

## Lesson Plan

<b>Teacher Candidate:</b> Kendal Ryan		
<b>Subject:</b> American History		<b>Grade/Class:</b> 11 {CHA3U}
<b>Date:</b> November 24th, 2020	<b>Time:</b> 10:00 am	<b>Duration:</b> 1hr 15min
<b>Lesson Topic:</b> The War in USA		

### ***Outcomes & Expectations:***

#### *Overall Expectations:*

*E1. Social, Economic, and Political Context: describe various social, economic, and political events, trends, and developments in the United States since 1945, and analyse their key causes and consequences (FOCUS ON: Cause and Consequence)*

*E2. Communities, Conflict, and Cooperation: analyse how various events and developments have affected specific groups in the United States, and relations between the United States and other countries, since 1945 (FOCUS ON: Historical Significance; Continuity and Change)*

#### *Specific Expectations:*

*E1.1 describe key social trends and developments in the United States during this period, and analyse their main causes and consequences*

*E1.4 describe key political events, developments, and/or policies in the United States during this period, and analyse their main causes and consequences*

*E2.2 explain the context for the development of various reform movements in the United States during this period*

*E2.3 analyse American involvement in international affairs during this period, including the participation of the United States in international conflicts and international organizations*

### ***Bridge-In: Photo Display (in USA)***

Of presidents, protests, soldiers in Vietnam, main events

- Allows for students to have some pre-context of what important figures and events looked like
- Have them write on a piece of paper or discuss out loud what/who they think it is and what significance it/they might have to the war on the American home-front and abroad.

### ***Summary of Lesson:***

<b>Time</b>	<b>Instructional Strategies or Task</b>	<b>What the teacher will do</b>	<b>What students will do</b>	<b>Ready-to-use support materials</b>
15 min	“Soldier Reveals What He Saw In Vietnam” (emphasize his language and attitudes & the shift)	Teacher will play video for students.	Students will watch video over projector. This will help them understand the true hardship soldiers faced in the war and the after effects.	Projector, laptop/ computer, <a href="https://www.youtube.com/watch?v=tixOyiR8B-8">https://www.youtube.com/watch?v=tixOyiR8B-8</a>
40 min	War in USA Slides	Teacher will use a PowerPoint to discuss in-depth the build up of the US reasoning to intervene, starting the war, the loss of life, student protests, and their role in Vietnam.	Students will listen to the PowerPoint and then complete a mind map to demonstrate their knowledge.	PowerPoint Presentation
20 min	Mindmap/timeline creation	Teacher will review mind-map instructions and have students fill in USA portion.	Students will continue making a mind-map of main events and people in 2the Vietnam war now specific to USA.	A piece of paper per student, pens/pencils, a mind-map example

**Key Questions:**

1. Why did the Vietnam War start?
2. Who is involved in the Vietnam War?
3. When was the Vietnam War?
4. Where did the Vietnam War take place?
5. Why did students protest in USA?
6. Why was the war such a loss for the USA?

***Application of Knowledge:***

Students should understand the political context for the USA getting involved in the war in Vietnam, the power of the student protests and the significance they held on a large scale, main events that shook the American homefront, the media influence, and the impact the US soldiers had on the progress of the war.

***Materials:***

- Projector
- Laptop/Computer to hook up PowerPoint Presentation
- Mind-map example
- USB
- Paper/Pens/Pencils

***Assessment Strategies & Tools:***

Formative Assessment – Mind-map → students will continue working on their mind-map in class and they can take them home to complete and have ready for the final lesson.

***Reflection:***

No reflection has been completed yet since I haven't actually delivered this lesson before.