

## Glynn County Daily Lesson Plan for MS HS Instruction

<b>Teacher : Anna Paga</b>	
<b>Course/ Subject: U.S. History - Cold War Cuba and Vietnam</b>	
<b>Date of Instruction: Monday 8-28-20</b>	
<p><b>Opening (I Do)</b> 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. <b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>Standard/s:</b> <b>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations</b> <b>a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.</b> b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson's Great Society, following the assassination of John F. Kennedy. c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam. d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez. e. Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.</p>
	<p><b>Learning Target:</b> <b>I can describe the results of the Cold War in Cuba</b> <b>I can describe how the causes and effects of the Vietnam war</b></p>
	<p><b>Success Criteria:</b> <b>I can describe how Cold War conditions led to U.S. involvement in Cuba</b> <b>I can describe how containment led to the U.S. involvement in Vietnam</b> <b>I can describe the Gulf of Tonkin incident</b> <b>I can describe the Gulf of Tonkin Resolution</b> <b>I can describe the Tet Offensive</b></p>
	<p><b>Introduction/Connection:</b> <b>Cuba, Cuban Missile Crisis, Vietnam, Vietnam War, Tet Offensive, Gulf of Tonkin Resolution</b></p>
	<p><b>DIRECT INSTRUCTION:</b> <b>USH 21 Notes/Discussion- Cold War- Cuba and Vietnam</b></p>
<p><b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>GUIDED PRACTICE:</b> <b>13 Days in October movie clip</b> <b>Vietnam War video clip</b></p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> <b>Analyzing the Cuban Missile Crisis worksheet</b> <b>Vietnam War video clip</b></p>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding . <b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b> <b>Compare the Vietnam and Korean War- (SOH) Homework</b></p>

<b>Teacher : Anna Paga</b>	
<b>Course/ Subject: U.S. History - Cold War Vietnam</b>	
<b>Date of Instruction: Tuesday 9-29-20</b>	
<p><b>Opening (I Do)</b></p> <p>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.</p> <p><b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>Standard/s:</b></p> <p><b>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations</b></p> <p>a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the <b>escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.</b></p> <p>b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson's Great Society, following the assassination of John F. Kennedy.</p> <p>c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.</p> <p>d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.</p> <p>e. Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, <b>the Tet Offensive</b>, and the presidential election.</p>
	<p><b>Learning Target:</b></p> <p><b>I can describe how the causes and effects of the Vietnam war</b></p>
	<p><b>Success Criteria:</b></p> <p>I can describe how Cold War conditions led to U.S. involvement in Cuba</p> <p>I can describe how containment led to the U.S. involvement in Vietnam</p> <p>I can describe the Gulf of Tonkin incident</p> <p>I can describe the Gulf of Tonkin Resolution</p> <p>I can describe the Tet Offensive</p>
	<p><b>Introduction/Connection:</b></p> <p>Cuba, Cuban Missile Crisis, Vietnam, Vietnam War, Tet Offensive, Gulf of Tonkin Resolution</p>
	<p><b>DIRECT INSTRUCTION:</b></p> <p><b>Complete the USH 21 Notes/Discussion- the Vietnam war and the American feelings about the war</b></p>
<p><b>Work Period (We Do, You Do)</b></p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p><b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>GUIDED PRACTICE:</b></p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b></p> <p><b>Vietnam Stations Activity (students will move to different stations. They will move with their pod partner and wipes will be available on each desk for the new students to wipe them off before they sit down)</b></p>
<p><b>Closing (We Check)</b></p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding .</p> <p><b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b></p>

<b>Teacher : Anna Paga</b>	
<b>Course/ Subject: U.S. History</b>	<b>Civil Rights Movement</b>
<b>Date of Instruction:</b>	<b>Wednesday 9-30-20</b>
<p><b>Opening (I Do)</b> 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. <b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations</b></p> <p>a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.</p> <p>b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson's Great Society, following the assassination of John F. Kennedy.</p> <p>c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), <b>news coverage of the Civil Rights Movement</b>, the moon landing, and the war in Vietnam.</p> <p><b>d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.</b></p> <p>e. Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.</p>
	<p><b>Learning Target:</b></p> <p>I can describe the influence Civil Rights groups had on society</p> <p>I can describe the influence had by Martin Luther King on American society</p> <p>I can describe the purpose of MLK's Letter from the Birmingham jail</p> <p>I can describe the influence of MLK's I Have a Dream Speech</p>
	<p><b>Success Criteria:</b></p> <p>I can describe the reason for the growth of Civil Rights groups in America</p> <p>I can describe the influence Martin Luther King had on society</p> <p>I can describe the cause and effect of Martin Luther King's Letter from the Birmingham jail</p> <p>I can describe the impact of Martin Luther King's I Have on Dream Speech</p> <p>I can describe the impact Cesar Chavez had on agricultural workers</p> <p>I can describe how the assassination of JFK, Jr. impacted American society</p> <p>I can describe how the assassinations of MLK, Jr. and Robert Kennedy impacted America</p>
	<p><b>Introduction/Connection:</b></p> <p>Civil Rights, Martin Luther King, Jr., Letter from the Birmingham Jail, I Have a Dream speech, Cesar Chavez</p>
	<p><b>DIRECT INSTRUCTION:</b></p> <p>Notes/ Discussion- USH 21- Civil Rights Movement</p>
<p><b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>GUIDED PRACTICE:</b></p> <p>MLK Clips- I Have a Dream, Mountaintop Speech, Letters from the Birmingham Jail</p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b></p> <p>Civil Rights packet- Cesar Chavez speech, Loving vs. Virginia, Selma to Montgomery Freedom March</p>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding . <b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b></p>

<b>Date of Instruction: Thursday 10-1-20</b>	
<b>Course/ Subject: U.S. History Kennedy, Kennedy Assassination, Great Society, Moon Landing</b>	
<b>Date of Instruction: Thursday 10-01-20</b>	
<p><b>Opening (I Do)</b> 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. <b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations</b> a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution. b. Connect major domestic issues to their social effects including the <b>passage of civil rights legislation and Johnson's Great Society, following the assassination of John F. Kennedy.</b> c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, <b>the moon landing</b>, and the war in Vietnam. d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez. e. Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.</p>
	<p><b>Learning Target:</b> I can describe the effects of major domestic issues such as the passage of Civil Rights legislation and Johnson's Great Society on America I can describe the impact the moon landing had on unifying Americans</p>
	<p><b>Success Criteria:</b> I can describe how the social impact of the passage of American Civil Rights legislation I can describe the effect Johnson's Great Society had on America I can describe how the assassination of JFK, Jr. impacted American society</p>
	<p><b>Introduction/Connection:</b> Johnson's Great Society</p>
	<p><b>DIRECT INSTRUCTION:</b> Notes/ Discussion- USH 21- Civil Rights Movement</p>
	<p><b>GUIDED PRACTICE:</b> MLK Clips- I Have a Dream, Mountaintop Speech, Letters from the Birmingham Jail Quizlet Live USH 20-21 Review</p>
<p><b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> Civil Rights packet- Cesar Chavez speech, Loving vs. Virginia, Selma to Montgomery Freedom March</p>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding . <b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b> Quizlet Live USH 20-21 Review</p>

<b>Course/ Subject: U.S. History</b>	
<b>Date of Instruction: Friday 10-2-20</b>	
<b>1968</b>	
<p><b>Opening (I Do)</b></p> <p>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.</p> <p><b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the <b>Kennedy and Johnson administrations</b></b></p> <p>a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.</p> <p>b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson’s Great Society, following the assassination of John F. Kennedy.</p> <p>c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.</p> <p>d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.</p> <p>e. <b>Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.</b></p>
	<p><b>Learning Target:</b></p> <p><b>I can describe how 1968 was seen as a tumultuous time in American History</b></p>
	<p><b>Success Criteria:</b></p> <p>I can describe how the assassination of JFK, Jr. impacted American society</p> <p>I can describe how the assassinations of MLK, Jr. and Robert Kennedy impacted America</p> <p>I can describe what factors influenced the Presidential Election of 1968</p>
	<p><b>Introduction/Connection:</b></p> <p>1968 Presidential Election</p>
	<p><b>DIRECT INSTRUCTION:</b></p> <p>Notes/ Discussion- USH 21- 1968- assassinations of MLK, RFK, TET Offensive, Presidential Election</p>
<p><b>Work Period (We Do, You Do)</b></p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p><b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>GUIDED PRACTICE:</b></p> <p>MLK Clips- I Have a Dream, Mountaintop Speech, Letters from the Birmingham Jail</p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b></p> <p>USA Test Prep- USH 21 Review</p>
<p><b>Closing (We Check)</b></p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding .</p> <p><b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b></p> <p><b>Quiz Monday</b></p>