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| **Class/Subject: World History**  | **Day 152: Cold War Metaphor**  |
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| **Objective(s)****SWBAT…use myth as a tool to illuminate historical points. SWBAT derive historical meanings from the story.**  | **GLCE/CCS****Topics:** *WHG 8.1.1:*Origins of the Cold War - Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. *WHG 8.1.2:* Cold War Conflicts - Describe the major arenas of conflict, including* the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam
* ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin
* the arms and space race.
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| **Materials:*** **Video of the Butter Battle on day 152 of my Moodle page**
* **Video clip of the LBJ, “Daisy Clip” on day 152 of the Moodle page**
* **Paper**
 | **Procedure/Activities:** * **News/This Day in History**
* **“Previously On” questions related to days 150-151 of instruction**
* **Students will then share their favorite childhood stories and the meanings behind them. Remind them of the Monomyth they learned in English class and explain how myth has played a role in history**
* **Students will create a graphic organizer to answer five questions related to the Butter Battle story**
* **Play the Butter Battle story**
* **Discuss meaning and have students complete their graphic organizer**
* **Re-cap main points of the day**
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| **Strategies (check all that apply)** |
| \_\_X\_\_ Direct Instruction/lecture | \_\_\_\_ Summarizing & Notetaking |
| \_\_\_\_ Guided Practice | \_\_\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_X\_\_ Identifying Similarities & Differences |
| \_\_X\_\_ Group Discussion | \_\_X\_\_ Nonlinguistic Representations |
| \_\_X\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: Students will be given a grade for their successful completion of their graphic organizers.**  | **Notes** |