

Figure 3.11: American History Lesson

American History Lesson: The Cold War

The students collaboratively investigate the Cold War through problem-based learning.

UDL Applications

- Representation

The learners jigsaw and research the following topics to discover text-based evidence:

- ♦ Korean War and the 38th parallel
- ♦ Central Intelligence Agency
- ♦ Lockheed U-2 spy plane
- ♦ Domino theory
- ♦ Berlin Wall and Berlin airlift
- ♦ Cuban missile crisis

- Action and Expression

- ♦ Students receive templates and advanced concept maps, such as from the Freeology website (<http://freeology.com>), to preview and organize the information they are learning.

- Engagement

- ♦ Students are engaged in problem-based collaborative work with assigned roles (such as focuser, recorder, presenter, and fact-checker). Students rotate to visit different groups to hear about each other's collaborative work.

UbD Applications

Students relate the Cold War topics they research to current events in the various locations. Students are privy to lesson objectives and how they will be assessed on desired learning outcomes.

RTI Applications

Tier 1: The whole class receives an overview of the Cold War in parallel groups. One group organizes a time line, and another group discusses a curriculum video, *Truman: The Beginning of the Cold War* (PBS LearningMedia, n.d.).

Tiers 2 and 3: Some students receive small-group instruction with a reading interventionist for reading and writing skills to better extract and organize the social studies facts and concepts. Instruction occurs in a literacy study-skills session before school. Tier 2 occurs on the same reading level two times each week, while Tier 3 occurs daily with simplified text and increased visuals. Students who lack prior knowledge can categorize and sort visuals and sentence strips that organize details and cause-effect events into categories, such as political, economic, and military.

Rigor

Each student chooses an avatar on Class Dojo (www.classdojo.com), which reinforces positive behavior with a chart that awards points.

Monitoring

The teacher monitors the students as he circulates to the cooperative groups to ensure that the academic objectives and behavior are appropriate. The students are assessed on the final product of a poster and their oral presentation. As an exit card, learners offer two facts on each Cold War event.

Individuality

Students receive a digital version of the social studies text and have opportunities to activate text-to-speech tools when researching online sites.

Source: PBS LearningMedia. (n.d.). Truman: The beginning of the Cold War [Video file]. Accessed at www.pbslearningmedia.org/resource/pres10.socst.usb.now.coldwar/the-beginning-of-the-cold-war-on-August-23,2016.