

# BHSU School of Education Lesson Plan Format (Revised July 2013)

## PART A: PLANNING

Grade Level:   4<sup>th</sup>   Date: \_\_\_\_\_ Date Lesson is taught (if Applicable): \_\_\_\_\_

Targeted Content:           ELA           Integrated Content:           Social Studies          

For Lessons Taught: # of Students   22   # of Boys   11   # of Girls   11  

# of IEP Students   5   # of ELL Students: \_\_\_\_\_ # of High Ability Students   2  

State Content Standard and/or Common Core Standard(s):

*Target Standard(s):* CCSS-ELA -LITERACY-W.4.2.E Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

4.H.5.1-Infer the intended audience and purpose of a historical source from information within the source itself

K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives.

4.H.3.1 Compare and contrast life today with life in historical time periods

*Supporting Standard(s):* SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Instructional Setting: Check all that apply:

Whole Group	<input checked="" type="checkbox"/>	Centers		Other (list)	
Small Group	<input checked="" type="checkbox"/>	Workshop	<input checked="" type="checkbox"/>		
Individual Student	<input checked="" type="checkbox"/>	Lab			

Lesson Focus: the focus of this lesson is to teach students the components of letter writing

Learning Outcome(s):

As a result of this lesson, students will identify 3-5 components of a written letter. Students will write a letter to their family and imagine as if they were a prisoner during the Vietnam War

Assessment Measures:

*Formative Assessment(s):* Questioning

Teacher observation

Student completed written letter

Conference with students

*Summative Assessment(s):* N/A

Differentiation:

Struggling learners-Student(s) will pair with a buddy for ideas to include in their written letter or students can work one-on-one with the teacher or teacher’s assistant. Assist student with a concept map of their ideas to include in the letter

High ability learners-Students can research one other prisoner of war during the Vietnam War or can be responsible for researching if this soldier received a medal of honor

Visual Learners- During demonstration, the teacher will write details on the board to help formulate ideas for letter writing

Materials: Copy of Corporal William D. Bywater’s biography; letter written by Prisoner of war, Corporal William D. Bywater to his family; Bywater Artifacts; pencils; writing journals.

## PART B: DELIVERY OF INSTRUCTION:

Introduction: Tell students they will learn about the components of a written letter.

Pre-discussion: “Imagine if you were being held as a prisoner and you were far away from your families. The only thing way you could reach them is to write a letter home. What would you tell them?”

Introduction to Materials: Corporal William D. Bywater served in the Army during the Korean War, and in February of 1951, he and his unit were captured near Hoengsong, South Korea. While he was a prisoner of war, he was able to send a letter to his family, and we have a copy of that letter to look at today.

(**Note:** For more information on Bywater, visit <http://koreanwarmemorial.sd.gov/SearchEngineForm/profiles/27.htm>. Information and artifacts were provided by his family.)

Procedures of Teaching and Learning:

1. Discuss the Vietnam War and biography of Corporal William D. Bywater
2. Read a letter written by prisoner of war, Corporal William D. Bywater to loved ones during the Vietnam War. (Print out the letter or use a document camera).
3. Ask students to pay close attention to details in the letter.
4. Discuss the components of a written letter and have them identify the following in Bywater’s letter:
  - Heading
  - Introduction or Greeting
  - Body
  - Closing
  - Signature
5. Inform students of the importance of writing a letter. Discuss different ways to write letters.  
**Informal versus Formal**
  - Informal-friendly, personal
  - Formal-business or professional
6. Ask students to think carefully about what they would share in their letters home to family. Share ideas of what they might include in the body of their letters. Write student ideas on the board
  - a. **Examples of what students could write about: how they are doing, how they are being treated, the war, what life is like, how much they miss their family, what they miss most about home, etc.**
7. Following the reading, ask students to discuss with their shoulder partner what moved them as the letter was read aloud. (Observe and make note of student responses to share during closure).
8. Tell students they will have opportunities for practice of letter writing. ( To aid students in this process, have them map out their ideas on a concept map or graphic organizer)
9. To inspire students in their writing, allow students to look through the primary resources from the prisoner of war.
10. Students will be sent to their desks to write independently. (During independent writing period, confer with students on their writing).

Closure:

Come back together as a whole group to share letters. During share time, highlight what was discussed by some of the students from their letters and summarize what was said. Ask students what they learned about letter writing. Select **two** or **three** students to share their letters with the group.

**Further discussion:** Ask students to think about how war changes the lives of both soldiers and their loved ones back home.

(Follow with Lesson 2: Researching a veteran and writing a letter to a friend about his/her life.)