

Unit Plan Reflection:

After teaching this lesson on the Interwar Period, I learned several things about long-range planning. For one, the final product is very different from my original unit plan. Long-range planning is essential to lay the groundwork of a successful unit, but it certainly is not the final product. Right before beginning my unit, I was forced to include a smaller section on the Russian Revolution after my cooperating teacher was a week behind schedule. Teaching a unit proved that I need to be flexible. The best, most comprehensive and well-prepared lessons in my unit were still subject to the scrutiny of student behavior, lock-downs, and issues with technology. Aside from the unforeseen issues that came up, I believe this unit was a success, and would gladly use it again if I were teaching World History II.

The Interwar Unit I prepared successfully meets PASS Standards. I believe this unit would score high for Higher Order Thinking. Students were given several opportunities to synthesize and generalize information while producing their own meaning. Higher Order Thinking was achieved when students completed a Venn diagram, charts, and other graphic organizers. Students did a significant amount of hypothesis when participating in an inquiry lesson on the causes of the Great Depression. The in-depth study of various topics in history built deep knowledge. The choice to devote a ninety-minute lesson to totalitarianism was a good one, because students understood the concept due to the thoroughness of the concept formation lesson.

During a jigsaw activity students were presented with the opportunity to engage in authentic discussion with each other and with the teacher, thus building substantive conversation. The unit gave students more than a few chances to make connections to the world outside of the classroom. The Great Depression engaged students due to the current economic recession. I was able to make parallels between the Great Depression and the current recession that enhanced learning, and motivated students to learn.

Lessons on Totalitarianism brought up some interesting ethical issues. Aside from making judgments about the Holocaust, students had discussions over the authority of leaders, power of the government, and over the rights and freedoms all people should enjoy. Finally, I believe this unit scored high based on integration. Lessons integrated various forms of technology including computers, Microsoft PowerPoint, Inspiration Software, an LCD Projector, and an overhead projector. It also incorporated numerous social studies disciplines. Focusing on history, the unit required students to learn geography, civics, and government. Lastly, and one of the things I am most proud of, was the unit's ability to improve social studies skills of my students. Students had the opportunity to improve skills in writing, document analysis, synthesis, reading, group work, and discussion. Overall this lesson meets the PASS standards and was successful in helping students learn identified content while engaging them in the material.