

Social Studies Education Lesson Plan Template v. 3

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Lesson Title: Syrian Crisis & American Government

Grade Level: 11-12

Lesson Foundations

Content Standards	<p>Ohio American Government 4-The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.</p> <p>Ohio American Government 21- A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7-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.</p>		
Learning Objective(s)	<p>LO1-Students will evaluate the responses of the international community, specifically the US, in handling the influx of Syrian refugees following the Civil War</p> <p>LO2-Students will understand the human cost of the Syrian Civil War</p>	Assessment(s)	<p>Video Reflection-LO1,L02 Picture Pass-LO1,L02 Discussions-LO1 Exit Slip-LO1</p>
Materials & Resources	<p>Teacher</p> <ul style="list-style-type: none"> -PowerPoint -Picture pass sheets -Exit slip sheet <p>Students</p> <ul style="list-style-type: none"> -Paper and writing utensil 		

Instructional Procedures/Steps

Note when you are addressing a learning objective and when enacting an assessment.

	<p>Teacher will...</p> <p>Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of culturally responsive teaching practices.</p>	<p>Student will...</p> <p>What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/opportunities for practice and application.</p>
<p>Opening 15 Minutes</p>	<p>-Before class students are to listen to the podcast on <i>Origins</i>.</p> <p>-Students will be writing written responses to a video showing Syrian refugees being treated poorly by European policemen. A discussion will follow. (Assessment 1&3) (LO1,LO2)</p> <p>-After the video students will write a paragraph based on the prompt-What are your reactions to this video? Use specific emotions and cite evidence from the video.</p> <p>-Following the written portion I will ask students to share their responses.</p> <p>-Furthermore I will ask students to answer the questions “What did you see in the video?” “How did it make you feel?” “Is this justified?” “Why do you think events like this happen?” “Are there any easy solutions?” “Does this remind you of anything?”</p>	<p>-Students will watch the video and write a reflection.</p> <p>-Paragraphs should have answers that revolve around “This video was unfair to the refugees and disturbing to me. I think that police are supposed to protect people. Seeing them treat the refugees like animals made me feel both angry and sad. This whole situation is bad.” (Assessment 1)</p> <p>-Next students will hold a discussion.</p> <p>-Responses in this discussion should be... “I saw people being treated inhumanely” “I felt bad because these people did not have a choice to become refugees and now are being even more persecuted by those that can help.” “It isn’t justified but I understand the place of fear and ignorance the policemen are coming from” “I think people are often too afraid of people they aren’t familiar with and treat them poorly out of fear” “This reminds me sort of WWII and the Nazis, but that was more extreme” “I think if we were good people we would help, not hurt the refugees” (Assessment 3)</p>

<p>Instruction 20 Minutes</p>	<p>-Remind students of the essential question for this unit “How are the 3 branches of American Government involved in creating foreign policy and domestic public policy?”</p> <p>-We will start with a Picture pass activity (Assessment 2) (LO1)(LO2)</p> <p>-Students will react and assess to 4 images related to the civil war on the Picture pass worksheet. Students will summarize their reactions and come up with a key word for each image.</p> <p>-I will ask questions such as “What emotions are you seeing in this pictures?” “Do you recognize anybody?” “What is the role of power in this photos?” “Who has it?” “Are we obligated to do anything to help these people? Why?”</p> <p>-Following the picture pass we will have a short discussion using the previous questions (Assessment #3)(LO1)</p>	<p>-Students will react to the photos and for each image will summarize their thoughts as well as write down a keyword (Assessment 2)</p> <ul style="list-style-type: none"> - Students will answer questions during the discussion using their thoughts from the picture pass. - Answers will be... “I see struggle and pain”, “I see fear and anger”, “That is Putin and Assad”, “Those guys look like important leaders but I’m not sure who they are”, “The police and government have power over the refugees”, “Those guys in black are ISIS”, “We should help these people because they are struggling and we have the resources to help them”, “We should not help these people because being involved in the middle east is a bad idea”. - - Students are expected to ask and answer questions and engage each other during this discussion.
<p>Closure ____5____ Minutes</p>	<p>-Once the discussion is over I will instruct students to take the remaining class time to write 2-3 sentences in responses to the question on the exit slip. (Assessment 4) (LO1)</p> <p>-On the exit slip students will write their response to the question “Why might we consider an historian’s perspective(s) when considering foreign policy concerning the Syrian Civil War?”</p>	<p>-Students will use the information they learned in class and from prior classes to formulate strong responses to the question on the exit slip. (Assessment 4) (LO1)</p> <p>Student responses should include answers such as: Historians are completely immersed into the culture, they spend their lives studying specific groups and cultures, they know the nations’ and people’s history intimately, and because of this they can guide foreign policy into a better path.</p>