Grade 6, ELA, Finding Your Voice

“Courage is not the absence of fear, but rather the judgement that something else is more important than fear.” by Ambrose Redmoon

Essential Question: How can I live to show what is more important to me than fear?, A Night Divided by Jennifer A. Nielson

Unit Developed by Kristen Whitworth
Inkom Elementary, Marsh Valley School District
Arimo, Idaho

The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education
**Universal Design for Learning (UDL)**

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<tr>
<th>Multiple Means of Representation</th>
<th>Provide options for perception</th>
<th>Provide options for language, mathematical expressions, and symbols</th>
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<tr>
<td></td>
<td>✓ Offer ways of customizing the display of information</td>
<td>✓ Clarify vocabulary and symbols</td>
<td>✓ Activate or supply background knowledge</td>
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<td>✓ Offer alternatives for auditory information</td>
<td>✓ Clarify syntax and structure</td>
<td>✓ Highlight patterns, critical features, big ideas; and relationships</td>
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<td>✓ Offer alternatives for auditory information</td>
<td>✓ Support decoding text, mathematical notation, and symbols</td>
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<td></td>
<td>✓ Offer alternatives for auditory information</td>
<td>✓ Promote understanding across languages</td>
<td>✓ Maximize transfer and generalization</td>
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<tr>
<td></td>
<td>✓ Offer alternatives for auditory information</td>
<td>✓ Illustrate through multiple media</td>
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<th>Multiple Means of Action and Expression</th>
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<td>✓ Vary the methods for response and navigation</td>
<td>✓ Use multiple media for communication</td>
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<td>✓ Optimize access to tools and assistive technologies.</td>
<td>✓ Use multiple tools for construction and composition</td>
<td>✓ Support planning and strategy development</td>
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<td></td>
<td>✓ Optimize access to tools and assistive technologies.</td>
<td>✓ Build fluencies with graduated levels of support for practice and performance</td>
<td>✓ Facilitate managing information and resources</td>
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<td></td>
<td>✓ Optimize access to tools and assistive technologies.</td>
<td>✓ Heighten salience of goals and objectives</td>
<td>✓ Enhance capacity for monitoring progress</td>
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<td>✓ Optimize access to tools and assistive technologies.</td>
<td>✓ Vary demands and resources to optimize challenge</td>
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<td></td>
<td>✓ Optimize access to tools and assistive technologies.</td>
<td>✓ Foster collaboration and communication</td>
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<td>✓ Optimize access to tools and assistive technologies.</td>
<td>✓ Increase mastery-oriented feedback</td>
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<td>✓ Guide appropriate goal-setting</td>
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<th>Multiple Means of Engagement</th>
<th>Provide options for recruiting interest</th>
<th>Provide options for sustaining effort and persistence</th>
<th>Provide options for self-regulation</th>
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<tr>
<td></td>
<td>✓ Optimize individual choice and autonomy</td>
<td>✓ Heighten salience of goals and objectives</td>
<td>✓ Promote expectations and beliefs that optimize motivation</td>
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<tr>
<td></td>
<td>✓ Optimize relevance, value, and authenticity</td>
<td>✓ Vary demands and resources to optimize challenge</td>
<td>✓ Facilitate personal coping skills and strategies</td>
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<td>✓ Minimize threats and distractions</td>
<td>✓ Foster collaboration and communication</td>
<td>✓ Develop self-assessment and reflection</td>
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An Idaho Core Teacher Program Unit Developed by Kristen Whitworth

Unit Title: Finding Your Voice

Webb's Depth of Knowledge - Level 1 (Recall)

✓ Who, What, When, Where, Why
✓ Define
✓ Identify
✓ Illustrate

✓ Label
✓ List
✓ Match
✓ Measure

✓ Recite
✓ Recognize
✓ Report
✓ Use

Webb's Depth of Knowledge - Level 2 (Skill/Concept)

✓ Categorize
✓ Classify
✓ Collect and Display
✓ Compare
✓ Construct

✓ Estimate
✓ Graph
✓ Identify Patterns
✓ Infer
✓ Interpret

✓ Observe
✓ Organize
✓ Predict
✓ Summarize

Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

✓ Assess
✓ Construct
✓ Critique
✓ Develop a Logical Argument

✓ Differentiate
✓ Draw Conclusions
✓ Explain Phenomena in Terms of Concepts
✓ Formulate

✓ Hypothesize
✓ Investigate
✓ Revise
✓ Use Concepts to Solve Non-Routine Problems

Webb's Depth of Knowledge - Level 4 (Extended Thinking)

✓ Analyze
✓ Apply Concepts
✓ Connect

✓ Create
✓ Critique
✓ Design

✓ Prove
✓ Synthesize

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Idaho Coaching Network Unit Plan Template

**Unit Title:** Finding Your Voice

**Created By:** Kristen Whitworth

**Subject:** ELA

**Grade:** 6th Grade

**Estimated Length (days or weeks):** 7 weeks (4-day week), 5 ½ weeks (5-day week)

**Unit Overview (including instructional context):** This unit can be used in both History and English. This unit is designed to be taught toward the end of the year as a cross-curricular unit. English class time is 75 minutes, History class time is 75 minutes. Both could be easily adjusted to shorter class periods. It is designed as a 7 week unit but could be more or less depending on the individual group of students. Both the unit timeframe and the daily timeframe could be adjusted easily by taking out some of the suggested activities or articles. We are going to use a gradual release method for this unit. Students will learn to close read, give evidence to support arguments, complete research to form own opinions, and present opinions in a logical, evidentiary based format. Students will look at the events through the cold war and how they affected people of the time and the character of the book, then look at those same issues and how they affect them in their own lives. Students will research these issues and make informed opinions and decisions about these issues. This unit is technology dependant once the research project begins. All portions except the research could easily be adjusted for a classroom with only one teacher computer and projector by showing the websites and videos on the teacher projected screen and completing the activities together. Students will learn about bias, primary and secondary resources.

The novel study for the unit is *A Night Divided* by Jennifer A. Nielson. This follows a family who is divided by the Berlin wall, what life is like, the decisions that they must make, and how they make them. There are several news articles related to important issues that will be used as well. These articles are available 2 grades below, 1 grade below, at grade level, 1 grade above and 2 grades above to provide appropriate support and challenge to all students.

**Unit Rationale (including Key Shift(s)):** The rationale behind this unit is to utilize primary and secondary sources and a novel study to guide students through an inquiry based unit to deepen understanding of the Cold War era, develop the ability to make informed opinions, knowledgeable decisions, and deepen reading and comprehension skills. Students will learn to close read, give evidence to support arguments, complete research to form own opinions, and present opinions in a logical, evidentiary based format. This unit culminates in a self-discovery Wax Museum exhibit, in
which students are encouraged to explore ideas and beliefs important to them and support their opinions of said beliefs by citing evidence from research and source materials presented in class.

The unit uses several different discussion formats to allow for deeper understanding as well as the sharing of opinions. Students will be given various opportunities to self-reflect and revise opinions and thoughts. The timeline suggested is 7 weeks, but may take more or less time based on the individual group of students. The daily time allotted for each subject is based on a specific school setup, but can easily be modified by looking at the plans as chunks instead of days, i.e., day 2 includes a quick write, a class discussion, a Close Read and an activity. This could be broken into two days by completing the quick write and class discussion one day and the Close Read and activity the next.

This unit provides scaffolded text with increasing complexity as students move through the unit, to provide challenge to all students regardless of where they may start. Because both nonfiction and fiction pieces are used throughout the text, the students will gain a deeper understanding of both the events of the Cold War and issues that affect us everyday. The vocabulary words identified are mostly words the students may have heard but probably don’t have a clear definition of. There are also several content specific words that will be discussed in context throughout the history portion of the unit.

The unit novel is simple in its complexity, but will challenge the students in that the subject (the Cold War) is not one most students are familiar with. The tasks that the students are asked to undertake also move from simple to more complex as the students read through the novel.

The comprehension skills taught in the beginning of the unit through Close Reads will allow students to effectively form their own opinions about the topics they have chosen to research. Through this self-directed portion of the unit, students comprehension skills will be put into real-world practice which will broaden their reading and comprehension abilities.

The culminating project of the unit allows students to use creativity to show who they are in a Wax Museum Self-Portrait. They will support their beliefs and opinions with text-based evidence using both the information learned through the novel study and articles selected throughout the unit as well as their own research during the self-directed inquiry-based portion of the unit.

Although this unit actually hits all four key shifts well, the focus of the unit is on shifts 2 and 3.

**Shift Two:** Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.

**Shift Three:** Students will use digital resources strategically to conduct research and create and present material in oral and written form.

<table>
<thead>
<tr>
<th>Essential Question(s) (Modules 2 and 3):</th>
<th>Measurable Outcomes (Modules 4, 6 and 7):</th>
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<tbody>
<tr>
<td>● How do we form opinions and identities?</td>
<td>● Students will research one issue for each week of the unit. They will participate in classroom discussions about the issues. They will then take the information and decide what they think about the issues. They will use their research to support their opinion.</td>
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Enduring Understandings (Modules 2 and 3):

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Students will be able to make informed decisions about who they are and what they believe. This will lead them to be responsible citizens who research the issues before taking a stand.

- Students will view multimedia and with a group will discuss the effect of that media on various population groups. They will be to articulate their opinion of the effect and support their opinion with evidence from research, other media or class discussions.
- As students move through the unit, the teacher will ask individual students various questions about the issues and their opinions. They will be able to answer questions with proof and evidence to support their opinions.

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<tr>
<th>Targeted Standards (Module 3):</th>
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<td>Idaho English Language Arts/Literacy Standards:</td>
<td>Content Standards (if applicable):</td>
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<tr>
<td><strong>CCSS.ELA-LITERACY.RI.6.7</strong></td>
<td><strong>CCSS.ELA-LITERACY.RH.6-8.2</strong></td>
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<tr>
<td>○ Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</td>
<td>○ Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</td>
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<tr>
<td><strong>CCSS.ELA-LITERACY.W.6.2</strong></td>
<td><strong>CCSS.ELA-LITERACY.RH.6-8.9</strong></td>
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<tr>
<td>○ Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td>○ Analyze the relationship between a primary and secondary source on the same topic.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-LITERACY.W.6.7</strong></td>
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<tr>
<td>○ Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</td>
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<tr>
<td><strong>CCSS.ELA-LITERACY.SL.6.4</strong></td>
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<tr>
<td>○ Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate</td>
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main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Supporting Standards:
- CCSS.ELA-LITERACY.SL.6.1
  - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Summative Assessment (Module 4):
- Summative Assessment Description:
  **Research paper & Museum Exhibit with Self as exhibit:** Students will participate in a Wax Museum by creating an exhibit based on their answers to several short research topics. They will synthesize the information to form their own opinions and identity.
- Depth of Knowledge (DOK) Explanation:
  Level 4 because students will be creating a museum exhibit as well as analyzing topics and synthesizing knowledge into both a paper and a museum exhibit.
- Rubric or Assessment Guidelines:

Primary Text(s) (Module 5):
- A Night Divided by Jennifer A. Nielson

Supplemental materials/resources:
- Primary Sources from Cold War Period both in US and in Soviet Union
- “We Didn’t Start the Fire” by Billy Joel
- Articles from Newsela.com regarding research topics: https://newsela.com/text-sets/18439/springboard--72what-influences
- Students will need access to technology to perform independent research

Text Complexity Analysis (Module 5):
An Idaho Core Teacher Program Unit Developed by Kristen Whitworth

Unit Title: Finding Your Voice

**Text Description**

When twelve-year-old Gerta goes to bed one night, the Berlin Wall rises. She wakes the next morning only to find her family divided overnight. She, her mother, and her brother Fritz live on the eastern side, controlled by the Soviets. Her father and middle brother, who had gone west in search of work, cannot return home. This novel discusses the control the Soviet Government tried to exert on those under their control, the propaganda sent out and the struggles they face trying to make sense of their world, particularly from the point of view of Gerta. This is a coming of age novel that focuses on discovering one's true identity.

What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why? The Quantitative Measures of this book place it within the 4th-6th grade level complexity band. The Qualitative Measures support that placement, however, if using the book to look for deeper meaning and themes, the book could be used up to 8th grade. Because the book is Less to Somewhat Complex, the task of answering the essential question, “How do we form our identities?” will be attainable for students 6th-8th grades through looking at Gerta’s perspective and the forces contributing to her identity.

**Quantitative Measure**

Quantitative Measure of the Text:
Lexile level: 810
Range: 740-1010
Associated Grade Band Level: 4th-5th

**Qualitative Measures**

Text Structure (story structure or form of piece):
The text structure of this story is less complex. The story is told through the eyes of the 12 year old girl, Gerta. Gerta is experiencing Berlin during the Cold War where her father and brother are stuck in West Berlin and she and her mother and oldest brother are in East Berlin behind the wall. Gerta gets clues from her father on the other side of the wall telling her to start digging a tunnel under the wall where they are digging from the West to meet them. It is a first person narrative with a plotline that is chronological except one minor flashback in the beginning of the story. The story is easy to predict with clear and explicit plotlines and events.

Language Clarity and Conventions (including vocabulary load): The Language Clarity and Conventions of this text are somewhat complex. Most of the language throughout the book is explicit and literal, with most vocabulary being contemporary, conventional and familiar to students. However, there are several words scattered throughout the book that are German in origin (i.e. grenzers: soldiers). The book explains pretty well what those words mean within the context of the story, but it may be a pitfall for students who struggle with vocabulary acquisition and may need to be scaffolded.

Levels of Meaning/Purpose:The Levels of Meaning/Purpose is Less to Somewhat Complex. There is one level of meaning with an obvious theme that is clear and revealed early in the text. However, there are other themes that, students and teachers could bring out with discussion.

Knowledge Demands (life, content, cultural/literary): The Knowledge demands of this text are Somewhat to Very Complex. The book gives a little background on the Cold War itself, but nothing about what lead up to the Cold War. Students don’t have to know anything about the Cold War to

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understand the book, but if teachers are wanting to delve into the deeper meaning and themes of the book, students would need to have that background knowledge.

Visual Supports: N/A

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<th>Considerations for Reader and Task</th>
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**Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:**

- **CCSS.ELA-LITERACY.RL.6.1**
  - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **CCSS.ELA-Literacy.RL.6.1**
  - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - Original text complexity analysis sponsored by The Idaho Coaching Network

- **CCSS.ELA-LITERACY.W.6.7**
  - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

- **CCSS.ELA-LITERACY.RH.6-8.1**
  - Cite specific textual evidence to support analysis of primary and secondary sources.

- **CCSS.ELA-LITERACY.RH.6-8.2**
  - Determine the central ideas or information of a primary or secondary source; provide an accurate analysis.

**Potential Challenges this Text Poses:**

- Vocabulary may need to be taught ahead or scaffolded some other way. Students may have a harder time with the German words.
  
  If teachers are discussing deeper meaning and themes, there may be some students who are not able to understand the effect the Soviet propaganda has on Gerta.

**Differentiation/Supports for Students:**

- Pre-teach vocabulary: Because there are various German words introduced in the book, teachers could pre-teach vocabulary through a game of “Pictionary”. One student could draw the word, (the words are all familiar to the students in English), then the teacher could introduce the new German word for the same thing. This would enable “whole-brain” learning and movement while at the same time being engaging for students.

  While reading for deeper meaning and themes, teachers should show current commercials or ads and talk to the students about whether or not they “like” the products and why. This will allow those students who might struggle understanding that deeper meaning or theme to better relate to Gerta’s struggle with how information affects her.
Scaffolds and Extensions (Module 6)

UDL Components:

Information will be presented both visually and auditorily.

Options will be given for responses to articles, including writing, vocalizing, typing, multimedia, etc.

Students are given 4 different ways to interact with almost all information presented in this unit: reading, writing, auditorily, kinesthetically.

Support for students who are ELL, have disabilities or read well below grade level text band:

All articles will be from “NEWSela” and will be available below, at grade level, and above grade level.

Difficult vocabulary will be pre taught.

Options will be given for complexity and length.

Extensions for advanced students:

Options will be given for complexity and length.

Options will be given for article choice, topic selection and avenues for response.

Options will be given for Wax Museum Exhibit.

Options are given within the lesson plans for simplifying information and pushing students.

Vocabulary (Module 7)

Targeted Academic Vocabulary

Inference, explicit, analyze, cite, evidence, conventions

Targeted Content Area Vocabulary

Primary source, secondary source, USSR, Cold War, Stalin, Stasi, censor, propaganda, patriotism, value system, bias, credibility, collectivism

Major Idea/Topic #1: Introduce Unit Theme by showing pictures of famous people, ads, brands, “normal” people, “eccentric” people, students, etc. Pose Essential Question: How do we form opinions and identities?
### Media: its impact and import: Now and During the Cold War

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<th>Wk1 &amp; Outcome(s)</th>
<th>Resources</th>
<th>Instructional Notes</th>
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<tr>
<td><strong>Frontloading</strong></td>
<td>This unit is heavily technology dependent. Students will need 2:1 ratio for most of the unit for the research they must do.</td>
<td><strong>Prior to this Unit the students have</strong>&lt;br&gt;• completed several short research projects and 2 long research projects.&lt;br&gt;• Been introduced to thesis statements and hooks&lt;br&gt;• given 6 presentations this year and participated in Wax Museum in previous years.&lt;br&gt;• set-up an Interactive Reading Notebook IRN for novel studies and reading journal entries.&lt;br&gt;• used this notebook for reading responses to novels, Writing into the Day, Reading into the Day, etc. This Notebook will be used throughout this unit.&lt;br&gt;• set-up an Interactive History Notebook IHN for History studies. This Notebook will be used throughout this unit.&lt;br&gt;• Set-up an Interactive Vocabulary Notebook IVN for all vocabulary learned this year.&lt;br&gt;• annotated articles and used articles for close reading.&lt;br&gt;• Studied US History through WWII</td>
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| Day(s) _1___: Monday | **DBI: Cold War**<br>A Night Divided: Chapters 1-2 | **English (Reading & Writing) Period (75 min)**<br>Complete DBI activity using the gradual release method. Check for understanding of major players in Cold War and the division of Germany after WWII. After final discussion show students the cover of the unit novel. *DBI includes articles well below and above grade level as well as pictures for multiple entry points.*

In students Interactive Reading Notebook (IRN) have students reply to the prompt:<br><strong>Quick Write:</strong> After participating in the Document Based Inquiry, and seeing the cover of the novel, write two predictions about what you think will happen in the book.<br><strong>Read Chapters 1 & 2 (teacher read aloud)</strong><br>Help students make the connection between the Stasi in the book and the documents from the DBI. Ask for any other connections they made during the reading. Encourage students to use text based evidence.

| Desired Outcome(s): ELA: Students will have a deeper understanding of Close Reading, how to do it and why it is important. | **History Period (75 min)**<br>In students IHN have them use the bottom of the page to establish a timeline of events before and during the course of the Cold War. The first video is an overview of the history of the Berlin Wall, |
| History: Students will have a general understanding of what the cold war | | |

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<th>was. They will understand the influence media has on choice and perception.</th>
<th>the second is an overview of America after WWII and leading up to the Cold War. America the Story of US: SuperPower video: Have students complete the note catcher for this video. Watch Winston Churchill’s Iron Curtain Speech (Depending on your students level of prior knowledge and understanding about WWI and WWII you will find more information here and may need to take time to go through some: <a href="http://ushistoryisawesome.weebly.com/the-marshall-plan.html">http://ushistoryisawesome.weebly.com/the-marshall-plan.html</a>) Life at the Wall: The Google Arts &amp; Culture presentation takes a look at the progression of the Berlin Wall and life in East and West Berlin around the wall. They will look at the pictures and do a Close Read of the first half of this source. Have students glue the Life at the Wall page into their IHN. Be sure to point out that this source is combined Primary and Secondary: the pictures are primary, the writing is secondary. Exit Ticket: How much control should the government have over media, schools, etc.? How much impact does the media have on opinions and decisions? (Have students complete prompt in IHN, check out the door for completion).</th>
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<tbody>
<tr>
<td>Day(s) 2: Tuesday Desired Outcome(s): ELA: Students will have a deeper understanding of Close Reading, how to do it and why it is important. History: Students will have a general understanding of what the cold war was. They will</td>
<td>A Night Divided: Chapters 3-4 Advertisements: <a href="https://youtu.be/owGykVbfgLk">https://youtu.be/owGykVbfgLk</a> <a href="https://youtu.be/TnXAm-NViL">https://youtu.be/TnXAm-NViL</a> <a href="https://youtu.be/-_oACRt-Qn-s">https://youtu.be/-_oACRt-Qn-s</a> <a href="https://www.youtube.com/watch?v=dNQ2trC-mk">https://www.youtube.com/watch?v=dNQ2trC-mk</a> <a href="https://www.youtube.com/watch?v=myG8hq1Mk00">https://www.youtube.com/watch?v=myG8hq1Mk00</a> <a href="https://www.youtube.com/watch?v=18ya0-OZS8s">https://www.youtube.com/watch?v=18ya0-OZS8s</a> <a href="https://blog.hubspot.com/hs-fs/hubfs/nike-just-do-it-1.jpg?w=1478505359447&amp;width=560&amp;name=nike-just-do-it-1.jpg">https://blog.hubspot.com/hs-fs/hubfs/nike-just-do-it-1.jpg?w=1478505359447&amp;width=560&amp;name=nike-just-do-it-1.jpg</a></td>
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<tr>
<td>English (Reading &amp; Writing) Period (75 min) Read Chapters 3-4 Show students propaganda from DBI. Talk about propaganda on both sides of the war. How does it affect the characters in the story? How do you think it affected Americans? How does advertising affect you? Look at advertisements, commercials, etc., talk about the emotions they provoke, the beliefs they promote, the messages they try to send, etc. Small group share about the prompt below, choose spokesperson from each group to share with the class: “Tell about a time when advertising or media prompted you to either do or buy something or not do or buy something.” Create an anchor chart of answers to refer to later. Complete a Close read of the Weather Article using +, -, for agree/disagree, Red for words they don’t know, Yellow for interesting or surprising part, green for interesting word choice or writing strategy, (author focus). Read article about effects of media. All of the articles for this section are available at the 4th, 6th and 8th grade levels for students, below, at or above grade level reading fluency. Since this is a Close Reading, the article should be more difficult so choose a level above</td>
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<tr>
<th>Understand the influence media has on choice and perception.</th>
<th>Your students independent level. This article will be the “We Do” article of the unit. The next 2 articles the students will do in small groups, the last 4 they will do alone.</th>
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<tbody>
<tr>
<td><a href="https://blog.hubspot.com/hs-fs/hubfs/dove-real-beauty-1.jpg?t=1479505359447&amp;width=600&amp;name=dove-real-beauty-1.jpg">https://blog.hubspot.com/hs-fs/hubfs/dove-real-beauty-1.jpg?t=1479505359447&amp;width=600&amp;name=dove-real-beauty-1.jpg</a></td>
<td>● What is your opinion of weather channeling storm reporting?</td>
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<tr>
<td><a href="https://blog.hubspot.com/hs-fs/hubfs/wendys-wheres-the-beef.jpg?t=1479505359447&amp;width=300&amp;name=wendys-wheres-the-beef.jpg">https://blog.hubspot.com/hs-fs/hubfs/wendys-wheres-the-beef.jpg?t=1479505359447&amp;width=300&amp;name=wendys-wheres-the-beef.jpg</a></td>
<td>● How did you come to that opinion?</td>
</tr>
<tr>
<td>Media Articles from day 1</td>
<td>● What information in the article helped you decide this?</td>
</tr>
<tr>
<td><a href="https://newsela.com/text-sets/18439/springboard--72what-influences">https://newsela.com/text-sets/18439/springboard--72what-influences</a></td>
<td>● Is there information in the article that might sway you to change your mind?</td>
</tr>
<tr>
<td>Crash Course Video #39:</td>
<td>● How does the Weather Channel make its money?</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=y9HjvHZfCUI">https://www.youtube.com/watch?v=y9HjvHZfCUI</a></td>
<td>● Does that affect what they put on the air?</td>
</tr>
<tr>
<td>Crash Course Video #37:</td>
<td>● Do they have a responsibility to the viewers?</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=9C72ISMF_D0">https://www.youtube.com/watch?v=9C72ISMF_D0</a></td>
<td>● If the Weather Channel “stretches” the truth, how do viewers know what to believe?</td>
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<td></td>
<td>● Does the same thing happen with other news outlets?</td>
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<td></td>
<td>● How do we know what is true and accurate?</td>
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<td></td>
<td>● How do viewers make informed decisions with this type of information? During the discussion students should be encouraged to support their opinions with information from the article.</td>
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<td>The discussion should lead students to understand that media and government often has ulterior motives and that media can play a big role in forming opinions. They should understand that there usually needs to be more research done in order to fully understand most controversial topics and make informed opinions. Give students quiz that accompanies the article. The quiz will help enrich their academic and cross-curricular vocabulary. After they have finished the quiz, have them complete the following writing prompt. Exit Ticket: Write a short paragraph that explains the central idea of the article. The Quiz and the Writing Prompt should be used as Formative Assessments to check for student understanding of the topic and ability of students to draw evidence from text to support answers.</td>
</tr>
<tr>
<td>History Period (75 min)</td>
<td>Give students Article about Protests in Ferguson. Do a Close Read and Annotate the article in small groups. (article is available below, at and above grade level) Read, Discuss</td>
</tr>
<tr>
<td>EQ: How do you know what to believe in the news? Complete a think pair share with the Essential Question and compile answers into an Anchor Chart. Then review Chapter 3 and 4 reading comparing events from the book to events in the articles read to this point: Newspaper article telling of woman jumping out window, called her weak minded and a deserter. Teacher teaching songs about thanking leaders for building a wall to keep fascists out. West: Fancy</td>
<td></td>
</tr>
</tbody>
</table>
An Idaho Core Teacher Program Unit Developed by Kristen Whitworth  
Unit Title: Finding Your Voice

<table>
<thead>
<tr>
<th>Day(s) <em><strong>3</strong></em>: Wednesday</th>
<th>A Night Divided: Chapters 5-6</th>
<th>English (Reading &amp; Writing) Period (75 min)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=Y2IcmLkuhG0">https://www.youtube.com/watch?v=Y2IcmLkuhG0</a></td>
<td>Read chapters 5 &amp; 6</td>
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<td></td>
<td><a href="https://www.youtube.com/watch?v=L-K19rVDoM">https://www.youtube.com/watch?v=L-K19rVDoM</a></td>
<td>Quick Write: Draw 4 square grid in IRN.</td>
</tr>
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<td></td>
<td><a href="https://www.google.com/culturalinstitute/beta/exhibit/visionsof-division/AQew24pM?hl=en">https://www.google.com/culturalinstitute/beta/exhibit/visionsof-division/AQew24pM?hl=en</a></td>
<td>In Quadrant I respond to this prompt: Recall chapters 1-4 of “A Night Divided” and the article we read Day 2 in History. Compare and Contrast the conditions in Cold War Germany with those of Missouri School Teachers. How are they similar? How are they different? Use evidence from the text to support your answer.</td>
</tr>
<tr>
<td>Desired Outcome(s):</td>
<td></td>
<td>Quadrant II: “It’s often safer to be in chains than to be free.” Write what you think the author of this statement means and what it has to do with what we have been reading and studying about. Use evidence from texts to support your answer.</td>
</tr>
<tr>
<td>ELA:</td>
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<td>Quadrant III: Rotate to another table and respond to a peer’s statement from Quadrant I.</td>
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<tr>
<td>Students will have a</td>
<td></td>
<td>Quadrant IV: Rotate again and respond to a peer’s statement from Quadrant II.</td>
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<tr>
<td>deeper understanding of</td>
<td></td>
<td>On the next page write a paragraph reflecting about what you wrote, and the responses others’ wrote to you.</td>
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<tr>
<td>Close Reading, how</td>
<td></td>
<td>After the silent discussion, share out as a class to check for understanding with Quadrant I.</td>
</tr>
<tr>
<td>to do it and why it is</td>
<td></td>
<td>As a class discuss the meaning of the word inference. Practice inferring with the students using the situations presented below. Explain to the students the clues that you use to form the inference that you make.</td>
</tr>
<tr>
<td>important.</td>
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<tr>
<td>History:</td>
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<tr>
<td>Students will have a</td>
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<tr>
<td>general understanding of</td>
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<td>what the cold war was.</td>
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<td>They will understand the</td>
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<td>clothes and The Beatles vs. East: Pioneers, GDR, and Free German Youth.</td>
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<tr>
<td><strong>Show Crash Course videos:</strong> Have students complete Note catchers. <strong>Note catchers:</strong> Crash Course Video #39, Crash Course Video # 37</td>
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<tr>
<td>Discuss the videos, namely who was right? (May need to show video twice) Show some of the propaganda from day 1 and have students revisit the Essential Question and anchor chart. Make additions and revisions as class sees fit. Point out difference in thinking and point of view if students don’t bring it up. (The Soviets view was that strength comes from collective, individuality is seen as a weakness. Their motto was “workers of the world unite”. In the US, capitalism and free enterprise were seen as the road to prosperity, individuality allowed for gross consumer spending, which helped us win the Cold War.)</td>
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<tr>
<td><strong>Life at the Wall:</strong> The Google Arts &amp; Culture presentation takes a look at the progression of the Berlin Wall and life in East and West Berlin around the wall. Students will finish their review of the source. They will look at the pictures and do a <strong>Close Read</strong> of the remaining portions.</td>
<td></td>
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</tbody>
</table>
| Influence media has on choice and perception. | 1. Can you infer about where I am? I hear a loud “thwack” as an object soars across the sky and the crowd roars with cheers!
2. Can you infer about where I am and what I am doing? I see bubbles rising. I hear my own breathing. There are fish swimming above me. I feel the seaweed swaying.
3. What can you infer from this statement? Jose’ always carried his keys with him.
4. What can you infer about Danielle’s mother? After Danielle broke her trophy, her mother turned and walked away without saying anything.
5. What can you infer about what has just happened? I hear a loud “pop” outside as my TV screen with my favorite show just went black.
6. What can you infer from this expression? “It’s both of us or nothing!” |

After practicing together, give each group a set of **guided discussion cards** based on inferences that could be made so far in the book. Have them answer the questions on an anchor chart. After everyone is finished with their anchor chart have students do a gallery walk through all the charts. As a class combine the charts into one class chart. This chart can be added to after each days reading.

**Exit Ticket:** Gerta says, “Once in line, I stared at the people ahead of me, watching them watch nothing at all, because it was safer that way...Our strength came from the collective... Nobody could succeed here, but most people around me seemed to be okay with that. It meant they couldn’t fail either.” What inferences can you make about Gerta’s feelings about her life under Soviet rule? Where does your strength come from? Have students answer prompt in **IRN**. Revisit Anchor Charts making any changes that are needed and add any new inferences.

**History Period (75 min)**

Watch this crash course video, the last in the series on the Cold War, have students use note catcher to help with comprehension...

**Crash Course Cold War: #38 & Note Catcher**

Have students use note catchers to fill in dates on timeline in **IHN**. Glue Note Catchers into **IHN**. Incorporate dates from novel as well.

- Free German Youth: founded January 1936
- End of WWII: September 2, 1945
- Berlin Blockade: 24 June 1948 – 12 May 1949
- 1948: Berlin Airlift in response to Stalin's Berlin Blockade
- 1949: Germany was officially split into two countries
### An Idaho Core Teacher Program Unit Developed by Kristen Whitworth

#### Unit Title: Finding Your Voice

- McCarthy Red Scare: February 9, 1950
- 1950-1953: Korean war
- 1952: Eisenhower was elected President
- 1954: Congress added the words “under God” to the Pledge of Allegiance
- 1954-1975: Vietnam War
- Barbed wire Sunday: August 13, 1961
- Bay of Pigs: 1961
- 1962: Cuban Missile Crisis
- Suez Crisis: 1965
- Soviet Moon Walk: March 18, 1965
- 1968: Tet Offensive
- 1983: War Games
- Mikhail Gorbachev opening USSR: ‘80s
- 1989 Berlin Wall came down
- Collapse of the Soviet Union starting in late 1980s

More in depth discussions will follow about the highlighted events. Talk about any of the events that students might still have questions about.

<table>
<thead>
<tr>
<th>Day(s)</th>
<th>A Night Divided: Chapters 7-8</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Thursday</td>
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</tbody>
</table>

**Desired Outcome(s):**

**ELA:** Students will have a deeper understanding of **Close Reading,** how to do it and why it is important.

**History:**

**English (Reading & Writing) Period (1 hr 45 min)**

**Read Chapters 7 & 8**

**Quick Write:** What can you infer about Gerta’s opinion of the wall and people who stay in East Germany? What can you infer about her mother’s opinion? What ideas, issues, topics, experiences, etc. helped form these opinions for these two characters?

Teach students how to answer like an **APE** to support their arguments from the text. (See Doodle Notes) Students should make a **Doodle Note** page like the example in their **IRN.**

- **A: Answer**
- **P: Prove**
- **E: Explain**

Practice with “**Insta-winners**”: Have students practice the same annotating as yesterday followed by the quiz. **EQ:** How are you influenced by what you see in social media or on tv? Put large piece
Students will have a general understanding of what the Cold War was. They will understand the influence media has on choice and perception.

**Funds of Knowledge Rough Draft:**

- Post-wwii-america.html

of butcher paper on each table group. Have students “tweet” their answer to the EQ. Make sure they “tweet” like an APE, then respond to someone else's tweet. Refer back to yesterday's anchor chart. Based on the article today, and our “tweets” do we need to make any additions, deletions or corrections?

Have students “Vote with Their Feet” on the following questions. After students vote on each question ask a few students why they voted the way they did. Let students know they can switch sides after listening to the other students reasoning. If a student changes sides, you may want to ask what made them change their minds.

- Do you think there is strength in numbers? Many people doing the same thing?
- Is individuality important?
- Can collectivism and individuality exist at the same time?
- Do you agree with Gerta’s statement that if you can’t fail you also can’t succeed and vice versa?
- Do you agree with Gerta, that they should try to get to the West, or with her mother, who says it is too dangerous?
- Is it okay to try to force your ideas onto someone else?
- Was the US right or the USSR? Or neither?
- Did the media play a very big role in the Cold War?

Let students know that since they know now how to give evidence to support their argument/opinion/answer, they will be required to do so anytime they are giving an answer.

Show example of “Funds of Knowledge” (rough draft). Have students complete their own rough version of a Funds of Knowledge by answering the questions: What/who influences you when you make a choice? Who do you influence?

Have students Close Read and Annotate the news article “Photographer documents Baltimore's Riots”. In small groups have the students argue both sides of this question: “Will this photographers work have a positive or negative impact on public opinion?” Have each group make a Pro/Con Chart with their arguments. Make sure students are pulling evidence from the text to support each claim. Have students complete gallery walk after to see the different arguments. Ask students to share what they noticed during the gallery walk, guide them specifically to the evidence if they don’t get there on their own.
Exit ticket: What did Gerta mean when she said, “...[everyone was] blind to the fact that there was an entire world out there beyond the wall.”

History Period (75 min)

In order for students to understand how the Cold War came about and the actions of the major players involved, they must first understand the fallout from World War II. The next two days will be spent discussing the events leading up to the Cold War era. Any notes needed by your students should be added to IHN. 

Results of WWII: These topics should be review for the students use professional judgement in choosing which events to visit.

- Yalta Conference
- Germany’s surrender and subsequent punishment
- US relationships with other countries
- Russia’s alliances and stance on gov’t
- Atomic Bombs
- Potsdam

Rebuilding Europe and Japan after WW II, and the beginning of the Cold War Watch from 0:15 to 6:37.
The Soviet Union gets atomic weapons, China becomes communist, and the Korean War begins Watch from 11:48 to 15:01, and continue to the next segment (3 of 3), up to 1:50.
Make Mine Freedom
Nuclear bomb - the first H-bomb test

Add New Timeline Dates to timeline in IHN

Major Idea/Topic #2: Faith, Family, Freedom

<table>
<thead>
<tr>
<th>Wk2 &amp; Outcome(s)</th>
<th>Resources</th>
<th>Instructional Notes</th>
</tr>
</thead>
</table>
| Day(s) ___5_: Monday | A Night Divided: Chapters 9-10 | English (Reading & Writing) Period (75 min)
Read Chapters 9 & 10
In the first video of the Unit, General Tommy Franks, former Commander-In-Chief, Command Central, said, “...The most important values we have are: family, faith, and the American flag.” We

Original unit development sponsored by The Idaho Coaching Network
Students can explain what factors influence our personal identity. Students will be able to discuss how Gerta and the others in the story are affected by outside influences. They will be able to relate those influences to their own lives to see factors that might influence their thinking and beliefs.

**ELA:**

Students can explain what factors influence our personal identity. Students will be able to discuss how Gerta and the others in the story are affected by outside influences. They will be able to relate those influences to their own lives to see factors that might influence their thinking and beliefs.

**History:**

Students will begin understanding how to make informed opinions and decisions.

---

**Quick Write:** In IRN students will answer the following 3 questions: What role did these values play in the Cold War? What role did they play in Gerta’s life? What role do they play in your life?

**EQ:** Ambrose Redmoon once said, “Courage is not the absence of fear, but rather the judgement that something else is more important than fear.” How do different kinds of fears impact us? How do we decide when a risk is worth taking? In the book Gerta and Fritz are determined to flee, their mother however refuses. Based on what we have read so far, prioritize the most important things to Fritz & Gerta and their mother. As a class brainstorm things that are important to each of the main characters in the book. Then brainstorm a list of things that are affecting each of the characters, be sure to include mother’s past experience with war, famine, refugee camps, etc.

A sample list might include:

**For Gerta:** Fear of losing family, Anger, Rebellious, Resentment, Anna, School, Loneliness, Family, West, Individuality, Freedom to think, Freedom to choose

**For Fritz:** Fear of losing self, Fear of military service, Individuality, Responsibility for Gerta, Responsibility for Mother, Protective, Courage, Bravery, Desire for freedom, Success in life, Happiness, Family

**For mother:** Fear of stasi, Fear of war, Fear of past repeating itself, Responsibility for children, Responsibility for her Mother, Protective, Desire for life, Loneliness, Family

Read quote again then have the students list their own fears and the things affecting them. Discuss why the fear that Gerta and Fritz feel might motivate them to action, while the fear that their mother feels is paralyzing? Are there things you are afraid of that might motivate you to act a certain way or make certain decisions? Have students put their list in order of most affecting to least.

**Topic for the week:** Faith, Family, Freedom. Students will write a paragraph answering the question, “How and why is (faith, family or freedom) more important to me than fear?”

Have students create a google doc named Last Name_Finding My Voice. Then have them title the first page Week 1. Create a second page by holding the CTRL key and pressing Enter, then have them title the second page SOURCES. Students will use this document each week to work on their 5 paragraph essay and keep track of the sources they have used. Then have the students share the document with you so you can monitor progress as they go through this process and offer timely, actionable, focused feedback for each student. Make sure you are modeling appropriate feedback for.
the students using the feedback doodle notes page.

**Feedback Sentence Starters:**

The **Essential Questions** below will help to guide students research and focus throughout the week. For the remainder of the time students will answer some of the questions below, find a focus for their paragraph, and then find research to back up their thoughts. (If there is no time, they will do this tomorrow.) Have them type the answers onto page one of their Who Am I doc and also copy URLs of all websites visited to the last page of the doc, labeled SOURCES.

- Why is family important to you?
- How does your family impact you?
- What role does family play in your life?
- What does faith mean to you?
- Are beliefs important?
- What do you believe?
- What does freedom mean to you?
- Why is freedom important to you?
- What role does freedom play in your life?

**History Period (75 min)**

**Vocabulary: Infer, Evidence, Propaganda, USSR**

**C: Connect: Find Your Partner Activity:** Hand out the vocabulary strips with words and the strips with the definitions. Students need to find the match to their strip (either the word or the definition). The following link contains all unit vocabulary strips needed for each week for the entire unit.

[https://drive.google.com/open?id=1soD0quBP8RipwxNZU2atx-RGWVeiflS6gknmwV9BBgE](https://drive.google.com/open?id=1soD0quBP8RipwxNZU2atx-RGWVeiflS6gknmwV9BBgE)

**Results of WWII continued:** Discuss the following events briefly as a class. These topics should be review for the students. Any notes needed by your students should be added to their IHN.

- Pearl Harbor
- Division of Korea along the 39th parallel
- Ho Chi Minh declares independence from France
- **Truman Doctrine**
- **“Iron Curtain” Speech**
- **Warsaw Pact**
- **NATO**
- **The Marshall Plan**
- **Cold War Maps**
<table>
<thead>
<tr>
<th>Day(s) <strong>6</strong>: Tuesday</th>
<th>A Night Divided: Chapters 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desired Outcome(s):</strong></td>
<td><strong>Family Research</strong></td>
</tr>
<tr>
<td><strong>ELA:</strong> Students can explain what factors influence our personal identity. Students will be able to discuss how Gerta and the others in the story are affected by outside influences. They will be able to relate those influences to their own lives to see factors that might influence their thinking and beliefs.</td>
<td><strong>History:</strong> Students will begin understanding how to make informed opinions and decisions.</td>
</tr>
<tr>
<td><strong>English (Reading &amp; Writing) Period (75 min)</strong></td>
<td><strong>Quick Write:</strong> Write about one thing you believe about faith, family, or freedom that is unique. How does that affect you? Compare this to the book. Use evidence from the book to support your answer.</td>
</tr>
<tr>
<td>Using the sample paragraph, show students the sentences that must be included in their paragraph and how it should be organized. Have them take Doodle notes in their IRN. When they are writing throughout this project, this will be a page they will need to revisit again and again. Their paragraph should include these 5 sentences:</td>
<td>Using the sample paragraph, show students the sentences that must be included in their paragraph and how it should be organized. Have them take Doodle notes in their IRN. When they are writing throughout this project, this will be a page they will need to revisit again and again. Their paragraph should include these 5 sentences:</td>
</tr>
<tr>
<td><strong>T:</strong> Topic Sentence: What is the paragraph about. (All sentences included in this paragraph must be able to fall under this umbrella.)</td>
<td><strong>R:</strong> Reason for their opinion: Why do they feel the way they feel? What evidence or research supports their opinion?</td>
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<tr>
<td><strong>E:</strong> Evidence: Research (could also include a story, but evidence must be present)</td>
<td><strong>A:</strong> Analyze: Break apart and look closely at their opinion, the reason behind it and what it means to them in their life.</td>
</tr>
<tr>
<td><strong>T:</strong> Transition sentence. The transition sentence must link the current topic with the next paragraph without fully giving away what's coming next. Students can add this sentence now, but may need to come back and revise it to make it flow better once the other paragraphs are written.</td>
<td><strong>T:</strong> Transition sentence. The transition sentence must link the current topic with the next paragraph without fully giving away what's coming next. Students can add this sentence now, but may need to come back and revise it to make it flow better once the other paragraphs are written.</td>
</tr>
<tr>
<td><strong>Sample Paragraph:</strong></td>
<td><strong>Sample Paragraph:</strong></td>
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<td>● Throughout history, the family unit has remained much the same, but family life has differed greatly through times of peace and war.</td>
<td>● Throughout history, the family unit has remained much the same, but family life has differed greatly through times of peace and war. During times of war, the focus of families is changed dramatically; for example, many women start working during wars to make money to support their families while the husband is off fighting. Instead of planning vacations, families during the Cold War were planning evacuation routes. Because of the distrust of governments abroad and spies within, family life was wrought with tension and fear. Often this fear leads families to change priorities and find their inner strength to stand for what is right.</td>
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<tr>
<td><strong>Read Chapters 11 &amp; 12</strong></td>
<td><strong>Read Chapters 11 &amp; 12</strong></td>
</tr>
<tr>
<td>Students will need to choose faith, family, or freedom to research.</td>
<td>Students will need to choose faith, family, or freedom to research. (The link provided for this day shows family life during the Cold War.) By the end of class today, students should have a rough paragraph written, in their Finding My Voice doc, about their views on the topic they chose. The paragraph needs to include evidence from their research. Remind students to copy and paste the URL of any websites they have visited so we will have a list of sources and can go back to those if needed.</td>
</tr>
</tbody>
</table>
History Period (75 min)
Vocabulary: Infer, Evidence, Propaganda, USSR

O: Organize: Give students the 3x3 vocabulary sheet and have them complete it in small pairs. Make sure students understand that their will only be 4 squares filled with vocabulary words this week. Encourage them to fill in the rest of the squares with prior vocabulary or other words from this unit that would fit.

Berlin Blockade and Berlin Airlift (Use separate pages in IHN for notes)
Using the first link, walk the students through note-taking skills. I use Cornell notes with my students. After the website, watch the video and have students take notes on that as well. If this is their first time taking notes from a video, it will probably require frequent stopping, but help students understand that they simply cannot take the time to write in complete sentences when taking notes from a video or lecture. Watch the 3 videos and have students take notes on it as well, not stopping this time.
http://www.ushistory.org/us/52d.asp
https://www.youtube.com/watch?v=8jy3TKF4wSg
https://www.youtube.com/watch?v=3nvyui80kI
If there is time, have students complete the case study, only answering the comprehension questions about each of the 6 documents provided. This will help them better understand the reasons for the blockade as well as the difference between primary and secondary source documents.

Add New Timeline Dates to timeline in IHN
Exit Ticket: David Cook, a British Author, said, “Fear... was the most powerful weapon possessed by the Stasi.” What did he mean? Do you agree? Why or why not? Use evidence to support your answer. (Have students complete prompt in IHN, check out the door for completion and understanding).

Day(s) __7__:
Wednesday

Desired Outcome(s):
ELA: A Night Divided: Chapters 13-14

English (Reading & Writing) Period (75 min)
Read Chapters 13 & 14
Quick Write: Does Gerta have a faith, family and/or freedom she can rely on? Provide evidence from the text to support your answer.
Wake-Up Wednesday: Students should find a classmate with a view very different from their own. They should spend 10 minutes trying to convince the other, through their evidence, that their view or
**Unit Title: Finding Your Voice**

<table>
<thead>
<tr>
<th>Students can explain what factors influence our personal identity. Students will be able to discuss how Gerta and the others in the story are affected by outside influences. They will be able to relate those influences to their own lives to see factors that might influence their thinking and beliefs. <strong>History:</strong> Students will begin understanding how to make informed opinions and decisions.</th>
<th>Students can explain what factors influence our personal identity. Each student gets 5 minutes to explain and defend their position and use evidence to support it. After talking with another student, students must either change, revamp or improve their opinion based on the conversation. Students will continue to research and revise their paragraph. Their paragraph must include TREAT. Check for text based evidence as they offer reasons for their opinions. Be sure to use Google Docs to offer actionable, specific feedback related to the targeted standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History Period (75 min)</strong></td>
<td><strong>History Period (75 min)</strong></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> Infer, Evidence, Propaganda, USSR</td>
<td><strong>Vocabulary:</strong> Infer, Evidence, Propaganda, USSR</td>
</tr>
<tr>
<td><strong>D: Deep Process:</strong> Have the students add each of the new words to their IVN (Interactive Vocabulary Notebook) by completing a four square vocabulary sheet on each. Students will need to come up with a picture of the word, a working definition, a synonym and antonym and use it in a sentence.</td>
<td><strong>D: Deep Process:</strong> Have the students add each of the new words to their IVN (Interactive Vocabulary Notebook) by completing a four square vocabulary sheet on each. Students will need to come up with a picture of the word, a working definition, a synonym and antonym and use it in a sentence.</td>
</tr>
<tr>
<td><strong>MccArthy Red Scare</strong></td>
<td><strong>MccArthy Red Scare</strong></td>
</tr>
<tr>
<td>Give students the note catcher for “Are you a commie or a citizen?” Have them watch the video and fill in the answers to the questions. Then discuss the video and answers. Have students read and discuss both sources and complete a mash-up summary of the Red Scare. Source #1, Source #2. Then compete a Close Read of McCarthy’s Speech Excerpt using the link below. Add New Timeline Dates to timeline in IHN.</td>
<td>Give students the note catcher for “Are you a commie or a citizen?” Have them watch the video and fill in the answers to the questions. Then discuss the video and answers. Have students read and discuss both sources and complete a mash-up summary of the Red Scare. Source #1, Source #2. Then compete a Close Read of McCarthy’s Speech Excerpt using the link below. Add New Timeline Dates to timeline in IHN.</td>
</tr>
<tr>
<td>Day(s) 8: Thursday</td>
<td>English (Reading &amp; Writing) Period (75 min)</td>
</tr>
<tr>
<td>Desired Outcome(s): <strong>ELA:</strong> Students can explain what factors influence our personal identity. Students will be able to discuss how Gerta</td>
<td>Read Chapters 15 &amp; 16</td>
</tr>
<tr>
<td>A Night Divided: Chapters 15-16</td>
<td><strong>Quick Write:</strong> How does a person convince someone to change their opinion? How might Gerta get her mother to change her mind about leaving East Germany? How would you defend your opinion to someone else? Students will spend today revising, editing and turning in their finished paragraph. When students are finished with their paragraph have them color code their paragraph like the TREAT paragraph to ensure they have all the necessary parts. During peer revision have students check for proof from research. Pair students for peer revision, use the modified cheret from below to guide their revising process.</td>
</tr>
</tbody>
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In students IRN have them take Doodle Notes: See Resources
Feedback needs to be specific and actionable. Steps for giving feedback. 1st make a positive comment (the heart). 2nd give a suggestion (the brain) to make 1 specific thing better (If your students are new to the idea of feedback, you may want to show the video Austin’s Butterfly). 3rd ask a question that starts with why or how? (How did you decide this was your opinion? Why did you decide to use this word? Model this for the students first as a whole class with one student's’ paper. Then have the students complete in small groups next, then release to complete in partnerships.

History:
Students will begin understanding how to make informed opinions and decisions.

History Period (75 min)
Vocabulary: Infer, Evidence, Propaganda, USSR
E: Exercise: Use it or Lose it: Students will need to use at least one term in each writing prompt, over the next week, in a meaningful way. During the course of the Unit they will be required to use all terms at least 2 times.

McCarthy Red Scare
Discuss Video and the effects of the Red Scare on American society and the Cold War. What do you think would happen if someone tried to do that today? How do the tactics of the FBI then compare with the tactics of the government after 9/11?
Give students a copy of the lyrics to the song, below, and listen to it as a whole class. Then discuss.
Beatles song “Back in the USSR” was seen as pro-Soviet. They were banned in East Germany which was controlled by the Soviets. Do you think it was pro-Soviet? Why or why not? What do you think the reaction to this song might have been in the US? There are several other songs written about the Cold War, have students work in pairs to read the lyrics and answer two questions: Is this song a primary or secondary source? What does this song say about the US and the USSR? Use evidence to support your answers. Complete questions in IHN, check for comprehension. List of songs

Add New Timeline Dates to timeline in IHN

Major Idea/Topic #3: Peer Pressure

<table>
<thead>
<tr>
<th>Wk3 &amp; Outcome(s)</th>
<th>Resources</th>
<th>Instructional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day(s) <em>9</em>___:</td>
<td>A Night Divided: Chapters 17-18</td>
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</tr>
<tr>
<td>Desired Outcome(s):</td>
<td><a href="https://newsela.com/articles/club-inclusion/id/5815/">https://newsela.com/articles/club-inclusion/id/5815/</a></td>
<td></td>
</tr>
<tr>
<td>ELA: Students will become more familiar with the research process and understand how to refine searches by using guiding questions.</td>
<td><a href="https://www.google.com/culturalinstitute/beta/exhibit/vision-of-division/AQew24pM?hl=en">https://www.google.com/culturalinstitute/beta/exhibit/vision-of-division/AQew24pM?hl=en</a></td>
<td></td>
</tr>
<tr>
<td>History: Students will better understand what life was like during the Cold War era, both in the United States and abroad.</td>
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</table>

English (Reading & Writing) Period (1 hr 45 min)

Read Chapters 17 & 18 (Students read aloud through 32 in small groups or partnership depending on availability of novel and student need)

Quick Write: What do Fritz and Gerta believe that is affecting their decisions? Why did Fritz feel he needed to leave East Berlin? What made Gerta respond the way she did? What values are becoming important to them?

Introduce topic for the week: Peer pressure

Students will spend the week writing a paragraph to answer the questions, “How and why does peer pressure work? How can you withstand peer pressure to live your life to show what is most important to you?” Have a class discussion about peer pressure, what it is, whether it can be good or bad, etc. The Essential Questions below will help to guide students research and focus throughout the week. For the remainder of the time students will research and answer some of the questions below. (If there is no time, they will do this tomorrow.) Have them type the answers onto page one of their Who Am I doc and also copy URLs of all websites visited to the last page of the doc, labeled SOURCES.

Essential Questions:
- What is peer pressure?
- How does it affect you?
- Can peer pressure be good and bad?
- Can you use peer pressure to your advantage?
- How will you deal with peer pressure in your life?
### History Period (75 min)

**Vocabulary:** Cite, Analyze, Stasi, Value System  
**C: Connect: Find Your Partner Activity:** Hand out the vocabulary strips with words and the strips with the definitions. Students need to find the match to their strip (either the word or the definition).

#### Korean War

In groups summarize the Korean War. Then introduce the show M*A*S*H. Talk to the students about the show and what it was about. Then show the clips from the show, discuss any events from the episodes that the students might have questions about. [Video #1](#), [Video #2](#), [Video #3](#), [Video #4](#)

What does this show say about the war? War in general? Do you think it is a realistic view of what life as an army medic might have been like? What happens when belief systems of societies and individuals come into conflict? When should an individual take a stand in opposition to an individual or larger group? When is it appropriate to challenge the beliefs or values of society?

Read the personal account of a Korean war veteran and working in partners compare and contrast it with the clips from M*A*S*H. How are they similar? How are they different? Do you think one is more realistic than the other? Why? Create an anchor chart creating a summary of the Korean War and any important points from the M*A*S*H clips. Have students copy the chart in IHN, check out the door for completion.

### Add New Timeline Dates to timeline in IHN

### Day(s) __10__:

**Desired Outcome(s):**

**ELA:** Students will become more familiar with the research process and understand how to refine searches by using guiding questions.

**A Night Divided:** Chapters 19-20

**English (Reading & Writing) Period (1 hr 45 min)**

**Read Chapters 19 & 20**

**Quick Write:** Franz Kafka, a German author said, “Start with what is right rather than what is acceptable.” What did he mean? What does this have to do with our topic of the week? Do you agree or disagree? Why?

**Turn and Talk:** Find another student in the room with whom you share similar views about this week's issue. Talk about what the similarities are and any differences you might have. What evidence do you have to support your ideas? After students talk to one another and hear another person’s perspective, they may want to revise their thoughts and refine their research. Have students continue researching and revising their answers. By the end of class today, students should have a rough paragraph about their views on peer pressure. Their paragraph should include TREAT. Have
### History:
Students will better understand what life was like during the Cold War era, both in the United States and abroad.

them add this paragraph to the paragraph from last week.

**History Period (75 min)**
**Vocabulary:** Cite, Analyze, Stasi, Value System

**O: Organize:** Give students the 3x3 vocabulary sheet and have them complete it in small pairs. Have students use the words from last week in their 3x3 sheet as well as other words from the unit or previous vocabulary words to complete the squares.

**Korean War**
http://www.fasttrackteaching.com/ffap/Unit_11_Cold_War/U11_Cold_War_Conflicts.html
https://www.youtube.com/watch?v=Y2IcmLkuhG0&list=PLZTxljMpXuxWJh7tHLCCRebPm0UBQ7-ki

What do these sources add to the story of the Korean War? Review the note catcher from day 3. Add any information to the anchor chart from yesterday.

**Add New Timeline Dates to timeline in IHN**

**Exit Ticket:** Walter Cronkite, an American Journalist, wrote in 1965, “There is no such thing as a little freedom. Either you are all free, or you are not free.” What did he mean? What was happening in the world that prompted this thought? Do you agree or not? Why? Have students complete prompt in IHN, check out the door for completion.

### Day(s) _11_:

#### Desired Outcome(s):
**ELA:** Students will become more familiar with the research process and understand how to refine searches by using guiding questions.

**History:** Students will better understand what life was like during the Cold War era, both in the United States and abroad.

<table>
<thead>
<tr>
<th>A Night Divided: Chapters 21-22</th>
<th>English (Reading &amp; Writing) Period (75 min)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read Chapters 21 &amp; 22</strong></td>
<td><strong>Quick Write:</strong> “You are your only border -- throw yourself over it!” What does this quote mean and how does it apply to the novel and the Essential Question for the unit?</td>
</tr>
<tr>
<td><strong>Wake-Up Wednesday:</strong> Students should find a classmate with a view very different from their own. They should 10 minutes trying to convince the other that their view or opinion is right or better. After talking with another student, students must either change, revamp or beef up their opinion based on the conversation. Students will continue to research and revise answer their answer. Check for text based evidence as they offer reasons for their opinions. Be sure to use Google Docs to offer actionable, specific feedback related to the targeted standards.</td>
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was like during the Cold War era, both in the United States and abroad

vocabulary sheet on each. Students will need to come up with a picture of the word, a working definition, a synonym and antonym and use it in a sentence.

**Vietnam War**
Split students into groups and have them watch the videos Brainpop, Vietnam War Simplified, Background to the Vietnam War for Students, The Truth About the Vietnam War, Vietnam War by Khan Academy, The Road to War Video.

Have students fill out note catcher and summarize video and then complete Jigsaw Activity to share information with all students in the class, glue Jigsaw Sheet into IHN.

**Add New Timeline Dates to timeline in IHN**

<table>
<thead>
<tr>
<th>Day(s)</th>
<th>A Night Divided: Chapters 23-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>English (Reading &amp; Writing) Period (75 min)</td>
</tr>
<tr>
<td></td>
<td>Read Chapters 23 &amp; 24</td>
</tr>
<tr>
<td></td>
<td>Quick Write: In the book, “A Night Divided” the author quotes Hannah Arendt, a German political theorist, “There are no dangerous thoughts; thinking itself is dangerous.” What does this mean and why did the author choose to include it in the book? How does it tie into our unit theme?</td>
</tr>
<tr>
<td></td>
<td>Students will spend today revising, editing and turning in their finished paragraph. When students are finished with their paragraph have them color code their paragraph like the TREAT paragraph to ensure they have all the necessary parts. Pair students for peer revision, use the modified cheret from below to guide their revising process. Model this first as a whole class with one student’s paper, then in small groups with one student’s paper per groups, then release them to work in partnerships.</td>
</tr>
<tr>
<td></td>
<td><strong>Author/Reader: 2 minutes</strong>: Reading the other students paragraph. It works best if the Reader reads the article out loud. When the author reads his/her own paper out loud, they frequently find mistakes and want to use the time to correct them. The Reader needs to take notes as they read, parts they don’t understand, questions they have, parts that need to be clarified, places where evidence needs to be added, etc.</td>
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<td></td>
<td><strong>Reader: 2 minutes</strong>: Asking clarifying questions (What is this sentence saying? What proof do you have to support your opinion? Why did you choose this word? What is the main point of the paragraph?)</td>
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<td></td>
<td><strong>Reader: 3 minutes</strong>: Give Feedback: Students need to use the steps from their Doodle Notes for this piece. Make sure the student receiving feedback is taking notes on the suggestions being given.</td>
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<td></td>
<td><strong>Author: 5 minutes</strong>: Restate, clarify, ask any questions about the feedback that was given. Authors must write down all questions, and feedback given by the reader.</td>
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</tbody>
</table>
An Idaho Core Teacher Program Unit Developed by Kristen Whitworth  Unit Title: Finding Your Voice

**History Period (75 min)**
**Vocabulary:** Cite, Analyze, Stasi, Value System

**Exercise:** Use it or Lose it: Students will need to use at least one term in each writing prompt, over the next week, in a meaningful way. During the course of the Unit they will be required to use all terms at least 2 times.

**Vietnam War**
http://www.fasttrackteaching.com/ffap/Unit_11_Cold_War/U11_Cold_War_Conflicts.html

After reviewing the information from the website above, and using the Jigsaw sheet from yesterday, answer the following questions in your IHN:

- Who was Ho Chi Minh?
- What was the Gulf of Tonkin resolution?
- What was the opinion from the homefront during the Vietnam war?
- Why?
- Why was this a different war?
- Vietnam was a colony of what country prior to WWII?
- What year did the first US combat troops officially arrive in Vietnam?
- What American president decided to pull US troops out of Vietnam?
- Which side ended up winning the Vietnam War and taking control of the country?
- What made the war difficult for the US army and troops fighting in the war?
- Was Vietnam worth it?
- Was the US right in sending troops to Vietnam?
- Did the US accomplish its goal?

**Add New Timeline Dates to timeline in IHN**

**Exit Ticket:** There is a German proverb that says, “There are none so blind as those that will not see.” What does this mean? How does it relate to the Vietnam war? Have students complete prompt in IHN, check out the door for completion.

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**Major Idea/Topic:** Character Traits

<table>
<thead>
<tr>
<th>Wk4 &amp; Outcome(s)</th>
<th>Resources</th>
<th>Instructional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day(s) <strong>13</strong></td>
<td>A Night Divided:</td>
<td>English (Reading &amp; Writing) Period (75 min)</td>
</tr>
</tbody>
</table>

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## Desired Outcome(s):**

**ELA:**
Students can identify what factors may have influenced their personal beliefs, values and ideals and interpret the effect of those influences.

**History:**
Students will be able to see how media and biases affect decisions made by both sides of the Cold War.

<table>
<thead>
<tr>
<th>Chapters 25-26</th>
<th><strong>Read Chapters 25 &amp; 26</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quick Write:</strong> Herr Krause said, “If I cannot speak what I think, then it’s a crime just to be me!”</td>
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<tr>
<td>What did he mean by this? Do you agree or disagree? What character trait does Herr Krause have that causes him to believe this way? Have students rotate notebooks and respond to another student's answer.</td>
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</table>

**Introduce topic for the week:** “What character trait do you have that will allow you to stand up for the things you believe, even in the face of extreme peer pressure or fear?”

The **Essential Questions** below will help to guide students research and focus throughout the week. For the remainder of the time students will research and answer some of the questions below. (If there is no time, they will do this tomorrow.) Have them type the answers onto page one of their Who Am I doc and also copy URLs of all websites visited to the last page of the doc, labeled SOURCES.

- What character traits do real life heroes (Mahatma Gandhi, Malala Yousefzai, etc) have that help them stand for what is right?
- Do you have that character trait?
- If not, how can you develop that character trait?

### History Period (75 min)

**Vocabulary:** Explicit, Censor, Primary Source, Secondary Source

**C: Connect:** **Find Your Partner Activity:** Hand out the vocabulary strips with words and the strips with the definitions. Students need to find the match to their strip (either the word or the definition).

**Barbed Wire Sunday**
Review the sources used this far that talk about the Berlin Wall. Pair students up for a creative writing assignment. Have students write a first person narrative from two perspectives, a person living in East Berlin on Barbed Wire Sunday and a person living in West Berlin on Barbed Wire Sunday. Have them put in facts they have learned from the various sources studied so far. Both pieces should include the proper tone and mood. Length can be varied based on student need and differentiation.

**Patriot Act:** Introduce students to the **Patriot Act**. Discuss as a class and answer any questions students might have. In IHN have students answer the following questions. Be sure they answer like an APE by providing evidence from the texts. If the questions are too difficult for some students pairing with another student would be appropriate.
An Idaho Core Teacher Program Unit Developed by Kristen Whitworth

Unit Title: Finding Your Voice

<table>
<thead>
<tr>
<th>Day(s) <em>14</em>_</th>
<th>A Night Divided: Chapters 27-28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome(s):</td>
<td>English (Reading &amp; Writing) Period (75 min)</td>
</tr>
<tr>
<td><strong>ELA:</strong> Students can identify what factors may have influenced their personal beliefs, values and ideals and interpret the effect of those influences</td>
<td><strong>Read Chapters 27 &amp; 28</strong></td>
</tr>
<tr>
<td><strong>History:</strong> Students will be able to see how media and biases affect decisions made by both sides of the Cold War.</td>
<td><strong>Quick Write:</strong> Do you think the author did a good job of portraying the Stasi? Why or why not? Use evidence to support your opinion. (The evidence may come from anything we have read in English or History during this unit.)</td>
</tr>
<tr>
<td><strong>Turn and Talk:</strong> Find another student in the room with whom you share similar views about this week's issue. Talk about what the similarities are and any differences you might have. Whose ideas are right and why? Research and Revise answer. By the end of class today, students should have a rough paragraph about their views on the character trait(s) that are most important for standing up in the face of fear. Their paragraph should include TREAT. Have students add this paragraph to the previous paragraphs.</td>
<td><strong>History Period (75 min)</strong></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> Explicit, Censor, Primary Source, Secondary Source</td>
<td><strong>Organize:</strong> Give students the 3x3 vocabulary sheet and have them complete it in small pairs using this week's vocabulary and any other vocabulary words from this unit.</td>
</tr>
<tr>
<td><strong>Bay of Pigs</strong></td>
<td><strong>Bay of Pigs</strong></td>
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<tr>
<td>Have students read both documents and create a mash-up summary of the Bay of Pigs Invasion, in their IHN, either in small groups or pairs first, then share as a class to create a master mash-up. Look for any misinformation or student misconceptions.</td>
<td><strong><a href="https://newsela.com/articles/lib-cuba-bay-of-pigs-invasion/id/24435/#">https://newsela.com/articles/lib-cuba-bay-of-pigs-invasion/id/24435/#</a></strong></td>
</tr>
</tbody>
</table>

**EQ:** In the book, the Stasi planted bugs in Gerta’s apartment to listen in on their conversations. After 9/11 Congress passed the Patriot Act which gives the government access to: "sneak and peek" warrants, roving wiretaps and the ability of the FBI to gain access to documents that reveal the patterns of U.S. citizens. How are these alike, how are they different? Where is the line between protecting citizens from fear and controlling the citizens?

**Add New Timeline Dates to timeline in IHN**

**Exit Ticket:** There is a German proverb that says, “Lost goods, lost something; lost honor, lost much; lost courage, lost all.” What does this mean? How does it relate to our unit novel and the Cold War? Have students complete prompt in IHN, check out the door for completion.

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Next do the same to these two articles. Do the new articles add any new insights into the Invasion? Was Cuba better or worse after Castro’s leadership?

**Add New Timeline Dates to timeline in IHN**

**Exit Ticket:** Write a Muddy & Marvie. Think about the unit so far and the things we have learned, tell about something you understand really well and something you are still unclear about. Have students complete prompt in **IHN**, check out the door for completion.

<table>
<thead>
<tr>
<th>Day(s) <em>15</em>:</th>
<th>A Night Divided: Chapters 29-30</th>
<th><strong>English (Reading &amp; Writing) Period (75 min)</strong></th>
</tr>
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<tbody>
<tr>
<td>Desired Outcome(s):</td>
<td></td>
<td><strong>Read Chapters 29 &amp; 30</strong></td>
</tr>
<tr>
<td><strong>ELA:</strong></td>
<td></td>
<td><strong>Quick Write:</strong> What character traits do Fritz and Gerta have that Mamma doesn’t? Is this the character trait needed to stand strong for your beliefs in the face of opposition?</td>
</tr>
<tr>
<td>Students can identify what factors may have influenced their personal beliefs, values and ideals and interpret the effect of those influences</td>
<td></td>
<td><strong>Wake-Up Wednesday:</strong> Students should find a classmate with a view very different from their own. They should 10 minutes trying to convince the other that their view or opinion is right or better. After talking with another student, students must either change, revamp or beef up their opinion based on the conversation. Students will continue to research and revise answer their answer. Check for text based evidence as they offer reasons for their opinions. Be sure to use Google Docs to offer actionable, specific feedback related to the targeted standards.</td>
</tr>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td><strong>History Period (75 min)</strong></td>
</tr>
<tr>
<td>Students will be able to see how media and biases affect decisions made by both sides of the Cold War.</td>
<td></td>
<td><strong>Vocabulary: Explicit, Censor, Primary Source, Secondary Source</strong></td>
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<td><strong>D: Deep Process:</strong> Have the students add each of the new words to their IVN by completing a four square vocabulary sheet on each. Students will need to come up with a picture of the word, a working definition, a synonym and antonym and use it in a sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Bay of Pigs</strong></td>
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<td></td>
<td></td>
<td>In their IHN, have students work in groups to create a Top 10 list of the most important points from this website. Compare lists and refine into a master list based on class discussion, have students copy into IHN. In their IHN have students answer the question: What can we learn from the Bay of Pigs Invasion?</td>
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<td><strong>Add New Timeline Dates to timeline in IHN</strong></td>
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<table>
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<tr>
<th>Day(s) <em>16</em>:</th>
<th>A Night Divided: Chapters 31-32</th>
<th><strong>English (Reading &amp; Writing) Period (75 min)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome(s):</td>
<td></td>
<td><strong>Read Chapters 31 &amp; 32</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Quick Write:</strong> “In the middle of difficulty lies opportunity.” Four Square Silent Discussion. Have</td>
</tr>
</tbody>
</table>
ELA:
Students can identify what factors may have influenced their personal beliefs, values and ideals and interpret the effect of those influences.

History:
Students will be able to see how media and biases affect decisions made by both sides of the Cold War.

Students split notebook page into 4 quadrants. Q1: answer the question, “What does this quote mean to you? Q2: What does this quote have to do with our topic of study this week? Q3: respond to Q1. Q4: respond to Q2. Have students respond to Q1 in their own IRN then rotate to another students for 2, another for 3, and another for 4. Then return to their own IRN and write a summary response after reading all prompts written in their own notebook.

Students will spend today revising, editing and turning in their three body paragraphs. When students are finished with their paragraphs they have them color code their paragraphs like the TREAT paragraph to ensure they have all the necessary parts. Pair students for peer revision, use the modified cheret from below to guide their revising process. Model this first as a whole class with one student’s paper, then in small groups with one student’s paper per groups, then release them to work in partnerships.

Author/Reader: 2 minutes: Reading the other students paragraph. It works best if the Reader reads the article out loud. When the author reads his/her own paper out loud, they frequently find mistakes and want to use the time to correct them. The Reader needs to take notes as they read, parts they don’t understand, questions they have, parts that need to be clarified, places where evidence needs to be added, etc.

Reader: 2 minutes: Asking clarifying questions (What is this sentence saying? What proof do you have to support your opinion? Why did you choose this word? What is the main point of the paragraph?)

Reader: 3 minutes: Give Feedback: Students need to use the steps from their Doodle Notes for this piece. Make sure the student receiving feedback is taking notes on the suggestions being given.

Author: 5 minutes: Restate, clarify, ask any questions about the feedback that was given. Authors must write down all questions, and feedback given by the reader in their IWN.

History Period (75 min)
Vocabulary: Explicit, Censor, Primary Source, Secondary Source

E: Exercise: Use it or Lose it: Students will need to use at least one term in each writing prompt, over the next week, in a meaningful way. During the course of the Unit they will be required to use all terms at least 2 times.

Cuban Missile Crisis
Read as a class the text from President Kennedy’s Radio and Television report of the Cuban Missile Crisis. Stop after President Kennedy says, “I have directed that the following initial steps be taken immediately”. Then split into 7 small groups and give each group one of President Kennedy’s
directives. Have students summarize what he said needs to be done and answer the question, “What do you think the effect of this will be?” (If the first portion of the text is too difficult for students, pull a few smaller paragraphs that highlight the most important points of his speech. Or listen to President Kennedy’s Radio and Television Report below if students need a challenge. This broadcast has difficult vocabulary and will require frequent stops for discussion and clarification.)

**Written Speech, Audio file**

Create an anchor chart with the 7 directives from President Kennedy. Have students copy chart into IHN. Clarify any questions. Is this a primary or secondary source document? Why?

**Add New Timeline Dates to timeline in IHN**

**Exit Ticket:** President John F. Kennedy said, “A nation that is afraid to let its people judge the truth and falsehood in an open market is a nation that is afraid of its people.” What did he mean? Do you think he succeeded in letting the people judge? Why or why not? Use evidence to support your answer. Have students complete prompt in IHN, check out the door for completion.

### Major Idea/Topic #5: Essay

<table>
<thead>
<tr>
<th>Wk5 &amp; Outcome(s)</th>
<th>Resources</th>
<th>Instructional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day(s) 17__:</td>
<td>A Night Divided: Chapters 33-34</td>
<td>English (Reading &amp; Writing) Period (75 min)</td>
</tr>
<tr>
<td>Desired Outcome(s): ELA:</td>
<td>“Funds of Knowledge” example</td>
<td>Read Chapters 33 &amp; 34</td>
</tr>
<tr>
<td>Students will be able to adjust opinions based on research and experience. They will be able to apply that knowledge to their own belief system.</td>
<td><strong>Quick Write:</strong> At one point in the book Fritz hits rocks while digging which causes the progress on the tunnel to slow dramatically. He says, “If this is how the rest of the tunneling will be, we might as well give up.” Two chapters later we read the German proverb, “A steady drop will carve the stone.” How are these two statements related? Use evidence to back up your argument.</td>
<td></td>
</tr>
</tbody>
</table>

During this unit the students have learned of situations where people were forced to choose what things were most important to them. Over the next week, the students will complete their 5 paragraph essay by writing an introductory paragraph including a thesis statement and a concluding paragraph. In students IWN have them take Doodle Notes for the Dos and Don’ts for the Introductory Paragraph, How to Write a Thesis, and How to Write a Concluding Paragraph. Refer students to IRN for their “Ways to Start a Narrative” and practice starting their essay with these. Have them work with their writing partner to find the one that works best.

**Original unit development sponsored by The Idaho Coaching Network**
### Students will be able to recognize primary vs secondary source documents, their biases and credibility.

<table>
<thead>
<tr>
<th>Things NOT to do in an introductory paragraph:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Apologize. Never suggest that you don't know what you're talking about or that you're not enough of an expert in this matter that your opinion would matter. Your reader will stop reading and turn to something else. Avoid phrases like the following:</td>
</tr>
<tr>
<td>○ In my [humble] opinion . . .</td>
</tr>
<tr>
<td>● I'm not sure about this, but . . .</td>
</tr>
<tr>
<td>● Announce your intentions. Do not flatly announce what you are about to do in an essay.</td>
</tr>
<tr>
<td>○ In this paper I will . . .</td>
</tr>
<tr>
<td>○ The purpose of this essay is to . . .</td>
</tr>
<tr>
<td>○ This paper is about...</td>
</tr>
<tr>
<td>● Get into the topic and let your reader perceive your purpose in the topic sentence of your beginning paragraph. You want to catch the reader’s attention without giving away your entire purpose.</td>
</tr>
<tr>
<td>● Use a dictionary or encyclopedia definition.</td>
</tr>
<tr>
<td>○ According to Merriam-Webster's WWWebster Dictionary,</td>
</tr>
<tr>
<td>● a widget is . . .Although definitions are extremely useful and it might serve your purpose to devise your own definition(s) later in the essay, you want to avoid using this boring beginning to an essay.</td>
</tr>
<tr>
<td>● Dilly-dally. Get to it. Move confidently into your essay. Many writers find it useful to write a warm-up paragraph (or two, even) to get them into the essay, to sharpen their own idea of what they're up to, and then they go back and delete the running start.</td>
</tr>
</tbody>
</table>

### History Period (75 min)

**Vocabulary:** Patriotism, Bias, Credibility, Collectivism

**C: Connect: Find Your Partner Activity:** Hand out the vocabulary strips with words and the strips with the definitions. Students need to find the match to their strip (either the word or the definition).

**Cuban Missile Crisis**

Cuban Missile Crisis Digital History, History Channel Cuban Missile Crisis, Meeting with the Attorney General, The Crisis USSR-Cuba (Pg 2, 4)

Give each group one source. Have them take notes on the note catcher provided.

Cuban Missile Crisis Note Catcher

History Will Absolve Me
<table>
<thead>
<tr>
<th>Day(s) <em>18</em>:</th>
<th>A Night Divided: Chapters 35-36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome(s): <strong>ELA:</strong> Students will be able to adjust opinions based on research and experience, then apply that knowledge to their own belief system.</td>
<td>Break the reading “History Will Absolve Me” into sections and give each group one section. After reading come together to create summary. Have students record summary in <strong>IHN</strong>. Have small group discussions about the Cuban Missile Crisis sources. Answer these questions in <strong>IHN</strong>. Is this a primary or secondary source? What bias might be present in this source? Is the source credible? Who was right? Was Cuba working with USSR? Should the US government have tried to invade Cuba? Was there some paranoia involved? Did the Red Scare influence the USs decisions? Then come together as a large group to discuss what the purpose might have been. Why did Kennedy make this announcement? What played into his decision? Do you think he was right? Encourage students to use evidence from the sources to back up their opinions. <strong>Add New Timeline Dates to timeline in IHN</strong></td>
</tr>
</tbody>
</table>
| **History:** Students will be able to recognize primary vs secondary source documents, their biases and credibility. | **English (Reading & Writing) Period (75 min)**
**Read Chapters 35 & 36**
**Quick Write:** Soviet Premier Khrushchev said, “If you live among wolves, you have to act like a wolf.” What did he mean? Who was he talking about? Use evidence to support your argument.

Students will spend the day working on their thesis statement. Take Doodle Notes in **IRN**, then work in pairs to write a thesis statement for each student’s paper.

**Thesis Statement** HOW TO:
- Tells the reader your opinion / point of view / interpretation of the subject under discussion.
- Indicates the direction the essay will take by stating the main points.
- Makes a claim that others might dispute. This aspect makes your thesis debatable, which is key to writing an analytical essay. Theses that aren’t debatable tend to be descriptive, summarizing a text rather than formulating an opinion from textual evidence.

**History Period (75 min)**
**Vocabulary: Patriotism, Bias, Credibility, Collectivism**
**O: Organize:** Give students the 3x3 vocabulary sheet and have them complete it in small pairs using this week’s words and other unit words they haven’t used yet for this activity.

**Checkpoint Charlie**
Watch the video as a class stopping frequently to discuss the mood, how things might have ended

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Original unit development sponsored by The Idaho Coaching Network
<table>
<thead>
<tr>
<th>Day(s)</th>
<th>Desired Outcome(s): <strong>ELA:</strong> Students will be able to adjust opinions based on research and experience, then A Night Divided: Chapters 37-38</th>
<th>A Night Divided: Chapters 37-38</th>
<th>English (Reading &amp; Writing) Period (75 min) <strong>Read Chapters 37 &amp; 38</strong> <strong>Quick Write:</strong> How can you live to show what is important to you? Students will spend the day writing their concluding paragraph. Take Doodle Notes in their IRN, then work in pairs to complete their paper. Concluding paragraph HOW TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>19</em></td>
<td></td>
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</tr>
</tbody>
</table>

An Idaho Core Teacher Program Unit Developed by Kristen Whitworth

Unit Title: Finding Your Voice

differently, what differences do students notice between East and West Berlin. Make sure students understand this is a primary source video, and all footage was shot during the Cold War. It may be helpful to mention that it is a US video and as such has biases. Ask the students what biases there may be.

**Checkpoint Charlie Video**
Have the students write in their IHN: After watching the video, what do you think it might have been like for Gerta, living in East Berlin? What about life on the other side of the Wall?

**The History Channel Checkpoint Charlie Video**
Watch the video from The History Channel website, then have students use the website to write in their own words the eight things you should know about Checkpoint Charlie. *(The information in the video is presented in typed font format and goes by quickly, it may need to be read out loud to the students or frequent stops might be necessary)* After they have listed them in their own words, Vote with your Feet the most important thing to know and why. Encourage students to use evidence to back up their opinions.

The following website talks about the death toll of the Wall. Review the section titled “Identifying the Death Toll”. Help students understand that primary source documents and information is often hard to verify. Discuss some of the reasons that the tally of the death toll of the Wall may be inaccurate, biased, credible or not.

https://en.wikipedia.org/wiki/List_of_deaths_at_the_Berlin_Wall

**Add New Timeline Dates to timeline in IHN**

**Exit Ticket:** Erich Honecker, first secretary of East Germany, said, “The Wall will be standing in fifty and even one hundred years if the reasons for it are not removed.” What did he mean? Do you agree? Why or why not? What were some of the reasons for the Wall? Use evidence to support your answer. Have students complete prompt in IHN, check out the door for completion.
**apply that knowledge to their own belief system.**

**History:**
Students will be able to recognize primary vs secondary source documents, the biases they hold, and its credibility.

---

It is important to have a strong conclusion, since this is the last chance you have to make an impression on your reader. The goal of your conclusion isn’t to introduce any new ideas, but to sum up everything you’ve written. Specifically, your conclusion should accomplish three major goals:

- Restate the main idea of your essay, or your thesis statement
- Summarize the three subpoints of your essay
- Leave the reader with an interesting final impression

**History Period (75 min)**

**Vocabulary:** Patriotism, Bias, Credibility, Collectivism

**D: Deep Process:** Have the students add each of the new words to their IVN by completing a four square vocabulary sheet on each. Students will need to come up with a picture of the word, a working definition, a synonym and antonym and use it in a sentence.

**Suez Canal**

Spartacus Educationa, Proxy War Suez Crisis, Nassar Announces Nationalization of the Canal Video, Map of Egypt

Give one source to each group have them decide the most important 3 points from their source. Then do a Mix and Mingle having the students find one person from each of the other groups to complete their Mix and Mingle Sheet. After the sheets are complete, talk about the sources themselves. Are these sources credible? Biased? Well informed?

**Add New Timeline Dates to timeline in IHN**

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<table>
<thead>
<tr>
<th>Day(s) <em>20</em>_:</th>
<th>A Night Divided: Chapters 39-40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome(s): <strong>ELA:</strong></td>
<td>English (Reading &amp; Writing) Period (75 min)</td>
</tr>
<tr>
<td>Students will be able to adjust opinions based on research and experience. They will be able to apply the knowledge gained through</td>
<td>Read Chapters 39 &amp; 40</td>
</tr>
<tr>
<td><em>Quick Write:</em> How have your thoughts and feelings changed throughout the unit?</td>
<td></td>
</tr>
</tbody>
</table>

Today will be spent on transitions between paragraphs. Students will spend today revising, editing and turning in their finished product. Pair students for peer revision, use the modified cheret from below to guide their revising process.

**Author/Reader: 2 minutes:** Reading the other students paragraph. It works best if the Reader reads the article out loud. When the author reads his/her own paper out loud, they frequently find mistakes and want to use the time to correct them. The Reader needs to take notes in their IRN as they read, parts they don’t understand, questions they have, parts that need to be clarified, places where

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reading to their own belief system.

**History:**
Students will be able to recognize primary vs secondary source documents and the biases they hold. They will be able to better determine credibility of a source.

evidence needs to be added, etc.

**Reader: 2 minutes:** Asking clarifying questions (What is this sentence saying? What proof do you have to support your opinion? Why did you choose this word? What is the main point of the paragraph?)

**Reader: 3 minutes:** Give Feedback: Students need to use the steps from their Doodle Notes for this piece. Make sure the student receiving feedback is taking notes in their IWN on the suggestions being given.

**Author: 5 minutes:** Restate, clarify, ask any questions about the feedback that was given. Authors must write down all questions, and feedback given by the reader in their IWN.

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**History Period (75 min)**

**Vocabulary:** Patriotism, Bias, Credibility, Collectivism

**E: Exercise:** Use it or Lose it: Students will need to use at least one term in each writing prompt, over the next week, in a meaningful way. During the course of the Unit they will be required to use all terms at least 2 times.

**Suez Canal**

In their IHN, have students summarize each subtopic of the website. Find the common link between each of the subtopics. Write a 10 words summary of the Suez Canal Crisis. Answer the following questions: Is this a primary or secondary source? Is it credible? Is it biased? If so, in what way? Why was the nationalizing of the Suez Canal a concern for the US? Who went in to stop it? Was the US right to be concerned? What might have happened if the Suez Canal had been nationalized? If the paratroopers had failed?

**Exit Ticket:** It has been said that history is always written by the winners. How would the story of the Suez Canal be different if it were written by Egypt? Would the USA look like heroes or villains? Have students complete prompt in IHN, check out the door for completion.

**Add New Timeline Dates to timeline in IHN**

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**Major Idea/Topic #6: Speech**

<table>
<thead>
<tr>
<th>Wk6 &amp; Outcome(s)</th>
<th>Resources</th>
<th>Instructional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day(s) <em>21</em>_:</td>
<td>A Night Divided:</td>
<td>English (Reading &amp; Writing) Period (1 hr 45 min)</td>
</tr>
</tbody>
</table>
Desired Outcome(s):

**ELA:**
Students will be able to take what they have learned from their class discussions and formulate a “Fund of Knowledge” about who they are and what they believe or want in life.

**History:**
Students will recognize that events in history can often be told from multiple sides and offer different outcomes, lessons, decisions and opinions.

<table>
<thead>
<tr>
<th>Chapters 41-42</th>
<th>Read Chapters 41 &amp; 42</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funds of Knowledge Final Example:</strong></td>
<td><strong>Quick Write:</strong> How will you determine what things are important to you in the future? What things are more important to you than fear? How can you know you are making an informed decision and not a decision based on fear?</td>
</tr>
</tbody>
</table>

Using the website [35 Greatest Speeches in History](http://www.placetobe.info/berlinwall/escapes/escaping-the-berlin-wall-by-hot-air-balloon/), choose 2 or 3 to read and discuss with the class. Why are they poignant? What makes them powerful? Why are they memorable? Then show a few clips of shark tank pitches so students understand the idea of the 90 second pitch.

Students will spend this week taking information from their 5 paragraph essay to create a 90 second elevator speech. They will prioritize the things that are most important to them and answer the question: “Now that I have found my voice and know what is important to me, how can I live my life to show others what I believe?” The speech must also include a hook, transitions, conclusion and be between 80 and 90 seconds long. Encourage students to also look at their IRN quick write prompts and answers for insight as well.

Then give students the remainder of the time to write their speech.

**History Period (75 min)**

**Vocabulary:** Conventions, Integrate, Cold War, Stalin

**C: Connect: Find Your Partner Activity:** Hand out the vocabulary strips with words and the strips with the definitions. Students need to find the match to their strip (either the word or the definition).

**Collapse of Soviet Union**

Gunter Wetzel and his family escaped East Germany in a hot-air balloon. Have students explore their story. Answer the questions in IHN: Is this a primary or secondary source? What drove them to try to escape despite the fear of being killed? What was more important to them than fear?

Then continue researching by looking at the following sources. Answer the same questions again and add the questions: How does the story change from website to website? What does that tell us about sources and their credibility? Their biases?

- [https://www.damninteresting.com/up-in-the-air/](https://www.damninteresting.com/up-in-the-air/)

Add New Timeline Dates to timeline in IHN
<table>
<thead>
<tr>
<th>Day(s)</th>
<th>Desired Outcome(s):</th>
<th>A Night Divided:</th>
<th>English (Reading &amp; Writing) Period (75 min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>ELA: Students will be able to take what they have learned from their class discussions and formulate a “Fund of Knowledge” about who they are and what they believe or want in life.</td>
<td>Chapters 43-44</td>
<td>Read Chapters 43 &amp; 44</td>
</tr>
<tr>
<td></td>
<td>History: Students will recognize that events in history can often be told from multiple sides and offer different outcomes, lessons, decisions and opinions.</td>
<td>A Night Divided:</td>
<td>Quick Write: What is the most valuable lesson you have learned throughout this unit? Why? How will that lesson impact you going forward?</td>
</tr>
<tr>
<td>23</td>
<td>ELA: Students will be able to take what they have learned from their class discussions and formulate a “Fund of Knowledge” about who they are and what they believe or want in life.</td>
<td>Chapters 45-46</td>
<td>Students will work on writing and memorizing their speeches. Check each speech before students start memorizing.</td>
</tr>
</tbody>
</table>

### English (Reading & Writing) Period (75 min)

#### Read Chapters 43 & 44

#### Quick Write:

What is the most valuable lesson you have learned throughout this unit? Why? How will that lesson impact you going forward?

Students will work on writing and memorizing their speeches. Check each speech before students start memorizing.

### History Period (75 min)

#### Vocabulary: Conventions, Integrate, Cold War, Stalin

**O:** Organize: Give students the 3x3 vocabulary sheet and have them complete it in small pairs using this week’s vocabulary and other unit words they haven’t yet used for this activity.

**Collapse of Soviet Union**

Watch the first 5 short video clips from the link above. Have students answer the following questions answering like an APE. *(Videos are between 2 and 5 minutes, answering questions should take between 5 and 10 minutes for each segment, more time could be allotted if necessary.)*

- Is this source primary or secondary?
- Why?
- How did this even contribute to the collapse of the Soviet Union?

Discuss in small groups, the single most important event that led to the fall of the Soviet Union. Then discuss as a class. Encourage students to use evidence from the unit to support their opinion.

#### Add New Timeline Dates to timeline in IHN

**Exit Ticket:** Nelson Mandela, a famous South African activist, said, “I learned that courage was not the absence of fear, but the triumph over it.” Were Gerta and her family able to triumph over fear? Were the East Germans? US? How can you triumph over fear? Have students complete prompt in IHN, check out the door for completion.

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### Day(s) __24__:

<table>
<thead>
<tr>
<th>Desired Outcome(s):</th>
<th>A Night Divided: Chapters 47</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA:</strong></td>
<td><strong>English (Reading &amp; Writing) Period (75 min)</strong></td>
</tr>
<tr>
<td>Students will be able to take what they have learned from their class discussions and formulate a “Fund of Knowledge” about who they are and what they believe or want in life.</td>
<td><strong>Read Chapters 47</strong></td>
</tr>
<tr>
<td><strong>History:</strong></td>
<td><strong>Quick Write:</strong> What feedback do you have for this unit? What would you change? Take out? Add in? Etc.</td>
</tr>
<tr>
<td>Students will recognize that events in history can often be told from multiple sides and offer different outcomes, lessons, decisions and opinions.</td>
<td>Students will work on writing and memorizing their speeches. Check each speech before students start memorizing. Their speeches must be completed by today.</td>
</tr>
</tbody>
</table>

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**History Period (75 min)**

**Vocabulary:** Conventions, Integrate, Cold War, Stalin

**D: Deep Process:** Have the students add each of the new words to their IVN by completing a four square vocabulary sheet on each. Students will need to come up with a picture of the word, a working definition, a synonym and antonym and use it in a sentence.

**Collapse of Soviet Union**

Watch the second 5 short video clips from the link above. Have students answer the following questions answering like an APE in their IHN. *(Videos are between 2 and 5 minutes, answering questions should take between 5 and 10 minutes for each segment, more time could be allotted if necessary.)*

- Is this source primary or secondary?
- Why?
- How did this even contribute to the collapse of the Soviet Union?

Discuss in small groups, the single most important event that led to the fall of the Soviet Union. Then discuss as a class. Encourage students to use evidence from the unit to support their opinion.

**Add New Timeline Dates to timeline in IHN**

**Exit Ticket:** Written on the Berlin Wall after it came down was, “Forget not the tyranny of this wall, horrid place, nor the love of freedom that made it fall.” What do you think finally made the wall come down? Why? Is Freedom powerful enough to change decades of hate and distrust? Have students complete prompt in IHN, check out the door for completion.
Knowledge” about who they are and what they believe or want in life.

**History:**
Students will recognize that events in history can often be told from multiple sides and offer different outcomes, lessons, decisions and opinions.

**E: Exercise:** Use it or Lose it: Students will need to use at least one term in each writing prompt, over the next week, in a meaningful way. During the course of the Unit they will be required to use all terms at least 2 times.

**Collapse of Soviet Union**
Watch the last short video clips. Have students answer the following questions answering like an APE. *(Videos are between 2 and 5 minutes, answering questions should take between 5 and 10 minutes for each segment, more time could be allotted if necessary.)*

- Is this source primary or secondary?
- Why?
- How did this even contribute to the collapse of the Soviet Union?

Discuss in small groups, the single most important event that led to the fall of the Soviet Union. Then discuss as a class. Encourage students to use evidence from the unit to support their opinion. Make sure students understand that this is an opinion question, as long as there is information to back up their opinion there are no wrong answers.

Have students do their own research on the causes for the collapse of the Soviet Union. Make a list of 10 reasons, then come together as a class and discuss why there are so many different opinions as to the cause of the collapse.

Look again at all sources talking about life behind the Iron Curtain. Discuss what lessons people behind the Wall might have learned. What lessons might we learn from the Cold War? Some ideas might include: Ideas and values matter, good leadership is vital, allies [and friends] can make all the difference in the world, agree to disagree, don’t take over another nation for the sake of your own, don’t use nuclear weapons [or something that is destructive or hurtful] as pawns, etc.

Add New Timeline Dates to timeline in IHN

**Exit Ticket:** Martin Luther, a German priest, said, “Everything that is done in the world is done by hope.” What do you think he meant by this? What drove Gerta and her family to tunnel under the Wall? How can you relate this quote to your own life? Have students complete prompt in IHN, check out the door for completion.

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**Major Idea/Topic #7: Creating Your Fund of Knowledge Museum Exhibit**

<table>
<thead>
<tr>
<th>Wk7 &amp; Outcome(s)</th>
<th>Resources</th>
<th>Instructional Notes</th>
</tr>
</thead>
</table>

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Day(s) ___25:
Desired Outcome(s):
**ELA:**
Students will be able to put information together into a 5 paragraph essay format and formulate a thesis statement.

**History:**
Students will be able to apply lessons from history to their own lives to make better informed decisions about the present and future.

### Thesis Statement

**English (Reading & Writing) Period (75 min)**

Students will spend this week getting their “backdrop” ready for the Wax Museum Project and writing an introductory paragraph, thesis statement, and concluding paragraph. Show them the **Funds of Knowledge Final example** so they will have a better understanding of what their museum exhibit will look like.

#### Backdrop must:
- Be at least 3ft by 4ft
- Name of student
- Name of Unit
- 5 character traits
- Their opinions/arguments of the topics covered in this unit: Family/Faith/Freedom, peer pressure and character traits. *The number of topics covered can be adjusted based on student need.*
- Show understanding of text based evidence
- Have no grammatical errors
- Be professional in its design

Show sample and talk about the fact that everything that is on the board has a reason. From the fonts chosen to the pictures and quotes chosen. Everything on their board needs to teach us something about who they are and what they believe. **On the first day of creating the board, students will need to make some decisions about what they want on their board and create a small scale mock-up to present to teacher who can then give feedback to individual students.**

For students who are advanced options may be given for technology presentation instead of creating a backdrop, ie: Prezi, Xtranormal, Animoto, etc.

### History Period (75 min)

**President Ronald Reagan's speech at the Berlin Wall**  (a clip from Reagan's famous 1987 speech in West Berlin, calling on Soviet leaders to tear down the Berlin Wall. Watch from 10:04 to 12:15)

**Berlin Wall comes Down**

Watch the videos then answer the questions below.

"We Are Americans", **The Berlin Wall comes down in 1989**, JFK ‘Ich bin ein Berliner!” Speech

What message were these sources trying to get across? Who was their target? How would their message have changed if their audience have changed? Are they primary or secondary sources?
An Idaho Core Teacher Program Unit Developed by Kristen Whitworth

Unit Title: Finding Your Voice

Theses How To:  
Add New Timeline Dates to timeline in IHN
Exit Ticket: Helmut Kohl, chancellor of West Germany when the wall came down, said, “They do not have the courage to say it was a wall of disgrace.” Who was he talking about? What did he mean? What does this say about the relationship between Germany and the Soviet Union after the Wall came down? Have students complete prompt in IHN.

Day(s) ___26:
Desired Outcome(s):  
See day 25

Day(s) ___27:
Desired Outcome(s):  
See day 25

Day(s) __28:
Desired Outcome(s):  
See day 25

English (Reading & Writing) Period (75 min)
Students will spend this week getting their “backdrop” ready for the Wax Museum Project. The second day of creating their board should be spent finding the information and pictures they want on their board. Check their information for accuracy, grammar, and conventions.

History Period (75 min)
Review: Use the Quizlet below to review concepts for the Unit test

English (Reading & Writing) Period (75 min)
Students will spend this week getting their “backdrop” ready for the Wax Museum Project. The third day of creating their board should be spent putting it all together in a cohesive professional look. Have students do a “dry” fit first in order to look for balance and aesthetics. Check their information for completeness, if they are missing any pieces today is the day to get them.

History Period (75 min)
Review

English (Reading & Writing) Period (75 min)
Wax Museum Presentation
The students should set up their presentations in a museum like atmosphere where guests can wander from exhibit to exhibit on their own. They should be prepared to answer questions from museum guests about their exhibit and information presented.

Post Wax Museum Self Reflection: Write a reflection of your learning in your IRN. What did you
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<table>
<thead>
<tr>
<th>History Period (75 min)</th>
<th>Test</th>
</tr>
</thead>
</table>

learn? How did you change? What will you do differently in the future because of this unit? Include at least five vocabulary terms in this piece, underlining them and using them in a meaningful way.
An Idaho Core Teacher Program Unit Developed by Kristen Whitworth  
Unit Title: Finding Your Voice

**Rubric for Wax Museum Backdrop & Presentation**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>CCLS</th>
<th>4- Exceeds</th>
<th>3- Meets</th>
<th>2- Near</th>
<th>1- Approaching</th>
<th>0-Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONDUCT RESEARCH PROJECTS:</td>
<td>W.6.7</td>
<td>I can conduct short research projects to answer a question in complete detail.</td>
<td>I can conduct short research projects to answer a question.</td>
<td>I can conduct short research projects but struggle to answer the question.</td>
<td>The research process is not evident in my writing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I can draw on several useful sources.</td>
<td>I can draw on a couple sources.</td>
<td>I can draw from one source.</td>
<td>No specific sources are identified in my writing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I can generate additional related, focused questions for further research and investigation.</td>
<td>I can narrow or broaden my inquiry when appropriate.</td>
<td>My inquiry is too narrow and I don’t know how to broaden my topic.</td>
<td>My inquiry lacks focus or direction.</td>
<td></td>
</tr>
<tr>
<td>ORGANIZING INFORMATIVE TEXTS: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td>W.6.2</td>
<td>I introduce my topic in a clear manner by beginning with a question, quote, or strong statement that also hooks the reader’s interest.</td>
<td>I introduce my topic in a clear manner by beginning with a question, quote, or strong statement.</td>
<td>I introduce my topic.</td>
<td>The way I try to introduce my topic is confusing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I organize my ideas and information into a purposeful structure that engages readers.</td>
<td>I organize my ideas and information into a logical structure to best inform readers.</td>
<td>I can organize my ideas and information into a logical structure.</td>
<td>I do not organize my ideas and information coherently due to a lack of structure.</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>I use transitions that clearly connect relationships among my ideas and concepts in an engaging way.</th>
<th>I use transitions consistently to clarify relationships among my ideas and concepts.</th>
<th>I use transitions occasionally to clarify relationships among my ideas and concepts, but I am not consistent.</th>
<th>I use transitions but they do not clarify relationships among my ideas and I am not consistent.</th>
<th>I do not use transitions to clarify relationships among my ideas and concepts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>My concluding paragraph is clear and thought provoking.</td>
<td>I include a clear concluding statement or paragraph that follows from information presented.</td>
<td>I try to include a concluding paragraph, but I am not clear.</td>
<td>What I provide does not follow from information presented.</td>
<td>I do not provide a concluding statement or paragraph.</td>
</tr>
<tr>
<td></td>
<td>I consistently vary my sentence structure to add interest to my paper.</td>
<td>I vary my sentence structure and avoid choppy sentences.</td>
<td>I have some choppy sentences.</td>
<td>Most of my sentences are short and choppy.</td>
<td>I have several run-on or fragment sentences.</td>
</tr>
<tr>
<td></td>
<td>I can maintain eye contact with my audience through my entire presentation.</td>
<td>I can maintain eye contact with my audience through most of my presentation.</td>
<td>I have difficulty maintaining eye contact during my presentation.</td>
<td>I do not make eye contact during my presentation.</td>
<td>I did not give a presentation.</td>
</tr>
<tr>
<td></td>
<td>I can speak loudly and clearly enough for my audience to hear and understand me throughout my presentation.</td>
<td>I can speak loudly and clearly enough for my audience to hear and understand me during most of my presentation.</td>
<td>Sometimes I speak loudly and clearly enough for my audience to hear and understand me.</td>
<td>My audience has a hard time hearing and understanding me during most of my presentation.</td>
<td>My audience frequently has to ask me to repeat myself and parts of my presentation.</td>
</tr>
<tr>
<td></td>
<td>I can sequence my ideas and information in a well organized, easy to follow, entertaining manner.</td>
<td>I can sequence my ideas and information in a well organized, easy to follow manner.</td>
<td>I can sequence my ideas and information in a well organized, relatively easy to follow manner.</td>
<td>I can sequence my ideas and information in a fairly organized, relatively easy to follow manner.</td>
<td>I didn’t sequence my ideas and information in an organized easy to follow manner.</td>
</tr>
</tbody>
</table>

**PRESENTATION:**

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.4

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<table>
<thead>
<tr>
<th>GATHERING INFORMATION: RI.6.7</th>
<th>I included evidence from 3 or more different sources to clearly show a coherent understanding of the topic.</th>
<th>I can include evidence from 3 or more different sources to show a partial understanding of the topic.</th>
<th>I can include evidence from 2 or less different sources, but the level of my understanding is unclear.</th>
<th>I do not include evidence to show my understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backdrop: Finding My Voice Wax Museum Exhibit</td>
<td>My backdrop includes all required elements, is thoughtfully put together and professional in appearance. I took my time and it shows.</td>
<td>My backdrop includes most required elements, is thoughtfully put together.</td>
<td>My backdrop has several parts missing, but I took my time putting it together and made improvements when suggested by the teacher.</td>
<td>My backdrop has several parts missing. I rushed through it. I didn't make any of the suggested improvements.</td>
</tr>
<tr>
<td>Total Grade</td>
<td>56, 55, 54, 53, 52, 51 = A</td>
<td>50, 49, 48, 47, 46, 45 = B</td>
<td>44, 43, 42, 41, 40, 39 = C</td>
<td>38, 37, 36, 35, 34, 33 = D</td>
</tr>
<tr>
<td>Teacher Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Reflections</strong></td>
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<tr>
<td>-----------------------</td>
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