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**UVU Secondary Lesson Planning Guide**

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| **Name(s):** | **Lesson length: 75 minutes** |
| **Grade Level:** 11th | **Subject: U.S. History II** |
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| **I. Standards** | | |
| **Utah State Core Curriculum Strand(s) and Standard(s):** | | **U.S. II Standard 7.2**: Students will analyze U.S. foreign policy decisions during the Cold War, including the Cuban Missile Crisis, the Berlin Wall, and the Vietnam War, to understand the causes and consequences of Cold War conflicts. |
| **Utah State Core Literacy Strand(s) and Standard(s):** | | **RH.11-12.7**: Integrate and evaluate multiple sources of information presented in diverse formats and media to address a question or solve a problem. |
| **II. Intended Learning Outcomes** | | | |
| **Learning Objective(s)** (use the curriculum and literacy standard(s)) |  | | |
| **Know and Do:** | Provide guided notes with key terms defined.   Offer alternative assessment options (e.g., oral response instead of writing). | | |
| **III. Preparation** | | | |
| **Teacher preparation:** | ** Review *The Kennedy Years* PowerPoint and identify key slides to present.**  ** Queue up Duck and Cover (1951) (available on YouTube or archive websites).**  ** Prepare Nuke Map for a live demonstration.**  ** Find a short Kennedy Assassination video** | | |
| **Student preparation (as applicable):** | **Review prior knowledge of Cold War tensions and nuclear arms race.** | | |
| **Technology integration**  **(as applicable):** | * **Duck and Cover** video to illustrate Cold War fears. * **Nuke Map** interactive simulation to visualize nuclear destruction. * **Kennedy Assassination** video for historical analysis. | | |

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| **IV. Assessment of Student Progress** | |
| **Unit summative assessment** (formal): | **Essay: Compare and contrast Kennedy’s Cold War foreign policy with Eisenhower’s approach.** |
| **Lesson pre-assessment** (informal or formal): | Warm-up discussion: "What do you already know about nuclear war and Cold War fears?” |
| **Formative assessment(s)**  (informal or formal): | * Analysis of *Duck and Cover* video (propaganda vs. reality). * Class discussion on the significance of Kennedy’s assassination. |
| **Final Formative assessment** (informal or formal): | "How did Cold War fears shape American society and policy?" |
| **Re-engaging Learners (additional support or challenge):** | Provide guided notes for struggling students. |

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| **V. Students’ Prior Knowledge, Skills, and Assets:** | |
| **Students’ prior knowledge and skills:** | Prior Knowledge: Cold War origins, containment policy, and Soviet-U.S. tensions.  Prior Skills: Analyzing primary sources, identifying cause-and-effect relationships. |
| **Student assets:** | Personal assets:  Some students may have family members who experienced the Cold War era or have military connections.  Cultural assets:  Students with backgrounds from former Cold War nations may offer unique perspectives.  Community assets:  Local museums or historical resources on Cold War events. |

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| **VI. Academic Language (including supports and strategies).**  *Note: World Language students should complete the Academic Language for World Languages section.* | | |
| **Language Function:** | | Analyze, compare, and evaluate historical events. |
| **Language Demand  Language Supports/Strategies:** | | |
|  | **Vocabulary and supports/strategies:** | Flexible response, Bay of Pigs, Cuban Missile Crisis, Berlin Wall, détente, mutually assured destruction (MAD), fallout shelter, first-strike capability, assassination, conspiracy theories. |
| **Syntax (as applicable) and supports/strategies:** | Constructing thesis statements analyzing Kennedy’s foreign policy |
| **Discourse and supports/strategies:** | Writing and speaking about historical cause-and-effect relationships. |
|  | **Communication skill (SPED only):** |  |

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| **VI. *Academic Language for World Languages*** *(World Language students only)* | | |
| **Language Demand  Language Supports/Strategies:** | | |
|  | **Vocabulary and supports/strategies:** | ** Provide word banks for key terms.**  ** Use sentence starters for analysis.**  ** Conduct small-group discussions before whole-class sharing.** |
|  | **Communicative proficiency** **and supports/strategies**  (Communication, Cultures, Connections, Comparisons, and Communities): |  Provide guided notes with key terms defined.   Offer alternative assessment options (e.g., oral response instead of writing). |
|  | **Communication mode** **and supports/strategies**  (interpretive, interpersonal, and presentational): |  |

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| **VII. Addressing Learners’ Needs:** | |
| **Accommodations/ Modifications**  forstudents with an IEPs/504s: |  |
| **Differentiation for Multilingual Learners**  WIDA Stages and Specific Support:   1. Entering 2. Emerging 3. Developing 4. Expanding 5. Bridging 6. Reaching |  **Entering/Emerging:** Use visuals, labeled maps, and simplified text.   **Developing/Expanding:** Sentence frames for historical analysis.   **Bridging/Reaching:** Independent research on a Cold War event. |
| **General differentiation for the class:**  (content, process, product, and environment) |  **Content:** Provide primary and secondary source options.   **Process:** Use a mix of lecture, discussion, video, and hands-on activities.   **Product:** Allow students to demonstrate learning through essays, infographics, or presentations |

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| **VIII. Instructional Procedures (models of instruction, strategies, assessments, transitions, etc.)** | |
| **Title** (models of instruction or strategy): |  |
| **Step 1:** | Review & Introduction (10 minutes)   * Review previous lesson content (Cold War tensions, U.S.-Soviet relations). * Ask students warm-up questions:   + "What do you already know about nuclear war and Cold War fears?"   + "What would you do if you heard a nuclear bomb was heading for Salt Lake City?" |
| **Step 2:** | Writing Prompt – Nuclear Survival Plan (10 minutes)   * Fun activity: Have students write a 5-step plan detailing what they would do if a nuclear bomb were about to hit Salt Lake City. * Encourage creativity (where they would go, how they would survive, who they would contact, etc.). * Class discussion: Ask a few students to share their plans. |
| **Step 3:** | PowerPoint Lecture – Cold War & Kennedy’s Foreign Policy (15 minutes)   * Present key events from *The Kennedy Years* PowerPoint:   + Bay of Pigs invasion   + Cuban Missile Crisis   + Berlin Crisis & Berlin Wall   + Peace Corps & Alliance for Progress * Pause for questions and clarifications. |
| **Step 4:** | *Duck and Cover* Video & Discussion (10 minutes)   * Show *Duck and Cover* (1951) to illustrate Cold War nuclear preparedness. * Class Discussion:   + "What does this video tell us about Cold War fears?"   + "Was *Duck and Cover* realistic or propaganda?"   + "How would a modern response to a nuclear threat be different?" |
| **Step 5:** | PowerPoint Lecture & Kennedy Assassination Video (15 minutes, if time allows)   * Continue PowerPoint lecture covering Kennedy’s later presidency. * If time allows, show a short video on the Kennedy assassination |
| **Step 6:** | *Nuke Map* Demonstration (15 minutes)   * Open *Nuke Map* on the projector and demonstrate the effects of a nuclear bomb on Salt Lake City. * Adjust different bomb sizes (e.g., Hiroshima vs. modern nuclear warheads). * Discuss:   + "How does this compare to Cold War fears?"   + "What would be the real impact of a nuclear strike?"   + "How did nuclear threats shape Kennedy’s policies?" |