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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**  In groups, students will be able to analyze potential response of the United States through analyzing transparencies to demonstrate the severity of the world almost reaching a nuclear war.  **Language Objective**  Students will draw a continuum of who they believe is responsible for ending the Cuban Missile Crisis as well as a well thought out paragraph depicting their answer. | |
| **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 independently  Reading 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 different scenarios and hearing Kennedy’s response. | **B. Formative-Progress Monitoring**  Teacher will assess the students through informal monitoring of the students during the transparencies in which the students response. The formal monitoring of the students will be in their notebook check and their written paragraph of whom they believe is responsible for ending the Cuban Missile Crisis. |
| **9A. EXPLANATION OF DIFFERENTIATION FOR**  **ENGLISH LANGUAGE LEARNERS**   1. **Process/Based on Readiness, Learning Profile or Interest**   Students will be able to work in groups of analyzing scenarios and their potential responses to the Cuban Missile Crisis and then have draw and write their opinion on who they believe is responsible for ending the 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 break up the students in heterogeneous groups of three.  5. Teacher will introduce the activity in which the students will be able to decide of three possible options of how they are going to respond to the scenario of the image projected on the screen.  6. After each scenario the teacher will ask for responses from the group by volunteers and if no volunteers the teacher will call out using equity cards.  7. After students responses the teacher will tell the students of the actual response of the United States government.  8. After all transparencies have been shown teacher will hold a classroom discussion on the results from the response activity. Classroom discussion will answer these following questions.  1) At what stage in this activity did you feel the most pressure? Why?  2) How does it make you feel to know that in 1962 the world came so close to experiencing a nuclear war?  3) Which side, the United States or the Soviet Union, do you think was most at fault for bringing about the crisis? For ending the crisis?  4) What lessons can be learned from the crisis?  9. Instruct students to draw a continuum in their notebook of which country (United States or Soviet Union) is most at fault.  10. Instruct students to complete processing assignment in which they have to write a paragraph response of who they believe is responsible for ending the missile crisis.  **C. Guided Practice/Through**  Students will be instructed to critically think about potential responses of scenarios of analyzing the transparencies. In addition, students will have an open classroom discussion addressing the severity of the crisis.  **D. Independent Practice/Through**  Students will be instructed to complete the processing in their notebooks by drawing a continuum of who they believe is most responsible for ending the Cuban Missile Crisis as well as writing a paragraph explaining their thoughts.    **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 break up into groups in which the teacher has chosen.  5. Students will listen to instructions of the activity and as a group will decide on their response to the scenario that is projected on the screen.  6. Students will volunteer to say their response or will answer when called upon.  7. Students will listen to the response of the United States during the time of the Cuban Missile Crisis.  8. Students will actively participate in the classroom discussion of answering the questions provided by the teacher.  9. Students will complete the continuum in their notebook of which country is at fault for the Cuban Missile Crisis.  10. Students will complete the processing assignment in which they will write a paragraph of who they believe is responsible for ending the crisis.  **C. Guided Practice/Through**  Students will critically think about potential responses of scenarios of analyzing the transparencies. In addition, students will have an open classroom discussion addressing the severity of the crisis.  **D. Independent Practice/Through**  Students will complete the processing in their notebooks by drawing a continuum of who they believe is most responsible for ending the Cuban Missile Crisis as well as writing a paragraph explaining their thoughts.  **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, 12.3 handout | |