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| **Standard**:  **SSUSH 20: Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.**  **SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.**  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | |
|  | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Monday** | *Learn at Home Assignment* | *Learn at Home Assignment* | *Learn at Home Assignment* | *Learn at Home Assignment* | *Learn at Home Assignment* | *Learn at Home Assignment* | *Learn at Home Assignment* |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about the international impact of the Marshall Plan, the Truman Doctrine, and containment, as well as the impact of life in the 1950s and the advancements in math and science.  I can explain the different policies put in place that affected the US during the Cold War.  I can explain the different policies that affected the US society.  I can explain the importance of math and science within education. | Short clip and answer the following questions: What impressions do you get about war and the people involved?  What do you think the show might be trying to say about the experiences of soldiers and medical personnel during wartime?  What war do you think the show is about? | The teacher will discuss with students the start of the Cold War in the 1950s. | The teacher will discuss with students the start of the Cold War in the 1950s. | Agents, you’ve been recruited for a top-secret mission during the Cold War. Intelligence has hidden crucial messages around the room. Your mission is to find one message each and return to base without getting caught.  Students move quietly around the room to find one hidden message.  If the “Soviet Spies” hear them or catch them moving, the student must return to their seat and try again after 10 seconds.  Once you find a card, sit down and, on your vocabulary sheet, explain how your message connects to our lesson so far |  | Short clip and questions: What stood out about Elizabeth Eckford’s demeanor as she walked alone through the hostile crowd, and what does that tell you about her courage during this moment in history?  How did the actions and words of the crowd surrounding Elizabeth Eckford reflect the intense resistance to desegregation in the South during the 1950s?  Why do you think Elizabeth Eckford’s solitary walk has become such a powerful symbol of the Civil Rights Movement, and what lessons can we learn from her experience? |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning the impact of the US involvement in Cuba during the Cold War, and I can explain the impact of the US involvement in Vietnam during the Cold War.  I can explain how the different policies affected the rest of the world during the Cold War.  I can explain the different policies that affected the US society. | Quick, grab a partner!  You and your partner have 5 minutes to create one of the following:  A new dance move inspired by the 1950s and 60s music  A short song or jingle based on the 1950s and 60s themes  A movie idea that would fit into the 1950s and '60s  GET READY TO PRESENT IT! | The teacher will discuss foreign policy during the 60s with students. | The teacher will discuss foreign policy during the 60s with students. | Start working on Datasheet with partners |  | If you lived in the 1960s, which social movement would you have been most passionate about (Civil Rights, Anti-Vietnam War, Women’s Rights, Counterculture)? Why?  What do you think was the biggest challenge Americans faced during the 1960s, and how did it shape the country’s future?  In one sentence, describe how the 1960s changed American life forever. |
| **Thursday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about the impact of the Civil Rights legislatures under Johnson, how television impacted America during the 1950s, and the influence of civil rights groups.  I can explain the effects of domestic policies on American society.  I can explain the importance of television and how it has affected American culture.  I can explain the importance of civil rights groups in America in the 1960s. | Think about a time when you saw something unfair happen—at school, in your community, or in the world. How did it make you feel?  What does it take for people to create real change? Do you think it’s easy or difficult to stand up for what’s right? Why?  What do you already know (or think you know) about the Civil Rights Movement? | The teacher will discuss life and the civil rights movement in the 60s with students. | The teacher will discuss life and the civil rights movement in the 60s with students. | Datasheet |  | 3-2-1 on your datasheet |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning about the impact of the Civil Rights legislatures under Johnson, how television impacted America during the 1950s, and the influence of civil rights groups.  I can explain the effects of domestic policies on American society.  I can explain the importance of television and how it affected the culture within America.  I can explain the importance of civil rights groups in America in the 1960s. | *Think about a time when you saw something unfair happen—at school, in your community, or in the world. How did it make you feel?*  *What does it take for people to create real change? Do you think it’s easy or difficult to stand up for what’s right? Why?*  *What do you already know (or think you know) about the Civil Rights Movement?* | The teacher will discuss life and the civil rights movement in the 60s with students. | The teacher will discuss life and the civil rights movement in the 60s with students. | Datasheet |  | 3-2-1 on your datasheet |

*\*\*\*All work can be found located on Canvas under modules for the current module we are in. Dates and reminders can be found on our band app:* [*https://band.us/n/a6a9A64ft78c5*](https://band.us/n/a6a9A64ft78c5) *\*key literacy strategies*