

The Renaissance Partnership For Improving Teacher Quality

Annotated Teacher Work Sample

ELEVENTH GRADE US HISTORY:

“WORLD WAR I” (NOVEMBER 2002)

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Teacher Work Sample Standard I: Contextual Factors Essay

XXXXXXX U.S. History

XXXXXXX is located in a rural area of XXXXXX. The city of XXXXXXXX itself, however, has a population right at 50,000 persons, making it a borderline metropolitan area.

XXXXXXX is a very stable community, which is constantly growing and expanding. This is also the home of XXXXXXXX. The university brings many employment opportunities, intellectuals, academic programs, and an overall sense of diversity to the area. In addition, although growing, XXXXXXXX remains small enough to avoid such problems as high crime rates, insufficient housing, overcrowding in schools, or governmental fragmentation. An excellent learning environment. It consists of approximately 1350 students with an overall 94.5% attendance rate. It is a very large, spacious school that is very clean and well-decorated with student work. The classrooms are large and filled with technology. The hallways are handicap accessible with elevators and special signs for the blind beside each door.

Understanding of characteristics of community and school that may affect student learning

Each class is taught by a teacher that is certified for the subject and grade level, with 83% of the faculty having a Masters degree or higher. The school as a whole has a 4:1 student to computer ratio. XXXXXX ranks above the district and state in all areas of the XXXXXX test. Seventy-seven percent of graduates go on to pursue a degree of higher education.

Subgroups that are identified later in the text should appear first in this section

Much of XXXXXXXX aforementioned success can be attributed to the high SES of the school and parental involvement. Only 13.3% of XXXXXXXX students receive a free or reduced lunch. This high SES allows for more parental involvement. In all, over 75,000 volunteer hours have been served by the parents of the XXXXXXXX community, an impressive figure.

The physical layout of my classroom is equally impressive. A computer, two printers, a scanner, a TV, a VCR, an overhead, a telephone, and a power point projector are all accessible.

Maps, textbooks, supplementary books, and other various resource kits are also abundant in the class. The rules of the class are strict and straightforward. Routines have been clearly established. Students are aware of the high expectations of proper behavior established in the classroom. This is reinforced by a relatively high amount of parental involvement in this particular class. All parental involvement in this class is in support of the teacher.

The students of this particular class are very homogeneous. There is one black student, the rest being Caucasian. A high SES is the theme of the class. There are no "special needs." The linguistic learning style seems to dominate. Being at least 16 or 17 years old, the students are reasonably mature and attentive. As a whole, the class operates at a relatively high academic level. There are a select few who are highly intelligent and another few who do not live up to their potential. In essence, the students are coming into this class with a high degree of prior knowledge.

Evidence needed to support learning style.

Gifted and talented are considered "special needs"

Does not identify prior knowledge

All of these factors drastically dictate my instruction. I am able to lecture at more length and more in depth because of the students' academic level and age level. I have the liberty to assign various projects with the understanding that the students will have to financial resources to complete the assignment (i.e. a computer at home, the Internet at home, supplies, etc.). My assessments can require more writing, incorporating more higher-level objectives. I can also feel free to "challenge" the students because I know the parental support is there to back up these "challenges." Essentially, I am working in a very educationally appropriate and educationally supportive environment.

Provided specific implications for instruction based on community factors.

Teacher Work Sample Standard II: Learning Goals

• **Learning Goals for Unit 33: "The War To End All War"**

1. Examine the significance of various terms and persons during the WWI period. (Application)
2. Explain, in detail, the events and characteristics of the Great War. (Comprehension).
3. Analyze the role of United States women, blacks, and laborers on the war effort. (Analysis)
4. Evaluate the impact of the Great War on the course of American history, focusing on the specific impacts that led to WWCL (Evaluation)

• **Connections to National, State, and Local Standards**

This unit addresses XXXXXXXXXX bullet SS-H-5.2.4, which states, "During the Progressive Movement, **World War I**, and the Twenties, Americans experienced significant social, political, and economic changes." Numerous XXXXXXXXXX Academic Expectations are also addressed throughout these objectives. In fact, each goal is addressed in some way. Goal 1 is represented by 1.2 and 1.3 because students must read materials and observe various pictures, videos, etc. to fully meet these goals. Goal 2 is represented in numerous ways. Examples would include 2.14, 2.15, 2.19, and 2.20. Students must learn about justice, freedom, rights and responsibilities, geography, people, and historical events, trends, and issues to completely master these objectives. Students must also learn on their own (3.7), develop a world view (4.5), use critical thinking skills such as analyzing (5.1), and use what they already know to acquire new knowledge (6.2) to fully meet these objectives.

The NCSS curriculum strands that apply are "Time, Continuity, and Change" and "Individuals, Groups, and Institutions." The objectives also incorporate numerous NCSS skills. Some would include: interpret what is read by drawing inferences, taking notes, examine critically relationships between and among elements of a topic, express personal convictions, communicate orally and in writing, among many others. All of these are major or intense skills for the high school student.

Goals appear to reflect several levels of learning **but they are not fully dealt with in instruction or assessment**

Direct statement of the SS-H-5.2.4 was excellent **but other standards were not similarly cited**

- **Types and Levels of Learning Goals**

*The level of each goal has been placed in parentheses with the corresponding goal.

*Each goal listed is a cognitive goal. Skills will be included in the outline of instruction.

- **Context of the Learning Goals**

These goals are appropriate because they deal with WWI, which falls into the scope and sequence for the 11th grade. Students come into this class with a prior knowledge of U.S. History up to 1865. We have covered events from 1865 up to WWI in class thus far this year, the last unit dealing with a prelude to war. The goals are also appropriate because they are directly linked with content to be taught, as specified by KERA and NCSS. The cognitive level of these goals varies\

Evidence needed to support that these are “high standards”

substantially, but are all challenging. XXXXXXXX High students, especially those in my class, are able to rise to the high standards set by these goals. The prior knowledge of the students in this class is impressive, as is their capability to respond to high demands. These goals also address some of the essential skill designated by the NCSS as major or intense for the high school student.

Teacher Work Sample Standard III: Assessment Plan

- **Overview of Assessment Plan**

The following assessment plan is explicitly outlined in the table found at the conclusion of this section. Each learning goal has a pre-, post, and formative assessment that corresponds with that particular goal. Formats vary from simple quizzes to research projects. All adaptations are made for the multiple "gifted and talented" students within the classroom.

- **Description of Pre-and Post-Assessments**

In terms of the pre-assessment, I have chosen to assess it quite differently than most of the other assessment measures. It would be quite unfair to grade it for accuracy. The purpose of the pre-assessment is to simply become aware of what the students need to know so the teacher can modify

his/her instruction appropriately. However, it should be assessed. It would also be unfair to ask the students to complete a pre-assessment and then give them no credit for it. If this were the case, the students would quit attempting to complete the pre-assessment accurately.

I have chosen to give the students a written pre-assessment of 15 questions. These questions vary in cognitive levels. However, most are at the lower level. It would be unfair to assume students could answer higher-level questions without any instruction. Nevertheless, the questions paint a relatively clear picture of what the students do and do not know about the upcoming unit.

In terms of evaluating this assessment, I have chosen to do it based on effort. If the students complete the questionnaire, they will receive 15 points (one point for each question). If they do not complete the pre-assessment, they will not receive the points. Fifteen points gives the activity enough worth that students should take it seriously. After collecting the results of the pre-assessment, I will evaluate each question. If all students answered one question correctly, I will spend little time discussing that topic and vice versa. This assessment will aid me in understanding which goals need the most work.

The unit assessment, like the pre-assessment, is in a written format. It contains 17 multiple choice, 8 identification, 5 listing, 10 true / false and two essays. The cognitive levels addressed vary dramatically, and the unit assessment contains many questions dealing with higher level thinking skills. Each learning goal is addressed by multiple questions on the test. Therefore, I will be able to monitor how well each student did in terms of meeting each learning goal. If every student failed to complete a particular learning goal, I would go back and try to communicate the learning goal more clearly the following class meeting. Overall, the test is worth 100 points.

In terms of evaluation of the students, I will assess the unit exam for correctness. Multiple choice questions are either right or wrong. At two points each, they are worth 34 points. The other questions follow suit. The two essays are worth 10 points apiece. Grading depends upon facts,

All learning goals must be pre-assessed and must reflect the level of thinking required by the goal (ex. in goal 4, multiple choice questions do not assess evaluation skills)

logical argument, and grammar. The students will have met the Learning Goals 1-3 if they answer 100% of the questions dealing with that particular goal correctly. The students will have satisfactory met Learning Goal 4 if they answer 75% of that goal correctly. This goal is much more difficult and involves high-level thinking skills. This goal also requires answering multiple questions.

Level of expected achievement is clearly stated

• **Discussion of Formative Assessment Plan**

In terms of formative assessment, I have chosen to incorporate numerous types that address numerous cognitive levels to ensure student learning. To begin with, I always attempt to informally assess students' learning each day with a Q & A review session to begin each class. This is important because it informs me each day where the students are coming from in terms of prior knowledge. Thus, I know where to begin my instruction that day. Some days, considerable review is necessary and vice versa. I realize, however, this does not specifically constitute a formal form of formative assessment and cannot always accurately depict the knowledge of each student.

I have also incorporated an Identification / Short Answer / Map Activity. This activity is a basic, lower level activity that requires students to identify and define various terms and places. It is important, however, because this information is necessary to build a proper foundation upon. If students cannot recognize basic terms and places, higher-level thinking will never occur. This assessment is essential to monitoring Learning Goal 1.

Attempt to justify lower-level assessment

Another formative assessment used in this unit is the quiz. Quizzes are a quick, simple, and effective form of formative assessment. They are also a good way to review and ensure that students are accountable for reading the chapter. In addition, some mid-level thinking skills can be assessed by a quiz. For all these reasons, I incorporated two ten-question quizzes in this unit.

I have also chosen to use a creative writing assignment in this unit. This assignment deals with what it would have actually been like to fight in the trenches of France. This assignment is important not only because it requires the students to understand a great deal about the combat of

WWI, but it also forces the students to relate to the people who actually took part in this combat, thus (hopefully) making the material meaningful. If the material is meaningful, the students will want to learn and will do so more effectively. After collecting this assignment, I should be able to interpret how well the students understand what is *really* happening in Europe at this time. The computer lab research, the intrapersonal intelligence, and the creativity required to complete this assignment also make it important.

I have also selected a source analysis assignment. In this assignment, the students analyze various sources dealing with the war in terms of their credibility. This is used to assess student knowledge dealing with the events of the war and to assess the skill of analyzing sources in general. Thus, it is a two-purpose assignment. This assignment will inform me on how students are progressing in terms of knowledge of the unit *and* reading skills in general, which will be helpful in later units.

The final form of formative assessment I have selected is a video analysis / evaluation assignment. In this assignment, students analyze a video on WWI in terms of historical accuracy and evaluate the video as a whole. This is important because the students must understand the war *as a whole* in order to effectively analyze the film. Therefore, this assignment addresses each learning goal in some way. Granted, some are addressed more than others. The higher-order thinking skills required to complete this assignment will inform me on exactly how high the students are operating in terms of Bloom's Taxonomy

Learning Goals Assessments Format of Assessment Adaptations

Learning Goal 1	Pre-Assessment Formative Assessment Post-Assessment	Quiz: Questions 1, 2, 5, and 15 Identification Assignment Map Assignment Creative Writing Assignment Unit Test: Questions 1, 2, 5, 15, and 18-25	<p>Due to the substantial amount of "Gifted and Talented" students in the classroom, I decided to include various tasks that require higher-level thinking tasks. I also incorporated the Creative Writing assignment in order to give the higher functioning students an opportunity to learn through self-exploration. I will also give an assignment that has two options, one option being less "traditional" than the other. This enables the gifted students to be extra creative while not penalizing the regular students. I will also attempt to ask some thought provoking questions in my lecture to spark the minds of the gifted students.</p>
Learning Goal 2	Pre-Assessment Formative Assessment Post-Assessment	<p>Quiz: Questions 3, 4, 5, and 14</p> <p>Quiz: Questions 2, and 6-10 Video Analysis Assignment Source Analysis Assignment Creative Writing Assignment</p> <p>Unit Test: Questions 3, 4, 5, 14, and 26-32</p>	
Learning Goal 3	Pre-Assessment Formative Assessment Post-Assessment	<p>Quiz: Questions 6, 7, and 15</p> <p>Quiz: Questions 1, and 3-5</p> <p>Unit Test: Questions 6, 7, 15-17, 36-39</p>	
Learning Goal 4	Pre-Assessment Formative Assessment Post-Assessment	<p>Quiz: Questions 8-13</p> <p>Identification Assignment Creative Writing Assignment</p> <p>Unit Test: Questions 8-13, 31-35, 40, and 2 essays</p>	

Goal asks for "significance" but assessments only deal with "identify and define"

Goal assessments are not congruent with the learning goals in content and cognitive complexity (multiple choice questions do not assess higher order skills)

Includes multiple assessment modes

Attempted adaptations for gifted student but tend to be focused at the entire class rather than individuals

Prompts and directions are not clearly written

Items 8-15 are missing

Name: _____
Period: _____

Chapter 33 Pre-Assessment

- 1.) C The Zimmermann note involved a proposed secret agreement between
 - a. Britain and France.
 - b. Russia and Germany.
 - c. Germany and Mexico.
 - d. Mexico and France.

- 2.) C The capstone "Fourteenth Point" of Wilson's declaration of war aims called for
 - a. the establishment of parliamentary democracies throughout Europe.
 - b. guarantees of the human rights of minorities and political dissenters.
 - c. an international organization to guarantee collective security.
 - d. freedom of travel without restrictions.

- 3.) C Russia's withdrawal from World War I in 1918 resulted in
 - a. a communist takeover of that country.
 - b. the United States' entry into the war.
 - c. the release of thousands of German troops for deployment on the front in France.
 - d. Germany's surrender to the Allies.

- 4.) b The first significant engagement of American troops in a European battle in American history came in the spring of 1918 at
 - a. Meuse-Argonne.
 - b. Chateau-Thierry.
 - c. St. Mihiel.
 - d. the Second Battle of the Marne.

- 5.) b The Second Battle of the Marne was significant because it
 - a. was the first time American troops saw action in France.
 - b. marked the beginning of a German withdrawal that was never reversed.
 - c. was the first time American troops fought by themselves.
 - d. saw the first use of combat aircraft.

- 6.) a During World War I, African-American military men served primarily in
 - a. segregated, non-combat support units.
 - b. the navy and the coast guard.
 - c. the most dangerous trenches in northern France.
 - d. in northern cities where their presence did not threaten the system of segregation.

- 7.) a Among the political changes the war helped bring about was
 - a. a constitutional amendment granting women the right to vote.
 - b. a law granting labor unions the right to strike.
 - c. a constitutional amendment guaranteeing African-Americans the right to travel freely.
 - d. a constitutional amendment prohibiting child labor.

Chapter 33 Study Guide

* 15
points
if completed

Briefly (1-3) sentences describe each of the following terms.

1.) Zimmermann Note:

2.) **Fourteen Points:**

3.) Russian Revolution:

4.) Chateau-Thierry:


5.) Second Battle of the Marne:

6.) **Treaty of Versailles:**

7.) **League of Nations:**

8.) Espionage and Sedition Acts:

9.) "Peace Without Victory":



10.) Committee on Public Information:

11.) "Big Four":

12.) Nineteenth Amendment:

13.) Trench warfare:


14.) Kaiser Wilhelm II:

15.) Woodrow Wilson:

16.) Role of Blacks:

17.) Role of Labor:

18.) Role of Women:



19.) Henry Cabot Lodge:

20.) Impacts of the War on the U.S.:

1 pt each

Chapter 33 Quiz

1. Define militarism. *extremely patriotic + warlike*
 2. List two more underlying causes. *Nationalism, alliances*
 3. Who's assassination sparked the Great War?
Francis Ferdinand
 4. Who was he assassinated by?
Serbian Terrorist
 5. What was the Schlieffen plan?
Attack France through Belgium
 6. What caused G. Britain to enter the war?
German attack on Belgium
 7. What caused Italy to break their alliance with
Germany?
German attack on Belgium
 8. What happened at the first battle of the Marne?
began trench warfare
 9. What does "Race to the Sea" mean?
digging trenches from Channel to Switzerland
 10. What was Russia's major problem on the
Eastern front?
lack of supplies
-

1 point each

Chapter 33 Quiz

1. What was the purpose for the "Victory Gardens?"
Food rationing
2. List one action the *government* itself took to prepare our economy for war.
- railroads
- shipping
3. What is conscription? *draft*
4. What was the role of African-Americans in actual combat?
cooks (no combat)
5. Where were the first U.S. troops employed in combat?
Chateau-Thierry
6. Why was the Second Battle of the Marne so significant?
turning point
7. Who was the leader of the *U.S. fighting force* in WWI?
John J. Pershing
8. Name one country (other than France) where U.S. soldiers fought.
Belgium, Russia, Italy
9. Why did the Germans finally surrender? (List one reason)
- lack of support at home
10. What date was the armistice signed?

11-11-1918

Name: _____
Period: _____

World War I Creative Writing Prompt

Option A

Previously in class, you have conducted research on the various aspects of fighting in WWI. You have researched trench warfare, the daily life of a soldier, battlefield tactics, etc. It is now your assignment to compose a 2 to 2+ page "letter from the trenches." Essentially, you must write a letter home to your parents in the United States describing your life in WWI, focusing especially on fighting in the trenches. Answer the various questions: What is France like? What is a typical day for you like? What are some of the characteristics of fighting in the trenches? How does this war make you feel? How do you feel about the enemy? Be creative. Make up a story. Elaborate. This assignment must include factual details from your research. It must include 10 factual details pertaining to WWI. Each detail included is worth three points. Creativity is worth ten points. Length, grammatical correctness, and your research are also worth ten points. Thus, this assignment is worth a total of 50 points. This is an opportunity to make a good grade. Put forth the effort. Your research must be included when you turn this assignment in.

Option B

Option B follows the same format as Option A does in terms of what is required in the assignment and what the grading scale will be. Essentially, you need to address the same questions. However, instead of writing a letter, compose a song with the relevant lyrics. The song must last at least four to five minutes and be accompanied with actual music. You may be required to sing your song if front of the class.

Name: _____
Period: _____

World War I Source Analysis Assignment

You have been given a packet of various sources dealing with the Great War. It is your job to read and evaluate each source. After reading each source, on a separate sheet of paper, rank each source in order of its worth and credibility, #1 being the most credible. Explain why you ranked *each* source as you did. Your explanation should be approximately 3-5 sentences. For each correct ranking and explanation, you will receive 5 points. Therefore, the assignment is worth a total of 20 points.

* I deal
Answer:


- 1.) C : primary
 - 2.) A : secondary (text)
 - 3.) D : novel
 - 4.) B : propaganda
-

Source A

Excerpt from Jackson J. Spielvogel's textbook, *Western Civilization, Volume II: Since 1550*

"The unexpected development of trench warfare baffled military leaders who had been trained to fight wars of movement and maneuver. But public outcries for action put them under heavy pressure. The only plan generals could devise was to attempt a breakthrough by throwing masses of men against enemy lines that had first been battered by artillery barrages. Once the decisive breakthrough had been achieved, they thought, they could then return to the war of movement that they knew best. Periodically, the high command on either side would order an offensive that would begin with an artillery barrage to flatten the enemy's barbed wire and leave the enemy in a state of shock. After 'softening up' the enemy in this fashion, a mass of soldiers would climb out of the trenches with fixed bayonets and try to work their way toward the enemy trenches. The attacks rarely worked, since the machine gun put hordes of men advancing unprotected across open fields at a severe disadvantage. In 1916 and 1917, millions of young men were sacrificed in the search for the elusive breakthrough. In the German offensive at Verdun in 1916, the British campaign at the Somme in 1916, and the French attack in the Champagne in 1917, the senseless trench warfare became all too obvious. In ten months at Verdun, 700,000 men lost their lives over a few miles of terrain.

Warfare in the trenches of the Western Front produced unimaginable horrors. Many participants commented on the cloud of confusion that covered the battlefields. When attacking soldiers entered 'no man's land', the noise, machine-gun fire, and exploding artillery shells often caused them to panic and lose their sense of direction;



they went forward only because they were carried on by the momentum of the soldiers beside them. Rarely were battles as orderly as they were portrayed on military maps and in civilian newspapers.

Battlefields were hellish landscapes of barbed wire, shell holes, mud, and injured and dying men. The introduction of poison gas in 1915 produced new forms of injuries, . . . Soldiers in the trenches also lived with the persistent presence of death. Since combat went on for months, they had to carry on in the midst of countless bodies of dead men or the remains of men dismembered by artillery barrages. Many soldiers remembered the stench of decomposing bodies and the swarms of rats that grew fat in the trenches.”¹

Spielvogel, Jackson J. Western Civilization, Volume II: Since 1550. West Publishing Company: New York, 1997.

"Going Over the Top"

Warfare in the Trenches

Norman Roberts

The arrival of fresh American troops and supplies lifted the morale of the British and French, who were exhausted after years of fighting in the trenches. The American Expeditionary Force fought in France from June 1917 to November 1918. In his wartime diary, soldier Norman Roberts described the terror of "going over the top" of the trenches to face the enemy's gunfire.

Sept. 11, '18. Started for the front at 6 p.m. Raining and wind blowing. Very cold. All boys wet to the skin. Roads very muddy and all shot to pieces from the Germans' big guns. Very bad walking. Falling in holes to one's waist. These holes being full of water. Germans shelling this road as we advance. No one allowed to talk. All noise unnecessary prohibited. When near the woods the Germans dropped an H.E. shell near us and threw mud all over us. Believe me I was some frightened; after entering the woods the shelling was something terrible. Iron falling like hail.

Our major was there directing the placing of the men in the trenches. Dark as pitch except when a shell would explode. Some of the boys praying and some swearing. No place to swear. So dark each man had to take the other by the straps on his haversack to keep from getting lost. With that, the detail that I was with became lost but finally found the

trench which we had been allotted. Some mud. Over the knees. About 12 o'clock all were in the trenches waiting for the zero hour that we were to make our attack upon Fritz [the Germans]. At 1:30 a.m. 12th the barrage of our guns broke loose upon the first line trenches, and oh what a noise there was. . . . Then the Germans came back with their guns. Oh, me, what noise and not be allowed to talk. All of us were wet and cold and scared. The boy sitting next to me shot himself in the foot to keep from going over the top.

Sept. 12. At 5:00 a.m. the words came down the trench to get ready for attack. Over the top we are going after Fritz. I was the fourth man of my platoon to go over. A baptism of fire was my reception in my first battle and first all-American offensive, St. Mihiel drive. This sector had been the scene of many battles during the war by the French and English troops—to capture this would mean the straightening of the line of the Allies. But

Excerpt from Ernest Hemingway's A Farewell to Arms

6373

"I ate the end of my piece of cheese and took a swallow of wine. Through the other noise I heard a cough, then came the chuh-chuh-chuh-chuh – then there was a flash, as when a blast-furnace door is swung open, and a roar that started white and went red and on and on in a rushing wind. I tried to breathe but my breath would not come and I felt myself rush bodily out of myself and out and out and out and all the time bodily in the wind. I went out swiftly, all of myself, and I knew I was dead and that it had all been a mistake to think you just died. Then I floated, and instead of going on I felt myself slide back. I breathed and I was back. The ground was torn up and in front of my head there was a splintered beam of wood. In the jolt of my head I heard somebody crying. I thought somebody was screaming. I tried to move but I could not move. I heard the machine-guns and rifles firing across the river and all along the river. There was a great splashing and I saw the starshells go up and burst and float whitely and rockets going up heard the bombs, all this in a moment, and then I heard close to me someone saying 'Mama Mia! Oh, mama Mia!' I pulled an twisted and got my legs loose finally and turned around and touched him. It was Passini and when I touched him he screamed. His legs were toward me and I saw in the dark and the light that they were both smashed above the knee. One leg was gone and the other was held by tendons and part of the trouser and the stump twitched and jerked as though it were not connected."¹

¹ Hemingway, Ernest. A Farewell to Arms. Simon & Schuster: New York, 1929.

Name: _____
Period: _____

Video Critique Writing Prompt

Part A is unrelated to learning goals and should involve a minimal amount of course time

We have just finished watching the film “All Quiet on the Western Front.” In approximately 1 ½ to 2 pages, give your critique of the film. Your critique should be divided into two parts.

Part A should address the following questions: Was it a good movie? Did you enjoy it? Why or why not? Were the actors effective? Was the story believable? What were the pros and cons?

Part B should address the following question in depth: Was the movie a historically accurate portrayal of WWI? Why or why not? Justify your answer with material we discussed in class or material you read in your textbook. Give at least five justifications.

This assignment is worth 25 points. Ten points will be given based on your answer in part A. This is an easy way to earn these points. The questions are based upon your opinion. Ten points will also be awarded for part B as well (two points will be given for each correct justification of your argument). Five points will be awarded on grammatical correctness and appropriate length.

Chapter 33 Test

Name: KEY
Period:

• Multiple Choice : Two points each

- 1.) C The Zimmermann note involved a proposed secret agreement between
a. Britain and France.
b. Russia and Germany.
c. Germany and Mexico.
d. Mexico and France.
- 2.) C The capstone "Fourteenth Point" of Wilson's declaration of war aims called for
a. the establishment of parliamentary democracies throughout Europe.
b. guarantees of the human rights of minorities and political dissenters.
c. an international organization to guarantee collective security.
d. freedom of travel without restrictions.
- 3.) C Russia's withdrawal from World War I in 1918 resulted in
a. a communist takeover of that country.
b. the United States' entry into the war.
c. the release of thousands of German troops for deployment on the front in France.
d. Germany's surrender to the Allies.
- 4.) b The first significant engagement of American troops in a European battle in American history came in the spring of 1918 at
a. Meuse-Argonne.
b. Chateau-Thierry.
c. St. Mihiel.
d. the Second Battle of the Marne.
- 5.) b The Second Battle of the Marne was significant because it
a. was the first time American troops saw action in France.
b. marked the beginning of a German withdrawal that was never reversed.
c. was the first time American troops fought by themselves.
d. saw the first use of combat aircraft.
- 6.) a During World War I, African-American military men served primarily in
a. segregated, non-combat support units.
b. the navy and the coast guard.
c. the most dangerous trenches in northern France.
d. in northern cities where their presence did not threaten the system of segregation.
- 7.) a Among the political changes the war helped bring about was
a. a constitutional amendment granting women the right to vote.
b. a law granting labor unions the right to strike.
c. a constitutional amendment guaranteeing African-Americans the right to travel freely.
d. a constitutional amendment prohibiting child labor.

- 8.) b After the Treaty of Versailles had been signed, Woodrow Wilson
- remained a popular leader.
 - was condemned by disillusioned liberals and frustrated imperialists.
 - was popular only with the Germans.
 - admitted that he should have been willing to compromise.
- 9.) a The Republican strategy regarding the Treaty of Versailles was to
- amend the treaty.
 - defeat the treaty.
 - appeal to the American public to support it.
 - rush the treaty to a vote before Wilson could get enough support to pass it.
- 10.) c Senate opponents of the League of Nations as proposed in the Treaty of Versailles argued that it
- failed to provide any German financial reparations for the United States.
 - violated Wilson's own Fourteen Points.
 - robbed Congress of its war-declaring powers.
 - isolated the United States from postwar world affairs.
- 11.) d As a condition of ending World War I, Woodrow Wilson demanded that
- Germany remove its army from Russia.
 - Germany be present at the peace conference.
 - the German government pay for war damages.
 - the German kaiser be forced from power.
- 12.) d The major weakness of the League of Nations was that it
- had no military power.
 - did not include the Soviet Union.
 - was used by Adolf Hitler to gain power.
 - did not include the United States.
- 13.) d The European powers and Japan weakened Wilson at the peace conference by
- refusing to support his proposed League of Nations.
 - denouncing the Republicans who were criticizing Wilson at home.
 - rejecting any continuing American involvement in European affairs.
 - forcing him to compromise his ideals on matters of self-determination and punishment of Germany.
- 14.) c American soldiers were especially needed in France in the spring of 1918 because
- the Allied invasion of Germany was faltering short of its goal.
 - Britain had moved many of its soldiers from the western front to Russia.
 - a renewed German invasion was threatening Paris.
 - the Russians had just entered the war on the Germans' side.
- 15.) d The two key laws aimed at enforcing loyalty and suppressing antiwar dissent were
- the War Mobilization Act and the National Defense Act.
 - the Selective Service Act and the Public Information Act.
 - the Eighteenth Amendment and the Anti-German Language Act.
 - the Espionage Act and the Sedition Act.

- 16.) C Wilson aroused the somewhat divided American people to fervent support of the war by
- seizing control of the means of communication and demanding national unity.
 - declaring the German people to be immoral Huns and barbarians.
 - proclaiming an ideological war to end war and make the world safe for democracy.
 - proclaiming the war a religious crusade.
- 17.) d When the United States entered the war in 1917, most Americans did not believe that
- the navy was obligated to defend freedom of the seas.
 - it would be necessary to continue making loans to the Allies.
 - the United States would have to ship war matériel to the Allies.
 - it would be necessary to send a large American army to Europe.

6373

• Identification: Two points each

- 18.) Peace 40 Victory Wilson's appeal to all the belligerents in January 1917, just before the Germans resumed submarine warfare
- 19.) Zimmermann Note Message that contained a German proposal to Mexico for an anti-American alliance
- 20.) Fourteen Points Wilson's idealistic statement of American war aims in January 1918 that inspired the Allies and demoralized their enemies
- 21.) Committee on Public Info American government propaganda agency that aroused zeal for Wilson's ideals and whipped up hatred for the kaiser
- 22.) Big Four The nations that dominated the Paris Peace Conference—namely, Britain, France, Italy, and the United States
- 23.) League of Nations The proposed international body that, to Wilson, constituted the key provision of the Versailles treaty
- 24.) Treaty of Versailles Controversial peace agreement that compromised many of Wilson's Fourteen Points but retained his League
- 25.) 19th Amendment Constitutional provision endorsed by Wilson as a war measure whose ratification achieved a long-sought goal for American women

26-30.) List five characteristics of "trench warfare."

- 26.) •
- 27.) • Gas, rats, dead bodies, machine guns, barbed wire,
- 28.) • mortar holes, claustrophobia, mud, "no man's land",
- 29.) •
- 30.) • disease

• True / False : Two points each

- 31.) F Germany responded to Wilson's call for "peace without victory" by proposing a temporary armistice.
- 32.) T Wilson's promotion of the war as a crusade to end war and spread democracy inspired intense ideological enthusiasm among Americans.
- 33.) T Among Wilson's Fourteen Points were freedom of the seas, national self-determination for minorities, and an international organization to secure peace.
- 34.) T Other Allied leaders forced Wilson to make serious compromises in his Fourteen Points in order to keep the League of Nations in the Treaty of Versailles.
- 35.) T Republican senators were willing to accept a treaty and a League of Nations with reservations, but Wilson's unwillingness to compromise sent the whole treaty down to defeat.
- 36.) F The primary targets of prosecution under the Espionage and Sedition Acts were German agents in the United States.
- 37.) T Even during the war mobilization, Americans were extremely reluctant to grant the federal government extensive powers over the economy.
- 38.) T Despite bitter and sometimes violent strikes, American labor made economic and organization gains as a result of World War I.
- 39.) T War-inspired black migration into northern cities, sometimes as strike-breakers, led to major racial riots in 1917-1919.
- 40.) T Before he would negotiate an armistice, President Wilson insisted that the Germans overthrow Kaiser Wilhelm II.

• **Essays: 15 points each**

1.) How did the events of WWI, especially the peace negotiations, lead to the inevitability to WWII? List at least three ways. Be detailed!

- Article 231
- Economic Falley
- Abandonment of France
- Abandonment of League
- political vacuum

2.) How did the "Great War" change the history of the United States? List at least five ways? Was it a good change or a bad change? Justify your answer.

Teacher Work Sample Standard IV: Design for Instruction

- **Results of Pre-Assessment**

After administering the pre-assessment, I found that the performance of the students prompted me to alter my instruction in numerous ways. The main aspect of the pre-assessment (as a whole) that I found interesting was the overall scores. Most students only answered 3-5 questions correctly. The students simply did not do well. (A table of exact scores is included.) I took this to indicate a lack of prior knowledge on WWI. Therefore, I altered my instruction in numerous ways.

Recognized the need to adapt instruction based on pre-assessment data

First of all, I included more background and more detailed material in my lectures. I addressed much subject matter that the book "took for granted." I also chose to include more forms of formative assessment to monitor the students' progress much more closely to ensure they really are learning. An example of this would be the ID assignment. Although this assignment was a lower-level one, I included it to ensure the students had a proper base on which to build. I also allotted an extra day of study to this particular unit. I felt it necessary to go more slowly and cover the material more thoroughly.

In terms of particular Learning Goals, I also noticed some outcomes that altered my instruction. For example, the students did poorly on the question dealing with the role of African-Americans (Learning Goal 3). Only one student answered correctly. Therefore, I spent more time discussing the role of blacks in the war. I also created more quiz questions dealing with this Learning Goal. I also found that many students answered the first three questions correctly (Learning Goal 1). I then decided to devote less time discussing this goal. The questions dealing with the remaining two goals were answered relatively poorly by the students, especially Learning Goal 4. Therefore, I decided to take the measures discussed above.

- **Activities (prompts of each activity are included)**

Activity #1: Creative Writing Assignment

This activity is essentially what it sounds like: a creative writing activity. In this activity, the

Excellent job of aligning activities to learning goals

students conduct research dealing with what the actual combat was like in WWI. They research the daily life of a soldier, the conditions in the trenches, the weapons of war, etc., etc. After conducting this research, they have two options. They can either write a "letter home from the trenches" or compose a song dealing with life in WWI. This assignment requires creativity, technology, and a sense of intrapersonal intelligence. The option to incorporate the musical intelligence also adds to the depth of the assignment. The assignment deals directly with Learning Goals 1 and 2 and will hopefully facilitate a proper learning base for completing Learning Goal 4.

Assumption not supported by facts

The activity stems from my pre-assessment in the fact that I want to give the students an assignment that makes the material meaningful to them. Obviously, the lack of prior knowledge indicates that the students were not interested in WWI in previous classes. I hope to spark interest in this assignment. XXXXXXXX High School, with its relatively high SES, has a good computer lab. Thus, I chose to let the students explore the information on their own. I have also noticed that these particular students enjoy using technology, most being very efficient with technology. All that is needed to complete this assignment is an Internet-ready computer for each student and your basic paper and pencil. A rubric for assessing the activity is attached to the prompt.

Activity #2: Source Analysis Assignment

In this assignment, students are given 4 different sources dealing with WWI. One source is primary, another is a secondary textbook, another is a secondary novel, and the last is biased propaganda. Students are required to rank the sources in order of credibility. There is no exact right or wrong answer. However, a proper justification must be given for each rank. The sources in this assignment are very graphic and detailed. My intention in including these particular sources, as stated above, was to evoke an emotional response, to spark an interest, and to instigate a desire for further knowledge. Again, this was fueled by my analysis of the pre-assessment. The purpose of this assignment is twofold. For one, the content the students are required to read

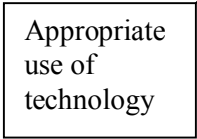
directly relates to Learning Goals 1 and 2. In addition, the students also are required to master the higher-level thinking skill of source evaluation. This skill is marked by NCSS as a skill that should be practiced intensely at the high school level. I thought this proper due to the context of the students in this class. Although their prior knowledge on the war was lacking, the students, as a whole, are intelligent and capable of climbing Bloom's Taxonomy. The prompt given to the students includes a rubric for assessing the activity. All the students need to complete the activity is the packet that will be distributed by the teacher.

Activity #3: Video Analysis Assignment

Students will be required to view the WWI film "All Quiet on the Western Front." After the viewing of the film, the students will be required to analyze the film in numerous ways, the main aspect being historical accuracy. The film is a good activity because it aids the visual-spatial learners in "seeing" the material we have been discussing. Again, like the other activities, I feel the storyline of the movie makes the content meaningful to the students by evoking an emotional response. The movie, although the students are unaware, is very historically accurate. Therefore, it is a good instructional aid as well. By analyzing the film, the students must be able to meet each Learning Goal, but especially Goals 1 and 2. Therefore, the film is an excellent review of the lectures. The maturity of the class and the lack of discipline problems enable the somewhat lengthy movie to be shown. The higher-level of the students (and the school as a whole) also enables the assignment to be completed successfully. All that is needed to complete the assignment is a TV, VCR, the movie itself, and a writing prompt. The rubric for assessing this activity is listed on the prompt.

- **Technology**

In terms of technology usage in this unit, the main source lies in the Internet research assignment. Each student will be allowed to use an Internet-ready computer for approximately one hour to research material dealing with the unit. In addition to this, I have used the Internet myself to search for ideas and lesson plans dealing with this unit. Some of the material incorporate in the lecture came from Internet research. Lastly, each source, prompt, overhead, test, etc. was word-processed and printed by myself on my personal computer.



Appropriate
use of
technology

Unit Overview

Day 1

Topic: The Outbreak of War and The Role of Women, Blacks, and Laborers

Activities:

1. Introduction (Learning Goal 1)
2. Lecture / discussion (Learning Goal 1 and 3)
3. Map / Identification Assignment (Learning Goal 1 and 4)
4. Review (Learning Goal 1 and 3)

Day 2

Topic: The Role of Women, Blacks, and Laborers and The Events of Warfare in Europe

Activities:

1. Quiz for review (Learning Goal 1)
2. Collect mapwork and discuss (Learning Goal 1)
3. Lecture / Discussion (Learning Goal 1-3)
4. Map / Identification Assignment (Learning Goal 1 and 4)
5. Review (Learning Goal 1-3)

Day 3

Topic: The Reality of War

Activities:

1. Discuss Assingment (Learning Goal 2)
2. Computer Lab Research (Learning Goal 2)

Day 4

Topic: The Concluding Events of WWI

Activities:

1. Q & A Review (Learning Goal 1-3)
2. Lecture / discussion (Learning Goal 2)
3. Creative Writing Assignment (Learning Goal 2)
4. Review (Learning Goal 2)

Day 5

Topic: The Treaty of Versailles and U.S. Reaction

Activities:

1. Quiz as a review (Learning Goal 2)
2. Lecture / discussion (Learning Goal 4)
3. Analyzing Sources discussion (Learning Goal 2)
4. Analyzing Sources assignment (Learning Goal 2)
5. Review (Learning Goal 4)

Day 6

Topic: The Treaty that Led to Another War

Activities:

1. Q & A Review (Learning Goal 4)
2. Brief Discussion (Learning Goal 4)
3. Watch film: *All Quiet on the Western Front* (Learning Goal 1, 2, and 4)

Day 7

Topic: The Impact of the War

Activities:

1. Q & A Review (Learning Goal 1,2, and 4)
2. Brief Discussion (Learning Goal 4)
3. Finish film (Learning Goal 1,2, and 4)
4. Film Analysis Assignment (Learning Goal 1,2, and 4)
5. Review (Learning Goal 1,2, and 4)

Day 8

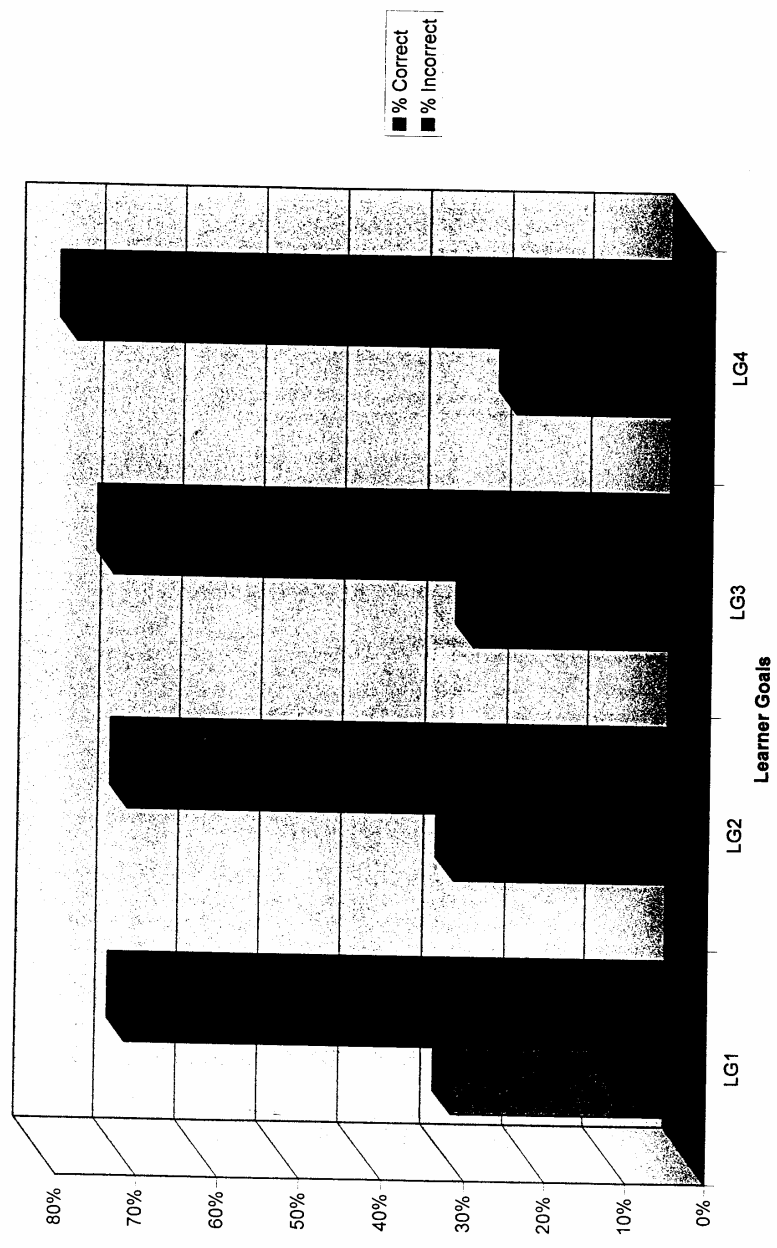
Topic: Unit Test

Activities:

1. Unit Test (Learning Goal 1-4)
2. Begin reading next chapter

Graphs should be readable and understandable

Overall Results of Pre-Assessment



Question #	Correct	Incorrect
Question 1	7	12
Question 2	7	12
Question 3	7	12
Question 4	2	17
Question 5	3	16
Question 6	1	18
Question 7	10	9
Question 8	7	12
Question 9	2	17
Question 10	2	17
Question 11	1	18
Question 12	4	15
Question 13	10	9
Question 14	8	11
Question 15	5	14

***Best Score:**
8 out of 15 correct

***Worst Score:**
2 out of 15 correct

Teacher Work Sample Standard V: Instructional Decision-Making

Appropriate
modifications
based on
initial student
reaction

• **Example #1**

When reflecting back upon the eight days that it took to cover this unit, I can think of numerous occasions where I found it necessary to modify my instruction in some way, shape, or form. In fact, one of the first lessons I learned in my student teaching experience was that units, lessons, and activities rarely go according to planned. A key quality essential in a good teacher is adaptability. As I stated previously, this unit was no exception. In the following paragraphs, I will detail a specific example of instruction decision-making that occurred within this unit.

On the very first day of the WWI unit, I began by introducing the events that led to the outbreak of war in Europe. Theoretically, the students should have studied these events in their World History class last year. This class is a United States history class and, thus, addresses the war from an American viewpoint. Therefore, I chose to be somewhat brief in my discussion of the aforementioned topic. I began by discussing the assassination of Archduke Francis Ferdinand. I discussed the Austro-Hungarian ultimatum, the German "blank check", Russian mobilization, the Schlieffen Plan, and I had begun to discuss the German violation of Belgian neutrality. At this time a student raised her hand. I feel it pertinent to mention that this was not a typically low-performing student. She asked me, "Austria-Hungary declared war on who?" Needless to say, I was taken back a little. I answered, "Serbia." Then she said, "What does that have to do with Russia?" I then realized that the students were probably not operating on the prior knowledge I had hoped that they were. I decided it was useless to press onward if the students did not have the proper base upon which to construct their knowledge. I shortly ended the "lecture," and gave the students an activity.

That night I went home and hunted up my old college World Civilization textbook. I also found a high school World History text I had used in my prior education classes. I re-read each

chapter dealing with WWI and took corresponding notes. I then designed an overhead with an outline of causes and events leading to the outbreak of war in Europe. The next day, before class started, I turned the maps in the classroom to the map that dealt with WWI in Europe. When the students entered the class, I began another discussion on the outbreak of war. However, it was much more detailed. It listed the background, underlying causes of the war such as alliances, militarism, and nationalism. I also detailed the sequence of events much more slowly with added explanation. I also chose to employ the usage of more questions in this lecture to ensure the students were not getting left behind. The discussion took much longer than I had originally planned. However, the students seemed to be more responsive and active. I also chose to quiz the students on the material the next day to ensure that they really were absorbing the information. As a whole, I would say they did very well. The other aspect of the "instructional decision-making" incident was the fact that I had to extend the length of the unit from the planned seven days to the actual eight days. Overall, however, I felt the extra time and effort was well worth it. The only drawback I could notice was the fact that a select few "high-achievers" seemed to get rather bored with the prolonged discussion. I feel my action was justified, though, because the majority of the class benefited. I do not think that the students could have properly met any of the Learning Goals, especially 1 or 2, without the proper knowledge base.

- **Example #2**

The aforementioned incident was not the only example of instructional decision-making that occurred during my unit on WWI. The third day of the unit fell on a Friday. I felt that a Friday was a good day to take the students to the computer lab to do research for their creative writing assignment. I had initially planned to take the students to the lab at the beginning of class. I had assumed that they could search the Internet and conclude their research within 45 minutes. That would leave another 30 minutes or so to discuss their findings and give them an opportunity to

Insightful observation regarding high achievers; **use lessons learned in future planning to create challenging activities for these students.**

begin writing in class. I wanted to give them some time so they would do a good job and I could monitor whether or not they were on the right track. In addition, because this unit had a substantial workload, I also wanted to ease their burden with some time to complete work at school.

As it turns out, however, things did not work out according to planned. I did take the students to the computer lab at the beginning of Friday's class. I gave the students the assignment to research the conditions and elements of "trench warfare." They began. As I walked around the lab, I noticed a student with her hand raised. This student is the type of student who loves to socialize. She does not really "enjoy" school per say, and she has made it clear that history is not her favorite subject by any means. I walked over to address her question, but she had none. She merely wanted to show me a picture of "trenchfoot." Ten minutes later she was showing me a picture of a group of amputees. Five minutes later she was informing me on how a rat could eat the flesh off of a rotting corpse in a few hours. Essentially, she was fascinated. She was not the only one. I also noticed a few other students who were notorious for getting "off-task" actually conducting the research. I decided that as long as the students worked, I would let them stay in the lab. After all, who am I to stand in the way of learning? The students were doing exactly what I wanted them to do regardless if it fit into my plan or not. I took the opportunity and tried to capitalize on the "teachable moment." When all was said and done, we stayed in the lab the whole period. Needless to say, this caused me to have to alter my lesson plans yet again. Nevertheless, I felt it was definitely worth it. I really enjoyed watching the students discover the information I was trying to tell them about. I like to think the experience made the material personal and interesting by allowing the students to get out of the textbook and into a situation where most of them felt more comfortable. All in all, I feel as though the extra time in the lab benefited each student. I truly believe that the extra research time greatly increased the students' likelihood of meeting Learning Goals 1, 2, and 4. In fact, I believe the students learned more about trench warfare than anything else.

Teacher Work Sample Standard VI: Analysis of Student Learnings

- Whole Class

After formulating the data into tables and graphs, I was much more capable of actually judging the exact progress my students made towards the Learner Goals. I found the results were positive, for the most part. The criteria I set for students to meet Learner Goal 1 were very high. Seeing as this goal was a lower-level goal, I decided the students had not truly met the goal unless they were able to answer 100% of the questions correctly. I was pleased to see that 13 of 19 students answered 100% of the questions correctly. Only one student answered more than one of these questions incorrectly. The remaining five students only missed one question. I established the same lofty goals for the second Learner Goal for essentially the same reasons. Basically, I have high expectations for these students. I was again pleased to learn that 10 of 19 students answered 100% of the questions correctly. Three students missed more than one question. Goal 3 is the area in which I was most heavily impressed. This goal was a higher-level learning goal. However, I did spend a majority of time on this goal because the pre-assessment results were disappointing. I also feel as though this goal is *most* directly aligned with the core content. Therefore, I also established the 100% criteria for properly meeting this goal. Fifteen of nineteen students successfully met this goal. This was very encouraging to me. Three of the remaining four students missed only one question. On the pre-assessment no student answered 100% of the questions correctly. In fact, seven of the nineteen students failed to answer any of the questions correctly. Learning Goal 4 was the highest level goal and consisted of the majority of the questions on the pre-assessment. Therefore, I established a 75% as a criterion for meeting this Learner Goal. Only 2 of the 19 students met this criterion. Granted, some did come close. However, some also did not. The positive note on the subject was the fact that each student did make progress from pre- to post-assessment. As a whole, the data tells me that the majority of the students were successful in

Appropriate conclusions are not drawn from the data (ex. Goal 4 is an evaluative goal but the pre-assessment is only multiple choice.

meeting the first three goals. However, Goal 4 was not satisfactorily met. This tells me that the higher-level learning was the major weakness in my teaching. However, the data does show me that each student made progress from pre- to post assessment. Only one student on one learning goal decreased the percentage of questions answered correctly.

These subgroups should have been described in contextual factors.

- **Subgroups**

In this section I have chosen to analyze high - vs. middle - vs. low-performers. I have done so because these characteristics sum up my classroom. There are 4 students in my class who should be in an Advanced Placement class. They are extremely intelligent. Likewise, there are 4 students who are struggling a great deal with their scholastic experience. One has been recommended for Special Education. The remaining students fall directly in the middle.

The data I gathered deals with Learner Goal 4. I chose this goal because it was the one where the class had the most trouble. The first aspect I noticed is that the higher-level learners are coming into the class with more knowledge on the subject than lower learners. The pre assessment data shows this. However, higher and mid-level learners came in with the same pre-assessment scores. Each of the higher-level learners made progress, each reaching at least 66% of the established criteria. Not all of the mid or lower-level learners made progress. The progress that was made by the mid and lower-level learners was not as substantial as that of the higher-level learners. I would deduce from this that I might have directed my teaching to higher-level students, i.e. I taught at a higher-level. This limited the progress the lower-level learners were able to make. The data also depicts the key role that prior learning plays in meeting objectives. Education builds upon itself.

Recognized instructional weakness

- **Individuals**

In this unit there were two students who performed vastly different. Student # 6 was very successful in this unit. He successfully met each of the four Learner Goals. His pre-assessment

was impressive. He met 66% of Goal 1, 66% of Goal 2, 33% of Goal 3, and 17% of Goal 4 before the unit even began. Thus, he had a head start. Again, this depicts the importance of prior learning. What I will teach students today will be essential to their success in the future. Student # 6 was also very successful in completing the-formative assessments. He scored perfectly on the Identification/mapping assignment, did very well on his quiz (90%), scored perfectly on his creative writing assignment, and scored a 95% on his summative assessment. He met each Learning Goal by mastering 100% ofLG1, 100% ofLG 2, 100% ofLG 3, and 83% ofLG 4. Although this student came into the unit with a noteworthy amount of prior knowledge, it is obvious that significant learning did take place. Learning goals 1 and 2 were mastered 100% (as was LG 3). The formative assessments focused on these two goals more so than the others.

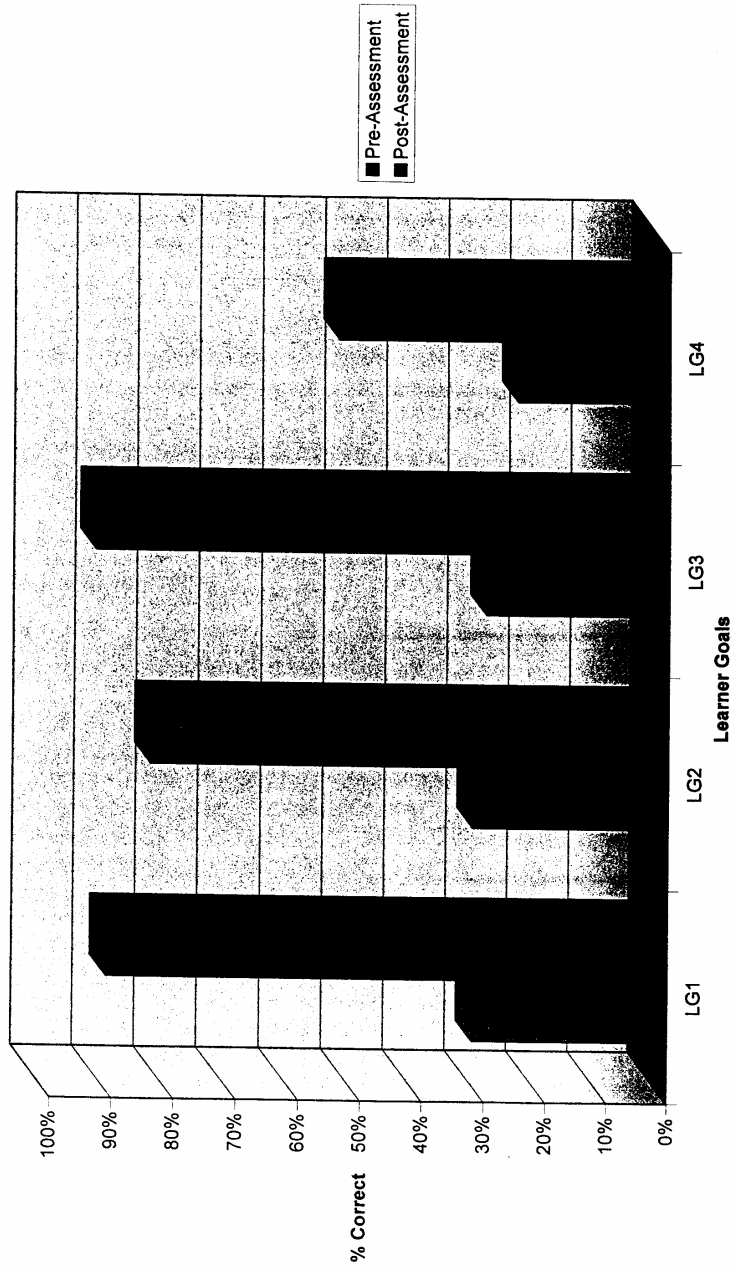
Student # 11 did not fair as well. This student struggled throughout the unit. This student's pre assessment data is as follows: 33% ofLG1, 33% ofLG 2, 0%, ofLG 3, and 17% ofLG 4. From the start, this student was behind student # 6. Throughout the unit, student # 11 had trouble with the formative assessments. His quiz score was 70%. His creative writing assignment, although on target, included mistakes and was less impressive than the works of the majority of the students. The Identification / mapping assignment lacked detail and the Source Analysis assignment was essentially done incorrectly. The correct order should have been C, A, D, B. This student's summative test score was 73%. He met LG 1 100%, LG 2 66%, LG 3 100%, and LG 4 17%. This indicates that this student made no learning progress on LG 4. This indicates higher-level thinking did not take place. This is probably due to the fact that LG 2 was not satisfactorily met, although much of the class did meet this goal. The majority of the formative assessment dealt with LG2, and this student still failed to meet the goal, indicating an overall lack of learning taking place.

It is extremely important to understand why these two students performed the way they did. First of all, it is important to know why the first student succeeded in order to understand what

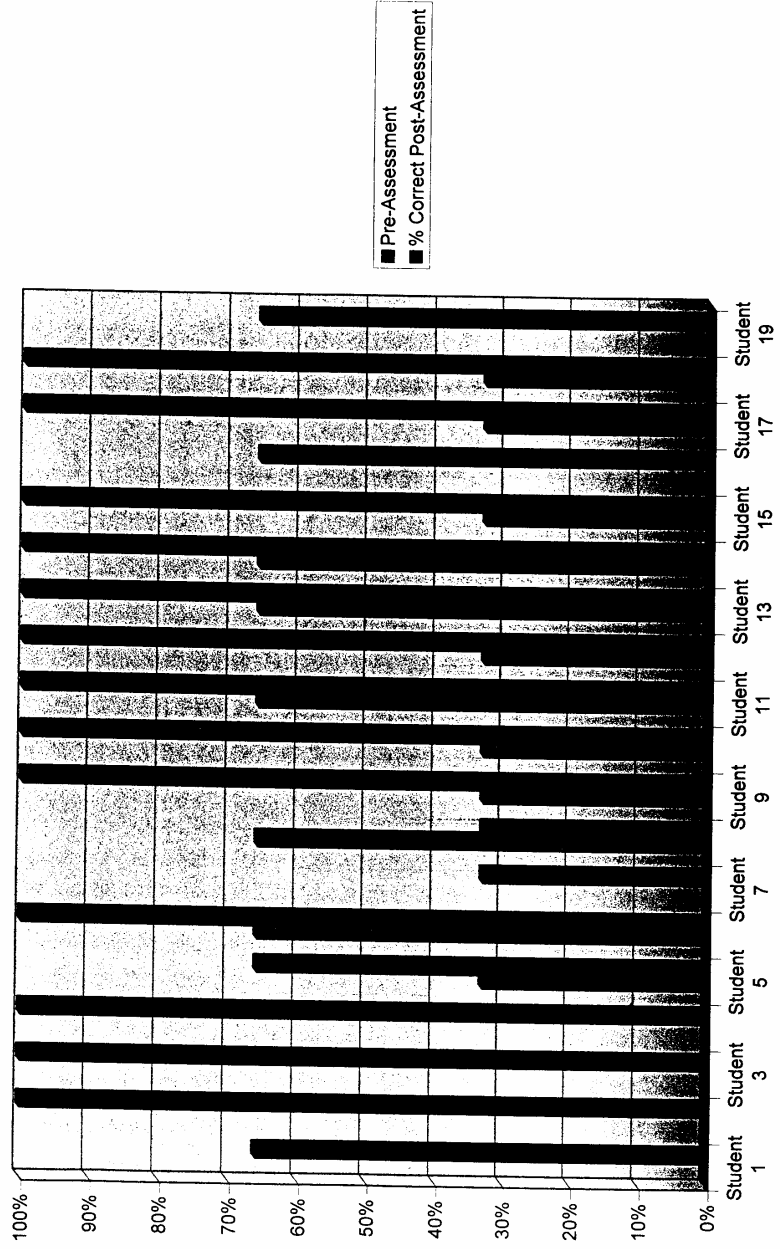
	Learner Goal 1	Learner Goal 2	Learner Goal 3	Learner Goal 4
Student 1	Pre: 0% Post: 66%	Pre: 33% Post: 66%	Pre: 33% Post: 66%	Pre: 17% Post: 66%
Student 2	Pre: 0% Post: 100%	Pre: 66% Post: 100%	Pre: 33% Post: 100%	Pre: 0% Post: 33%
Student 3	Pre: 0% Post: 100%	Pre: 0% Post: 33%	Pre: 0% Post: 100%	Pre: 50% Post: 50%
Student 4	Pre: 0% Post: 100%	Pre: 0% Post: 100%	Pre: 33% Post: 100%	Pre: 17% Post: 33%
Student 5	Pre: 33% Post: 66%	Pre: 0% Post: 66%	Pre: 0% Post: 100%	Pre: 33% Post: 50%
Student 6	Pre: 66% Post: 100%	Pre: 66% Post: 100%	Pre: 33% Post: 100%	Pre: 17% Post: 83%
Student 7	Pre: 0% Post: 66%	Pre: 33% Post: 33%	Pre: 0% Post: 66%	Pre: 17% Post: 83%
Student 8	Pre: 66% Post: 33%	Pre: 33% Post: 66%	Pre: 0% Post: 0%	Pre: 17% Post: 50%
Student 9	Pre: 33% Post: 100%	Pre: 0% Post: 100%	Pre: 66% Post: 100%	Pre: 17% Post: 50%
Student 10	Pre: 33% Post: 100%	Pre: 0% Post: 100%	Pre: 0% Post: 100%	Pre: 50% Post: 66%
Student 11	Pre: 66% Post: 100%	Pre: 33% Post: 66%	Pre: 0% Post: 100%	Pre: 17% Post: 17%
Student 12	Pre: 33% Post: 100%	Pre: 66% Post: 100%	Pre: 33% Post: 100%	Pre: 33% Post: 50%
Student 13	Pre: 66% Post: 100%	Pre: 66% Post: 100%	Pre: 33% Post: 100%	Pre: 50% Post: 50%
Student 14	Pre: 66% Post: 100%	Pre: 33% Post: 66%	Pre: 33% Post: 66%	Pre: 17% Post: 33%
Student 15	Pre: 33% Post: 100%	Pre: 0% Post: 33%	Pre: 33% Post: 100%	Pre: 33% Post: 66%
Student 16	Pre: 0% Post: 66%	Pre: 33% Post: 66%	Pre: 0% Post: 100%	Pre: 17% Post: 33%
Student 17	Pre: 33% Post: 100%	Pre: 0% Post: 100%	Pre: 66% Post: 100%	Pre: 0% Post: 33%
Student 18	Pre: 33% Post: 100%	Pre: 33% Post: 100%	Pre: 66% Post: 100%	Pre: 33% Post: 50%
Student 19	Pre: 0% Post: 66%	Pre: 66% Post: 100%	Pre: 66% Post: 100%	Pre: 0% Post: 66%

* Each square contains the percentage of that Learner goal met by that particular student.

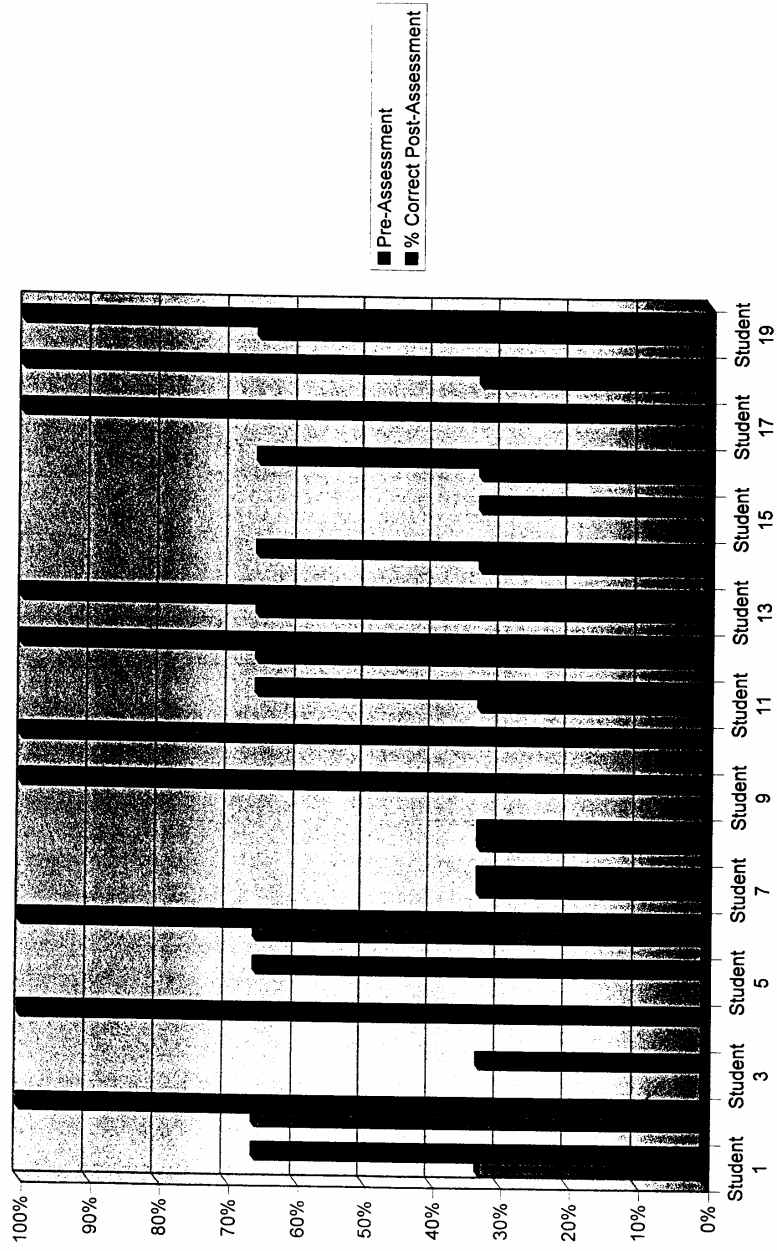
Overview of Progress



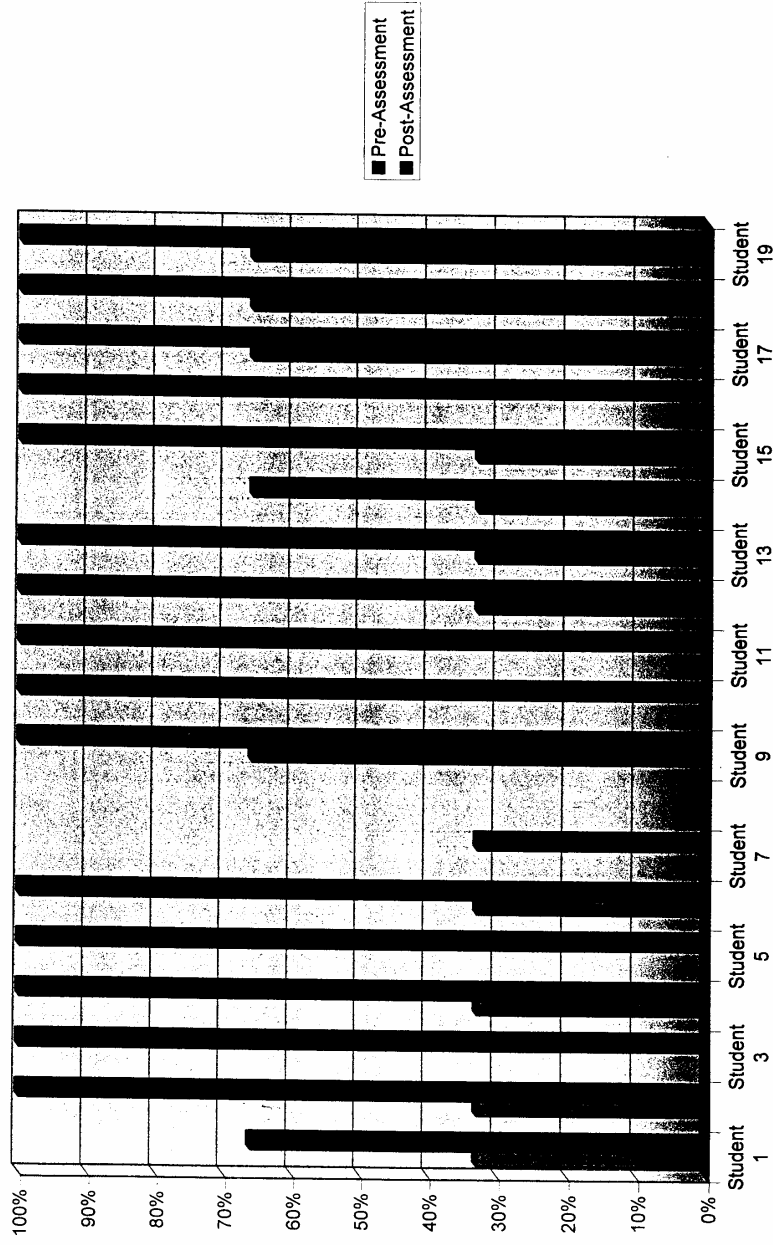
Learner Goal 1



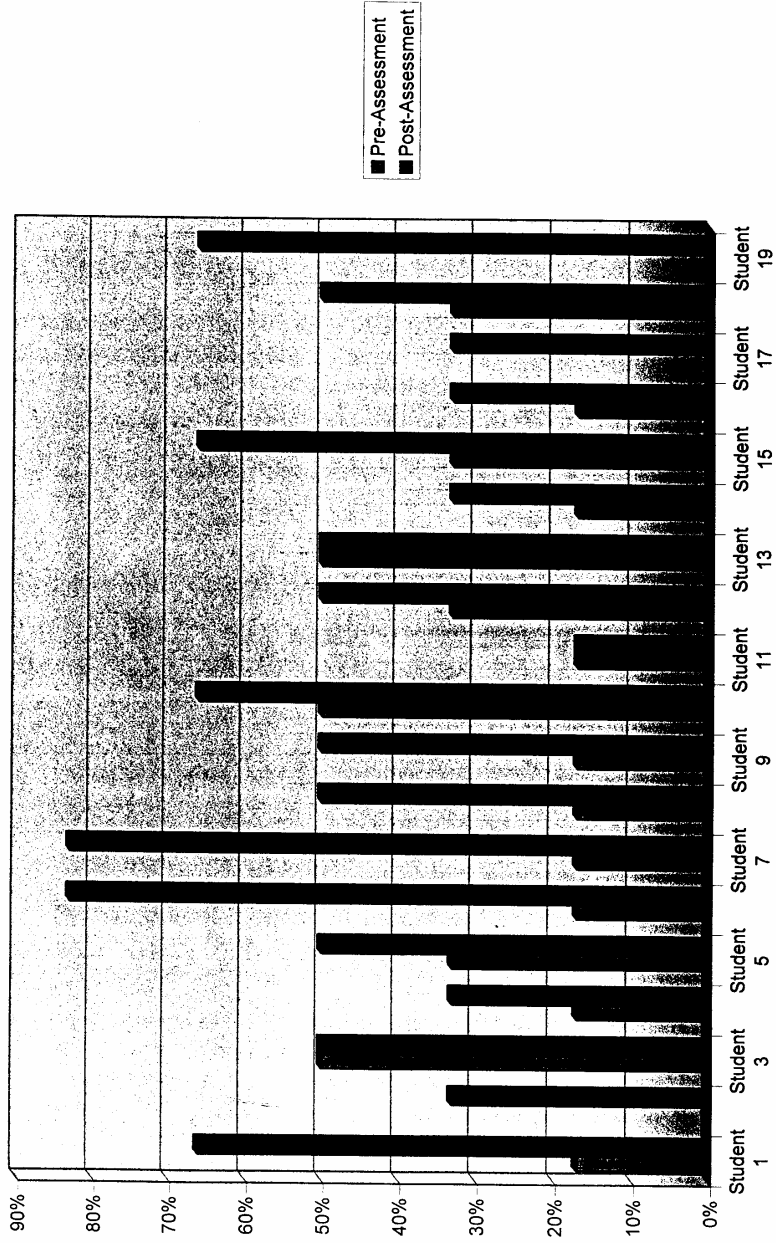
Learner Goal Two



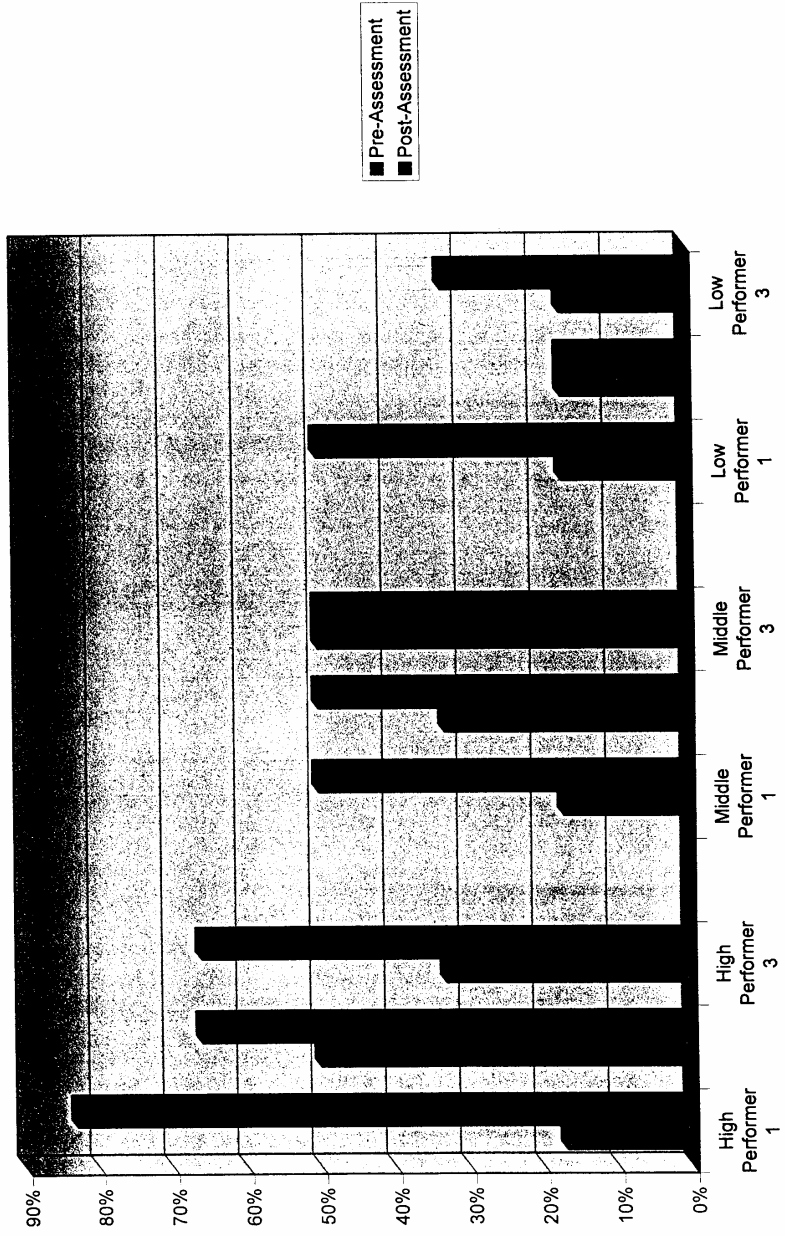
Learner Goal Three



Learner Goal Four



Learner Goal 4



■ Pre-Assessment
■ Post-Assessment

1

Teacher Work Sample Standard VII: Reflection and Self-Evaluation

• Areas of Success

When reflecting back upon this unit dealing with WWI, I would say that the students had the most success meeting Learning Goal 3, although they met Learning Goals 1 and 2 very well also. Goal 3 required the students to be able to analyze the role of women, African-Americans, and laborers in the Great War. I feel as though there are numerous reasons for the students' success in meeting this goal. For starters, this goal is a somewhat lower-level goal compared to that of Learning Goal 4. To effectively meet this goal, the student would need to operate at the "analysis" level of Bloom's taxonomy, as opposed to Goal 4, which reaches the "evaluation" level. In addition to this, another reason the students met this goal is because a considerable portion of the lecture dealt with this goal. As stated in Section V of the T.W.S., I had to spend a great deal of time developing a proper learning base for the students. We had to discuss many of the events that occurred in great detail. I focused on this goal considerably due to the poor answers on question # 11 of the pre-assessment, which dealt with this goal. This took a great deal of time. This also meant that the higher-level Learning Goal did not receive the proper time it deserved, in my defense, it is impossible to reach the evaluation level if the lower levels are not mastered. Nevertheless, I feel as though my lecture focused on this Goal more than the others.

I also feel as though my tools of formative assessment focused mainly on Goals 1 and 2. The creative writing assignment, the source analysis assignment, and the video critique assignment all dealt primarily with Learning Goal 2. Therefore, the majority of student learning centered around this goal. Thus, students also did well with these goals. That was good. However, the lack of success on Learning Goal 4 was not so good. This is something that is my fault. I could have designed more higher-level formative assessments that dealt with the Goal 4. That is something

Identified multiple reasons for student success or difficulty

that I hope to remedy in the future. Too many times in the history classes, teachers try to drill names, facts, and dates into students instead of attempting to make the students think, "But why?" Although factual information is important, learning the lessons of history and relating them to today should be the focus. Therefore, in the future, I hope to include more higher-level activities in my units.

- **Areas of Concern**

As stated in the above section, the students were less successful meeting Learning Goal 4. This goal required the students to evaluate the war on the course of American history, focusing on how this World War led to the next World War. As you can probably deduce from the above section, one reason I feel that this goal was not properly met was the fact that it did not receive the time it should have. In the "Instructional Decision-Making" section, I discussed how I had to modify my plans numerous times. Basically, I did not have the amount of time to discuss Goal 4 as I would have wished. I did not, however, want to prolong this unit over the fall break. I need to improve my techniques of time management. Nevertheless, I really only spent 1/3 to 1 day discussing Goal 4. Not only that, the formative assessments and activities did not center around this goal. In the future, I could design more activities and assessments that address the higher-level goals. I should make sure that each goal has ample activities and assessments to accompany it. I should also be careful not to devote too much time to one goal while neglecting another. Another reason I feel this goal was not met centers around the way I tried to convey the information to the students. As I look back, I realize that I may have presented the material in a manner that was "a little over their head." Throughout college, I have always done well in history. I have a 4.0 at WKU and even won the A.M. Stickles Award for academic achievement in the field of history. At times, I believe I take for granted that the students possess knowledge that they actually may not. I realize now that they may not understand the "economic fallacy" of the Treaty of Versailles or the "political vacuum" that it created. For example, to understand the economics of the Treaty, one would have to understand the concept of hyperinflation. In essence, I believe I did not do the best

job "teaching" the forth Learning Goal to the students. In the future, I will attempt to be more basic and ask the students more questions to ensure that they are following along.

- **Professional Development**

After reflecting on this unit, I realized there are many ways I can improve in the future. Of course, there are always many ways every teacher can improve. No one can ever "master" the art of teaching. Professional development is an unending process. It is a constant challenge to keep the material interesting and the activities "fresh." Nevertheless, I feel as though there are numerous aspects of the lesson which I could improve upon to make the unit much more of a success in the future.

For starters, I realized that I need to "spice up" my lecture / discussions. As previously stated, I have a knack for history and find it naturally interesting. I realize some others do not. I realize that I need to convey the information in a much more animated and positive manner. I truly believe that sometimes students simply stop listening to my lectures. I need to perk their interest level to keep their attention. I will attempt to move around the room more, vary my voice tone, tell more stories, and try to give more "real-life" examples. I may also try dividing the lecture portion of the class into multiple parts. All of these examples should help improve my lecturing techniques. This should hold student attention and increase the likelihood of students meeting the Learning Goals.

I also realized that I need to avoid falling victim to the traditional "names and dates" style of teaching history. Whether presenting lecture material or designing activities or assessments, I need to be sure to provoke higher-level thinking. I never need to ignore the "Why?" question. I will try to improve in this area by making sure that at least one Learning Goal for each unit is of a higher cognitive level, and that this goal is addressed by some activity or formative assessment. I will also try to make more "real-life" connections so the students can understand why the material is meaningful to them. Unless the material is meaningful, it is rarely truly understood.



Needed to demonstrate more in-depth reflection and specific steps for improvement

Finally, I also hope to be able to include a wider variety of activities within each unit. I do not desire to fall into a "routine." I plan to read articles, conduct research, and observe other teachers so I can compile a list of activities I would like to employ in my classroom.

Too general

Overall, I really enjoyed teaching this unit. I do think, as a whole, it went fairly well. I must say that I learned as much by teaching the unit and the students did by participating. That is perfectly acceptable with me, however. When I stop learning, so will my students.