

edTPA Lesson Plan Template

Learning Segment Title: U.S. Presidential Leadership during World War II

Grade: 11th

Context:

Students in the class: __24__ Males: __11__ Females: __13__
Students with IEPs: __2__ Students with 504 Plans: __1__
English Language Learners: __3__
Language Proficiency Level (# of students at each level):
Beginning: __1__ Intermediate: __2__ Advanced: __0__ Advanced High: __0__

Central Focus: The central focus for this learning segment is evaluating U.S. leadership during World War II (**function**), specifically the domestic and international leadership (**vocabulary**) within the presidential terms of Franklin D. Roosevelt and Harry Truman. In order to evaluate how and why U.S. leadership (**syntax**), during World War II, affects domestic and international affairs, students will recognize the leadership styles of Franklin D. Roosevelt and Harry Truman implemented during their presidential terms. The purpose of teaching this content is that being able to evaluate domestic and international leadership will help students understand the impact of U.S. participation during World War II and construct an essay (**discourse**) on how presidential leadership influences the relationship with U.S. allies.

Lesson Plan Number:

Lesson Title: [U.S. Presidential Leadership during World War II]

Content Standards

TEKS: [7B: evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies.]

ELPS: (if applicable) [(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
(4) learn academic vocabulary heard during classroom instruction and interactions.]

Learning Objectives:

SWBAT #1: (function) [Describe the leadership of Franklin D. Roosevelt and Harry Truman.]

SWBAT # 2: (vocabulary) [Explain the meaning of domestic, international, and policies.]

SWBAT #3: (discourse) [Construct an essay on the effects of leadership on foreign relationships.]

SWBAT #4: (syntax) [Formulate claims, cause and effects on the impact leadership has on U.S. relationship with allies.]

Language Demands	Language Supports
Function	[I will provide information on the presidential leadership of FDR and Truman]

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[Describe the leadership of Franklin D. Roosevelt and Harry Truman]	
Vocabulary [Explain the meaning of domestic, international, and policies]	[I will provide examples of the term]
Discourse [Construct an essay on the effects of leadership on foreign relationships]	[I will provide a sample outline and rubric]
Syntax [Formulate claims, cause and effects on the impact leadership has on U.S. relationship with allies]	[I will provide examples of claims and the reasoning]

Focus/Attention-Getter (5 min.): [To grab students' attention, I will provide a warm-up that will have students answer a question on a piece of paper. The two questions asked are: Define leadership in your own words and write one significant historical leader. After completing the warm-up questions, students will discuss their answers with the class]

SWBAT # 1

Background Information/ Lesson Rationale (2 min.): [After the class discussion, I will explain to the students an overview of the lesson. Students will know we are to discuss the leadership of Franklin D. Roosevelt and Harry Truman by evaluating their policies and reforms implemented during their terms. I will connect the information on how the policies and reforms of these two leaders are still used today, such as social security.]

SWBAT # 2

Input/Presentation/ Modeling (5 min.): [To present the information to the students, I will provide a PowerPoint presentation, which will include the leadership of Franklin D. Roosevelt and Harry Truman. Throughout the presentation, I will highlight key information that will help students write their notes and help in their independent practice.]

SWBAT # 1 ELPS: C (4)

Guided Practice (10 min.): [In guided practice, students will be in groups of four and work together to define the meaning of the terms international and domestic. As students are defining the words, they will explain each leader's international and domestic policies/leadership style adopted during their terms. While students are completing the group work, I will walk around the classroom and ask students about their responses.]

SWBAT #2

ELPS: C (4)

Independent Practice (20 min.): [In their independent practice, students will begin to construct their essay. Using the guided practice as reference, students will use the vocabulary to explain the effects American leadership has on foreign relationships. In their essay, students are to

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discuss Franklin D. Roosevelt and Harry Truman's policies and ideology as claims. Students must also include reasoning for their claims.]

SWBAT # 3 and 4

Modifications for Learners with Exceptionalities: []

Students with IEPs/504 Plans: For the two students with IEPs, I will provide written instructions of the guided and independent practice. In addition, as students are working, I will check upon these students if they have any questions and give them extra time on their assignments. For the student with a 504 plan, I will sit them at the front of the class to allow easier access. During the guided practice, the student will not move for their group because I will be assign will assign the student with the classmates seated near them.

Students with Specific Language Needs: For the three English Language Learners, they will be able be given visuals and examples of the vocabulary words to help understand the guided practice. For the assessment/independent practice, I will review the instructions with the students, and they are permitted to use the visuals to complete their essay. To know students are understanding the lesson, the students will connect their claims in which provides their using reasoning the vocabulary given.

Students with Other Learning Needs: N/A

Assessment (10 min.): [The independent practice will serve as the student assessment. The assessment will consist of students creating an essay on the effects U.S. leadership has on U.S. foreign relationships. For students to meet the objectives, they will use the vocabulary discussed during the presentation and guided practice to formulate claims on the leadership of Franklin D. Roosevelt and Harry Truman had on the foreign relationships. Furthermore, students must have evidence of supporting their claim, such as international responses towards policies from the leaders discussed.]

Closure (3 min.): [The closure of the lesson will be a small class discussion. I will be asking questions to the class on the content that had been covered. For example, a question I will be asking is: What significant policies did Franklin D. Roosevelt implement during his leadership? As I ask these questions, I will call upon students that raised their hand and the students who had difficulty understanding the lesson. For the students who had trouble with the lesson, I will take note on what part of the lesson the student(s) had the most difficulty understanding for the review for the following class.]

Materials: [Projector, lesson handouts, class textbook, laptop]

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Evaluation Criterion Template

Student Name _____ Sample **Date** _____ Sample

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Level Criteria Evaluated	Excellent 4	Proficient 3	Adequate 2	Limited* 1	Insufficient / Blank*
Clarity	Student adequately explained their claims and reasoning	Student explained their claims and reasoning	Student did not include their reasoning but stated their claim	Student did not explain their claim and reasoning	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Organization	Student had clear transitions, main idea was stated, and content was organized	Student stated main idea and content was introduced in their thesis	Student somewhat stated the main idea and some evidence was used	Student did not state main idea and information was unorganized	
Content	Student made adequate connections with the vocabulary	Student made a vague connection with the vocabulary	Student was unable to use the vocabulary properly	Student made no connection to the material discussed	
Grammar and spelling	Student had no grammatical or spelling errors	Student had 1 or 2 grammatical or spelling errors	Student had 3 to 4 grammatical or spelling errors	Student had 5 or more grammatical or spelling errors	

Teacher Comment:

When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

<https://aac.ab.ca/materials/rubric-materials/>