

Middle Childhood Education Lesson Plan Template v. 2

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Lesson Title: Cuba and the U.S.

Grade Level: 9

Lesson Foundations

Content Standards	<p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>ONLS.CWI.9.12. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives</p>
Learning Objective(s)	<p>LO.1: Students will identify major historical influences of the U.S.'s relationship with Cuba and the differing perspectives of each country</p> <p>LO.2: Students will support or refute causal relationships between events with evidence from the reading and prior knowledge</p> <p>LO.3: Students will critique political cartoons and be able to identify the author's point of view</p>
Materials & Resources	<p>-EMAZE presentation: https://www.emaze.com/@AILZWQZL/uscuba-article</p> <p>-quick overview of events video: http://www.wsj.com/video/key-events-in-us-and-cuba-relations/90B42789-506B-4B27-A354-79FCB614DA9B.html?mod=wsj_video_email</p> <p>-timeline events without dates (8-10)</p> <p>-U.S./Cuba article found at http://origins.osu.edu/article/cuba-and-united-states-reengage-presence-past/page/0/0</p> <p>-5 political cartoons</p>

Assessments

Description of assessment	Modifications and accommodation to the assessment so that all students can demonstrate their learning.	Evaluation Criteria - What evidence of student learning (identify learning objective(s) being assessed) does the assessment provide?
Timeline	-Doing this event in smaller groups could allow us	LO.1: From the video and article, students will be able to

	to differentiate instruction more; also we could place dates on select events to allow students who are struggling to have a starting point	piece major historical events in chronological order to see how these events build on one another
Political Cartoon Critique	-When dividing up students into groups, try to have a mix of higher-achieving students and lower-achieving students to prompt collaboration	LO.3: We want students to be able to identify an author's point of view and articulate that to the class.
Exit Ticket	-Allow students to provide only one or two pieces of evidence as necessary.	LO.2: We will give students the prompt "Do you feel as though there was a cause-effect relationship between any of the events?" Using evidence from the reading, video, and the class lecture, students will support their stance (at least 3 pieces of evidence).
Cartoon Homework Assignment	-Students have the choice to select a topic that interests them and that they feel they can represent.	LO.3: Students will be asked to pick a current even that interests them and depict their point of view through a political cartoon. Students should reflect on their analysis of cartoons from class to inform how they decide to represent their view.

Instructional Procedures/Steps

	Teacher will...	Student will...
	Include instructional practices, questions you will ask, checks for understanding, differentiation, evidence of culturally responsive teaching practices	What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/Opportunities for Practice and Apply
Opening ___5___ Minutes	-Teacher will have EMAZE presentation opened before class begins so it is ready when class starts -Teacher will play video for class which includes a brief overview of events between U.S. and Cuba "Did you notice any similarities or crossovers between the video and the article?"	-Students will have read the article the previous night so they are able to participate fully in classroom activities -Students will watch video presented and keep it in mind when moving forward in the lesson Both mention the recent normalization of relations between U.S. and Cuba as well as the Cold War, Bay of Pigs, and other major events in the history of the nations' relations.
Instruction ___40-45___ Minutes Procedures and steps to the lesson.	Presentation (10-15 min): -Teacher will show a brief Emaze presentation to students to review some of the major topics from the article/video. Timeline (15 min.): -Teacher will hand out timeline events to students	-Students will analyze their events for perspective as they place them in chronological order.

	<p>who will be divided up into groups of four or five (try to place struggling students in groups that have some dates with events). They will then place these events in order through collaboration within their group.</p> <p>-Teacher will ask groups to read off their timeline and note differences (if any) between the groups</p> <p>“Is there any difference between this group and that group? Why do you think that is?” (L01)</p> <p>Political Cartoon (15 min.):</p> <p>-Have students shift to the table with their number on it. Teacher will pass out one political cartoon to each group face down as they are moving. Teacher will give them around 7-10 minutes to analyze the given cartoon and come up with its meaning and point of view</p> <p>As you analyze your cartoon, I want you to think about what the author/artist is trying to accomplish. What are the implications of his/her work? What are your interpretations? (L03)</p> <p>-Teacher will then observe each group as they briefly go over their political cartoon to the class</p> <p>- As students complete their initial political cartoon, have additional cartoons for students who finish early.</p>	<p>We noticed another group’s events seemed to be about Cuba’s fight for independence and how they viewed the certain events, while ours dealt with the United States intervening in Cuban affairs and how the U.S. viewed Cuba. By seeing these different opinions on overlapping events (such as the Spanish-American War) we see that the same story can be told in different ways depending on the point of view.</p> <p>-Students will be given a political cartoon and will be asked to analyze it and reflect on the author’s point of view.</p> <p>-Students will, as groups, present their given political cartoon to the class. They will identify the cartoon’s overall message along with their interpretation of the author’s point of view.</p> <p>“We believe the overall message of this cartoon to be . . . and that the author/illustrator had a very negative opinion of this situation because of that.”</p>
<p>Closure ___5___ Minutes</p>	<p>For homework tonight, I would like you to choose a current event that interests you and draw a political cartoon to show your stance. Remember, political cartoons aren’t accompanied by many words; the picture should be enough to represent your thoughts. (L03)</p>	<p>The important part is that they use strategies from analyzing the cartoons in class to show their stance clearly without explanation.</p>

	<p>-Exit ticket “Do you feel as though there was a cause-effect relationship between any of the events?” Using evidence from the reading, video, and the class lecture, students will support their stance (at least 3 pieces of evidence). (LO2)</p>	<p>We found there to be a definite cause and effect relationship between the events. After the initial Cuban fight for independence, the U.S. attempted to take control. This led to another revolution in Cuba followed by various embargos by the U.S.</p>
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