

Lesson Plan Template

Subject: _____ Social Studies _____ Grade: _____ 9 _____

Teacher: _____ Tiffany Izzo _____

Thinking About Planning:

1. Pre Planning Information:

The student should have some prior exposure to political systems including the concept of democracy. It would help to have some background knowledge on the Ukraine and Crimean crises. The student that was worked with in the prior lesson does have this knowledge, but there will be time in the lesson to review and/or develop that background knowledge. Some of this lesson can rely on an understanding of U.S. history, which the student may be more comfortable with.

2. Common Core Learning Standard(s) Addressed:

CCSS.ELA-Literacy.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

3. Learning Target(s): (What will students know & be able to do as a result of this lesson?)

Objective: Determine the meaning of political vocabulary found in a text.

Goal: Use the Frayer model to examine some political vocabulary found in an article about the recent Crimean referendum.

4. Content Information:

The current events happening in Ukraine shed light on the political process that exists in the modern world. There are key aspects such as international law, international bodies governing that law and ideas on democracy and self-determination that all play a role in what is happening in Ukraine and furthermore with Crimea.

There are a lot of terms and concepts that students are expected to understand when studying social studies. Often, simple textbook definitions are not enough because the application of ideas such as “democracy” can lead to very differing circumstances. Also, while the United States has one political system, there are many other styles out there that both resemble and differ from ours. It is important that the student have an understanding of these issues in order to understand historical events.

5. Language Information:

There will most likely be a significant quantity of vocabulary in this lesson that could be difficult for the student. It is not necessarily because of lack of exposure or not knowing the definitions, but that the vocabulary can become complicated when trying to understand meaning within current events. This is the main purpose behind this lesson. Some language, such as “economic sanctions” can be determined from the text or explained, but the more complicated concepts will be used in the lesson with the Freyer model. These will be “international law,” “democracy,” “nation-state” and “self-determination.”

It will be explained to the student, prior to reading the article that some of the content-specific language may be difficult and that for this reason, we will be using a strategy to understand them further.

The student will be expected to identify key events and figures within a text. The student will then define selected terms used in the text in his or her own words. Also, he or she will relate background knowledge to these terms and recall information from the articles to illustrate a deeper understanding of the terms.

An article will be provided to the student as well as 4 copies of the Freyer model filled out with the terms and definitions. The student will be expected to provide a definition in their own words, but a text-book definition will help the student to do so.

Thinking About Instruction

6. Engagement/Motivation

The events happening in Ukraine and Crimea are relatively exciting within the content-area. The article chosen is specifically designed for classroom use in the high school setting. It has text features, such as icons, bolded titles, and a photo, that are engaging. I specifically printed the article in color for this reason as I think it will help with engagement.

If there is the same student from the prior lesson, he has already shown significant interest in this topic and expressed his desire to know more about the situation.

7. Explicit Instruction

Direct Instruction-

- I will start the lesson by saying, “Many times in social studies, there are terms that can be difficult to completely understand. Even if we may know the definition, it can be hard to understand when looking at historical events or even current events. Today, we will use a strategy called the Freyer model that can help us understand these complicated terms.”
- If the student is the student from last week’s lesson, I will review the events we had gone over concerning Ukraine and Crimea. If not, I will give a brief explanation of some background knowledge that is not provided in the article.
- I will say to the student, “Before we go into the model, we will look at an article about the recent referendum in Crimea so that we can use the information to fill out the worksheet.”
- Next, we will read the article together aloud. Before we continue, I will review some of the language with the student as well as the key players involved and what events occurred. Though much of this will be think-aloud, I will also ask questions of the student about what we read to confirm understanding. It is important that the student understand the article.

- There is a section in this article called “Word Watch” that reviews the Security Council, Kosovo and Chechnya. I will review these with the student further and explain that it might help to keep them in mind while we fill out the Freyer model.
- Next I will introduce the Freyer model to the student by showing him the worksheet and explaining what will go in each box.
- I will demonstrate how to fill the model by thinking aloud while I fill out the worksheet starting with “International Law”. I will read the definition out loud and say, “How can I put this into my own words? I think it is easier to say ‘rules that are agreed upon that everybody has to follow’ so I will write this below the definition.”
- Next, I will fill out the characteristic box by looking at the definition and referring to information I found in the article as well as any basic background knowledge that might apply.
- I will think aloud while I fill out the Non-examples and Examples box. Specifically for the examples box, I will refer to examples found in the article such as the United Nations, Security Council and European Union.
- I will confirm that the student understands the model by asking, “Do you see how we were able to use what read in the article to fill this out?” and “What does International Law mean to you know that we did this?” If the student understands, I will move to guided instruction with the next model. If not, I will do one more example.

Guided Practice-

- I will say, “Let’s try to next model together” and will present the model of for “Self-determination” and ask that the student read the definition out loud.
- Next, I will ask, “How can you put that in your own words?” I will add my version to of the definition in my own words so that we can figure out together what to write there. This is to make sure the student is on track.
- I will ask the student, “What characteristics do you think apply to self-determination?” We will write these down.
- Next, I will say to the student, “What non-examples did we read about in the article?” Kosovo, Chechnya, and (partially) Ukraine can be pulled from the article. If the student is struggling, we will refer back to the text.
- If necessary, I will review the key countries involved in the article to help the student fill out the boxes for both the non-examples and examples.
- For each box, I will question why the student chose to put something in example or non-example to ensure he understands why. It is quite possible that something could be both an example and non-example. For example, Ukraine has self-determination, but some groups within Ukraine might not. It is more important that the student understand why he chose to write it under each.
- I will review the concept of self-determination to make sure the student understands. If the model is applied correctly, the student should be able to explain it to me at this point of the lesson. If not, we can review the model or try the model again with another example.

Independent practice

- I will have a model for “Democracy” available for the student. This term was chosen for independent practice because it is likely something the student is more familiar with. I will have the student read the definition out loud and ask him to put it into his own words like we did before. I will confirm what he writes to make sure that he is on the right track before moving onto the next box.
- I will have the student fill out each box independently as we did before, monitoring in between by asking him to tell me what he chose.
- Afterwards, I will ask the student to explain what democracy means to him now that he has filled out the model.

(I would like to also do a model on “Nation-State” but it is likely that this will be difficult for the student. I might do it as a guided instruction. I think it would be an effective way to draw together the three other concepts so that we can have discussion afterwards.)

Closure:

- At the end of the lesson I will review with the student how we used the Freyer model to understand the situation in Crimea better as well as confirm our understanding of the terms. I will ask him some questions to get his opinion on the situation and use follow up questions that encourage him to refer to the terms we covered in forming his opinion. This will show that the lesson was successful.

Thinking About Assessment:

8. Type of assessment

The assessment for this lesson will be formative. I will be monitoring the students understanding throughout the lesson. I will also have a few discussion questions at the end that are drawn from the article. For example, “What would you do if you were a Crimean of Russian background? How about a Tatar, the minority in Crimea?” The discussion will be key to confirming the students understanding.

9. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)

“World rejects Crimea’s pro-Russia referendum” *The Day*, 18 March 2014.
Freyer Model with terms and definitions, extra copies (blank)

10. Reflection:

This week, I had a different student who I had worked with before in the first lesson. This impacted the lesson in several ways, but adjustments were made to make the lesson successful. The student, [Student A], is reserved and had difficulty with some of the reading. Right from the start, he was very hesitant. I could tell by his body language that he was insecure about the lesson. I was concerned at first that he would not be able to grasp the material enough for the lesson, but in the end he at least seemed to have an understanding to have a substantial discussion.

I knew that I would have to again review the events in Ukraine. I asked him if he knew anything about what was going on and he told me did not. Conveniently, there was a world map that I somehow noticed out of the corner of my eye and was able to get up and point out the places while I described what happen. (Thank you awesome teacher that put a map on your wall!) This turned out to be the hook in some way to get him engaged. When we sat back down, he seemed more relaxed. I do not have a learning style inventory on him, but I would

infer that visuals help him. When I made a joke about how crazy it is that Russia is going to have this place that is not even attached to it as part of its country now, he nodded and even laughed a little bit.

We read the article together, I could tell by him stumbling over some of the words that he was having trouble with some of the language. This was okay because we were in fact focusing on a vocabulary strategy. I imagine that there were probably more words than we covered that he did not understand, but the student is reserved. As we were not doing a close reading, it would not have made sense to go back to every word. For the purposes of the lesson, just a basic understanding of the situation would allow the lesson to continue.

The direct instruction part of the lesson went smoothly. I realized as I was filling out the Freyer model though, that I was trying not to pull too much from my background knowledge too much as the student did not necessarily have this and I had to try to find information from the article. This was done successfully, but perhaps I could have chosen a different term for the direct instruction. A term that either had more information from the given text, or something that the student would have more background knowledge on.

The guided practice went pretty smoothly. I was able to draw some of the information to fill out the chart from the student by using guided questions. We referred back to the text when thinking of examples and non-examples of self-determination. There was some scaffolding needed, but we were able to fill out the model.

For the independent practice, [Student A] hesitated to put the definition into his own words. I think this was not that he did not know what democracy was, but perhaps did not know how to put it into words. Also, I think his confidence was also a factor. In the end, the independent practice was still somewhat guided. This did not surprise me completely, because I knew this from a prior lesson from him. It is interesting because his whole personality and learning style is very different from the other student I had been working with. I could see how in a classroom setting, it might be difficult to adjust a lesson to accommodate these very level different students.

For non-examples of democracy, he suggested capitalism. When I asked him why, he gave me a description of communism. This was interesting because he knew what he was saying, but confused the terms. It shows how all the terms in social studies can get jumbled up for student. This also shows how a vocabulary lesson in a social studies class can be useful.

As I kind of expected, I realized that the model for Nation-state would have to be more guided. Though, [Student A] did give me some unexpected non-examples that worked. He suggested religion, which was interesting because while religion can be shared within a nation-state, it does extend beyond borders. In reflection, nation-state was not a good term to use, or perhaps I should have used it in my direct instruction as it was valuable to the lesson, but beyond the grasp of the student.

[Student A] and I were able to have a discussion about Crimea. By the end of the lesson, he had a strong enough grasp of what was going on to express some opinions. After I finished the lesson, we still had some time, so I took some of the questions from the article and talked to him about it. One of the questions was, "Is democracy always a good thing?" and I was surprised at his answer because it showed some understanding of the challenges of democracy. He said that in democracy, there are social classes and that is not fair. We also discussed a quote at the end of the article, "A majority decision is often the wrong decision." He understood that the decision of the majority in Crimea

meant that some people would have to move, which was unfair to them. By the end of the discussion, we had pretty much reached the conclusion that the whole situation is just plain complicated.

I think if I were to do a lesson with the Freyer model again, I would use less terms. With history, the content language can be very confusing because it can mean different things in different situations. Also, a lot of time can be spent on one term. I could have done the whole lesson on self-determination alone.

World rejects Crimea's pro-Russia referendum

On Sunday, 96.8% of Crimean voters said they wanted to leave Ukraine and join Russia. So why has this decision at the ballot box been rejected by a majority of the world's nations?



Back in the USSR? Jubilant crowds wave flags as Crimea votes to rejoin 'mother Russia'.



There have been wild celebrations across the Crimean peninsula. Crowds waving Russian flags have been out in the streets of the capital, Simferopol. Yet Barack Obama has said that despite the overwhelming result of Sunday's vote, it 'would never be recognised' by the United States.

The European Union has also rejected the poll's validity and both the EU and the US are pressing on with economic sanctions against Russia and travel restrictions on its leaders. A US-drafted motion presented to the Security Council of the United Nations to reject the referendum failed only because Russia used its power of veto.

Yet what non-violent means, other than a referendum, does any population have to express their wishes about such an issue?

The problem is the circumstances under which this hurried poll was held. Crimea is part of Ukraine and is under military occupation by its neighbour Russia.

Minorities, like the Muslim Crimean Tatars, who fear possible discrimination under Russian rule, have boycotted the poll. Reports say that anti-secession Crimeans have been afraid to demonstrate and some have already left the territory under threats of violence.

Nearly a century ago the winning forces in the first world war met at the Paris Peace Conference to rebuild the post-war world. Four great empires had fallen – the Austro-Hungarian, the German, the Russian and the Ottoman – and many nationalities were clamouring to take control of their own destinies and territory. The principle of 'self-determination' – the right of nations to freely choose their sovereignty without foreign interference – was used to reshape Europe (though far less so the Middle East).

After the second world war self-determination became the leading principle in international law and part of the founding Charter of the United Nations. And

it remains so, despite hard cases like Kosovo, which the West backed with military force in 1999 when it wanted to secede from Serbia.

THE PEOPLE'S RIGHT TO CHOOSE

Those who insist that the Crimean referendum is legal and valid, despite the Russian involvement, say the West is being too fussy. Surely they don't believe the Russian majority in the Crimea would ever vote to stay in Ukraine?

Others say that this violation of such a basic element in international law cannot be ignored. And particularly by such a powerful state as Russia, which continues to proclaim its rights as protector of the Russian-speaking populations in many of its neighbouring countries. If Vladimir Putin is such a supporter of self-determination why is it only for those who wish to join the Russian Federation and not for those, like Chechnya, who want to leave?

Q & A

Q Does international law matter? Don't states just do what they like if they think they can get away with it?

A Certainly in the past states were laws unto themselves and no one could easily interfere with them, except by using military force. But in modern times

international law has increasingly regulated their behaviour by defending human rights and setting accepted standards. But some nations invade others when the legal position is murky: its opponents say the Iraq war was illegal, but its supporters say it was justified, for example.

Q So this matters to all of us?

Yes. If the world condemns Russia but it 'gets away' with annexing Crimea, some

will say international law cannot be enforced. Others say the West also defies the law sometimes. And these arguments can affect any nation.

SOME PEOPLE SAY...

'A majority decision is often the wrong decision.'

WHAT DO YOU THINK?

► World rejects Crimea's pro-Russia referendum

WORD WATCH

Security Council – The body in the UN with the highest authority: if it passes a resolution by approving a motion, it means the world has decided for or against something, or to condemn it. But the five permanent members, Russia, the US, the UK, France and China must all agree. This is

impossible if the motion condemns one of them.

Kosovo – Kosovo had long been part of Serbia, but with a majority Albanian population. A separatist rebel group, the KLA, was formed in 1991 and fought against the Serb military. By 1999 this had become a major civil war and controversially Nato's forces intervened to prevent supposed genocide of

Albanians by Serbs (without the support of the United Nations). It became a UN protectorate and unilaterally declared its independence in 2008. It has still to become a member of the UN and many states do not recognise it.

Chechnya – Chechnya has tried twice to leave the Russian Federation and on both occasions Russia has fought long and brutal wars to keep it.

YOU DECIDE

1. Is democracy always a good thing?
2. How would you define a region that might 'self-determine'? Do its members need to speak the same language?

ACTIVITIES

1. Imagine your class can vote to create a breakaway unit apart from your school: create a spokesman for unity and a spokesman for separation. Debate then vote.
2. Research how many new nation-states were created after the first world war from the collapse of the empires. How many of them still exist? And how many have split even further?

 **BECOME AN EXPERT** Check our website for a selection of useful links to videos and further reading.



CHARACTERISTICS

DEFINITION

The process by which a country determines its own statehood and forms its own allegiances and government.

A country that wants to be independent.

Democracy
National identity
International law

Self-Determination

EXAMPLES/MODELS

NON-EXAMPLES

United States
Russia
Canada
United Kingdom
France

Cuba
Parts of Ukraine
Venezuela
Chad

CHARACTERISTICS

DEFINITION

"A system of government by the whole population or all the eligible members of a state, typically through elected representatives."

Independent body of people who can vote

Independent
& free
Social classes
Elections

Democracy

EXAMPLES/MODELS

NON-EXAMPLES

California
Washington
France
EU/EEA/European Union

~~Capitalism~~ Communism
China
Cuba
King
dictator

DEFINITION	CHARACTERISTICS
<p>"A body of rules established by custom or treaty and recognized by nations as binding in their relations with one another."</p> <p>Rules that everybody has to follow</p>	<ul style="list-style-type: none"> - Universally agreed - Protects human rights
EXAMPLES/MODELS	NON-EXAMPLES
<p>United Nations European Union Russian Federation</p>	<p>Genocide Certain wars</p>

International Law

DEFINITION

"A sovereign state whose citizens or subjects are relatively homogeneous in factors such as language or common descent."

A country of people who ~~live in~~ ^{share the} same identity

CHARACTERISTICS

Languages
Country
Shared land
music
name
Border

Nation-State

EXAMPLES/MODELS

U.S.
Russia
Greece
Ukraine

NON-EXAMPLES

~~Religion~~ Religion
Ideas (are bigger)
Town
States
Crimea