Description: MC900052882[1]**Learning-Focused Strategies Extending/ Refining Lesson Plan: EATS**

**6th Grade: Pardee Unit 2 – History of Europe Date:**

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| |  |  | | --- | --- | | **Title:** | Creative Problem Solving | | **Type:** | Lesson Plan | | **Subject:** | Social Studies | | **Grade Range:** | 6 | | **Description:** | Which is the best? | | **Duration:** | 50+ Minutes | | **Author(s):** | Katie Pardee | | | | | | | | | | | | | | | |
| Instructional Lesson Content | | The focus of this unit is the historical developments in Europe up to the twenty-first century. In this unit, students will examine the theme of movement and migration through the study of European exploration, colonization, and empire building in Africa, Asia, and the Americas. Students will explore how European exploration resulted in a pattern of conflict and change that had worldwide impact from the late 1400’s through WWI. Students will study how the years following WWI in Europe marked a time of conflict and change within European society. | | | | | | | | | | | | |
| **E** | **Standard (s)** | **SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.**  a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.  b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.  c. Trace the colonization of Australia by the United Kingdom.  d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI.  **SS6H7 The student will explain conflict and change in Europe to the 21st century.**  a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism.  b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.  c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification. | | | | | | | | | | | | |
| **TAG Standard** | **Creative Thinking & Creative Problem Solving Skills**  1. The student questions accepted practices, rules, and existing principles to discover new knowledge.  2. The student designs, applies, evaluates, and adapts a variety of innovative strategies to when problem solving (e.g., recognizes problems, defines problems, identifies possible solutions, selects optimal solution, implements solution, and evaluates solution).  3. The student incorporates brainstorming and other idea-generating techniques (synectics, SCAMPER, etc.) to solve problems or create new products.  4. The student demonstrates skills in fluency and flexibility to solve problems or create new products.  **Higher Order and Critical Thinking Skills**  3. The student conducts comparisons using criteria.  4. Make and evaluate decisions using criteria | | | | | | | | | | | | |
| **Summary/ Overview** | The focus of this lesson is to creatively identify the best consequences for Germany after their involvement in WWI through reasoning and problem solving skills. | | | | | | | | | | | | |
| **Enduring Understanding** | At the end of this lesson the student will understand that when there is conflict between or within societies, change is the result.   * Exploration occurs because of the desire for wealth. * Nationalism plays an important role in the development of nations. * Wars have a profound impact on regions. | | | | | | | | | | | | |
| **Essential Question** | How could world leaders ensure Germany faced the consequences of their involvement in World War I? | | | | | | | | | | | | |
| **Concepts to Maintain** | **CONCEPT: Conflict and Change**   * Colonization * War * Nationalism * Power Struggle | | | | | | | | | | | | |
| **Evidence of Learning** | **What students should know:**   * The results of WWI * What Germany had to do in order to appease world leaders * How the Treaty of Versailles lead to WWII   **What students should be able to do:**   * Understand many problems and solutions can be attributed to the same set of events. | | | | | | | | | | | | |
| **Suggested Vocabulary** | Colonization, War, Nationalism, Great Depression, Power Struggle | | | | | | | | | | | | |
| **PROCEDURES** | | | | | | | | | | | | | | |
| **A** | **PHASE 1: Hook/**  **Activating Strategy** | KWL  Wordsplash | Draw Pic/Diagram  Brainstorm | | | Draw Pic/Diagram  Anticipation Guide | | | | Activating Acrostic  Dear Teacher | | Sponge  Other: | | |
| **Details of Activator: Guided Imagery Exercise**  Students will participate in a *Guided Imagery Exercise*. Teacher will first read the Guided Imagery to the class. After the reading is finished, students will record and discuss feelings that result from the guided imagery. | | | | | | | | | | | | |
| **T** | **Teaching STRATEGIES**: | Peer Tutoring  Simulations  Hands On | | Lecture  Independent Activities  Cooperative Learning | | | Visuals  Graphic Organizers  Pairings  Centers | | | | Whole group instruction  Projects  Technology Integration | Guided Reading  Response Cards | | Gallery Walk  Quick Write  Other: |
| **Details of Strategies: Creative Problem Solving**  Students will identify and solve a conflict. | | | | | | | | | | | | |
| **Differentiation**  **STRATEGIES**: | Anchor Activities  Choices of Review  Flexible grouping/ seating | | | Simulations  Games  Centers | | | Centers  Lit Circles  Cubing | Menus/ Choice Boards  Multiple levels of questions | | | | Think-Pair- Share  Interest Groups  Multiple Intelligence | Jigsaw  Varied Modes of Products  OTHER: |
| **How is the lesson differentiated to meet the needs of all students?**  Students will be grouped based on their learning styles founded at the start of the year. The groups should be no more than four. There will be a range of ability levels in each group. Multiple levels of questions will be asked throughout the lesson. | | | | | | | | | | | | |
| **Rigor & Relevance** | **A  B  C  D** | | | | | | | | | | | | |
| **Level of DOK** | **1  2  3  4** | | | | | | | | | | | | |
| **PHASES 2 - 4:**  **Examine the Content/**  **Creative Problem Solving/**  **Synthesis Activity** | Phase 2:  **Examine the Content**  **Students will be distributed Treaty of Versailles Mess.**    Students will work in small group to highlight all the facts and opinions obtained from the reading.  Each group will generate a list of unanswered questions to research for homework or in the media center. . “Remember, 5 is never enough, 10 is getting better.” Students will then work together to pick the three best facts that describe the issue. Each group will circle the one largest problem among their list. Each group will create a problem question. Teacher will walk through this step with the students. “We are going to start together. How might \_\_\_\_\_\_\_ (a noun, who) \_\_\_\_\_\_\_ (verb, action, do) so that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (explaining why)? Remember, the who must be the person who will solve the problem. How do you expect to solve the problem?” After the questions have been written each group will pick one person to read their problem question. Everyone else in the class will look at the pattern on the board to see if the class agrees with questions. If the class does not agree with the question, the whole class helps correct the problem question.  Phase 3:  **Creative Problem Solving**  Review the**Rules of Brainstorming**: 1) Go for quantity. 2) Wild and crazy ideas are okay. 3) Piggy-back on the ideas of others. 4) No judgment—positive or negative. “This is not time to discuss ideas. Say the idea and write it down, unless ideas start to get silly.” After brainstorming, students will pick the 5 best answers. “Now, you must convergent down to the best solution by developing criteria.” Teacher may want to remind students how to create appropriate criteria.    **Solution-Finding**: Each group will develop criteria to evaluate the five solutions and use a decision-making grid to determine the best solution. Opportunity is provided for research to make valid evaluations against the criteria. After the groups have completed the chart, students will tally up the points for each solution. The solution with highest number is the winner. If there is a tie, students will pick between the two solutions.  **Action Plan:** Each group will take the one solution and figure it out by creating an action plan. “How will this solution affect Germany?”  **Solution-Finding:**Each group will develop criteria to evaluate the five solutions and use a decision-making grid to determine the best solution.  Opportunity is provided for research to make valid evaluations against the criteria.    **Acceptance-Finding:**Each group will develop an action plan for implementing the solution.  **Phase 4: Synthesis Activity**  Students will create a product independently. “If you were a world leader, how would you ensure Germany were held responsible for their actions in WWI? Use visual representations (i.e. tables, charts, or graphs) to persuade your fellow world leaders.” Students will share the product to the whole class. | | | | | | | | | | | | |
| **S** | **Summarizing STRATIGIES (Students are doing the summarizing)** | **Answer EQ  Journal Entry  ABC Summary  One Minute Essay  Index Card Summary  Debriefing   Hand Signals  TOTD  Oral Questioning  Other: Shapely Debrief**  **Details of the Summarizer (What are students doing?):**  In regards to the conflict of the Treaty of Versailles …   * Something I learned that squares with my beliefs * Three points to remember * One question still going around in your mind   Teacher will collect the Shapely Debrief at the end of class. | | | | | | | | | | | | |
| **Resources** | | **Resource(s):**  <https://ibhistorye.wikispaces.com/treaty+of+versailles>  **Anchor Text(s):**  **Technology:**  **Handouts:**  Handout 1: Guided Imagery Handout 2: Brainstorming Guidelines Handout 3: The Mess: Treaty of Versailles Handout 4: Fact Finding Handout 5: PROBLEM FINDING Handout 6: IDEA FINDING Handout 7: Solution Finding Handout 8: ACCEPTANCE FINDING  Handout 9: Shapely Debrief Summarizer | | | | | | | | | | | | |

**Handout #1**

**Guided Imagery for the Mess: Treaty of Versailles**

Please find a comfortable sitting position. You may rest your head on your desk if you like. Close your eyes and sit very quietly. Take a couple of moments and notice how your body feels. Are you holding your breath, or do you breathe evenly? Notice if you feel any tension or stress in any part of your body. Now you’re going to relax your body as you relax your breath.

Breathe in … and … out … and … in …and … out. Feel the tension in your body created by a hard day at school. Breathe … in … and … out … Feel the tension run from your body and out your toes. Breathe in … and … out … exhale. Allow yourself to let go of any thoughts or worries. Continue to breathe in … and … out.

You are a young person and live in Germany. You awake in your room and your mother comes in to tell you that you need to pack only the essentials as quick as you can. You look outside and you still see the moon. You will be leaving everything you know behind, so only take the important things. As you leave your room and go into the family room, you see the pictures of your little brothers and sisters on the wall. Your little sister is crying because she has to leave her favorite blanket behind. Your mother has tears in her eyes and she looks at your family’s Mezuzah near the door. The Hebrew prayer that blesses your family home is being left behind. You look behind you as you leave your home for one last look, still confused why you have to leave.

It seems like you have been walking for hours in the dark. Creeping around corners and being as quite as possible. Finally, your father knocks on the door of a church. You are confused why you are at a church, but an elderly man opens the door and ushers your family quickly inside. He takes you to the back behind a curtain and gives you a small cot to sit on. He begins to whisper with your parents as your mother looks at you and tells you to go to sleep.

Your mother wakes you again, just as the moon is high in the night sky. She tells you to again get your things because you need to go. There is a woman near the door who smiles at you. Your parents begin to follow her through the back entrance of the church and you leave through an alley. You walk several miles until you arrive at a large farm house. The woman takes you to the barn and opens the door. The smell of animals and hay assault your nose. She walks to the wall and opens a door you never would have noticed, almost like it was hidden. She looks at your parents and says, “Inside, quick. Please be quite. We will do what we can.”

Now bring yourself back to the present as I count to five. Open your eyes at the count of five. 1, 2, 3, 4, 5. Slowly open your eyes and write how you felt and reacted as a young person in North Georgia who has just learned that gold has been discovered near your family home.

**Handout #2- Brainstorming Guidelines**

**Rules of Brainstorming**

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1)Go for quantity.

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2) Wild and crazy ideas are okay.

C:\Documents and Settings\Barger\Local Settings\Temporary Internet Files\Content.IE5\JNH3BLWW\j0135125[1].wmf3) Piggy-back on the ideas of others.

4) No judgment—positive or negative.

**Handout #3- The Mess  
The Mess: Treaty of Versailles**On the 11th hour, of the 11th day, of the 11th month, of 1918, The Great War finally came to an end through the signing of an armistice. Now that the major fighting was done, the European powers had to decide how they were going to restore the peace. In January, 1919, representatives from 27 different nations meet in Paris to hash out several different treaties, but neither Russia nor any of the Central Powers were invited to the talks. The four most important individuals at the conferences were Woodrow Wilson (President of the USA), George Clemenceau (Prime Minister of France), David Lloyd George (Prime Minister of Great Britain), and Vittorio Orlando (Prime Minister of Italy). These men became known as the “Big Four.” It was these men who made the final determinations on what Europe and much of the rest of the world would look like after The Great War. The most important document to come out of the Paris Peace Conference was the Treaty of Versailles which described how the Allied powers would settle the war with Germany.

It is the end of World War I (WWI). Germany has just been involved in, and lost, a war that would change the world forever. The countries that defeated Germany are furious. They blame Germany for starting the war and causing so much harm to their countries. They want and seek revenge. Finally, they come up with a way to get back at Germany. They write a treaty that says Germany is responsible for the war. The treaty takes away Germany’s land, people, money, and belongings. This is that story, the inside story of the Treaty of Versailles.

Many experts in history say that World War II (WWII) began because of the Treaty of Versailles. This treaty was an agreement between the Allies, the winning countries of WWI, which were mainly France, Italy, the United Kingdom, and the United States. The treaty was created primarily so that the Allies could decide and agree upon what they wanted to do to the Central Powers, the losing countries of WWI, which were mainly Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire.

President Wilson didn’t like the idea of the secret treaties that were made. He didn’t want any terms of the secret treaties to be carried out, but he still felt that Germany should be punished for what it had done. He also wanted to help Germany form a democratic government. He felt that this would help rebuild Europe and prevent future wars.

During WWI, there was much devastation done to Germany and other countries. People’s hopes and dreams were shattered. Almost 10,000,000 soldiers around the world died as a result of this war. The Allies wanted Germany to pay for this, so they wrote a treaty which held Germany responsible for WWI. It was called the Treaty of Versailles.

The treaty said that Germany was the only country responsible for WWI. Some people say that Germany was not responsible for WWI. After all, it started when a Serbian shot an Austrian. Some Germans believed that Germany had been made a scapegoat, forcing it to take the blame for the entire war.

The treaty also said that Germany would have to pay for all of the damage done to other countries. Germany’s size was reduced by 12.5%, resulting in a decrease in its population of 6,500,000. When the other countries took possession of German land, the people in it did not move. This made them "belong" to the countries that took over that land.

Many things were taken away because of the Treaty of Versailles. Germany lost 16.7% of its farmland, 12.5% of its livestock, and 10% of its factories because of the Treaty of Versailles. It reduced Germany’s trading, eliminated its navy, and made its army very small.

The treaty also allowed other countries to take away Germany’s colonies around the world.

Handout #4- Fact Finding

# FACT FINDING

CPS STEP 1

List all of the facts that you gleaned from the mess.

List any questions that you have as a result of the mess.

# Handout #5-PROBLEM FINDING

CPS STEP 2

Brainstorm the many, varied, and unusual problems that you see as a result of this mess.

Create a problem statement.

How might we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

# Handout # 6-IDEA FINDING

CPS STEP 3

## Problem statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Brainstorm many, varied, and unusual solutions to this problem.

# Handout #7- SOLUTION FINDING

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria/  Solution |  |  |  |  | Total |
| 1. |  |  |  |  |  |
| 2. |  |  |  |  |  |
| 3. |  |  |  |  |  |
| 4. |  |  |  |  |  |
| 5. |  |  |  |  |  |

Criteria should be:

* Positive
* Comparison
* Make sense

To use chart:

* Prioritize each column
* Add each row
* Circle largest sum

# Handout #8 - ACCEPTANCE FINDING

CPS STEP 5

Develop an action plan to implement your solution. Consider the following:

1. all audiences who must accept the plan and their concerns,
2. trying out the plan on a trial basis,
3. data that will be gathered to assess the pilot,
4. contingency plan in case acceptance is not achieved.

**Handout #9- Shapley Debrief**

