

LESSON PLAN FORM
Kansas State University

Date: 12/6/17
Grade: 7
Subject: Geography
Lesson Length: two 45 minute periods

Name: Ms.Crosby Ms. Carney
Lesson Title: Nuclear Weapons
Lesson Source:

KCCR Social Studies Standard(s) Standard/Benchmark: Discipline. Knowledge/Skills	Standard 1: Choices have consequences Standard 5: Relationships among people, places, ideas, and environment are dynamic
KCCR ELA Standard(s) Standard/Benchmark/Description	1.1 students will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures. 5.2 The students will analyze the context of significant relationships and draw conclusions about a contemporary world.
Lesson Goal	Students will be able to draw connections about Nuclear Weapons in regards to geographical relationships
Essential Question(s)	What tension exists between political, and economic systems currently regarding nuclear weapons?
Lesson Objective	Students will be able to analyze different maps Students will be able to define nuclear weapons Students will be able to examine the effects of nuclear weapons
Assessment/Criteria	At the end of Day 2 students will have to answer this question.. "What is the correlation of the Cuban Missile Crises and the current issues with North Korea. Is their trend occurring? Why or why not? (Formative assessment the teacher will have a key that students should align with)
Disciplinary Literacy or Content Vocabulary (terms: technical, figurative, locality, quantitative, multiple meanings, acronyms, easily confused)	Weapons of Mass Destruction (WMD), topography, cuban missile crisis
Materials Technology Resources Setting	<u>Materials</u> Butcher paper, Maps of the U.S,Cuba and North Korea <ul style="list-style-type: none"> ● <u>Technology</u> Video clips ● <u>Resources</u> https://www.jfklibrary.org/Asset-Viewer/15JC38yN2E-zS8u0K1O-ow.aspx http://www.cnn.com/2017/11/28/us/hawaii-nuclear-warning-trnd/index.html ● <u>Setting</u> Classroom ●
Adaptations/Modifications (guided notes, extended time, fewer questions, fewer distractors, alternate setting, etc.)	The teacher can provide students with copies of slideshows for students. The teacher can also record the lesson for student who need it.
Modalities (visual, auditory, kinesthetic, tactile)	<u>Visual:</u> video clips to help students visually see what is going <u>Auditory:</u> video clips to help visually impaired students still hear what is going <u>Kinesthetic:</u> doing the butcher paper will get the students up and moving around <u>Tactile:</u>

Instructional Strategies (graphic organizer, cooperative learning, discussion, technology integration, etc.)	<ul style="list-style-type: none"> • Butcher paper for students to draw connections and work with other students i.e cooperative learning • The teacher will provide students with maps i.e graphic organizers •
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	Est. Time	Lesson Procedures/Activities Write out detailed lesson procedures. Be sure to include 4-5 important questions you will ask during the lesson and the expected student responses. Your plan should be detailed enough for another teacher to teach it without having to ask you any questions. Numbering and bullets are permissible and encouraged.
Beginning <small>(Engage)</small>	10	<ol style="list-style-type: none"> 1. Day 1 As students enter the room there will be an alarm going off. The teacher will instruct the students not to panic and to look towards the board for instructions. (This will simulate what life would be like for students in the 50s during the Cuban missile crises.) 2. Day 2 One the second day the teacher will have students watch a 2:50 clip from CNN about Hawaii. The teacher will lead a class discussion about how students feel about this and possible similarities between the Cuban Missile Crisis and this. (They will have to do a think pair share for roughly 5 min)
Middle <small>(Explain/Explore)</small>	20 min	<ol style="list-style-type: none"> 1. Day 1: The first day of the lesson will be an introduction to Nuclear Weapons and the geographic relation between Cuba to the United States. Students will engage in an interactive lecture where the teacher will provide guided notes for the students to follow along. 2. Day 2: The second day the teacher will introduce the day's topic, North Korea and its relations to Nuclear Weapons. Allowing students to draw in on a contemporary issue that relates to the Cuban Missile crisis.
End <small>(Extend/Evaluate)</small>	15 min	<ol style="list-style-type: none"> 1. Day 1 Students will be split into two groups, they will have to outline a map of the United States and Cuba. Students will have to determine the square miles apart from each other, longitude and latitude of two regions(US & Cuba) and determine based off this data the effects of Nuclear Weapons on the two regions. 2. Day 2: students will be split into two groups, they will have to outline a map of the United States and Cuba. Students will have to determine the square miles apart from each other , longitude and latitude of two regions(US & North Korea) and determine based off this data the effects of Nuclear Weapons on the two regions. <p>On the board will be students exit ticket that they will have to fill out.</p>