

Co-Teaching Planning Guide

Date: 4/19/2016

Co-Teachers: Jessica Miller and Giselle Gomez

Grade Level / Content: 10th Grade, American History; end of WWII, beginning of Cold War

Lesson Objectives: This lessons is on the atomic bomb and the World War II. Lesson Question: Why did the United States and the Soviet Union compete in the arms race?

Student Objectives:

- Students can comprehend how the United States and the Soviet Union worked towards building their own superior weapons and technology.
- Students can understand why the “Manhattan Project” was kept top secret.
- Students can understand why the Soviet Union responded to the Manhattan Project.
- Students can describe how each societies cultures were shaped by the arms race.
- Students can analyze how containment shaped the ideologies of the arms race?

Content Standards Addressed:

7.2.2 U.S. and the Course of WWII- Evaluate the role of the U.S. in fighting the war militarily, diplomatically, and technologically across the world (e.g. Germany First Strategy, Big Three Alliance and the development of the atomic weapon)

8.1.2 Foreign Policy during the Cold War- Compare the causes and consequences of the setbacks and successes of the American policy of containing the Soviet Union.

Co-Teaching Model(s) used: (check all that apply)

- Parallel
- Station
- Alternative
- Team

Materials needed for the lesson:

Miss Miller- Political Cartoon-

- Article/Primary Source on the Soviet Union entering Arms race

- Blank frame for students to fill out
- Notes and questions on the primary source and cartoon to help teacher stay on task.

Miss Gomez- Political Cartoon-

- Article/Primary Source on the United States Manhattan Project
- Blank frame for students to fill out
- Notes and questions on the primary source and cartoon to help teacher stay on task.

Scaffolds needed for the lesson:

Once in the parallel students will be walked through the political cartoon, being asked the big “social studies and history” question such as the main ideas and “who is the author.” Students will then be encouraged to go forth on their own with a written primary source, but only to meet back up with teacher to address these ideas. They will then fill in the main ideas on their frame as a group. ‘

Students will then be broken into stations, once they have mastered their own country. They will then teach their country to the opposite group. Students will fill out the opposite side of their frame while being taught by other students.

UDL Principles used for the lesson:

Representation:

3.1 Activate or supply background knowledge. – Students will be brainstorming what they know about the topic, as well as instructor will address misconceptions and new knowledge.

3.2 Highlight patterns, critical features, big ideas, and relationships. – Students will use the frames and this lesson as the opener for a unit giving them an understanding of the main ideas of the unit.

Engagement:

8.3 Foster collaboration and community. – Students will work on teaching and learning as they teach their own country to the opposite in their stations. This will open up dialogue and create a sense of responsibility for their own information.

How is the student learning assessed?

Students will hand in their framework, as teachers can assess participation. Students will also be assessed during parallel discussions as teachers are able to ask questions and monitor student responses. During stations teachers can walk around the room and listen for the teaching of information assessing whether students have learned the information.

Guide for expectations for each teacher during the lesson

	Teacher: <u>Miss Jessica Miller</u>	Teacher: <u>Miss Giselle Gomez</u>
What are the specific tasks that I do BEFORE the lesson?	<ul style="list-style-type: none"> - Gather the Soviet Union articles expressing their hope to find information on the building of the atomic bomb. Print these out. - During instruction the class will be a one teach, one observe. Jessica will observe while Giselle informs students what to expect. 	<ul style="list-style-type: none"> - Gather the United States documents expressing their hope to build the atomic bomb first. Print these out. - Giselle will provide students with instruction and expectations for what to expect for the unit. - Expectations- Students will be divided into two groups and shown articles from the country they are placed into. Students will be split by “readiness level” placing the higher achieving students into the Soviet Union group and the lower achieving students into the United States group. These groups will be pre-chosen by the teachers. - Each group will be expected to uncover and analyze their country’s role in building the atomic bomb followed by notes on a lecture which will cover the misconceptions.
What are the specific tasks that I do DURING the lesson?		<ul style="list-style-type: none"> - CUE: Welcome students to class, and explain what the class will entail explaining to students the information that will be covered. Students will then be told of their expectations for the day such as participation and contribution discussions. - We will then break students up into

CUE: SOVIET UNION-

- Explain framework and how this will help each student learn.
- Jessica will lead the students in analysis of the Soviet Union documents.
- Explain expectations.

DO:

- **Explain the topic:** This lesson will focus on why the United States and the Soviet Union were involved in the “arms race” following WWII.
- Following the United States dropping of the atomic bomb
- Diagnostic and Brainstorming assessment: “Why did the Soviet Union compete with the United States in an arms race? Let’s discuss everything we know about this question.” (Note misconceptions for later instruction).
- Following the brainstorming activity students will analyze texts and photographs related to why the Soviet Union engaged in an arms race during the Cold War.
- Students will be led through the first text. The teacher will model the photograph helping students pick out main ideas and analysis.
 - o Questions:
 - o How does this cartoon add or

the pre-arranged group.

- Ask students if they have any questions as to what we will be accomplishing.
- UNITED STATES-
- Explain the framework and how this will help each student learn.
- Giselle will lead the students in the analysis of the United States documents.

DO:

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- Diagnostic and Brainstorming assessment: “Why did the Soviet Union compete with the United States in an arms race? Let’s discuss everything we know about this question.” (Note misconceptions for later instruction).
- Following the brainstorming activity students will analyze texts and photographs related to why the United States engaged in an arms race during the Cold War.
- Students will be led through the first text. The teacher will model the photograph helping students pick out main ideas and analysis.
 - o Questions:

	<p>alter your idea for the Cold War competition?</p> <ul style="list-style-type: none"> ○ Who is the author? ○ What idea does this cartoon highlight <ul style="list-style-type: none"> ▪ The idea of containment of what each country saw as a threat. ▪ USSR wanted to contain smaller areas in order to gain bigger control. (notice China, notice Vietnam) ▪ US wanted to contain communism at the source to which they saw the USSR. (notice that USSR is the main focus) ○ How is The Bear/Uncle Sam portrayed? What other characters do you notice? <p>- Students will then be encouraged to spend 7 minutes to read the article on their own and pick out the big ideas and key examples.</p> <ul style="list-style-type: none"> ○ Questions to consider for the article: ○ Who is the author? ○ What is the main idea? ○ What details do you find important that support the big ideas? (list 3 details) ○ Does this source add or alter your idea of the Cold War? 	<ul style="list-style-type: none"> ○ How does this cartoon add or alter your idea for the Cold War competition? ○ Who is the author? ○ What idea does this cartoon highlight <ul style="list-style-type: none"> ▪ The idea of containment of what each country saw as a threat. ▪ USSR wanted to contain smaller areas in order to gain bigger control. (notice China, notice Vietnam) ▪ US wanted to contain communism at the source to which they saw the USSR. (notice that USSR is the main focus) ○ How is The Bear/Uncle Sam portrayed? What other characters do you notice? <p>- Students will then be encouraged to spend 7 minutes to read the article on their own and pick out the big ideas and key examples.</p> <ul style="list-style-type: none"> ○ Questions to consider for the article: ○ Who is the author? ○ What is the main idea? ○ What details do you find important that support the big ideas? (list 3 details)
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- Students and instructor will then come back together in order to share our main ideas, allowing for students to be on the same page and complete the country of study frame.
- Teacher will then address misconceptions from brainstorming activity.

CUE:

-Miss Miller will then bring the students together and tell them to get into groups of four. Two people from each country per group.

DO:

- Teachers will now do **stations** and migrate through the classroom to help students teach and discuss their own topics.
- Each pair should express and teach to the other two students what their article and cartoon entailed and the big ideas focusing on why each country entered into the arms race.
 - o Closer- Notice the difference and take notes on what your partners are telling you.
 - o Fill out the frame with the opposite information while they teach so that you have a complete frame to move forward with in the unit.

REVIEW: Miss Miller will bring the students back together as a group as Miss Gomez

- o Does this source add or alter your idea of the Cold War?
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REVIEW:

	prepares the closing conversation.	<ul style="list-style-type: none"> - “After completing the frame can you see the differences and reasons that each country entered into the arms race?” - “Why do you think each country entered into the arms race?” <ul style="list-style-type: none"> o This will further be what are unit will be center on. - “Do you believe each country had a good reason for entering into the arms race?” - We will come back to this frame as we further explore how/ and why each country progressed through the Cold War. - Each of the essential details will be a big idea that we cover throughout the unit.
What are the specific tasks that I do AFTER the lesson?	<ul style="list-style-type: none"> - Review of framework - Discuss what we noticed from student responses during both the parallel and stations with co-teacher and discuss how we will further explain and alter lessons going forward. 	<ul style="list-style-type: none"> - Review of framework - Discuss what we noticed from student responses during both the parallel and stations with co-teacher and discuss how we will further explain and alter lessons going forward.

The FRAME Routine

Key Topic
The Arms Race

is about...

the United States and the Soviet Union's competition to achieve superior weapon technology in response to WWII and become the dominant world power.

Main idea

United States

Essential details

Leadership/political style
is capitalism

Containment of USSR and
communism

Creation of the
Manhattan Project

Response to arms race
affected the social culture

Connections

*Students will fill out this column as the unit progresses

Main idea

U.S.S.R.

Essential details

Leadership/political style is
communism

Containment of Eastern
hemisphere

Began the race in response to
the US – Manhattan Project

Response to arms race
affected the social culture

So What? (What's important to understand about this?)

The arms race led to a lot of technological advances that have influenced society today. In addition, this led to the fall of the Soviet Union.