

Teacher:	Marie Feazel	
Course/Subject:	AP U.S. History	
Date of Instruction:	9/20/2021	9/24/2021
Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10	Standards: SSUSH 20- Civil Rights/Cold War, Truman and IKE	
	Domain Domain 5- Standards 20-23, 24% of EOC	
	AP Time Period Time Period 8- 1945-1980- Cold War, Civil Rights, Space Race, Technological Changes	
	AP Frameworks: 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 <ul style="list-style-type: none"> • I can explain the context for societal change from 1945 to 1960. • I can explain the continuities and changes in Cold War policies from 1945 to 1960. • I can explain the causes of economic growth in the years after World War II. • I can explain the causes and effects of the Red Scare after World War II. • Explain the causes and effects of the migration of various groups of Americans after 1945 until 1960. • I can Explain how mass culture has been maintained or challenged after World War II until 1960. • I can explain how and why the civil rights movements developed and expanded from 1945 to 1960. • I can explain the various military and diplomatic responses to international developments from 1945-1960. 	
Learning Target: <ol style="list-style-type: none"> 1. I can explain U.S. international policies during the Truman Administration 2. I can explain the US domestic polices during the Truman Administration 3. I can explain US international policies during the Eisenhower administration. 4. I can explain US domestic polices during the Eisenhower administration. 5. I can explain the influences of technological and social advances during the Truman and Eisenhower administrations. 		
Success Criteria SSUSH 20 <ol style="list-style-type: none"> 1. I can explain causes of the Cold War. 2. I can explain how the policy of containment would lead to the Korean War. 3. I can analyze the social and economic impact of the G.I. Bill 		

4. I can analyze the social and economic impact of McCarthyism in the post WWII era.
5. I can identify the impact of Truman's integration of the military and federal government.
6. I can explain the impact of the Marshall Plan and Truman Doctrine.
7. I can explain how the influence of Sputnik I led to technological innovations and education in math and science.
8. I can identify the role of the National Interstate Highway Act during the Eisenhower administration.
9. I can explain Brown v Board of Education

- Monday 9/20- Test TP 7
- Tuesday 9/21
- Wednesday 9/22- Individual Assignment: Foreign Policy Due by 11:59 p.m.
- Thursday- 9/23- Group Work: Choose Your Own Adventure 1950's
- Friday- 9/24- Quiz – Truman and Ike

Introduction/Connection:

Vocabulary Acquisition and Review

SSUSH 20

- Cold War- war of words and ideas and occasionally battles between the USA and USSR.
- Truman Doctrine- plan to stop communism in Greece and Turkey, 400 million dollars
- Marshall Plan- Plan to stop communism in Western Europe, 13 billion dollars
- McCarthyism- using political power to accuse people of communism, ruined people's reputations in law, business, entertainment, government.
- Baby Boom – high numbers of children born after WWII

Direct Instruction: Both In-person and google classroom

- Biographical Reading
- Charts
- Maps
- Graphs
- Diagrams
- Political Cartoons
- Primary Source
- Secondary Source, Historians Account
- Student Written Response, Question and Answer
- Student Written Response, Visual Display, Drawing/Creating of Visual
- Written Response to Photographs/Drawings

Truman Desegregation of Military (History Channel, no words)

<https://www.youtube.com/watch?v=gpv5pAE8AdM&list=PLob1mZcVWOagvYmwY1DYWK0vQwQA8Reo&index=212>

	<p>1st and 2nd Red Scare https://www.youtube.com/watch?v=A4LpLqHNOTk</p> <p>Hollywood 10 https://www.youtube.com/watch?v=n1cF1x6V16k</p> <p>Joseph McCarthy https://www.youtube.com/watch?v=1O7rTOZJGFo</p> <p>Truman and the Crisis in Korea https://www.pbs.org/wgbh/americanexperience/features/truman-crisis-korea/</p> <p>Korean War (History Channel) https://www.youtube.com/watch?v=h1wFrXKanc0&list=PLob1mZcVWOaggvYmwYIDYWk0vQwQA8Reo&index=198</p> <p>Marshall Plan (History Channel) https://www.youtube.com/watch?v=tMXjsVLOznc&list=PLob1mZcVWOaggvYmwYIDYWk0vQwQA8Reo&index=193</p> <p>Truman Doctrine- History Channel https://www.youtube.com/watch?v=Jb8aW46T3bg&list=PLob1mZcVWOaggvYmwYIDYWk0vQwQA8Reo&index=128</p>
<p><u>Work Period (We Do, You Do)</u> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>Guided Practice: Both In Person and Google Classroom</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Biographical Reading <input checked="" type="checkbox"/> Charts <input checked="" type="checkbox"/> Maps <input checked="" type="checkbox"/> Graphs <input checked="" type="checkbox"/> Diagrams <input checked="" type="checkbox"/> Political Cartoons <input checked="" type="checkbox"/> Primary Source <input checked="" type="checkbox"/> Secondary Source, Historians Account <input checked="" type="checkbox"/> Student Written Response, Question and Answer <input type="checkbox"/> Student Written Response, Visual Display, Drawing/Creating of Visual <input checked="" type="checkbox"/> Written Response to Photographs/Drawings <p>Independent/Collaborative Practice/Differentiation: Both In Person and Google Classroom</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Biographical Reading <input checked="" type="checkbox"/> Charts <input checked="" type="checkbox"/> Maps <input checked="" type="checkbox"/> Graphs <input checked="" type="checkbox"/> Diagrams <input checked="" type="checkbox"/> Political Cartoons <input checked="" type="checkbox"/> Primary Source

	<input checked="" type="checkbox"/> Secondary Source, Historians Account <input checked="" type="checkbox"/> Student Written Response, Question and Answer <input checked="" type="checkbox"/> Student Written Response, Visual Display, Drawing/Creating of Visual <input checked="" type="checkbox"/> Written Response to Photographs/Drawings
<p><u>Closing (We Check)</u> Describe the instructional process that will be used to close the lesson and check for student understanding. TKES : 1,2,3, 4,5,6,7,8</p>	<p>Summarize/Share: Both</p> <input checked="" type="checkbox"/> Think- Pair- Share <input checked="" type="checkbox"/> Written response to success criteria <input checked="" type="checkbox"/> Verbal response to success criteria <input type="checkbox"/> Ticket out the door summarizer <input checked="" type="checkbox"/> Review answers to class activity <input type="checkbox"/> Review Answers to Homework <input type="checkbox"/> 3-2-1 Review <p>Assessment Uses/Strategies:</p> <input checked="" type="checkbox"/> Quiz SSUSH 20, Common Formative Assessment 9/24/2021 <input checked="" type="checkbox"/> Informal Assessment, Teacher Questioning <input type="checkbox"/> USAtestprep.com activity for current standard <input type="checkbox"/> Albert.io activity for current time period