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| **1. TITLE OF THE LESSON**Cuban Missile Crisis | **2. CURRICULUM AREA & GRADE LEVEL**11th Grade U.S. History |
| **3A. STUDENT INFORMATION: English Language Learners**Stephanie Aceituno (Period 1)/ Julio Galvez (Period 3)  **1.) Readiness Level**ELD level 6 early advanced/ ELD 3 Early intermediate  **2.) Learning Profile**Non-linguistic aids guided instruction with implementation on reading and writing strategies **3.) Interest**arts and dance/ sports (soccer)  | **3B. STUDENT INFORMATION: Students w/ Special Needs** **Dan** **1.) Readiness Level-** Dan has difficulty with writing, especially with spelling. Dan struggles to put his thoughts down on paper. **2.) Learning Profile-** Dan needs to see the material and work hands on. He learns best with repetition. David is easily side-tracked and needs to be reeled back into the activities. **3.) Interest- Dan enjoys hanging out.** He likes to participate in class. Dan likes to participate and share his knowledge. |
| **4. RATIONALE****A. Essential Questions**What were the actions taken by the United States and the Soviet Union to avoid a nuclear war during the Cuban Missile Crisis in 1962? **B. Content Objective** Students will be able to analyze Top-Secret briefings and will be able to respond as if they were on the Executive Committee after the potential military build up in Cuba.**Language Objective**Students will respond to the Top-Secret build up in Cuba and will debate the potential scenarios followed by a written response.  |
| **5. CA CONTENT STANDARD(S)**CA 11.9  Students analyze U.S. foreign policy since World War II.CA 11.9.3 Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy…Cuban Missile Crisis  | **6. CA ELD STANDARD(S)**Reading Intermediate: (I + 1 for Julio)Read simple paragraphs and passages independentlyReading Advance: (I +1 for Stephanie)Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.  |
| **7. LEARNING GOAL(S) - OBJECTIVE(S)** After students will be able to understand the severity of the Cuban Missile Crisis and how we were so close to coming to a nuclear war through analyzing the two top secret briefings.  | **B. Formative-Progress Monitoring** Teacher will assess the students through informal monitoring of the students during the debate. The formal monitoring of the students will be in their notebook check and their written response of their reactions to the top secret briefing. |
| **9A. EXPLANATION OF DIFFERENTIATION FOR** **ENGLISH LANGUAGE LEARNERS**1. **Process/Based on Readiness, Learning Profile or Interest**

Students will be able to show their knowledge in a classroom debate taking the role of the Executive Committee discussing the two top secret documents correlating with the Cold War. In addition, students will be able to write their own opinion on which response they believe would be most beneficial to ending the Cuban Missile Crisis.  | **9B. EXPLANATION OF DIFFERENTIATION FOR** **STUDENTS WITH SPECIAL NEEDS**None |
| **10. INSTRUCTIONAL STRATEGIES** (Describe what the teacher does. Include differentiation strategies.)**A. Anticipatory Set/Into**1. Co-teachers will stand at the door and to greet the students and ask them, “To tell them something good.”Total time (5 min)  **B. Instruction/Through**3. Teacher will give the students basic background of the Cuban Missile Crisis by displaying information via PowerPoint.4. Teacher will introduce the activity in which the students will have to respond to the three top-secret briefings.5. Teacher will instruct students to pair up and whisper read the first Top-Secret Briefing A and will ask them to keep these questions in mind by displaying them on the PowerPoint. -You are a presidential advisor to Kennedy. You must decide whether the president should be concerned about the Soviets missiles and launch pads in Cuba. What do you advise the president to do? Kennedy has asked you to brainstorm possible U.S. responses to the Soviet missile threat in Cuba. What will you include in your list? 6. Teacher will break the students up based on their answers and will have a debate on their potential reasoning. (if uneven or no students have differing opinions the teacher will take the role of the opposing view)7. The teacher will then introduce the second Top-Secret Briefing B.8. The teacher will instruct the students to break off into pairs and whisper read the second briefing. 9. The teacher will then put up on PowerPoint the critical thinking question.  -Critical Thinking Question? You are a member of the Executive Committee, known as ExCom, a group of Kennedy’s closest advisors gathered to help him work through this crisis. The president has asked you to assess these two possible responses.  1) How would you prioritize these possible responses? 2) What are the positive and negative aspects of each? 10. The teacher will then instruct the students to write their response in their notebook. 11. The teacher will then have a classroom discussion on the second top-secret briefing.12. The teacher will then introduce the third top-secret briefing and will break up the students into pairs. 13. The students will then be instructed to whisper read the third top secret briefing. 14. The teacher will display on the PowerPoint: -Critical-Thinking Question C: You are a member of ExCom. Respond to the four situations the president might face, keep in mid his goals for the crisis as outlined in Top Secret Briefing C. Then offer your recommendation for what the president should do now. 15. The teacher will instruct the students to write their response in their notebook. 16. The teacher will hold a classroom discussion on Top-Secret Briefing C. **C. Guided Practice/Through**Students will be instructed to critically think about potential responses of each Top-Secret Briefing and will either debate or participate in the classroom discussion on the way in which they believe is best to respond to the potential crisis. **D. Independent Practice/Through**Students will be instructed to complete the processing in their notebooks by responding to each Top-Secret Briefing and answering the follow up questions provided on the PowerPoint. **E. Closure**Teacher will sum up todays lesson by explaining the correlation of the activity and their worksheet as well as address any questions the students may have. **F. Beyond**Encourage students to work on their processing assignment if not yet completed. | **11. STUDENT ACTIVITIES** (Describe what the students does. Include differentiation activities.)**A. Anticipatory Set/Into**1. Students will greet the co-teachers at the door and together participates in saying something good. Total time (5 min) **B. Instruction/Through**3. Students will listen to the basic background information on the Cuban Missile Crisis.4. Students will listen to the instructions of the activity. 5. Students will break off into pairs and will whisper read to the first Top-Secret Briefing A. The students will look up at the PowerPoint to keep the focus questions in mind while they respond to the Top-Secret Briefing A. 6. Students will go to each end of the classroom based on their response and will give their argument on the reasoning in why they responded the way in which they did. 7. Students will listen to the introducing of Top-Secret Briefing B. 8. Students will break off into pair and whisper read Top-Secret Briefing B. 9. Students will keep in mind when they read the potential questions to focus their reading. 10. Students will respond to Top-Secret Briefing B by answering the questions provided in their notebook. 11. Student will discuss the second top-secret briefing. 12. Student will listen to the Top-Secret Briefing C and will get into pairs (someone they haven’t worked with yet)13. Students will whisper read the Top-Secret Briefing C. 14. Students will keep in mind the focus questions displayed on the PowerPoint.15. Students will respond to Top-Secret Briefing C in their notebooks.16. Students will participate in discussion of the Top-Secret Briefing C.  **C. Guided Practice/Through**Students will critically think about potential responses of each Top-Secret Briefing and will either debate or participate in the classroom discussion on the way in which they believe is best to respond to the potential crisis. **D. Independent Practice/Through**Students will complete the processing in their notebooks by responding to each Top-Secret Briefing and answering the follow up questions provided on the PowerPoint. **E. Closure**Students will listen to the teacher summery of today’s lesson and ask any questions that they may have before leaving the class. **F. Beyond** Students will continue to work on their processing assignment if not yet completed.  |
| **12. RESOURCES** Projector, TCI worksheet, PowerPoint, 1.4B handouts |