

Instructional lesson plan for FPRI from April 25-26, 2014 workshop in Cantigny, Illinois

## I. Purpose of the Lesson

Subject: The American Military and operations since Vietnam— 1975 to 2015

Unit: America at the end of the 20th century and moving into the 21st century

Grade: High School

Big idea or essential question: As the war in Southeast Asia ended, what challenges faced the American military, both planned and unplanned from 1975 to 2015?

Lesson objective: Students will be able to explain an increased awareness of changes to the military from internal forces within the US and its goals for the military and from outside events that shaped the need for response, adaptation of goals and attaining them as well as working for and with our allies while identifying new threats and enemies.

Formative assessment: Using a variety of resources, both print and non-print in nature, students will work in small groups to make blogs to show the timeline of these events and changes to the American military from the 1975 to the present in 2015.

## II. Context for learning

Knowledge of learners                      Instructional decisions based on knowledge of learners

- |                                      |  |
|--------------------------------------|--|
| 1. Grades of class over the year     | Ability to use internet and work with others |
| 2. Test scores                       |  |
| 3. Work produced in and out of class |  |

Individual or small group needs specific to this lesson      Differentiated practices specific to this lesson

IEP/ 504 modifications	Access to internet
Multicultural measures as needed	Access to computer lab or home computer
Social concerns by individual class	Bring your own device & out of school research
Universal Design for Learning	

## III. Instructional Procedures

A. Instructional materials and resources:

1. FPRI website
2. Glog sample- <http://thedyo.edu.glogster.com/post-vietnam-through-today/?glogpedia-source>
3. Textbooks used in class
4. Websites for military and history links

## **B. Technology integration**

Students will work together to build and develop a blog and blog on this topic using in school and out of school materials and resources

## **C. Cross- curricular connections**

The possibility of linking this to the Arts, Language Arts and other social studies courses such as Human Geography, US and World History, Political Science and more is considered.

## **D. Management considerations to consider include....**

Access to the lab in school

Setting and managing student time, deadlines to be met, presentation dates to set and time set aside for this unit of study.

### Instructional Sequence

### Approximate time

### Procedure

#### 1. Start

Teacher led tutorial for students. Students may choose to experience the website tutorial as needed.

#### 2. Development of the new learning

Three class period maximum. No more than three students per group. Most of the student materials will be online with use of textbooks in class. Teacher directs first class period and remaining class periods are for students to complete and present their work.

#### 3. Enrichment or remediation

#### 4. Assessment or evaluation-Summative (Rubric Attached)

#### 5. Planned ending (closure)

Student presentations of some examples in class

## **IV. Analysis and reflection**

### **1. Analysis**

### **2. Reflection**

Name:

### **Military History Choice Project**

You have your choice of projects. Your group must pick one choice to research and display on a Glogster.

#### Choice #1 Military & the Cold War

You must include the following:

- Background Information
- Historical Context & content knowledge
- Analysis of political, social, and economic impact
- Appearance of Glogster

#### Choice # 2 Military & Vietnam

You must include the following:

- Background Information
- Historical Context & content knowledge
- Analysis of political, social, and economic impact
- Appearance of Glogster

#### Choice # 3 Military & Desert Storm

You must include the following:

- Background Information
- Historical Context & content knowledge
- Analysis of political, social, and economic impact
- Appearance of Glogster

#### Choice # 4 9/11

You must include the following:

- Background Information
- Historical Context & content knowledge
- Analysis of political, social, and economic impact
- Appearance of Glogster

<b>Criteria</b>	<b>5- Mastery</b>	<b>4- Above Standard</b>	<b>3- Standard</b>	<b>2- Approaches Standard</b>	<b>1- Below Standard</b>
<b>Background Information</b>	Comprehensive knowledge of event and topic and thorough analysis of background.	Strong background of event and steady analysis of background.	Adequate background information on the event and analysis of significance of the event.	Limited background information regarding the significance of the event. Narrow analysis of background.	Little to no background information on the event and little to no analysis of historical significance.
<b>Historical Context &amp; Content Knowledge</b>	Demonstrates a sophisticated mastery of the issues, events, & facts relevant to the context. Thorough and accurate use of evidence in historical context.	Demonstrates understanding of the issues, events & facts relevant to the topic. Thorough and accurate understanding of the details in historical context.	Demonstrates a basic and accurate understanding of the issues, events & facts relevant to the topic. Demonstrates the ability to use historical evidence.	Demonstrates a generally accurate understanding of relevant issues, topics & facts but may exhibit minor confusion or misunderstandings. Seems to understand general ideas but does not make connections to topic and evidence.	Demonstrates an inadequate understanding of the historical content relevant to the topic. -Supports statements with vague and confusing evidence, if any.
<b>Analysis of Political, social, &amp; economic impact</b>	Extremely thorough examination of the political, social, and economic impact of the topic. Evidence demonstrates mastery of impact.	Well-organized examination of the political, social, & economic impact of the topic. Claims are supported with strong evidence.	Organized examination of the political, social, & economic impact of the topic. Claims somewhat supported by evidence but confusing at times.	Limited examination of political, social, & economic impact of the topic. Claims supported by limited facts and information.	Little to no examination of the political, social, & economic impact of the topic. Claims and evidence disorganized and/or barely evident.
<b>Appearance of Glogster</b>	Very Well organized. Effective use of multiple forms of media i.e. video, text, animations, images, etc.	Organized layout of information. Good use of multiple media i.e. text, video, animations, images, etc.	Some form of organization. Information may be scattered in areas. Some use of multiple forms of media-Video, text, images, and animations.	Little organization present. Information is scattered in areas. Little use of multiple media such as images, video, text, animations, other visuals and audio.	No system of organization. Ineffective use of multiple forms of media such as animations, video, audio, text, images.

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