**AUTHOR’S NAME Jaclyn Preciado DATE October 22, 2014**

**SINGLE SUBJECT LESSON TEMPLATE**

For info on how to complete this form, see[**http://lessoninstructions.weebly.com**](http://lessoninstructions.weebly.com)

1. TITLE OF LESSON: Red Scare primary sources evaluation
2. CURRICULUM AREA & GRADE LEVEL: Cold War, US History
3. DATE OF LESSON/TIME NEEDED: October 22nd/55-65 minutes
4. RESOURCES: *Attach materials needed to implement the lesson - e.g., power point presentation, text, graphic organizer*

Pencil

DBQ primary source packet

1. CA CONTENT STANDARD(S): Address the content area and/or common core standards

**Common core standard**: Reading standards for literacy in history/social studies 6-12

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

**Content Standard**: 11.9.3Trace the origins and geopolitical consequences (foreign and domestic) of the Cold

War and containment policy, including the following: The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and

Blacklisting

1. CA ELD STANDARD(S): *Address how this lesson helps develop language*

**Collaborative 1:** **Expanding:** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics: Justify opinions by articulating textual evidence or background knowledge with visual support. Students will be looking at different types of documents and analyzing them and using them as evidence in their writing assignment.

**1. A1. Expanding: Structuring Cohesive Tests:** Understanding Text Structure: Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/ explanatory texts, and narratives.

1. BIG IDEA ADDRESSED/ENDURING UNDERSTANDING: *Why this material is important to teach; how it fits in with the unit*

Students who are able to understand and complete the assignment will demonstrate that they are able to analyze primary sources as well as use them as evidence when trying to prove a point.

1. ESSENTIAL QUESTIONS: *Open-ended, arguable questions that organize the purpose of learning*

What is the theme/motive behind the anti-communist propaganda during the Cold War?

How were Americans’ attitudes on communism altered due to the propaganda being put out regarding communism?

1. OBJECTIVE(S) OR LEARNING GOAL(S): *Choose one: Cognitive, Affective, Psychomotor or Language Development*

Students will be able to understand how the fear of domestic communism affected by American society during the Cold War.

1. ASSESSMENT(S): *Choose one: Diagnostic - entry level, Formative - progress-monitoring or Summative – evaluative*

Formal assessment, summative open-task. The assessment will be “Part B” of the assignment. The students will be writing a response using the primary documents as evidence to demonstrate understanding of propaganda usage during World War II.

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| 1. INSTRUCTIONAL STRATEGIES: *What the teacher does*
 | 1. STUDENT ACTIVITIES: *What the students do*
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| 1. Anticipatory Set

Students will come in and be asked to grab their notebooks and fill out their table of contents. Teacher will pass out the primary document assignment. 1. State Objective

Put objective on the screen and read it to the students1. Input - Modeling

Teacher quickly reviews the background information to make sure the students understand the Red Scare. This includes going over important key terms/ events of the Cold War, such as the Rosenburg Trial, the Hollywood Blacklist, the Hollywood 10, and McCarthyism. The teacher will walk through the assignment, briefly discussing the different primary sources.1. Check for Understanding

The teacher will go through about the first primary source with the students. They will listen to the video clip of Walk Disney testifying that he is not a Communist. The teacher will check that they know what to look for in primary documents. They will answer the first questions together as a class so the students know what is expected of them for the assignment.1. Guided Practice

Teacher will be walking around as the students write down their answers to the first the questions on the first primary document to ensure that they understand the document. When everyone seems to be done, the teacher asks if anyone has any questions, then allow the students to continue to work on the other primary sources independently. **FOR STUDENTS WHO ARE EL OR IN NEED OF SPECIAL ASSISTANCE:**For the last primary source, it is a speech excerpt and I read it out loud and broke it down with them and went over certain vocabulary that may have been challenging for them. I had them highlight the words that they found difficult and we would go over them. **For my one CELDT student who is a 4: That students had the opportunity to work with a partner, who is chosen by the teacher.** 1. Independent Practice

Teacher is continuing to monitor the class and walk around to make sure that the students are on task and working through the documents.1. Closure

Monitor students while they are working on their assessment. If time, teacher will ask for a discussion of Part B and have the students cite the documents to back up their responses. If not, students will put their DBQ in their notebook and we will discuss in class the next class period.  | 1. Anticipatory Set

Students will get their notebooks and get ready for class.1. State Objective

Students will be actively listening to the objective and referring to it in their notebooks or writing it down if not already in their notebook. 1. Input - Modeling

Students will be actively listening to background information and answer the teacher’s questions. Then they will listen to the instructions and ask any questions if needed. 1. Check for Understanding

Students will be actively listening to the Walt Disney clip. They will be discussing with the teacher teacher and contributing to the discussion of the first primary source and answering the questions as a class. 1. Guided Practice

Students are answering questions and will ask questions if needed.**Students who need assistance will go over the last source with the teacher or will work with a partner.**1. Independent Practice

Students are independently working on the other documents and answering the questions.1. Closure

Students will work on Part B, or the assessment part of the packet. They will use the documents they answered the questions on to back up their responses. Students will have a discussion if they finish before the bell rings. |

**End of Lesson Reflection:**

I taught this lesson on October 22, 2014. I think that the lesson went really well. The students were very engaged and enjoyed looking at the different types of media to look at the Cold War and the fear of Communism that was in the United States. They really liked the clip of Walt Disney testifying in court, proving that he is not a Communist. Since the students knew who Walt Disney was, they had a connection with him and really found it interesting that he had to prove himself in court. They also really liked the photo and the propaganda poster. The one source they had the most trouble with was the speech excerpt. One thing I would have done differently is go over certain vocabulary words that they had trouble with, or that source would have been the first one so we could go over it as a class. I sat down and read it out loud with the EL students, but for the non-EL students, they worked on this portion independently. I think that the speech excerpt was the most challenging one. Only about half of the students completed the entire assignment, including part B. So the next class period we spent about ten minutes finishing up part B and discussing what students put.

2014 SINGLE SUBJECT LESSON RUBRIC See Lesson Instruction Website for details: <http://www.lessoninstructions.weebly.com>

Highlight: Jaclyn Preciado **Bold:** Peer Review

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| **Design Component****& Criteria** | **Approaching** | **Meets** | **Exceeds** |
| **Title, Curriculum Area & Grade Level****Date of Lesson & Time Needed**.5 % | Provides a title that is related to the lesson activity. Provides the date or time. | Provides a title that is related to the lesson activity & addresses the unit it belongs to and in what curriculum area and grade. Provides date the lesson will be taught and the time needed to teach the lesson. | **Provides a title that is related to the lesson activity, addresses the unit it belongs to and in what curriculum grade level & describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization. Provides date the lesson will be taught and the time needed to teach the lesson.** |
| **Rationale: Big Ideas - Enduring Understanding & Essential Questions**.5 % | The *big ideas - enduring understandings* and *essential questions* area aligned with the standard, objective, and assessment.  | The *big ideas - enduring understandings* provide a rationale that makes sense of the content and makes the content relevant to students’ lives. The *essential questions* are open-ended, arguable and provide purpose for the learning. | **The lesson not only describes the *big ideas - enduring understandings* and *essential questions,* but goes beyond and rationalizes how the instructional strategies and the student activities are suited to meet the standard, objective and assessment of the lesson**.  |
| **Standards, Objectives & Assessments**10% | The CA Content, Common Core and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria.  | **The CA Content, Common Core and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria. In addition, each objective is labeled by the type (*cognitive, affective, psychomotor or language*), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative).**  | The CA Content, Common Core and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria. Each objective is labeled by the type (*cognitive, affective, psychomotor or language*), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative). In addition, expectations are clearly communicated to students with a rubric, a model or a sample of student work. |
| **Instructional Strategies**20% | Provides a list of instructional strategies the teacher will use in lesson.  | Provides an *anticipatory set, stated objective, input - modeling,* *check for understanding, guided practice, independent practice and closure* activity for lesson with a *written script* of what the teacher will say and do including the times needed for each step. | **The instructional strategies not only provide a written script for what the teacher will do and say in the *anticipatory set, stated objective, input - modeling,* *check for understanding, guided practice, independent practice and closure*, but scaffolds are provided for English Language Learners and students with special needs, i.e. graphic organizers, flipped instruction…** |
| **Resources** **(ppt. graphic organizer, etc.)****10%** | Resources are not included | Some resources mentioned in the lesson are included  | All resources mentioned in the lesson are included |
| **Student Activities****20%** | Describes what the students will do during the *anticipatory set, stated objective, input modeling,* *check for understanding, guided practice, independent practice and closure* activities of the lesson. | Describes what the students will do during the *anticipatory set, stated objective, input modeling,* *check for understanding, guided practice, independent practice and closure* activities of the lesson that are student centered with multiple opportunities for the instructor to check for understanding and provides times for each activity. | **The student activities not only describe what the students will do during the *anticipatory set, stated objective, input modeling,* *check for understanding, guided practice, independent practice and closure* activities, but describes the criteria expectations that the students will have to meet for each activity.**  |

Additional Criteria for literacy focused lessons

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| Literacy strategies10% pt. | At least one language domain is included in the lesson | A literacy strategy is introduced, practiced and used to help understand content through at least 2 language domains. | **Effective literacy strategies are employed throughout the lesson to introduce, practice and develop content knowledge and language development.** |
| Peer and Self Assessment10% pt. | Not included | Only self-assessment included | **Peer and self-assessment on this rubric is included.** |
| Reflection After the lesson10% pt. | Reflection is included | Thoughtful reflection includes what worked, what didn’t and modifications for teaching next time. | **Reflection includes what worked, what didn’t work, target student assessment and modifications for teaching next time.** |