

**SAMPLE**

**Formative Assessment Process  
Lesson Plan Guide**

Grade level: 7 - 8 Duration of Lesson (hours / minutes): 45 minutes

Subject: U.S. History Topic: World War I

Today's lesson is part of this unit of study: The causes of World War I

How many lessons in this unit? 12

Where does the lesson fall in the unit?  Beginning  Middle  End

**Where am I going?**

**A. Instructional Objectives**

The students will

1. Identify the major causes of World War I as *Militarism, Alliances, Imperialism, and Nationalism*.
2. Describe how each cause contributed to the start of WWI.
3. Name the assassination of Archduke Franz Ferdinand and his wife as the spark that ignited World War I.
4. Evaluate whether WWI would have occurred if Franz Ferdinand had not been assassinated.
5. Compare the causes of World War I to conditions in the world today.
6. Decide whether such a war could occur today and defend their position based upon the causes of World War I and the conditions in the world today.

**B. How today's lesson fits into the learning trajectory**

What have students learned so far?

The students have learned about the world's "age of imperialism" and its effects on the people of Europe and other countries.

How will today's lesson help students in future lessons?

The students will use their knowledge of the start of World War I to evaluate the Treaty of Versailles and to appreciate the importance of the U.S and other countries involvement in world affairs.

**C. Today's Learning Target**

Written from the student's viewpoint in student-friendly language

I can use my understanding of the causes of World War I to predict the likelihood of a World War happening today.

I will show I can do this by stating my opinion and defending it with evidence from history.

It is important for me to be able to do this so I can persuade my parents to vote for officials that work for peace.

**D. Instructional Strategies to Reach the Target**

1. Teacher will use guided reading and discussion in the textbook. Section: “Why did the World go to War?” pages 178 – 181.
2. Students will watch and discuss the video clip “The Causes of World War I” from History.com. <http://www.history.com/videos/causes-of-world-war-i#causes-of-world-war-i>
3. The students will use the Four Corners approach to apply their learning to their own lives. Students will go to one of four corners (strongly agree, agree, disagree, strongly disagree) to demonstrate their opinion to this statement: *Based on your knowledge of history and the conditions in the world today, the world is likely to have another World War soon.* Students will discuss in corner with others that hold the same opinion and a representative from each corner will summarize the discussion for the entire class.

## II. Where am I now?

### A. Performance of Understanding

This is what my students will do, say, write, or make during today’s lesson to deepen their understanding and generate evidence of their learning.

Create a Venn diagram to show how conditions at the time of WWI and today are both similar and different. They will write a brief paragraph underneath the diagram stating whether they think a world war could happen today. Students must defend their opinion with information they included in their Venn diagram.

### B. Criteria for Success

What criteria for the performance of understanding will show to your students and you that they have met today’s learning target?

Criteria	MINIMAL	BASIC	PROFICIENT	MASTERY
Venn Diagram is complete	Fewer than three causes of WWI and one or fewer modern conditions are listed.	At least three causes of WWI, and only two modern conditions are listed.	All causes of WWI and three or four modern conditions are listed.	All causes of WWI are listed and at least five modern day conditions are listed.
Venn Diagram is accurate	Few causes or conditions are placed correctly, and their placements cannot be defended.	Three or more causes or conditions are out of place historically and politically and their position cannot be defended.	Most placements of the causes and conditions are accurate or can be logically defended.	The placement of all causes and conditions in the diagram are historically and politically accurate.

Opinion clearly stated	There is no opinion or position taken.	The position is not clearly stated and the reader has only a vague understanding of the author's position.	The author's position is understood, but the opinion is not clearly stated.	The opinion directly states whether a World War is likely today.
Opinion supported by facts	Few facts are on the Venn diagram, and/or few, if any, support the opinion.	Some facts are not from the Venn diagram, and/or few support the opinion.	Facts are from the Venn diagram but most support the opinion.	Facts are from the Venn diagram and offer clear support of the author's position.

### C. Other Formative Assessment Tools

Besides the performance of understanding, what other tools will you use to let you and your students know whether their learning is on-target?

Self-assessments

Thumbs Up / Thumbs Down: (agree or disagree with WWI was inevitable, regardless of assassination of Archduke Franz Ferdinand. Defend.

Think, pair, share: Respond to the following question: What if any of the conditions from pre-WWI occur today?

Peer-assessments

None

Teacher- assessments

Rank: Students rank the four causes and the assassination according to how important they think each is for causing WWI. 1 is most important.

Four Corners: Students respond to this question by going to one of four corners (Strongly Agree, Agree, Disagree, Strongly Disagree): Based on your knowledge of history and the conditions in the world today, the world is likely to have another World War soon.

### III. How can I close the gap?

What strategy or strategies can help me get closer to where I need to go?

#### A. Feed Forward (sample)

1. You can identify the causes of World War I and some modern world conditions that may lead to war, and your opinion is clearly written.
2. You need more practice selecting facts that support you opinion.
3. You can improve by reviewing each cause of WWI and each condition in the world today to make sure you understand them, and then consider each one at a time to decide if it supports your opinion or doesn't.

#### B. Scaffolding Ideas

1. Students who misidentify causes of WWI can work in a small group to review the textbook and practice explaining each cause in their own words.

2. Have sample Venn diagrams available to review with students who have trouble putting causes and conditions into the proper location.
3. Use questioning techniques to guide students to discover their opinions and state them clearly.
4. Review as a class some of the main arguments and supporting reasons discussed during the Four Corners exercise.