), (PB)**  **I chose to use direct instruction in order to teach the students about Pearl Harbor, so that I can introduce them to the topic. I chose for the students to work individually when creating their power points, so I can see what each student learned about Pearl Harbor and what we would still need to discuss.** | **During Reading Activity**  **Direct Instruction:**  **We will create a KWL chart as a class. We will complete the section on what we know as a class. I will first ask the class tell me what you know about the attack on Pearl Harbor. I will make a list on the board.**  **Then the students will read the book, “The attack on Pearl Harbor.”As they are reading they will complete a graphic organizer on the 5 w’s who, what, when, where, and why questions. The students will also answer their questions that they wanted answered while reading.**  **After the students have completed their graphic organizer they will each get on a computer and create an informational power point on Pearl Harbor. The students will need to include dates, important people, symbols, causes and effects, and pictures.**  **After the students have completed their power point I will bring the class back together and have the students present their power points.**  **Cooperative Learning: X**  **Problem Based Learning: X** |
| **Differentiation: (needs, interests, abilities of learners)**  **For students who do not receive permission to watch the video clip on Pearl Harbor, I will have another documentary.**  **For the students who have difficulty with creating power points I will place them with a partner.** | **After Reading**  **Conclude: (Provide Opportunity to Rethink/Revise)**  **After reading the book, The students will individually create their own power point on the events of pearl Harbor.** |