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Course: EDU 344 Date: 11/8/12

Grade: 11 Topic: New Political Systems of the 1900’s Content Area: Social Studies

**Instructional Objective**

Objective: After the completion of the class assignments analyzing Nazism and Communism, the students will write an essay using text-based evidence to argue (Common Core) which regime they would have rather lived under. The students will use at least three pieces of evidence found in the text to support their decisions.

**Standards and Indicators**

New York State Standards Addressed:

**Standard #5: Civics, Citizenship, and Government** - use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**Key Idea #1:** The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. The students will identify and analyze advantages and disadvantages of various governmental systems.

Indicator: This will be evident when the students use the text-based evidence to write an essay arguing which regime they would have rather lived under.

National Standards Addressed:

**Power, Authority, and Governance:**

* Purposes, characteristics, and functions of various governance systems as they are practiced
* Individual rights and responsibilities as protected and challenged within the context of majority rule
* Fundamental principles and values of constitutional democracy
* Origins, uses, and abuses of power
* Conflict, diplomacy, and war

Indicator: This will be evident when the students use the text-based evidence to write an essay arguing which regime they would have rather lived under.

Common Core Standards Addressed:

**Reading Standards for Literacy #1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**Writing Standards for Literacy #1c:** Write arguments focused on discipline‐specific content. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Indicator: This will be evident when the students use the text-based evidence to write an essay arguing which regime they would have rather lived under.

Habits of Mind Exercised:

**Gathering, Using, and Interpreting Evidence** - Describe, analyze, and evaluate arguments of others.

Indicator: This will be evident when the students use the text-based evidence to write an essay arguing which regime they would have rather lived under.

**Motivation**

The students will participate in a Word Splash pre-reading activity to focus their attention on the reading while improving their vocabulary understanding.

**Materials**

* Tri-fold board
* List of Vocabulary words
* Passage on Nazism and Communism
* Discussion Web handout
* Quotes from Hitler and Stalin

**Strategies**

Word Splash – it is a technique where the main vocabulary words are given to the students prior to reading the text. The students then use prior knowledge to put at least five words into sentences. The students will then read a passage which includes these words. After the completion of the reading the students will create five new sentences using knowledge gained from the reading.

Discussion Web – it is a technique used during the reading the helps to focus the students’ attention on important information. The students will use their passage from the Word Splash activity and receive quotes from each Hitler and Stalin. The students will fill out a discussion web during their reading, filling in facts about each regime. The students will then use this web to determine which regime they would have rather lived under and why. They will write an essay using at least three pieces of evidence from the text to support their decision.

3-2-1 Summarizer – after the completion of the readings and the discussion web, the students will complete a 3-2-1 summarizer to tie the lesson together. An example of this would be:

3 Similarities between the Regimes (Dictators, Persecutions, Censorship of Press)

2 Dictators: Hitler and Stalin

1 Objective: To Rule Europe

Class Discussion – The class will discuss the evidence they would use to support their decision of which regime they would rather live under, Nazism or Communism.

**Adaptations**

The child that is visually impaired will receive a larger print passage on Nazism and Communism.

The child who is learning disabled will be given a translucent highlighter strip, to highlight each sentence they are reading during the passage on Nazism and Communism.

**Differentiation of Instruction**

Tier 1: The students will write an essay using text-based evidence to argue which regime they would have rather lived under, Nazism or Communism using a completed Web Discussion chart by the teacher.

Tier 2: The students will write an essay using text-based evidence to argue which regime they would have rather lived under, Nazism or Communism.

Tier 3: The students will write an essay using text-based evidence to argue which regime they would have rather lived under, Nazism or Communism and create a piece of propaganda to support the regime they chose.

**Developmental Procedures**

* The students will write sentences using at least five vocabulary words. *(What is your sentence? Why did you say that?)*
* The students will read the passage and write five new sentences using at least five vocabulary words. *(What is your sentence? Did the passage help to increase your understanding of the vocabulary words?)*
* The students will complete the discussion web question of “Which regime would you rather live under, Nazism or Communism?” by listing positives and negatives of each regime. *(What are positives of each regime? What are negatives? Which regime would you rather live under? Why?)*
* The students will complete a 3-2-1 summarizer in order to create a summary of the lesson. *(What is your summarizer?)*
* The students will write an essay using at least three pieces of text-based evidence to argue which regime they would have rather lived under, Nazism or Communism.

**Assessment**

The students will write an essay using text-based evidence to argue (Common Core) which regime they would have rather lived under. The students will use at least three pieces of evidence found in the text to support their decisions.

**Independent Practice**

Once the essay is completed, the students will trade their essay with a partner and edit each other’s work. For homework, the student will type up the final draft of the essay.

**Follow-Up: Direct Teacher Intervention and Academic Enrichment**

Direct Teacher Intervention: The student, under direct intervention with the teacher, will outline the essay based off of the information in their discussion web and their opinion.

Academic Enrichment: The student will write a speech for their regime’s dictator describing what they plan to do to help the regime.

**Teacher References**

Davidson, J., Castillo, P., Stoff, M. (2000). *The american nation* (1st ed.). Upper Saddle River, NJ: Prentice Hall.

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