

Social Studies Education

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Lesson Title: # Twitter Cold War (Contemporary World Issues 1 & American History 27)

Grade Level: 10

Essential Question: Did the collapse of the Soviet Union mark the end of the Cold War?

Lesson Foundations

Content Standards	<p>ONLS (Contemporary World Issues) 1: Trade alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.</p> <p>ONLS (American History) 27: The collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War.</p>				
Learning Objective(s)	<p>1.Students will be able to draw conclusions on whether the fall of the Soviet Union signaled the end of the Cold War by citing textual evidence.</p> <p>2.Students will compare and contrast the positive and negative outcomes of NATO through an examination of Post Cold War NATO and Russian perspectives.</p>	<p>Assessment(s)</p> <p>Include LO being addressed</p>	<p>Silent Social Media debate</p> <ul style="list-style-type: none"> • LO 1 & 2 <p>Judges Questions</p> <ul style="list-style-type: none"> • LO 1 & 2 <p>EQ summary</p> <ul style="list-style-type: none"> • LO 1 & 2 		
Materials & Resources	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Teacher:</p> <ul style="list-style-type: none"> -Twitter Forum - Todaysmeet.com or Backchannelchat.com or Googledocs or Poster Paper - 2 different color markers - Computers/IPads - Judges sheets - Instruction sheets - Name Plates - <i>NATO's New Order: The Alliance After the Cold War</i>: http://origins.osu.edu/article/natos-new-order-alliance-after-cold-war </td> <td style="width: 50%; vertical-align: top;"> <p>Student:</p> <ul style="list-style-type: none"> -Pens </td> </tr> </table>			<p>Teacher:</p> <ul style="list-style-type: none"> -Twitter Forum - Todaysmeet.com or Backchannelchat.com or Googledocs or Poster Paper - 2 different color markers - Computers/IPads - Judges sheets - Instruction sheets - Name Plates - <i>NATO's New Order: The Alliance After the Cold War</i>: http://origins.osu.edu/article/natos-new-order-alliance-after-cold-war 	<p>Student:</p> <ul style="list-style-type: none"> -Pens
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Instructional Procedures/Steps

	Teacher will...	Student will...
<p>Opening <u>5</u> Minutes</p>	<p>1.) Set Up (Prior to class)</p> <ul style="list-style-type: none"> • Write LO's/EQ and necessary materials on board • Make copies of Judges evaluation sheets, name plates, rules/roles sheet, and Origins article. • Assign students to groups in the preceding class. • Desks will be arranged in three groups. Place rules/roles sheets, individual role assignments, group name tags, copy of judges sheets, and a copy of the article in each group. • This lesson is designed for a classroom that has access to technology, but can be modified using a white board, poster paper, magazines, newspapers, and other non-digital resources in a limited tech setting. <p>2.) Introduction (5 min)</p> <ul style="list-style-type: none"> • Upon entering class, instruct students to find the correct group and ensure they have all the correct materials. Have the author sign in to twitter forum if digital or give them marker/chalk if non-digital. (2 min.) • Transition: Once all students are in their groups, the teacher will explain that a Cold War vs. "shooting" war is similar to a "Twitter war" vs. fist fight connecting the activity to the article. Using concepts that students are familiar with (Twitter and fist fighting) and likening them to the larger concepts (The Cold War and combat) for the lesson will help personalize and simplify broad concepts (3 min) 	<p>1.) Set Up</p> <ul style="list-style-type: none"> • Sit in assigned groups. • If the twitter forum is digital, each group should log in the class prior to familiarize. • Students will have read <i>NATO's New Order: The Alliance After the Cold War</i>: http://origins.osu.edu/article/natos-new-order-alliance-after-cold-war prior to class. <p>2.) Introduction (5 min)</p> <ul style="list-style-type: none"> • Upon entering class students will find individual assignments within their assigned groups. They will ensure they have all the materials needed as they are listed on the board. The authors/judges will sign on/ receive markers/chalk. (2 min.) • Transition: Students will better understand the Cold War and article by seeing the similarities and differences to a twitter war: <ul style="list-style-type: none"> - Twitter War = Cold War: In both, the parties involved don't physically harm each other. They use words and threats to frighten and gain an upper hand against their adversary. - Fist Fight = combat: Belligerents directly and physically harm each other in order to defeat their adversary. (3 min)

<p>Instruction <u>33</u> Minutes</p>	<p>1.) Rules and Roles (5 min)</p> <ul style="list-style-type: none"> The instructor will use the rules/roles sheet (attached) in order to explain to “Russia”, “NATO”, and the judges what each role is responsible for. The teacher will then explain the rules of the twitter war. Tweets must be roughly 160 characters. <p>2.) Creative Twitter Handle Competition (5 min.)</p> <ul style="list-style-type: none"> The instructor will tell the NATO/Russian groups they have 3 minutes to come up with a creative twitter handle that represents their respective roles. The instructor will use this time to ensure the judges understand their evaluation sheets and explain that they will be judging who has the best twitter handle. (3 min) Once the groups submit their handle, the judges will have two minutes to discuss and decide whose is the best. While the judges are deliberating, the teacher will announce the initial prompt for the twitter war which is “NATO has made the world a safer and more interconnected place”. (2 min) <p>3.) Twitter War (23 min)</p> <ul style="list-style-type: none"> The teacher will instruct both groups to respond to the prompt with a response based on how their individual sides would react. The groups will then begin to respond back and forth to each other’s tweets. The teacher will ensure the twitter war stays focused on the topic, students are using reliable resources, and the judges are evaluating the twitter war properly. 	<p>1.) Rules and Roles (5 Min)</p> <ul style="list-style-type: none"> Students will reference their rules/roles sheet as the teacher explains what the following roles are responsible for: <ul style="list-style-type: none"> Author, Judge, Outside Researcher, Text expert Visual researcher. <p>2.) Creative Twitter Handle Competition (5 min)</p> <ul style="list-style-type: none"> NATO/Russia will come together to decide on a creative and relevant twitter handle to use for the exercise. They will utilize the information from the Origins article and any previous knowledge to create their handle. The judges will then have the opportunity to review their evaluation sheets and ask the teacher any clarifying questions as the instructor is explaining the sheets in more detail. (3 min) The judges will then have two minutes to discuss and decide who has the best handle. While the judges are deliberating, NATO and Russia will begin discussing how they will initially respond to the prompt the instructor gave them. (2 min) <p>3.) Twitter War (10 min)</p> <ul style="list-style-type: none"> Students will formulate a response to the prompt based on the point of view they are representing. Students will then analyze the oppositions response and respond back and forth to that accordingly keeping in mind their point of view. They will use tweets, hashtags, and visuals to debate back and forth. The judges will evaluate the responses based on the criteria outlined on their sheets.
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	<ul style="list-style-type: none"> • Within the first 10 minutes of the competition, the judges will be asked to post two questions that the groups must answer. • Questions to drive debate: <ul style="list-style-type: none"> - In the article, it discusses how NATO tried to include Russia through various programs. Argue whether or not these were sincere overtures or an insincere attempt at appeasement? - Does NATO encourage international interconnectedness or has it maintained a dualistic (us against them) global environment? Defend your answer. 	<ul style="list-style-type: none"> • Each group will answer two questions posed by the judges. • Questions to drive debate: <ul style="list-style-type: none"> - The programs were sincere because they actually gave Russia the opportunity to have a say in NATO decisions even though they maintained very little power in the world. - NATO was created as a divisive force that directly opposed the Soviet Union and exists today to oppose Russia. Rather than bringing the world together it is unnecessarily maintaining a bi-polar world.
<p>Closure ___7___ Minutes</p>	<p>Essential Question</p> <ul style="list-style-type: none"> • In the twitter chat room, the instructor will post the EQ and all groups, including the judges will have to respond. (3 min) • The groups will post their responses and then the class will come together to discuss it. (4 min) 	<p>Essential</p> <ul style="list-style-type: none"> • The students will see the instructor post of the essential question. All Groups will respond to the question to include the judges (3 min) • The groups will post their responses and will participate and a class discussion on the responses. (4 min)
<p>Modifications/Accommodations/Enrichment</p>	<p>Opener:</p> <ul style="list-style-type: none"> • In the opener the instructor takes unfamiliar terms such as Cold War and combat and relates them to terms that are more familiar to students such as twitter war and fist fight. <p>Twitter War:</p> <ul style="list-style-type: none"> • The instructor will group students so they have the opportunity to share and discuss ideas about the reading. • Each student will be given a role based on their strength. <ul style="list-style-type: none"> - Author: Students who learn best through writing. - Visual researcher: Students who are visual learners. - Outside text researcher: Students who learn best through research. - Text experts: Students who learn best through reading. • The position of judges should be given to students who exceed the learning objectives. They should have a solid understanding of the material and as a judge they will have the opportunity to extend their own learning by creating questions as well as evaluating their peers. <p>Essential Question response:</p>	

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| | <ul style="list-style-type: none">• Students will have the opportunity to discuss the question within their groups and articulate it in writing before having to share with the entire class. This will build confidence and mitigate the anxiety of a class discussion without the group preparation. |
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