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Understanding by Design Template

Robin Geggatt Grade 5 Subject History Date September 10, 2010

20th Century History Unit

Enduring Understandings/ Big Ideas

- Students will use primary source documents, diaries, declassified documents, and video clips to reinforce their knowledge.
- Students will identify the various presidents of this era and one thing each was known for during this presidency.
- Students will demonstrate knowledge of historical events from this time period by using a timeline of historical events leading up to the Cold War.

Essential Questions

- How did presidential decisions affect a president's career?
- What did Supreme Court decisions do for our country?
- How did these decisions affect the Civil Rights movement and the Women's movement?

Knowledge and Skills/District Learning Standards: NOTE: 20th Century History is not a grade five subject area to study. However, the standards in the fifth grade do compliment grade 11 and grade twelve US History

History and Geography. #2- Interpret timeline of events studied, #3- Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. USIL.8 The Age of Reform: Progressivism and the New Deal 1900 – 1940, USIL .10, USIL.11, USIL.12, USIL.13, USIL.14, USIL.15, USIL.17, USIL.18, USIL,.19, USIL.22 – USIL.28

“The rise and continuing international influence of the United States. The U.S. history standards in grade 5 and the standards for U.S. history I and II address the rise and growing role of the United States in world affairs to the present day. The standards address the reasons for and the consequences of America's rise to hemispheric influence in the 19th century, and America's rise to global influence in the 20th century.”

Stage 2- Assessment Evidence

Performance Task

- See attached break down of the stations
- Historical Museum
- Video News Cast/Documentary

Goal:

Students will make observations and draw conclusions about the causes and effects presidential decision, Supreme Court decisions, and a changing world had on America by looking, listening, and observing authentic documentation, letters, maps, video clips, news clips, declassified documents, photographs, etc of the time before, during, and after The Cold War. Students will complete a minimum of 6 learning centers and use all this information to do a final History Museum or a Video News Cast or Documentary.

Role

***News Anchor for a Documentary on the 20th Century or
Museum Historian***

Audience

People of the World: Classmates

Situation

The challenge involves using a variety of tools (declassified documents, diaries, memoirs, news clips, audio tapes, video clips, etc.) to create a powerful and authentic mini-documentary that tells the “real story” of the 20th Century, but first you must gather your facts.

Products

- Mini documentary
- Timeline
- Museum using photos and captions/facts
- Personal choice product

Standards

- Your product must meet the following standard: All products completed using authentic documentation and should be in chronological order. Your product should meet the rubric requirements for all parts of the centers.

Other Evidence

- Pre exam/ final exam using clickers
- On-going – formative assessment
- Completed Center activities
- Personal choice project “How I will show what I know”
- Ticket to Leave – Acrostic Poem using details from their research

Please Attach a rubric with understanding and performance criteria.

- Different rubrics for different stations and final assignments (to be determined as students chose what part of the 20th Century and issue they wish to do for their final project. These can be created with the class and with reference to subjects chosen to research or a standard rubric can be used.

Stage 3- Learning Plan- Briefly describe

W- Students know **where** they are going, **why**, and **what** is required of them. Students have been introduced to the unit via the essential questions. We have discussed the culminating project History Museum or mini documentary and all other requirements to the degree that the students know they will be creating more than one product by the time they have completed all the centers and their personal choice project which will aid them in completing their project

H- Students are **hooked**.

I will have set-up all the different centers with authentic photographs, posters, letters, newspaper headlines, maps and we will view a few news clips. With the students seeing, yet not being able to get full information on what the stations/centers setup is all about, the **Activator** will now be used: Instructor will hook the students and activate their interests and prior knowledge using this activator. **Students will chose a short clip on the smart board and try to match it with a name.**

E- Students have opportunities to **explore** and **experience** and receive instruction to **equip** themselves.

Through instruction and practice, research, reading of various documents at school and home, opportunities of working with partners, practice, and the ability to work with various instruments and tools, students will gain more confidence in evaluating primary sources, news clips, declassified documents, and audio tapes.

R- Students have opportunities to **rethink**, **rehearse**, **revise** and **refine** their work based upon timely feedback.

Partner and small grouping, parent checks, whole class observation of teacher models and demonstrations will all provide frequent check-ins on student learning

accuracy. Student self evaluations per the rubric, possible peer evaluation based from rubric also.

E- Students have an opportunity to **evaluate** their work and set future goals. After looking at class results, we will discuss common errors or challenges in reporting, recording, and conveying accurate researched information.

T- The learning plan is **tailored** and flexible to address the interests, learning styles, and skills of the students. Additional peer assistance, small group teacher conferences, new materials to gather and research authentic historical documentation, teacher tool kit transparencies, will offer flexibility and differentiate learning opportunities for all learners.

- Students are first given a pretest to assess their knowledge of the 20th Century and grouped accordingly to mastery and readiness in the following manner:
- Students who showed good mastery were grouped together and worked on the stated task in addition to reading a book /or selected writings of a selected list of important people/events of the 20th Century.
- Students at an on-target readiness, followed the task as outlined above
- Students needing further structure and support were grouped and offered a guided template for showing what they know and a suggested list for each part of the task and varied photos from prior project examples as visuals. A sheet will be provided for reference.

O- The learning plan is **organized** and **sequenced** to maximize engagement and effectiveness.

From introduction of unit through varied lessons, UBD is designed to shift when necessary and allow for additional practice and mastery.

Stage 4 Anchoring

Video Clips from various web-sites will be used to excite and motivate the students.

www.ThoughtEquity.com

www.eyewitnesstohistory.com

youtube.com

The above are a few sites to choose from. There are more.

Stage 5 Presentation

All students who are not in the mastery stage will work in a team of 3 -4 students to create a museum of history and have the other groups “visit” their museum. The attached rubric will be used by the teacher, in assessing all students individually. All students will view the mini documentary created by on level and above level students. These students will be able to create their project alone or with other students at their level.

Reflections, revisions and refinement.

- These stations will be tiered to the differing levels of the inclusion classroom. Most of the activities will be done in the classroom setting at stations that will have posters and information on how to complete the tasks.
- This Unit is expected to take a minimum of three weeks to one month to complete all parts.

I am looking forward to organizing this unit and getting started while at the same time exciting my students on 20th Century History.

This is a unit that will continually be refined and need to be update as information is located on the web and in books.

The stations will require prior set up and planning along with organization. I also feel a student check off sheet for each of the stations as they complete them with a specific time frame that each is to be completed would work very well and keep students on task. Each of the stations can be adjusted up or down to accommodate advanced students and strategic intervention students.

MATERIALS:

- C.O.W. Computers on Wheels
- Selected websites (see listing)
- Videos video clips of the 20th Century(to be determined)
- Students will have read at least one book relating to 20th Century(to be approved by the teacher)
- Selected photos, posters, music/songs, letters, declassified documents, videos, news clips, audio tapes
- Constitution of the United States
- Art materials for timelines, project, and drawings
- Photocopies of the U.S. National Archives analysis worksheets
- Economic background of the United States during the 20th Century
- Smart Board
- Various rubrics

WEBSITES

<http://americanhistory.pppst.com/index.html>

http://www.edhelper.com/United_States.htm

<http://www.edhelper.com/timelines.htm>

Worksheets to analyze Document/pictures/etc

<http://www.archives.gov/education/lessons/worksheets/index.html>

<http://history1900s.about.com/od/people/tp/famouspeople.htm>

<http://www.lessonplanet.com/search?grade=5th&keywords=20th+Century+History&media=lesson&rating=4>

<http://history1900s.about.com/od/timelines/tp/timeline.htm>

http://www.history.com/topics/1960s/videos?paidlink=1&vid=HIS_SEM_ContentNetwork&keywords=the%2B1960s&utm_source=google_content&utm_medium=cpc&utm_campaign=1960s&utm_term=content_the%201960s#jfk-a-new-generation

http://www.aarp.org/politics-society/history/1968/?CMP=KNC-360I-GOOGLE-POL-HIS&HBX_PK=1968_timeline&utm_source=Google&utm_medium=cpc&utm_t

[erm=1968%2Btimeline&utm_campaign=G_Politics%2B%26%2BSociety%2B-%2BContent&360cid=SI_155082149_5996353261_0](http://www.1968.com/timeline&utm_campaign=G_Politics%2B%26%2BSociety%2B-%2BContent&360cid=SI_155082149_5996353261_0)

http://www.youtube.com/watch?v=RWX_pjylq-g

<http://video.google.com/videoplay?docid=5114363979301184193#>

http://www.dailymotion.com/video/x3hkv2_flight-of-sputnik-i

<http://www.youtube.com/watch?v=HpYCplyBknl>

<http://www.youtube.com/watch?v=HoptH8TgasE>

<http://us.peeplo.com/search/?q=justices%20of%20supreme%20court&type=web&from=adgsp3>

http://en.wikipedia.org/wiki/Roe_v._Wade

<http://history1900s.about.com/od/timelines/tp/timeline.htm>

Learning Center 1

Presidential Quotes and Accomplishments

- Your job at this station is to gather a list of all the presidents that served during the Twentieth Century.
- You are to find and record a famous quote for each.
- You are also to find what they were most remembered for accomplishing during their term in office and what did they do so well during their time in office.
- You will also need a short Biography of each.
- You will be creating an informative poster.
- You will need to be creative in designing your poster. (See sample at station and rubric for success which will also be posted at the station)

Learning Center 2

Analyzing Primary Source Documents

- Using the computer, websites, and books for this unit, you need to research and print out two different 20th Century documents from a list of events provided at this station. Using the *Document Analysis Worksheet* from the U.S. National Archives, fill out and answer the questions. Make sure you find more than one document or point of view to review for each of the events.

Learning Center 3

Compare/Contrast

Chose 2-4 pictures/video clips from a folder of pictures/list of video clips I have provided at this station or photos of your choice you're your other sources of information you have gathered at previous stations. (Computer, books, magazines, and video clips)to analyze and make observations. Locate as much information or details and complete the *Photo Analysis Worksheet* for each of the photos//video clips/news clips/posters.

Learning Center 4

Creating a TIMELINE

Create a **timeline** of events from 1900 – 1990. Using the C.O.W. create a list of major events, major economic decisions, major political decisions using web-sites, non-fiction books, and our history text to compile your list of at least 25 – 30 different events. Make sure that you include social, industrial, political, economic, government, scientific, constitutional changes and changes being made within family life, as well as financial changes that occurred during the 20th Century. Make sure you have a small description or detailed information under each event. *A sample format for the timeline has been provided at the station to help.*

A rubric has been provided to aid in your success at completing this center. Materials have also been provided. Use as many sentence strips that you need. Please print legibly. Adding small pictures/drawings are a great way to make your timeline more interesting. Dates on the timeline need to be in even increments so plan carefully. ***THIS IS A BIG JOB AND IMPORTANT TO YOUR FINAL PROJECT SO WORK HARD!***

NOTE Accommodations: A list of major events will be provided or assistance in locating this information for students under grade level will be given.

Learning Center 5

Write a Poem/Letter/Personal Narrative/Speech

You are to choose a person from available photos (find on line, in nonfiction books, etc) and you are to become that person You can choose a photo that interests you and use it in your poem/narrative/letters. Use details your research to help you create an authentic document. Mention surroundings, other people, and events that are or might have happened. Examples have been provided in this center to guide you.

We will create a rubric together during class.

Learning Center 6

Short Biography

Choose three major military, political, or interesting figures of the 20th Century. They can be connected or they can come from different time periods.

- Chose from the list at the station.
- Write an interesting short biography of each of the important figures.
- Include their personal and professional data.
- How did they impact the time period?
- Did they make any contributions?
- What were their feelings/thoughts about the issues of their time?
- Include a drawing of each.

Learning Center 7

Reviewing the *CONSTITUTION and the Supreme Court Decisions*

- This is the most challenging of all the learning stations. With a partner, you are to review, read and discuss each part of the *Constitution* and the amendments up through the 1990's. While you are discussing it, each of you should take notes on your thoughts. Think about the economy of country, war, depression, industry, and politics of the time period. How did the Constitution change over the last 100 years? Why was it changing? Did the changing world help to make the changes? What role did the Supreme Court play?

Please use the C.O.W. to review important court decisions of the time period to help you make valid decisions and give detailed thoughts and opinions, and answers to the above questions.

NOTE: You will be able to use this information in your final project.

Learning Center 8

Reading a Biography or Nonfiction Book

The reading will be completed at home and during D.E.A.R. Time.

The information and knowledge from the book will be used to enhance your projects. This is a free choice project. You may choose a project from the list on the "How I'll Show What I Know" Sheet.