



Zanesville City Schools Lesson Plan

TEACHER: Christopher W. Miller

CLASS: U.S. History

GRADE LEVEL: 10th Grade

TIME REQUIRED: 100 minutes (About 2 class periods)

Focus for Learning

The following content statements from the state's curriculum will be addressed:

- Ohio's New Learning Standards: American History Content Statement 24 - The United States followed a policy of containment during the Cold War in response to the spread of communism.
- Ohio's New Learning Standards: American History Content Statement 26 - The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

The following "local" learning targets have been deconstructed from the state's curriculum:

- Define the terms containment and Cold War.
- Explain the background and results of the Cold War crisis: the Korean War.
- Analyze how the Korean War continues to effect people in the U.S. and on the Korean peninsula today.

Prior Content Knowledge/Sequence/Connections

Students will have already been studying the conflict between communist and capitalist nations during the Cold War as well as some conflicts between the United States and the USSR which came before the Korean War. This lesson is best presented chronologically within a larger unit where all of the conflicts of the Cold War are being covered. The lesson should be one component on which a large summative test should be based upon.

Lesson Delivery

1. Students will be given a short outline to fill out while they watch a Power Point presentation about the Korean War. The instructor will go over the answers upon completion of the presentation. This will serve as a lead-in to a film.
2. After the Power Point is finished, students will watch a documentary entitled *Seoul Train* which relates the plight of refugees from North Korea who are trying to escape the regime in that country. As they watch, students should write down 20 sentences concerning things about the film which they found interesting, surprising, disturbing, or strange. These sentences should be written on the back of the aforementioned outline.

3. After the documentary, the instructor will engage the students in a discussion about what they wrote down. The outline and sentences will then be collected for formative points.

Differentiation

Differentiation will be provided by giving students the chance to learn about the Korean conflict through both a lecture/Power Point presentation and a documentary. Students with a more auditory learning style will probably garner more from the lecture while the visual learners will gain more from the film.

Resources

Butterworth, J., Sleeth, L., & Lubarsky, A. (Directors). (2004). *Seoul Train*.

USA: Incite Productions. (2004)

Danzer, George A., et. al. *The Americans: Reconstruction to the 21st Century*. Evanston, Illinois:

McDougal Littell, 2003. Print.

Assessment of Student Learning

- Outline of the Korean War (FORMATIVE POINTS – 10 POINTS)
- Reflection sentences over *Seoul Train* (FORMATIVE POINTS – 20 POINTS)
- Overall Test Covering the Cold War Abroad (SUMMATIVE POINTS – 100 POINTS)

Personal Reflection of Lesson

(To be completed upon completion of the lesson)