

# **NTeQ Lesson Plan**

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*EDMT 602*

Project Title: Veterans Day: Celebrating Our Nation's Military Heroes

## Overview:

Veterans Day is an important national holiday, yet it is easy for many to overlook it. Just ponder, too, for a moment the thousands of soldiers currently in Iraq and other parts of the world who will now enter the ranks of military "vet." Whatever our opinions of various U.S. military involvements, individually and collectively we owe our military personnel respect and gratitude. Isn't one of the Core Democratic Values we so highly esteem identified as *freedom*? And it's to veterans we owe our thanks for freedom.

Teachers of social studies have an obligation to insure that students are not only familiar with what Veterans Day is about, but that we connect with the day and its meaning on a personal level. Activities that are consistent with Michigan's Curriculum Framework can provide the fulfillment of both behavioral and content objectives. With the teacher in the role as facilitator, students will use technology, working collaboratively, to learn the history of the day, learn other related content material, demonstrate a connection between Veterans Day and the Core Democratic Values, and select and design an appropriate Veterans Day celebration.

## Grade Level:

Middle School & High School

## Objectives:

*Students will:*

- ...increase their proficiency with web resources by searching and effectively using a web site to obtain information.
- ...write with coherence and clarity a minimum 350-word summary of the historical basis for and the development of Veterans Day in the United States, using correct grammar, spelling, punctuation and sentence development.
- ...construct a time line that incorporates, at a minimum, major United States military conflicts - beginning with the Civil War and ending with the current Afghanistan/Iraq conflicts - and incorporates the various U.S. presidents. The time line must also include at least 10 additional military conflicts. See the "Web Site Resources" handout.

- ...evaluate options and choose a plan/idea, from among several, that would be an appropriate acknowledgement and celebration of Veterans Day on a classroom, building or community level by writing a rationale for the decision.
- ...plan, with sufficient detail, a Veterans Day acknowledgement or celebration on a classroom, building or community level. "Sufficient detail" includes, but is not limited to, activities, contact persons or organization, phone numbers &/or addresses, time frames, etc.
- ...demonstrate an understanding of content knowledge by creating a PowerPoint, or other media (student-created book, poster, etc.), presentation that communicates and demonstrates the historical basis for and the development of Veterans Day in the United States. This presentation will also include a minimum of 5 graphic items to support the presentation.
- ...write a letter to a veteran, demonstrating coherent and correct writing skills.
- ...write an essay that demonstrates a connection between Veterans Day content and the Core Democratic Values.

#### Computer-Based Tools: #1 of 6 New Lesson Plan Components

Analyze how computer-based tools might fit your learning objectives:

Objective	Computer-based Tool
...increase their proficiency with web resources by searching and effectively using a web site to obtain information.	Internet Explorer browser; web site
...write with coherence and clarity a minimum 350-word summary	Microsoft Word; word processing software
...construct a time line that incorporates	Web site (see resource listings)
...evaluate options and choose a plan/idea, from among several	Web site (see resource listings)
...demonstrate an understanding of content knowledge by creating a PowerPoint, or other media (student-created book, poster, etc.), presentation that communicates... will also include a minimum of 5 graphic items to support the presentation	Presentation software; Microsoft PowerPoint  Graphics/image/photo software (for editing images, etc.)
...write a letter to a veteran	Microsoft Word; word processing software
...write an essay that demonstrates	Microsoft Word; word processing software

## Benchmarks/Standards:

### **Social Studies**

#### **Strand V. Inquiry**

Students will use methods of social science investigation to answer questions about society.

*Inquiry, an essential component of effective decision-making, is the process of investigating problems of significance to society. Some problems can be sufficiently examined through the lens of a single discipline. Other problems, by their very nature, encompass more than one discipline. If citizens are to make sound decisions in efforts to solve social problems, they must learn how to pursue data, think critically, and communicate their findings effectively. Over time and in varying contexts, students will improve their ability to use the following procedures:*

#### **Standard V.I Information Processing**

All students will acquire information from books, maps, newspapers, data sets, and other sources, organize and present the information in maps, graphs, charts, and time lines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.

*The ability to acquire information from books, maps, newspapers, data sets, and other sources, skill in organizing and presenting information in maps, graphs, charts, time lines, and the ability to interpret the meaning and significance of data all continue to be vital skills. In addition, technology has become a critical part of the information age. Students must have experiences in using computers, media, and telecommunication technology to access and process information.*

1. (High School) Use traditional and electronic means to organize and interpret information pertaining to a specific social science topic and prepare it for in-depth presentation.

### **Social Studies**

#### **Strand VII. Citizen Involvement**

Students will act constructively to further the public good.

*To sustain a democratic society, we must produce citizens who are actively involved in public affairs and who regulate their own conduct virtuously. The social studies curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly. Over time and in varying contexts, students will demonstrate the following:*

## **Standard VII.I Responsible Personal Conduct**

All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.

*Responsible citizens address social problems by participating constructively in their communities. They also consider the effects of their actions on other people and they act in accordance with the rule of law to meet their ethical obligations.*

1. (Middle School) Engage in activities intended to contribute to solving a national or international problem they have studied.

NOTE – This specific item is being modified. Completing this project is actually a solution to the problems of ignorance and apathy concerning Veterans Day.

2. (High School) Plan and conduct activities intended to advance their views on matters of public policy, report the results of their efforts and evaluate their effectiveness.

NOTE – This specific item is being modified. The celebration of Veterans Day is, in a sense, a public policy since it is celebrated in Washington, D.C., in the manner that it is. Students are not necessarily advancing their views on a policy matter, but advancing the policy itself.

## **English and Language Arts Meaning and Communication Standard #2**

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

(High School) 1. Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos

### Prior Knowledge:

Prior knowledge may be limited. The activity can be performed even with little or no prior knowledge.

- Do students know the background concerning the 11<sup>th</sup> hour of the 11<sup>th</sup> day of the 11<sup>th</sup> month (1918)? Do they know the historical development of the day? It is assumed they may not know this at present, but that does not preclude them from learning it.

- Do students know the Core Democratic Values? Have they read the Declaration of Independence, the Constitution, or other items that expound on the CDV's? (Note – this particular class has read and discussed the Declaration of Independence)
- This lesson has a cross-curricular element, namely, writing. This unit will incorporate a letter and essay writing segment, even though students will certainly be at various stages and levels of their written language development. E.g. ESL students

### Computer Functions: #2 of 6 New Lesson Plan Components

Determining what skills children need in using the software in order to accomplish tasks easily and without stress, given the varied levels of experience which children in your class may have with technology and determining how you will help the children develop those skills

<b><i>Learning Task</i></b>	<b><i>Computer Function</i></b>	<b><i>Computer Application</i></b>	<b><i>Data Manipulation</i></b>
Writing summary & essay	Word processing	Microsoft Word	1. Form of Letter (see teacher-developed sample) 2. Formatting 3. Saving (network drive v. hard drive) 4. Printing
Web site research & navigation	Internet connection	Internet Explorer	Correctly input URL's
Presentation of Data	Presentation software	Microsoft PowerPoint	1. New slide 2. Insert text 3. Insert & format image 4. Animation 5. Play slideshow
Presentation of Data	Projector	Hardware connection	Connect to appropriate port
Presentation of Data	Digital camera	Kodak EasyShare software	Download images

Physical Space: #3 of 6 New Lesson Plan Components  
Plan the physical space for effective learning

The EDMT 602 course material states, “It is far preferable to have technology in the classroom with the students than to have it all centered in a lab or media center.”

Even though the rationale that follows the above statement is understood by this teacher, the students participating in this project will be using the Community High School computer lab. The particular classroom only has two student computers. Further, all students will need internet access at the same time throughout the project.

Opening Set Activity:

Ask students the following: “What national holiday just passed?”

*If any student knows the answer...*

Then ask if anyone knows what the holiday is for

Then ask if students know any veterans

Then ask what military conflicts friends or relatives have been involved in

Then ask...What is a vet?

*If no student knows the answer...*

Then hold up the U.S. flag and ask if it provides any clue

Then recite the Pledge of Allegiance and ask if it provides any clue

Then show selected pictures of WWI, WWII, Korean War, Vietnam War, Desert Storm or other military conflicts

Then show video segment of CBS Morning News from Friday, November 19, 2004

(Have newspaper headlines available for use)

Problem Statement:

A recent national holiday has come and gone with barely a ripple. Even if individuals noticed on their calendars or heard on the news that it was Veterans Day recently, would they have any idea what it was all about?

The nature of the problem that students face in this activity has a few components:

***Content***

What is Veterans Day? Why and how is it celebrated? What is the historical development of the recognition and celebration in the United States?

### ***Behavioral***

What is our individual and collective attitude toward this holiday? Apathetic? Respectful? Other? How does (or, should) this day relate to our understanding and practice of the Core Democratic Values? Is there some way to acknowledge the significance of our nation's veterans in a significant and meaningful way? Students will be required to collect information that addresses both components above. The primary sources will involve pertinent internet sites. Just reading a few web sites isn't enough, though.

Presenting this information in a variety of formats will demonstrate an understanding of the content objectives, and allow students to select an appropriate choice of presentation format.

Finally, how can this topic affect our attitudes and behaviors? Is there anything we can do to change the status quo of ignorance and lack of appreciation? Students will also evaluate, choose and plan an appropriate activity to acknowledge and celebrate this holiday.

Getting students to connect with and see the relevance of the problem will be more clearly revealed in the *Procedures* section

### **Procedures:**

1. Begin with the opening set activity.
2. Ask students to identify the problem. If a national holiday has passed and many not even realize it.....what is the problem? (Brainstorm)

### **Student Groupings: #4 of 6 New Lesson Plan Components**

Decide how you will group students to use the technology (individual, pair, small group, or students' choice)

3. Allow students to select partners or choose to work independently. There will be no more than 3 members to a group. Students may work individually.

### **Equipment Access: #5 of 6 New Lesson Plan Components**

Determine how to control access to the equipment so that every child has the same opportunity; if the number of computers is limited, plan how you will help students prepare in advance for their turn using the technology

23 computers are available for student use in the lab.

4. Students will go to the computer lab and begin the introductory activity. In this initial lesson, students will answer several teacher-designed questions using the designated web site. They will begin to increase their proficiency with web resources by searching and effectively using a web site to obtain information, and learn information that will be pertinent to the remaining lesson activities.

5. Students will complete their minimum 350-word summary of the historical basis for and the development of Veterans Day in the United States, using correct grammar, spelling, punctuation and sentence development.
6. The teacher will facilitate peer review of students' written summaries, and will provide additional guidance and assistance as necessary.
7. Students will complete their time lines using construction paper, along with the designated web site as a resource.
8. Students will view web site to evaluate options and choose a plan/idea, from among several, that would be an appropriate acknowledgement and celebration of Veterans Day on a classroom, building or community level by writing a rationale for the decision.
9. Students will plan, with sufficient detail, a Veterans Day acknowledgement or celebration on a classroom, building or community level. "Sufficient detail" includes, but is not limited to, activities, contact persons or organization, phone numbers &/or addresses, time frames, etc.
10. Students will write a letter to a veteran, demonstrating coherent and correct writing skills.
11. Students will write an essay that demonstrates a connection between Veterans Day content and the Core Democratic Values.
12. Students will demonstrate an understanding of content knowledge by creating a PowerPoint, or other media (student-created book, poster, etc.), presentation that communicates and demonstrates the historical basis for and the development of Veterans Day in the United States. This presentation will also include a minimum of 5 graphic items to support the presentation.
13. Presentations will be given to classmates and the administrator.
14. Wrap-up session will include KWL and Think Sheet
15. Project ideas will be extended to future lesson concerning Memorial Day

#### Multidimensional Learning Activities:

- Activities prior to using the computer

KWL sheet

Identify the problem

Suggest non-electronic sources for info (Brainstorm)

Brief overviews of:

Various handouts

Q & A time

- Activities while using the computer

Conduct internet search to answer Study Questions

View web site to obtain information for summary

View web site to obtain info for time line

Evaluate options for Veterans Day Celebration at classroom, building or community level

Write a letter to a veteran (rough draft? and final draft)



Write an essay connecting Veterans Day content with CDV's (rough draft? and final draft)  
 Create Veterans Day presentation (PowerPoint)

- Activities after using the computer

Write summary concurrent with, or after, viewing web site (see above)  
 Construct time line concurrent with, or after, viewing web site (see above)  
 Plan a Veterans Day celebration for classroom, building or community  
 Write a letter to a veteran (rough draft?)  
 Write an essay connecting Veterans Day content with CDV's (rough draft? and final draft)  
 Create Veterans Day presentation (non-PowerPoint)

#### Assessment Strategies:

Not having done this project before, this teacher estimates that the project could take anywhere from 7 to 10 class sessions. During the project, students will continue to earn their daily class points, which are 10 points per class session (This item is addressed with students at the beginning of the semester). Students will also earn a *Project* grade, which is valued at 100 points. The Rubric presented below illustrates the point values associated with each component of the project.

<b><i>Project Component</i></b>	<b><i>Points Possible</i></b>	<b><i>Points Earned</i></b>
Introductory Lesson: Searching & Web Proficiency	10	
350-word summary	15	
Time line	10	
Rationale for acknowledgement & celebration of Veterans Day	5	
Detailed plan of Veterans Day acknowledgement and celebration	15	
PowerPoint or other presentation	20	
Letter to a veteran	10	
Essay demonstrating connection between Veterans Day project info and the Core Democratic Values	15	
<b><i>Total Points</i></b>	<b><i>100 Points Possible</i></b>	

## Implementing the Plan:

Included in the plan implementation:

Supporting Materials: #6 of 6 New Lesson Plan Components  
Plan and create necessary supporting materials

- Create Handouts and Assignment Sheets; Include other Miscellaneous Prep

Web Site Resource Sheet

Introductory Lesson Study Questions

KWL Sheet

Think Sheet #1

Think Sheet #2

Guideline Sheets

Summary

Time Line

Acknowledgement & Celebration

PowerPoint Sample

Sample Letter Format & letter from web site

Prentiss-Hall Writing & Grammar Text

Core Democratic Values

Student Sample Writings for CDV's

Construction Paper

Newspapers

- Technical Preparation

Cue CBS News Video

TV/VCR Combo

Web Site Resource Sheet

**\*\*Saving Project Guidelines:** I:\CommEd\Homework\Veterans Day\ (both last names.doc) DO NOT Save to Common Folder

Projector & Screen

Lab #111 Reserve With Colleagues

Other?

### Web Site Resources

#### **Time Line Info**

[http://en.wikipedia.org/wiki/Military\\_history\\_of\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Military_history_of_the_United_States)

<http://encyclopedia.thefreedictionary.com/United+States+military+history>

VERY HELPFUL! <http://www.multied.com/wars.html>

#### **Intro lesson:**

<http://www1.va.gov/vetsday/>

<http://www.appcl.va.gov/vetsday/>

VA Kids, 6<sup>th</sup> – 12<sup>th</sup> Grades <http://www.va.gov/kids/6-12/index.asp>

#### **Veterans Day – Other:**

Chiff guide to “fast find” best sites [http://www.chiff.com/home\\_life/holiday/veterans-day.htm](http://www.chiff.com/home_life/holiday/veterans-day.htm)

Miami-Dade County Public Schools: Veterans Day

[http://www.patriotism.org/veterans\\_day/index.html](http://www.patriotism.org/veterans_day/index.html)

#### **Vietnam:**

Vietnam Veterans Memorial Fund <http://www.teachvietnam.org/>

#### **VFW:**

GOOD! The Official Site of Veterans of Foreign Wars of the United States

<http://www.vfw.org/index.cfm>

**Presidential Info:** <http://www.whitehouse.gov/history/presidents/index.html>

The White House and Veterans day

<http://www.whitehouse.gov/news/releases/2004/11/20041109-5.html>

#### **Miscellaneous:**

University of Missouri, Kansas City <http://www.umkc.edu/imc/vetsday.htm>

Lessons of Liberty Initiative <http://www1.va.gov/opa/iga/liberty/index.htm>

In Flanders Fields Museum <http://www.inflandersfields.be/>

Library of Congress: Recordings, etc.

<http://lcweb2.loc.gov/cocoon/ahas/loc.natlib.ahas.2000000017/default.html>