

Unit Lessons

Lesson #1

Lesson Components	Description
<p>Context Who are the students in the room?</p>	<p>Grade: 6th Content area: US History II Demographics: 17 boys and 10 girls are in the 1X block. 8 students have an IEP and 1 student has a 504. There are 3 English Language Learners in the class. Two are level 3 and 1 is level 6. This is an inclusion classroom with a paraprofessional who pushes in for the block. There are also 6 students in the class that have been identified as gifted. Interests: Students like to read, play and watch sports, and play video games. Several students in the class are in the school band.</p>
<p>Rationale Why are you teaching this lesson at this time to these students?</p>	<p>Students just finished the first half of the WW2 unit where they learned about the war before US involvement. That section ended with the students learning about the bombing of Pearl Harbor and the United States' declaration of war.</p>
<p>Virginia Standards of Learning (VSOL)</p> <ul style="list-style-type: none"> ● Include the SOL numbers and the written out language ● ONLY what will be taught and assessed in this lesson 	<p>USII.7 The student will apply social science skills to understand the major causes and effects of American involvement in World War II by</p> <p>c) explaining and evaluating the impact of the war on the home front.</p>
<p>Objective (“KUD”)</p>	<p>Students will know: How the war impacted people on the homefront.</p> <p>Students will understand: How people who were not directly fighting helped the war efforts.</p> <p>Students will be able to: Interpret propaganda posters from the time period and be able to understand their underlying meaning.</p>
<p>Assessment</p> <ul style="list-style-type: none"> ● What formative assessment will you use during the lesson? Attach it. ● What will/could be on the end-of-unit summative assessment that links back to this lesson (questions, prompts, portfolio artifacts, etc.)? 	<p>The end-of-unit summative assessment will include several examples of propaganda posters that students saw during the lesson. These questions will ask students to interpret the posters meaning.</p>
<p>Procedures</p> <ol style="list-style-type: none"> 1. Provide <u>detailed, numbered</u> steps with simple language/short sentences for easy-to-follow instructions. 	<ol style="list-style-type: none"> 1. The teacher will welcome students into the classroom. 2. Teacher will instruct students to get out their note packets and a pencil to take notes. Students should be instructed to put their Chromebooks away. They will not need them for the first part of the lesson.

<ol style="list-style-type: none"> 2. Use a planning model that fits your purpose. Some options: <ul style="list-style-type: none"> o Herbartian 5-step lesson plan (anticipatory set, introduction of new material, guided practice, independent practice, and closure) o 5 E model (engage, explore, explain, elaborate, and evaluate) o Generic introduction, body, closing approach o Others that you have been introduced to in your coursework 3. Consider how your lesson approaches varying levels of Bloom’s Taxonomy (remember, understand, apply, analyze, evaluate, create) 4. Make sure your procedures include when/how you would assess students. 	<ol style="list-style-type: none"> 3. The teacher will review what was taught the last lesson by asking students what they remember. Students should answer about the bombing of Pearl Harbor and the start of US involvement in the war. 4. The teacher will go through the slideshow while covering slides about the homefront of world war two. (slides 55-71). While the teacher is going through the slide show students should fill in their note packets. 5. Extra emphasis should be made on the propaganda slides and the posters on these slides. Students should be asked to deduce the meaning of each poster. 6. While most of the class is filling out the note packets some students will be participating in an extension activity. These students might decide to go to the library to work on their projects during class. 7. After the teacher goes through all of the slides the teacher will play the video on slide 72. The video features George Takei. In the video, he talks about his time in a Japanese Internment camp after the bombing of pearl harbor. Students are expected to listen and pay attention while the video is playing. 8. Students will share what they thought about the video within the desk groups. Groups will be asked to share out after they are given time to discuss with their groups. 9. If there is class time left over the students may have school-appropriate free time. Students who have missing assignments are expected to finish those before doing anything else.
<p>Materials</p> <ul style="list-style-type: none"> ● What materials will be integrated during the lesson: books, articles, worksheets, maps, globes, technologies, etc.? ● Be specific (i.e., if you have a video listed, which one?). 	<p>Unit 7 slide show Unit 7 notes Video</p>
<p>Differentiation/UDL/Technology</p>	<p>Students who need them are given notes with less information to fill in.</p>

<p>What structures/supports will you proactively plan for to meet students' needs before they arise?</p> <p>How is technology being used to create, facilitate, enhance, or personalize student learning?</p> <p>How does differentiated instruction supported by technology accommodate learner differences and needs in order to promote critical and creative thinking?</p>	<p>Students who score more than a 90% on the unit pre-test are given an extension activity to work on in class.</p> <p>Closed Captioning will be turned on during the video.</p>
<p>Reflection</p> <ul style="list-style-type: none"> ● What went well in this lesson? ● What changes would you make to this lesson in the future? ● What did you learn about your students? ● What will you need to do in subsequent instruction? ● <i>(Make sure you reference data collected in this lesson throughout the reflection.)</i> 	<p>At the start of this lesson, I made sure that we went over how to take notes because it is the start of a new unit. I thought that the class discussion we had about the internment of Japanese Americans was productive and students had lots of questions. I think that the video was a little too long for students to pay attention throughout after taking notes. If I were to teach this lesson again I would find clips that I thought were most impactful. I didn't collect a lot of data during this lesson, but I thought that the conversation that we had showed that students grasped the basics.</p>

Lesson #2

Lesson Components	Description
<p>Context Who are the students in the room?</p>	<p>Grade: 6th Content area: US History II Demographics: 17 boys and 10 girls are in the 1X block. 8 students have an IEP and 1 student has a 504. There are 3 English Language Learners in the class. Two are level 3 and 1 is level 6. This is an inclusion classroom with a paraprofessional who pushes in for the block. There are also 6 students in the class that have been identified as gifted. Interests: Students like to read, play and watch sports, and play video games. Several students in the class are in the school band.</p>
<p>Rationale Why are you teaching this lesson at this time to these students?</p>	<p>Students have been learning about World War Two. During this lesson, we will learn about the turning points of the war as the war starts to come to a close.</p>
<p>Virginia Standards of Learning (VSOL)</p> <ul style="list-style-type: none"> ● Include the SOL numbers and the written out language ● ONLY what will be taught and assessed in this lesson 	<p>USII.7 The student will apply social science skills to understand the major causes and effects of American involvement in World War II by</p> <p>b) locating and describing the major events and turning points of the war in Europe and the Pacific</p>
<p>Objective (“KUD”)</p>	<p>Students will know: The different turning points in the war.</p> <p>Students will understand: the significance of these battles and how they changed the outcome of the war.</p> <p>Students will be able to: have pair, group, and classroom discussions about these events.</p>
<p>Assessment</p> <ul style="list-style-type: none"> ● What formative assessment will you use during the lesson? Attach it. ● What will/could be on the end-of-unit summative assessment that links back to this lesson (questions, prompts, portfolio artifacts, etc.)? 	<p>The formative assessment for this lesson will be the observational data collected during discussions.</p> <p>The end of the unit summative assessment will have questions that ask students to identify the turning points in each theater.</p>
<p>Procedures</p> <ol style="list-style-type: none"> 1. Provide <u>detailed, numbered</u> steps with simple language/short sentences for easy-to-follow instructions. 2. Use a planning model that fits your purpose. Some options: 	<ol style="list-style-type: none"> 1. The teacher will welcome students into the classroom. 2. Teacher will instruct students to get out their note packets and a pencil to take notes. Students should be instructed to put their Chromebooks away. They will not need them during class. 3. The teacher will review what was taught in the last lesson by asking students what they remember. Student answers should include information about the homefront of World War 2 and propaganda.

<ul style="list-style-type: none"> o Herbartian 5-step lesson plan (anticipatory set, introduction of new material, guided practice, independent practice, and closure) o 5 E model (engage, explore, explain, elaborate, and evaluate) o Generic introduction, body, closing approach o Others that you have been introduced to in your coursework <p>3. Consider how your lesson approaches varying levels of Bloom’s Taxonomy (remember, understand, apply, analyze, evaluate, create)</p> <p>4. Make sure your procedures include when/how you would assess students.</p>	<p>4. The teacher will go through the slideshow while covering slides about the turning points in the war (slides 73-79). While the teacher is going through the slide show students should fill in their note packets.</p> <p>5. Extra emphasis should be made on the turning points of different theaters as these will be questions on the end of unit test.</p> <p>6. After finishing these slides the teacher will continue going over the slides of the major events (slides 80-89). As the teacher is going over these slides the students will be taking notes in their packets.</p> <p>7. While most of the class is filling out the note packets some students will be participating in an extension activity. These students might choose to go to the library during class time.</p> <p>8. When the notes are finished students should be reminded that the end of the quarter is approaching and they should be doing missing work if they have it.</p>
<p>Materials</p> <ul style="list-style-type: none"> ● What materials will be used integrated during the lesson: books, articles, worksheets, maps, globes, technologies, etc.? ● Be specific (i.e., if you have a video listed, which one?). 	<p>Unit 7 Google Slides</p> <p>Unit 7 notes</p>
<p>Differentiation/UDL/Technology</p> <p>What structures/supports will you proactively plan for to meet students’ needs before they arise?</p> <p>How is technology being used to create, facilitate, enhance, or personalize student learning?</p> <p>How does differentiated instruction supported by technology accommodate learner differences and needs in order to promote critical and creative thinking?</p>	<p>Students who need them are given notes with less information to fill in.</p> <p>Students who score more than a 90% on the unit pre-test are given an extension activity to work on in class.</p>

Reflection

- What went well in this lesson?
- What changes would you make to this lesson in the future?
- What did you learn about your students?
- What will you need to do in subsequent instruction?
- *(Make sure you reference data collected in this lesson throughout the reflection.)*

The notes for this lesson did not take as long as I thought they would. If I were going to teach it again I might introduce an activity to do after the notes although the free work time after was good for some students who were able to use the time to do missing work from other classes. The data collected from this lesson was mostly conversational data.

Lesson #3

Lesson Components	Description
<p>Context Who are the students in the room?</p>	<p>Grade: 6th Content area: US History II Demographics: 17 boys and 10 girls are in the 1X block. 8 students have an IEP and 1 student has a 504. There are 3 English Language Learners in the class. Two are level 3 and 1 is level 6. This is an inclusion classroom with a paraprofessional who pushes in for the block. There are also 6 students in the class that have been identified as gifted. Interests: Students like to read, play and watch sports, and play video games. Several students in the class are in the school band.</p>
<p>Rationale Why are you teaching this lesson at this time to these students?</p>	<p>Students have been learning about WW2. Understanding the Holocaust is an important part of World War Two.</p>
<p>Virginia Standards of Learning (VSOL)</p> <ul style="list-style-type: none"> ● Include the SOL numbers and the written out language ● ONLY what will be taught and assessed in this lesson 	<p>USII.7 The student will apply social science skills to understand the major causes and effects of American involvement in World War II by</p> <p>b) locating and describing the major events and turning points of the war in Europe and the Pacific.</p>
<p>Objective (“KUD”)</p>	<p>Students will know: that the Holocaust was the systematic elimination of Jewish people and other people who were deemed “undesirables” in Europe.</p> <p>Students will understand: that fascism and other oppressive regimes often target ethnic minorities.</p> <p>Students will be able to: Watch a video and answer questions about important information.</p>
<p>Assessment</p> <ul style="list-style-type: none"> ● What formative assessment will you use during the lesson? Attach it. ● What will/could be on the end-of-unit summative assessment that links back to this lesson (questions, prompts, portfolio artifacts, etc.)? 	<p>Formative assessment: class discussion, note packets.</p> <p>The summative assessment will include a question about the definition of the Holocaust with an emphasis that it was the systematic extermination of the Jewish people.</p>
<p>Procedures</p> <ol style="list-style-type: none"> 1. Provide <u>detailed, numbered</u> steps with simple language/short sentences for easy-to-follow instructions. 	<ol style="list-style-type: none"> 1. The teacher will welcome students into the classroom. 2. Teacher will instruct students to get out their note packets and a pencil to take notes. Students should be instructed to put their Chromebooks away. They will not need them for the lesson.

<ol style="list-style-type: none"> 2. Use a planning model that fits your purpose. Some options: <ul style="list-style-type: none"> o Herbartian 5-step lesson plan (anticipatory set, introduction of new material, guided practice, independent practice, and closure) o 5 E model (engage, explore, explain, elaborate, and evaluate) o Generic introduction, body, closing approach o Others that you have been introduced to in your coursework 3. Consider how your lesson approaches varying levels of Bloom’s Taxonomy (remember, understand, apply, analyze, evaluate, create) 4. Make sure your procedures include when/how you would assess students. 	<ol style="list-style-type: none"> 3. The teacher will review what was taught in the last lesson by asking students what they remember. Student answers should include information about the turning points of different theaters of the war or other major events. 4. The teacher will go through the slideshow while covering slides about the Holocaust (slides 95-112). While the teacher is going through the slide show students should fill in their note packets. <ol style="list-style-type: none"> a. The teacher should take extra care while going through these notes. This may be a difficult topic for some students. 5. While most of the class is filling out the note packets some students will be participating in an extension activity. These students might choose to go to the library during the note portion of the class. 6. The teacher can leave the rest of the period for the class to discuss the information that they were told about the Holocaust. 7. If there is extra time after class discussion the teacher can play the Daniel’s story video from the United States Holocaust Memorial Museum. The video is an introduction to the museum’s children’s exhibit. 8. While watching the video the class should be quiet and paying attention.
<p>Materials</p> <ul style="list-style-type: none"> ● What materials will be used integrated during the lesson: books, articles, worksheets, maps, globes, technologies, etc.? ● Be specific (i.e., if you have a video listed, which one?). 	<p>Unit 7 slide show Unit 7 notes Daniel's Story Video</p>
<p>Differentiation/UDL/Technology What structures/supports will you proactively plan for to meet students’ needs before they arise?</p>	<p>Students who need them are given notes with less information to fill in.</p> <p>Students who score more than a 90% on the unit pre-test are given an extension activity to work on in class.</p>

<p>How is technology being used to create, facilitate, enhance, or personalize student learning?</p> <p>How does differentiated instruction supported by technology accommodate learner differences and needs in order to promote critical and creative thinking?</p>	<p>Closed Captioning will be available for the video if necessary.</p>
<p>Reflection</p> <ul style="list-style-type: none"> ● What went well in this lesson? ● What changes would you make to this lesson in the future? ● What did you learn about your students? ● What will you need to do in subsequent instruction? ● <i>(Make sure you reference data collected in this lesson throughout the reflection.)</i> 	<p>This lesson went really well. There was not time to watch the video as students took the time to ask meaningful and relevant questions to the Holocaust. I learned that my classes as a whole were able to digest this information even though it is upsetting and they are relatively young. I also learned that one of my students has family members who survived the Holocaust. The class discussion that we had led me to believe that students understood the basics of the Holocaust and were to ask questions that showed a higher level of thinking.</p>

Lesson #4

Lesson Components	Description
<p>Context Who are the students in the room?</p>	<p>Grade: 6 Content area: US History II Demographics: 17 boys and 10 girls are in the 1X block. 8 students have an IEP and 1 student has a 504. There are 3 English Language Learners in the class. Two are level 3 and 1 is level 6. This is an inclusion classroom with a paraprofessional who pushes in for the block. There are also 6 students in the class that have been identified as gifted.</p> <p>Interests: Students like to read, play and watch sports, and play video games. Several students in the class are in the school band.</p>
<p>Rationale Why are you teaching this lesson at this time to these students?</p>	<p>Students just learned basic information about the Holocaust. This lesson will build on that information and give students a better understanding.</p>
<p>Virginia Standards of Learning (VSOL)</p> <ul style="list-style-type: none"> ● Include the SOL numbers and the written out language ● ONLY what will be taught and assessed in this lesson 	<p>USII.7 The student will apply social science skills to understand the major causes and effects of American involvement in World War II by</p> <ul style="list-style-type: none"> b) locating and describing the major events and turning points of the war in Europe and the Pacific
<p>Objective (“KUD”)</p>	<p>Students will know: many people bore responsibility for the Holocaust.</p> <p>Students will understand: Individuals experienced the Holocaust in many different ways.</p> <p>Students will be able to: summarize a passage about an individual that lived through the Holocaust and infer their motivations and actions from the passage reading.</p>
<p>Assessment</p> <ul style="list-style-type: none"> ● What formative assessment will you use during the lesson? Attach it. ● What will/could be on the end-of-unit summative assessment that links back to this lesson (questions, prompts, portfolio artifacts, etc.)? 	<ul style="list-style-type: none"> ● Questions answered as a group about the reading passage. ● Exit slip
<p>Procedures</p> <ol style="list-style-type: none"> 1. Provide <u>detailed, numbered</u> steps with simple language/short sentences for easy-to-follow instructions. 	<ol style="list-style-type: none"> 1. The teacher will hang and label 4 pieces of poster paper. The papers will be labeled “1933-1937: Discrimination,” “1938-1939: Violence, Pogroms,” “1940-1942: Ghettos, Occupation,” and “1942-1945 Concentration and Death Camps.”

<ol style="list-style-type: none"> 2. Use a planning model that fits your purpose. Some options: <ul style="list-style-type: none"> o Herbartian 5-step lesson plan (anticipatory set, introduction of new material, guided practice, independent practice, and closure) o 5 E model (engage, explore, explain, elaborate, and evaluate) o Generic introduction, body, closing approach o Others that you have been introduced to in your coursework 3. Consider how your lesson approaches varying levels of Bloom’s Taxonomy (remember, understand, apply, analyze, evaluate, create) 4. Make sure your procedures include when/how you would assess students. 	<ol style="list-style-type: none"> 2. The teacher will welcome students to the classroom. 3. After all students are seated the teacher will tell students to close their computers as they will not be needed for the first part of the class. 4. The teacher will then ask students to recall what they talked about last class. Students should respond with information about the Holocaust. 5. The teacher will then introduce the story of Anne Frank and students will watch a short video. 6. As a warm-up activity students will fill out the Who is Responsible? Google Form. This asks students to consider how responsible different individuals were for the Holocaust. Students should answer the google form individually on a computer. While the students are completing this the teacher will walk around and observe student work while answering questions. 7. When students are finished the teacher will discuss the results with students while trying to answer the following questions: Are certain individuals more responsible than others? What choices did those individuals have? 8. Next the teacher will go through the slideshow (slides 5-7). This should take about 5 minutes. The sides will discuss the phases of the Holocaust and the different roles that people played during the Holocaust. 9. Next students will complete a small group activity. After being broken up into groups each made up of 2-3 students, students will read a short passage together. 10. After reading the passage students will write a summary on a notecard and answer questions together. 11. Students will then tape their notecards under the appropriate poster. This is meant to take about 30 minutes. 12. Students will then complete an exit slip answering the question: Why is it important to learn about the choices people in history made? 13. If there is time left over students may look at the other passages and posters.
<p>Materials</p> <ul style="list-style-type: none"> ● What materials will be used integrated during the lesson: books, articles, worksheets, maps, globes, technologies, etc.? ● Be specific (i.e., if you have a video listed, which one?). 	<ul style="list-style-type: none"> ● Video ● Google Form ● Slideshow ● passages ● notecards ● poster paper ● markers ● tape
<p>Differentiation/UDL/Technology What structures/supports will you proactively plan for to meet students’ needs before they arise?</p>	<p>The passages vary in length so students who struggle with literacy or decoding text can be given shorter passages and gifted students can be given longer passages.</p>

<p>How is technology being used to create, facilitate, enhance, or personalize student learning?</p> <p>How does differentiated instruction supported by technology accommodate learner differences and needs in order to promote critical and creative thinking?</p>	<p>If necessary the google form and passages could be translated into another language for students whose first language is not English.</p> <p>The video can be played with captions if necessary.</p> <p>The google form can be printed and filled out with a pen or pencil for students who cannot use technology or look at screens for a long period of time.</p> <p>The language on the google form can be changed from words to a scale with numbers so students can participate without knowing what words like minimally mean.</p>
<p>Reflection</p> <ul style="list-style-type: none"> ● What went well in this lesson? ● What changes would you make to this lesson in the future? ● What did you learn about your students? ● What will you need to do in subsequent instruction? ● <i>(Make sure you reference data collected in this lesson throughout the reflection.)</i> 	<p>I thought that this lesson went really well. I was able to have extremely productive discussions about the data collected on the google form. I liked this lesson because it had students digging deeper into the Holocaust and had them use critical thinking skills to understand the motive behind certain decisions. We did not have time to complete the exit slip, but I was able to collect the passages where students answered questions and their notecard summaries. The answers to the passage questions show that students were trying to use their critical thinking skills and I think that we should incorporate more activities that have students dissect people's actions and motives. If I were to teach this lesson again I would put in my notes to remind students that the google form questions are opinion questions. I forgot to say that and it confused some students.</p>

Lesson #5

Lesson Components	Description
<p>Context Who are the students in the room?</p>	<p>Grade: 6th Content area: US History II Demographics: 17 boys and 10 girls are in the 1X block. 8 students have an IEP and 1 student has a 504. There are 3 English Language Learners in the class. Two are level 3 and 1 is level 6. This is an inclusion classroom with a paraprofessional who pushes in for the block. There are also 6 students in the class that have been identified as gifted. Interests: Students like to read, play and watch sports, and play video games. Several students in the class are in the school band.</p>
<p>Rationale Why are you teaching this lesson at this time to these students?</p>	<p>Students have been learning about World War Two. After talking about major turning points and events we are discussing how the war ended and the world after the war.</p>
<p>Virginia Standards of Learning (VSOL)</p> <ul style="list-style-type: none"> ● Include the SOL numbers and the written out language ● ONLY what will be taught and assessed in this lesson 	<p>USII.7 The student will apply social science skills to understand the major causes and effects of American involvement in World War II by</p> <ul style="list-style-type: none"> b) locating and describing the major events and turning points of the war in Europe and the Pacific. <p>USII.8 The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</p> <ul style="list-style-type: none"> a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States and the Soviet Union as superpowers, and the establishment of the United Nations;
<p>Objective (“KUD”)</p>	<p>Students will know: How the war ended in Europe and the pacific.</p> <p>Students will understand: The world and world politics drastically changed after world war two with the creation of institutions like the United Nations.</p> <p>Students will be able to: Research and debate the use of atomic bombs to end the war with Japan.</p>
<p>Assessment</p> <ul style="list-style-type: none"> ● What formative assessment will you use during the lesson? Attach it. ● What will/could be on the end-of-unit summative assessment that links back to this lesson 	<p>The formative assessment will be the debate worksheet.</p> <p>The end-of-the-unit test includes questions about the creation of the UN and the bombing of Nagasaki and Hiroshima.</p>

(questions, prompts, portfolio artifacts, etc.)?	
<p>Procedures</p> <ol style="list-style-type: none"> 1. Provide <u>detailed, numbered</u> steps with simple language/short sentences for easy-to-follow instructions. 2. Use a planning model that fits your purpose. Some options: <ul style="list-style-type: none"> o Herbartian 5-step lesson plan (anticipatory set, introduction of new material, guided practice, independent practice, and closure) o 5 E model (engage, explore, explain, elaborate, and evaluate) o Generic introduction, body, closing approach o Others that you have been introduced to in your coursework 3. Consider how your lesson approaches varying levels of Bloom’s Taxonomy (remember, understand, apply, analyze, evaluate, create) 4. Make sure your procedures include when/how you would assess students. 	<ol style="list-style-type: none"> 1. The teacher will welcome students into the classroom. 2. Teacher will instruct students to get out their note packets and a pencil to take notes. Students should be instructed to put their Chromebooks away. They will not need them for the first part of the class. 3. The teacher will review what was taught in the last lesson by asking students what they remember. Student answers should include information about the Holocaust. 4. The teacher will go through the slideshow while covering slides about the end of the war (slides 113-124). While the teacher is going through the slideshow students should fill in their note packets. 5. While most of the class is filling out the note packets some students will be participating in an extension activity. These students might choose to go to the library during class time. 6. After the notes students will participate in a structured debate on the use of atomic bombs. 7. Students can work together in the desk clumps. 8. The students will look at the primary and secondary sources listed on the debate worksheet. 9. After listing 3-5 facts for both sides students should form their own opinion using the facts and information provided to inform their opinion. 10. Students will then share their opinions in the group and can respectfully debate. 11. If time allows students can share their opinions and the information that they found.
<p>Materials</p> <ul style="list-style-type: none"> • What materials will be used integrated during the lesson: books, articles, worksheets, maps, globes, technologies, etc.? 	<p>Debate worksheet Unit 7 Google Slides Unit 7 notes</p>

<ul style="list-style-type: none"> ● Be specific (i.e., if you have a video listed, which one?). 	
<p>Differentiation/UDL/Technology What structures/supports will you proactively plan for to meet students' needs before they arise?</p> <p>How is technology being used to create, facilitate, enhance, or personalize student learning?</p> <p>How does differentiated instruction supported by technology accommodate learner differences and needs in order to promote critical and creative thinking?</p>	<p>Students who need them are given notes with less information to fill in.</p> <p>Students who score more than a 90% on the unit pre-test are given an extension activity to work on in class.</p>
<p>Reflection</p> <ul style="list-style-type: none"> ● What went well in this lesson? ● What changes would you make to this lesson in the future? ● What did you learn about your students? ● What will you need to do in subsequent instruction? ● <i>(Make sure you reference data collected in this lesson throughout the reflection.)</i> 	<p>This lesson went really well. I was able to have interesting and informed discussions with several students about the use of atomic bombs. I made the worksheet and if I were to remake it I would include the instructions on the worksheet so I would be less likely to have to answer the same questions over and over again. I might also make footnotes and define some of the words used. Because some of the primary sources were speeches, the language used is a higher level than the language my students are normally exposed to. Students did really well on the worksheet and were able to form their own opinion using the historical information given to them. I liked this part of the assignment because it forced students to explain the reasoning behind their opinion. This engages a higher level of thinking as it asks them to take a stand and defend their opinion.</p>