

LESSON 1

Instructor: Ms. Brianne Brown

Grade Level/Subject: 10th Grade American History II

School: Plum Senior High School

Unit/Topic: Cold War/Korean War

Duration of Lesson: 1 Class Period – Background information

STANDARDS:

HISTORY:

- *8.3.12.C. Evaluate how continuity and change has influenced United States history from 1890 to Present.*
- *8.3.12.D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.*
- *8.4.12.C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.*
- *8.4.12.D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.*

CIVICS AND GOVERNMENT:

- *5.4.12. B. Analyze the United States' interaction with other nations and governmental groups in world events.*
- *5.4.12.C. Compare how past and present United States' policy interests have changed over time and analyze the impact on future international relationships.*
- *5.4.12.D. Explain how foreign policy is developed and implemented.*

NATIONAL STANDARDS:

SOCIAL STUDIES:

- I. Culture*
- II. Time, Continuity, and Change*
- III. People, Places, and Environments*
- VI. Power, Authority, Governance*
- IX. Global Connections*

OBJECTIVES:

The Students Will Be Able To:

- *Gain an understanding of the Cold War and Korean War through note taking and discussion*

- *Analyze the significance of the Korean War and the U.S. involvement in it through note taking and discussion*

ANTICIPATORY SET:

*Students will enter the room and answer the following question on the front board: “Why type of government did the Soviet Union have at the end of WWII?”
This question will prepare them for today’s discussion on the Cold War.*

PROCEDURES:

- *Students will complete anticipatory set*
- *Students will take notes and actively participate in class discussion on the Cold War and the Korean War*
- *Instructor will ask review/challenge question at the end of class to ensure understanding of the subject matter*
- *Instructor will hand out homework for this evening*

EVALUATION:

Students will be evaluated three times during this lesson: 1. They will be evaluated on their participation in the class discussion. 2. They will be asked to answer the review/challenge question as an exit slip which will be graded. 3. Students will complete a homework assignment on the causes and effects of the Korean War.

MATERIALS:

- *Microsoft Power Point and Computer*
- *Promethean or Smart Board*
- *Challenge Question Exit Slip*
- *Homework Worksheet – Causes and Effects of Korean War*

LESSON 2

Instructor: Ms. Brianne Brown
Grade Level/Subject: 10th Grade American History II
School: Plum Senior High School
Unit/Topic: Cold War/Korean War
Duration of Lesson: 2 Class Periods– *Inside North Korea*

STANDARDS:

HISTORY:

- *8.3.12.C. Evaluate how continuity and change has influenced United States history from 1890 to Present.*
- *8.3.12.D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.*
- *8.4.12.C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.*
- *8.4.12.D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.*

CIVICS AND GOVERNMENT:

- *5.4.12. B. Analyze the United States' interaction with other nations and governmental groups in world events.*
- *5.4.12.C. Compare how past and present United States' policy interests have changed over time and analyze the impact on future international relationships.*
- *5.4.12.D. Explain how foreign policy is developed and implemented.*

NATIONAL STANDARDS:

SOCIAL STUDIES:

- I. Culture*
- II. Time, Continuity, and Change*
- III. People, Places, and Environments*
- VI. Power, Authority, Governance*
- IX. Global Connections*

OBJECTIVES:

The Students Will Be Able To:

- *Analyze the differences between North and South Korea by completing graphic organizer and viewing Inside North Korea.*
- *Observe at least 5 facts from the film Inside North Korea about life in North Korea.*

ANTICIPATORY SET:

Students will enter the room and answer the following question:

(Day 1) “Why did the U.S. get involved in the Korean War?”

This question will review yesterday’s information and get the students ready to view the film Inside North Korea.

(Day 2) “Name one fact you observed about life in North Korea from yesterday’s portion of the film.”

This will get students ready to view the rest of the film and help review what was seen yesterday.

PROCEDURES:

Day 1:

- *Students will complete anticipatory set*
- *Instructor will pass out comparative graphic organizer and fact finder worksheet*
- *Students will view the first half of the film, Inside North Korea – they will compare/contrast the governments, social life, and economy of North and South Korea while watching the film. In addition, students will write down 5 facts about life in North Korea.*
- *Instructor will ask review/challenge questions at the end of class to ensure understanding of the subject matter*

Day 2:

- *Students will complete anticipatory set*
- *Students will view the second half of the film, Inside North Korea – they will compare/contrast the governments, social life, and economy of North and South Korea while watching the film. In addition, students will write down 5 facts about life in North Korea.*
- *Instructor will lead class in a discussion on their findings and observations of the film in order to prepare them for their comparative study research.*

EVALUATION:

Students will be evaluated on their completion of the comparative graphic organizer/fact finder worksheet.

MATERIALS:

- *DVD player and TV OR Computer and Promethean/Smart Board*
- *Inside North Korea video*
- *Comparative Graphic Organizer and Fact Finder Worksheet*

LESSON 3

Instructor: Ms. Brianne Brown
Grade Level/Subject: 10th Grade American History II
School: Plum Senior High School
Unit/Topic: Cold War/Korean War
Duration of Lesson: 3 Class Periods– *Comparative Study*

STANDARDS:

HISTORY:

- *8.3.12.C. Evaluate how continuity and change has influenced United States history from 1890 to Present.*
- *8.3.12.D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.*
- *8.4.12.C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.*
- *8.4.12.D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.*

CIVICS AND GOVERNMENT:

- *5.4.12. B. Analyze the United States' interaction with other nations and governmental groups in world events.*
- *5.4.12.C. Compare how past and present United States' policy interests have changed over time and analyze the impact on future international relationships.*
- *5.4.12.D. Explain how foreign policy is developed and implemented.*

NATIONAL STANDARDS:

SOCIAL STUDIES:

- I. Culture*
- II. Time, Continuity, and Change*
- III. People, Places, and Environments*
- VI. Power, Authority, Governance*
- IX. Global Connections*

OBJECTIVES:

The Students Will Be Able To:

- *Compare and Contrast the governments, economies, and societies of North and South Korea*
- *Analyze the effects of the Korean War on North and South Korean societies today.*

ANTICIPATORY SET:

(DAY 1) Instructor will lead students in a discussion on the film Inside North Korea and the students' findings from the film.

(DAY 2) Instructor will review instructions for comparative study and ensure all students are on pace

(DAY 3) Instructor will review instructions for comparative study and ensure all students are on pace to finish by the end of class.

PROCEDURES:

Day 1:

- *Students will complete anticipatory set*
- *Instructor will pass out instructions and rubric to the comparative study project and review them with students*
- *Students will begin working on the comparative study project by utilizing the internet to find information on North and South Korea – in addition to the information learned in class and observed in the film, Inside North Korea.*
- *Students will work for the remainder of class time on their comparative study projects.*

Day 2:

- *Students will complete anticipatory set*
- *Students will utilize entire class time to research information and create their comparative study project*

Day 3:

- *Students will complete anticipatory set*
- *Students will utilize entire class time to complete their comparative study project.*

EVALUATION:

Students will be evaluated on their comparative study projects and participation in class during the creation of their project.

MATERIALS:

- *Comparative Study Project Instructions and Grading Rubric*
- *Laptop Computers OR Access to a Computer Lab/Library*

****The final Comparative Study Project is a photo story project that the students are completing in pairs. They are researching North and South Korea and comparing contrasting the government, economy, society, etc. In addition, students will conclude the role the Korean War had on the way North and South Korea function today. Their project will demonstrate their knowledge through pictures, music, and text.**