**Liani Calvo**

**Secondary Social Studies Program Lesson Plan**

**Unit: Latin America**

**Lesson Title: Two Sides to Every War**

**NCSS Themes: (multiple)**

1. Global Connections (9): This lesson addresses connections between different countries and the cause and effects.
2. Individuals, Groups, and Institutions (5): This lesson explains how individuals affect certain groups and institutions.
3. Power, Authority, and Governance (6): This theme helps to address how an individual or groups went about attempting to gain power.

**Florida Sun Shine State Standards: (multiple)**

SS.3.G.2.1

Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).

SS.912.W.1.4

Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.A.4.2

Explain the motives of the United States acquisition of the territories.

**Common Core State Standards: (focus on 1-2)**

LAFS.910.RH.3.8.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Objectives:**

1. The students should be able to explain why Cuba became very interesting to many Americans outside of government in the late 1830s and early 1840s.

2. The students should be able to differentiate between legal and illegal means of acquiring or liberating foreign territories.

3. The students will describe and explain President Franklin Pierce’s plan to acquire Cuba, why it failed, and the consequences of that failure for continued American interest in Cuba thereafter.

**Materials/Equipment**

1. “Two Sides to Every War” PowerPoint

2. Loose leaf paper

3. Smart board/ Projector

4. Laptop/ Computer

5. Teacher’s Notes

6. Copies of “Reading: By Hook or by Crook: American Efforts to Acquire or Liberate Cuba, 1848-1855

7. Copies of “Capture Sheet” that corresponds with the reading above.

8. Copies of “Two Sides to Every War: Mr. Polk’s War & The North American Invasion”

**Procedures**

*Lesson Opener or Hook –*

* Have the students take out a sheet of paper and journal on the prompt that will be on the board.
  + “Identify one think you think you know about Cuba and, if possible, one reason why Cuba might have been of interest to Americans since at least the middle of the 19th century.”
* Have a mini class discussion on what the students wrote about.
  + What were some of your answers?
  + Discuss different facts about Cuba.

*Main Activity One -*

* Go over “Two Sides to Every War” PowerPoint slides.
* Ask students if they have any questions throughout the presentation.
* Read “Two Sides to Every War: Mr. Polk’s War & The North American Invasion” with the class.
  + After each mini section, discuss what is being said in the reading.

*Main Activity Two –*

* Have students independently read the handout, “Reading: By Hook or by Crook: American Efforts to Acquire or Liberate Cuba, 1848-1855”.
  + Have students analyze the reading by having them underline information that they believe to be important.
  + Have students circle words that they are not familiar with
    - Have the students define these words in class if there is time, if not, have them bring it in for homework.
* Have students get into pairs to fill out the Capture Sheet that corresponds with the reading.
  + Students will need to write where in the reading they found their answers to the questions.

*Conclusion –*

* Exit Slip
  + Have students write an “Exit Slip” with three things you learned, two things you still want to know, and one question you still have on the lesson.

**Modifications**

*Modifications for Students with Special Needs*:

1. For a student with special needs, I would sit them near the front of the classroom so they will be able to see the PowerPoint more clearly.
2. A printed version of the PowerPoint will be given to the students with special needs so they can take it home and study with their parents on their own.

*ELL Strategies:*

1. Students will be able to pair up with a non-ELL student to read “Reading: By Hook or by Crook: American Efforts to Acquire or Liberate Cuba, 1848-1855” instead of reading it individually.
2. Students will be allowed to use a Spanish/English dictionary (or any language they speak) while writing the exit slip or any other written assignments.

Language Outcomes: Two words that students should be familiar with are “liberate” and “independence”.

**Technology:**

A PowerPoint is projected onto the screen that has visuals.

**Student Evaluation/Assessment**

I will be able to evaluate the students through the “Capture Sheet” and exit slip.

**Teacher Evaluation/Teacher Reflection**

How will you evaluate the lesson? This is informed by the evaluation above and your own teaching reflection. Now is a time to be creative and develop a system that works for you.

**MIVCA** (Explain how these apply need to have more than one for each lesson – ideally all of them)

Meaningful: It is meaningful because many of the students’ families that are in Miami are from Cuba or they know people that are from Cuba.

Integrative: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Values-Based \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenging: The reading is challenging to read.

Active\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix**

**Citation**

Foreign Relations of the United States. U.S. Department of State, Office of the Historian. “By Hook or By Crook: American Efforts to Acquire or Liberate Cuba, 1848- 1855.”