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Grade: 8th		Subject: ND History- Conflict and War	
Materials: "passport" & stamp and additional artifacts from Dr. Holland		Technology Needed: None	
Instructional Strategies: <ul style="list-style-type: none"> ø Direct instruction ø Guided practice ø Socratic Seminar ø Learning Centers ø Lecture ø Technology integration ø Other (list) 	<ul style="list-style-type: none"> ø Peer teaching/collaboration/cooperative learning ø Visuals/Graphic organizers ø PBL ø Discussion/Debate ø Modeling 	Guided Practices and Concrete Application:	
		<ul style="list-style-type: none"> ø Large group activity ø Independent activity ø Pairing/collaboration ø Simulations/Scenarios ø Other (list) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Explain: Students will be together in a group and break apart into pairs to discuss as needed.</p> </div>	<ul style="list-style-type: none"> ø Hands-on ø Technology integration ø Imitation/Repeat/Mimic
Standard(s) <p>8.1.2 -Use various primary and secondary resources (e.g., historical maps, diaries, speeches, pictures, charts, graphs, diagrams, timelines specific to North Dakota) to analyze, and interpret information.</p> <p>8.6.1-Explain ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions (e.g., how transportation and communication technologies contribute to the diffusion of culture)</p>		Differentiation <p>Below Proficiency: Unable to pay attention to the speaker and remember information spoken about. Keep these kids more on task by asking questions and using proximity. If necessary, we can try and put these kids into a group and have the extra teacher keep them engaged.</p> <p>Above Proficiency: Able to understand and re-tell others about the information spoken about during the presentation. Also, be able to add more thoughts and questions to the discussion. Can have these kids try and relay the info they know with their peers.</p> <p>Approaching/Emerging Proficiency: Student is able to pay attention and give a fact related to the topic. May need additional explanations on some topics and additional assistance in keeping them engaged.</p>	
Objective(s): <p>The learner will be able to analyze events of the past and give an explanation of them.</p> <p>The learner will have an understanding of the technology and purpose of missiles in ND.</p>			
Bloom's Taxonomy Cognitive Level: Knowledge & Comprehension			

	<p>Modalities/Learning Preferences: Prefer students to be able to be involved in the discussion and present a question or comment they thought was interesting at the end of the presentation. This presentation will lean towards people with auditory and visual learning skills. However, it does have some kinesthetic aspects to it.</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.) Students will be divided by groups based on the color of “passport” given to them and they will then move from station to station. The students will visit with approximately three different groups. Each group will have about eight minutes per station.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.) Students are expected to transition from group to pairing/collaboration/turn and talk without issue. We will move from one part of the exhibit to another in an orderly fashion. Students are expected to remain quiet and not touch anything that we do not give them.</p>
Minutes	Procedures
Happen mostly before arrival	<p>Set-up/Prep: Create “passports” to hand out to students and give each group of presenters a different stamp. This will happen as a large group</p>
1	<p>Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.): Introduce yourselves to the students and give an explanation on what we are going to be talking about for that time.</p> <p>Ask them “ Have you ever been 45 feet below ground?” Listen to their responses and explain to them we will learn about it in the coming minutes.</p>
5	<p>Explain: (concepts, procedures, vocabulary, etc.): “How many Air Force Bases are in North Dakota?” “Do you guys know how many ICBM (Inter Continental Ballistic Missiles) are in North Dakota today?” An Inter continental ballistic missile is a missile designed to carry a nuclear warhead across sea in the event that a nuclear war were to break out or become necessary. Speak about the impact the wars had on North Dakota and what North Dakota looks like today towards military standpoints, such as missiles, army bases, and what it would look like for both the men and women during those times. Also give a brief explanation of how the Cold War impacted the North Dakota economy. For instance, the missiles brought more people here to build them and man them. Thus, more people were living in North Dakota as a result and contributing to the economy.</p>

	<p>Motion toward control center: "Ask them what they think this is?" "What is it used for?"</p> <p>Show them a control center. Explain what it did and how it worked. - The control center was responsible for the operation of the missiles. It controlled the missiles- their launch and location. Who operated it and how many were in ND. -Same as number of ICBMs.</p> <p>"Are there any questions about the control center?"</p> <p>Present them with some of the traditional garments worn by people at the time. Especially nuclear preparedness clothing. Maybe get hands on a gas mask or gloves. Explain why these garments were necessary if nuclear war was to break out.</p> <p>Bring them into a mock bunker. Show them how someone manning a control center would have lived and: "Why were these bunkers so far below earth?"</p> <p>-They were so far below earth to protect the individuals manning the control center in the event there was nuclear war. Explain the sheer power of nuclear missiles and the damage they would bring in the event they were to be used. (Mass destruction- places they were used would be severely damaged if not destroyed.</p> <p>May bring a gas mask (oxygen mask) similar to those used at the time as an artifact for the kids to use.</p>
<p>3</p>	<p>Explore: (independent, concrete practice/application with a relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p>
<p>2-3</p>	<p>Review (wrap up and transition to next activity): Begin to have the kids transition to the next station and have other kids come into our .</p>

<p>Formative Assessment: (linked to objectives) Progress monitoring throughout the lesson-clarifying questions, check-in strategies, etc.</p> <p>Ask questions about what we spoke about regarding missiles and the understanding of technology in North Dakota and the wars.</p> <p>Consideration for the Back-up Plan: The backup plan would be to show the kids both of the exhibits surrounding the Conflict and Alliances. With that explain the purpose of the exhibit and why it was important for them to hear about that specific information.</p>	<p>Summative Assessment (linked back to objectives) End of the lesson:</p> <p>Possibly have the kids summarize some fun facts and interesting information they have learned during that presentation. If nobody wishes to say anything then we can each name a fun fact we thought was cool then begin to stamp their "passports" and send them off to the next transition.</p> <p>If applicable- overall unit, chapter, concept, etc.: The overall unit/chapter is about World War II, Korean War, and Vietnam War. It covers the effects the war had on family life, economy, and how the United States played a part in all of these wars. The effects that all these wars had on the people</p>			
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>				