Ann DeChenne

**Subject**: 20th Century U.S. History B

**Grade:** Primarily 10th Grade **Date:** 4/18/2017

**Lesson:** Comparing the reaction of Americans to the attack on Pearl Harbor and the attacks on September 11, 23001. (Based off lesson found on Stanford History of Education Group https://sheg.stanford.edu/)

**Past/Current/Future Lessons**

1. Text book analysis (4/14/17)
   1. Read text book accounts of the bombing of Pearl Harbor and the tragedy of 9/11
   2. Fill in Venn Diagram
   3. Discuss differences as whole class.
2. Read and annotate speeches given by President Roosevelt and President Bush, with partner (4/17/17)
   1. Complete graphic organizer
   2. Summarize differences and similarities using compare and contrast language. Sample frames available.
3. Quick write: Students will quickly write what they know regarding the similarities and differences between the topics. (4/18/17)
   1. This is designed to allow students to realize what they do know and to help solidify the information in their memory.
   2. This quick write also allows instructor to see potential gaps in understanding.
   3. Discuss with class after how they responded and provide additional information or refresher.
   4. Students have remainder of the class to work on Article of the Week assignment
4. Gallery Walk. Pictures of both events hanging on wall. Students to analyze the visuals. Pictures are not necessarily of the bombings or attacks. They are pictures and political cartoons symbolizing how American’s were feeling during these times.
5. Students will read multiple “man on the street” accounts of both attacks. They will complete a graphic organizer analyzing the information they will read.
6. **Assessment:**  Students will write and compare and contrast lesson comparing and contrasting America’s reaction to the attack at Pearl Harbor and the attacks on September 11,2001.

**Reflection:** This unit is not completed yet but so far it has been going well. There is a lot of complex reading involved in this lesson. The speeches were the hardest to read for the students. Students picked up on the language differences between Roosevelts Speech and President Bush’s speech. They noted the thing were more political in President Bush’s speech.

I believe that part of reading is also being able to analyze visuals and the gallery walk of media images was both a success and a struggle. There a number of ways to interpret some of the visuals.

Overall students have been actively involved in a lot of reading with a lot of different styles of texts. They have been provided with different graphic organizers and compare and contrast language sentence frames. Students were asked to actively annotate their readings to help with comprehension. They had been taught annotation methods previously as we annotate the Article of the Week every week.