Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Hour\_\_\_\_\_

**Student-led Lessons Postwar BOOM**

**Task:** Your job is to teach your fellow U.S. History students a 25-30 minute lesson about one of the eight main topics of the 1950s post-WWII boom. You will be assessed on your ability to plan, teach, and assess your students’ knowledge. Each group member will be assessed on his or her individual work. While you must work together to make the lesson flow, each team member will have a separate rubric for their individual part as well as helping the team with research/grading/planning overall.

**Due Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Your lesson must include:

* Before: A “hook” or warm-up (thinking question, picture, very short video clip)
* During: The way in which you teach the content. Investigation, PowerPoint, Prezi, lecture, reading, writing, discussion, video clip, song, game, etc.) The “during” portion must contain:
	+ A visual
	+ Reading
	+ Writing
	+ Participation of all students in some way
* After: Some type of assessment. How do you know what the students learned from your teaching?
* Examples:
	+ Quiz
	+ Written questions
	+ Reflection
	+ Short essay
	+ Small project
	+ Flow chart/venn diagram/KWL

You will have groups of 4 and each member will choose one of the following roles:

**Job List (see rubric for details)**

* **Starter/Assistant Assessor**
* **Content Teacher A**
* **Content Teacher B**
* **Assessor**

**Note:** All group members are expected to participate the day of the lesson even if they are not actively teaching the whole time.

 Use the basic information in the textbook as a starting point, add by utilizing the computers around the room and do some research!

Topics to choose from

* TV and Radio in the 1950s
* Politics (1948 election and Dwight Eisenhower)
* Jackie Robinson and African Americans in sports from in the 1940s and 1950s
* Suburbia (Americans moving away from cities and suburban life)
* Music and Rock N Roll in the 1950s
* Economic Readjustment and Recovery (Post-WWII
* Urban Issues
* Conformity/Consumerism
* Automobiles

What each job does:

**Starter (1 person):**

-Prepares

-objective

-agenda

-Bellwork. Bellwork must have a hook - a way to get students engaged and on target with the lesson

-Helps with creation of lesson plan

**Content Teacher A & B (2 people):**

-Teaches the lesson

-Acts in a professional manner

-Distributes and conducts activities

-Helps prepare the resources

-Makes sure every student is engaged and learning

-Create a lesson plan

**Assessor (1 person):**

-Distributes assessments

-In charge of creating assessments that show student learning

-Turns in hard copies of all materials used

Check rubrics for how you will be graded.

**What you will need to turn in:**

-Completed lesson plan

-Hard copies of all materials used (handouts, powerpoints, quizzes, etc.)

This assignment will be worth 100 points