



Teacher-to-Teacher

Video Series
for Secondary Educators

TITLE: Multiple Mode Teaching Methods

PRIMARY SUBJECT AREAS: Civics, United States History

GRADE LEVELS: All grade levels

OVERVIEW: Various games will be used to reinforce Key Concepts that are in the *Social Studies Teacher's Guide for Statewide Assessment* in Civics Benchmark C-1C-H2. The lesson examines the means by which the United States upholds national security, protects its economic welfare and strategic interests and attains its foreign policy objectives (e.g., aid, sanctions, embargo, treaties). Key Concepts that involve foreign policy positions of the United States included in this lesson are: isolationism, neutrality, peace keeping, protectionism, strategic interests, human rights, national security, foreign aid (humanitarian, economic, military), Washington's Farewell Address, and the Monroe Doctrine.

APPROXIMATE DURATION: One 50-minute class period

LOUISIANA CONTENT STANDARDS:

<http://www.doe.state.la.us/DOE/asps/home.asp?I=CONTENT>

Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.

Civics Citizenship and Government

- C-1C-H2 analyzing the major foreign policy positions of the United States and evaluating their consequences
- C-1C-H3 explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system
- C-1A-H6 examining major responsibilities of the national government for domestic and foreign policy

Civics

- GLE 6 Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government (C-1A-H3)
- GLE 19 Analyze responsibilities of the federal government for domestic and foreign policy (e.g. monetary policy, national defense) (C-1A-H6)

GLE 46 Assess the extent to which a given U.S. foreign policy position has helped or hindered the United States' relations with the rest of the world (C-1C-H2)

Economics

E-1B-H4 analyzing the causes and consequences of worldwide economic interdependence

Free Enterprise

GLE 39 Explain the causes of global economic interdependence (E-1B-H4)

United States History

H-1B-H10 explaining the changing role of the United States in world affairs through World War I

H-1B-H12 analyzing the causes, developments, and effects of the Great Depression and the New Deal

H-1B-H13 analyzing the origins, course and results of World War II

H-1B-H14 examining and summarizing key developments and issues in foreign and domestic policies during the Cold War era

H-1B-H18 discussing and demonstrating an understanding of recent developments in foreign and domestic policies

United States History

GLE 29 Explain the U.S. policy of imperialism and how it increased U.S. involvement in world affairs (H-1B-H10)

GLE 36 Identify the causes of the Great Depression (e.g., over speculation, Stock Market Crash of 1929) and analyze its impact on American society (H-1B-H12)

GLE 37 Explain the expanding role of government as a result of the Great Depression and the New Deal and analyze the effects of the New Deal legislation (H-1B-H12)

GLE 38 Describe the conditions that led to the outbreak of World War II (H-1B-H13)

GLE 44 Analyze the conflicts that resulted from Cold War tensions (e.g., Vietnam War, Korean War) (H-1B-H14)

GLE 45 Describe the impact of the Cold War on American society and domestic policy (e.g., McCarthyism, Space Race) (H-1B-H14)

GLE 56 Describe the relationship of the United States and nations of the world in the post-Cold War era (e.g., Middle East conflicts, U.S. peace keeping) (H-1B-H18)

GLE 57 Identify recent trends in the U.S. economy and explain shifts in government policy designed to address them (e.g., NAFTA, global economy) (H-1B-H18)

GLE 58 Identify and explain recent domestic issues and reform movements (e.g., terrorism, energy, environment, war on drugs, education) (H-1B-H18)

Geography

G-1C-H6 analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth

Geography

- GLE 35 Analyze ways in which the distribution of economic systems relates to regional tensions or regional cooperation (e.g., North and South Korea) (G-1C-H6)
- GLE 36 Analyze the role of differing points of view and national self-interest in disputes over territory and resources (e.g., oil, water, boundaries) (G-1C-H6)
- GLE 37 Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) (G-1C-H6)

TECHNOLOGY STRATEGIES:

<http://www.doe.state.la.us/DOE/LCET/curric/cats.asp>

Technology Communication Tools (*Communication Foundation Skill*)

Technology Problem Solving and Decision Making Skills (*Problem Solving Foundation Skill*)

Technology Productivity Tools (*Resources Access and Utilization Foundation Skill*)

Social, Ethical, and Human Issues (*Citizenship Foundation Skill*)

Basic Operations and Concepts

Technology Research Tools (*Linking and Generating Knowledge Foundation Skill*)

INTERDISCIPLINARY CONNECTIONS:

OBJECTIVES:

1. The learner will identify and describe ways in which United States upholds national security, protects its economic welfare and strategic interests, and attains its foreign policy objectives through aid, sanctions, embargoes, and treaties.
2. The learner will explain how domestic policies and constitutional principles of the United States affects its relations with the world and will assess the extent to which a given United States foreign policy position has helped or hindered the United States' relations with the rest of the world.
3. The learner will describe responsibilities of the federal government for domestic and foreign policy.

MATERIALS:

Social Studies Teachers' Guide to Statewide Assessment

Key concepts bell ringer activity

Key Concepts clipboard manipulatives

Key Concepts game

Textbook

Teacher made test

TECHNOLOGY CONNECTIONS:

Hardware: Video camera, digital camera, computers, scanner, printer, tape player/recorder, VCR, overhead projector, CD player, Internet, television, 35mm camera

Software: Britannica Software Encyclopedia Deluxe, Microsoft Encarta Encyclopedia 2000 Full Product CD-Rom 1U, TimeLiner, Inspiration

Web Sites:

Learning to Learn

<http://snow.utoronto.ca/Learn2/resources.html>

Learn more about learning styles

http://www.learning4liferesources.com/learning_style.html-49K

Quia

<http://www.quia.com>

BACKGROUND INFORMATION:

Prior to this lesson, students should be able to describe how the world is organized politically and explain how the interaction of political entities, such as nation-states and international organizations, affect the United States. Students should be able to analyze the responsibilities of the federal government towards foreign policy and explain the roles of Congress, the President, and the judiciary in regard to foreign affairs, and the roles of the National Security Council, the Joint Chiefs of Staff, and the Secretary of State in forming or carrying out foreign policy.

The student should be able to use a variety of media and formats to communicate and present information and have a working knowledge of the use of technology tools to enhance learning, increase productivity, and promote creativity.

LESSON PROCEDURES:

1. Introduction
2. Key Concepts Bell Ringer Activity - Activity that enforces classroom management and organization, addresses the different learning modalities of students, and reinforces the Key Concepts that coincide with the Benchmarks that are assessed, (*Social Studies Teacher's Guide for Statewide Assessment*). Upon entering the classroom, the students immediately begin working on the Key Concepts that are defined and found on the overhead projector. The bell ringers are a shortened version of the Key Concept that focuses on the main points of the definition.
3. Key Concepts Clipboard Activity - This activity further strengthens the Key Concepts that are addressed in the *Social Studies Teacher's Guide for Statewide Assessment*. The clipboards are manipulatives that contain the Key Concepts on one side and the definitions to those concepts on the

opposite side. The definitions touch on the main point of the definition. (See clipboard) This activity also addresses the various learning modalities of the students.

4. Notes - The students write the complete definitions of the Key Concepts into their notebooks.
5. Show and Tell Activity - Discussion of Key Concepts and their definitions. Pictures, photos, artifacts, short video clips, primary source readings pertaining to the Key Concepts are displayed, passed around the class, and discussed.
6. Primary Source Readings/Special Reading Assignments - Selected primary source readings and special selections are read and discussed. (Washington's Farewell Address and the Monroe Doctrine)
7. Internet Activity - Students will research assigned topics that address the Key Concepts for this Benchmark. Such areas of research include: isolationism, neutrality, peace keeping, protectionism, strategic interests, human rights, national security, foreign aid (humanitarian, economic, military), Washington's Farewell Address, and Monroe Doctrine.
8. Guest Speaker - Invite a person that is knowledgeable about United States foreign policy positions to speak to the class. Students will ask questions that pertain to their Internet activity assignment.
9. Student Reports - Students will present the results of their oral interviews, graphic organizers, Power Point presentations, posters, collages, mobiles, and timeline activities that address examples of United States involvement in foreign affairs since 1877.
10. Summarize and review - Review Key Concepts.
11. Teacher Made Test - Multiple choice and open response items that test the student's knowledge and understanding of United States' foreign policy objectives, interventions, and positions.

ACCOMMODATIONS/MODIFICATIONS:

1. Extended time - Students are given extra time to complete tests, assignments, projects, etc.
2. One-on-one teaching/learning - Individualized attention is given to the student with exceptional needs.
3. Peer tutoring - Fellow students tutor students with exceptional needs. This form of instruction reinforces the knowledge of the student that acts as the tutor.
4. Re-teaching for other modalities - Various forms of teaching methods are used to reach the different learning styles found in a classroom.
5. Oral presentations for auditory learner - Discussions, lectures, student reports, videos, tapes, interviews, and guest speakers serve to reinforce learning for the auditory learner.

6. Teaching in one modality and re-teaching in another - Different teaching techniques are used to successfully teach the different learning styles and meet the needs of the exceptional students.
7. Multi-sensory teaching – Hands-on activities are used to make learning fun and to teach to the different learning styles.
8. Cooperative grouping - Students are placed in groups to work on projects, to play games, and to do research.
9. Graphic organizers - Graphic organizers help students to make their thinking visible. Excellent activity for visual learners.
10. Auditory taping - Auditory taping is recorded for students with auditory disabilities as well as for auditory learners by teachers, Para educators, or peers.
11. Para assistance - Para educators work one-on-one with a specialized group of students as the teacher continues with the remainder of the class.
12. Assistive technology - The computer is used to reinforce skills. Such programs included *Compass* and *Skillsbank*.
13. Student response mode - Students demonstrate mastery of skills by using different response modes (verbal, written).
14. Note taker – A peer uses NCR paper is used to take sets of notes for the student with exceptional needs.

REPRODUCIBLE MATERIALS:

Key Concepts bell ringer activity
Key Concepts clipboard activity
Key concepts notes
Teacher made tests/Answer sheet

ASSESSMENT PROCEDURES:

Portfolios - Portfolios are a collection of samples of a student's work. These samples give a clearer picture of a student's achievements and progress. Portfolios may include projects, samples of work, tests, writing samples, artwork, student interviews, self-portraits, etc.

Rubrics - Rubrics as assessment tools are used as standards against which a student's work can be measured. The rubric is used to identify the qualities that the teacher expects to see in responses at several points along a scale. See *Scoring of LEAP 21* pages 77-79 in *Social Studies Teacher's Guide for Statewide Assessment*.

Research projects - Research projects are assessment tools that allow students to demonstrate their understanding of concepts and to apply the knowledge and skills that they have acquired. Usually an extended period of time is given to complete the project.

Checklists - Checklists are lists of things that are checked off by the observer in the course of the observation of a performance. Checklists are used to document standards and benchmarks that are attained and to keep a running list of what has been accomplished by the learner.

Anecdotal records and observations - Anecdotal records and observations are documented records of skills and behaviors. These observations and notes keep an ongoing record about a student's growth and progress.

Teacher-made tests -Teacher-made tests are evaluative devices that measure an examinee's performance in a specified domain and are scored using a standardized process. These tests are based on objectives and the content of a unit or course of study.

Group projects - Group projects allow the opportunity for cooperative learning. Members of the group are evaluated as a member of the group. It provides the student the opportunity to assess interpersonal skills.

EXPLORATION AND EXTENSION:

1) Art projects such as posters, mobiles, collages that display examples of United States foreign policy positions and involvement through out the world, past and present.

2) Time line projects that portray United States foreign policy involvement in events and activities that have occurred and are occurring throughout the world. Use *TimeLiner* software if you have it.

3) Oral reports or power point presentations. Working in pairs, students research foreign policy positions of the United States and evaluate the extent to which a given United States foreign policy position has helped or hindered the United States' relations with the rest of the world.

4) Interview. Students will question individuals about their opinions involving United States foreign policy positions (e.g., foreign aid, humanitarian, economic, military). The interview may be tape recorded, videoed, or written using the interview format sheet.

6) Cooperative grouping. Have students arrange their desks in groups of four. Cooperative grouping may be used for playing games that use the foreign policy positions of the United States Key Concepts or for specific projects concerning the United States' involvement in foreign affairs.

7) Students will construct graphs and charts that depict various statistics concerning foreign policy actions taken by the United States.

8) Students will create cartoons that illustrate foreign policy positions taken by the United States such as isolationism, neutrality, peace keeping, protectionism, strategic interests, embargoes, treaties, sanctions, human rights, and national security.

9) Students will complete a graphic organizer identifying, describing, and analyzing United States' foreign policy positions and involvement in world conflicts since 1877. Use *Inspiration* software if you have it.

RESOURCES:

Cayton, A., Perry, E., & Winkler, A. (1998). *America: Pathways to the Present*. Needham, Massachusetts: Prentice Hall.

Danzer, G., Klor de Alva, J., Krieger, L., Wilson, L., & Woloch, N. (1999). *The Americans: Reconstruction through the 20th Century*. Evanston, Illinois: McDougal Littell.

Ritchie, Donald A. (1999). *American History: The Modern Era Since 1865*. New York: Glencoe/ McGraw Hill.

REFLECTIONS:

After teaching this lesson, I found that I was able to meet the many different modalities that are found in a classroom. The bell ringer and clipboard activities address the needs of the tactile/kinesthetic learner. The many different photos, videos, Internet sites, and artifacts meet the needs of the visual learner. The stories, videos, student interviews, presentations, and guest speakers meet the needs of the auditory learner.

The games that are used to reinforce the Key Concepts are indeed a wonderful tool for teaching the at-risk learners and the exceptional needs students. I have used these games for the last eight years and have had wonderful success with them. Our GEE21 scores are proof that they do indeed work.

They make learning fun and exciting. I have found that when the students are excited about learning, the atmosphere in the classroom changes to one of success and love for the subject matter. Attitudes and behaviors become positive when the students see that they are able to learn and do well.

CONTACT INFORMATION:

Ann Trappey, Kentwood High School
Tangipahoa Parish
anntrappey@yahoo.com

Bell Ringer Activity

FOREIGN POLICY POSITIONS OF THE U.S.:

1. Foreign policy - A plan that a nation uses to deal with other nations.
2. National security - Foreign policy goal that tries to keep the country safe from attack or harm.
3. U.S. Foreign policy goals - National security, international trade, promoting world peace, democracy and human rights.
4. Isolationism - Policy that states that a nation should interact politically as little as possible with other nations so that it can exist peacefully by itself in the world.

In his Farewell Address, George Washington urged the United States to “steer clear of permanent alliances” with other nations. Thomas Jefferson warned against forming “entangling alliances” with foreign nations.
5. Protectionism - The policy of placing barriers in the way of trade among countries. A tariff is one such barrier. Saving domestic jobs is an argument in favor of protectionism.
6. Sanctions - Penalties against nations that have violated international law.

Sanctions show disapproval of the actions or policies of another country. Withholding loans, arms, or economic aid are used to force a foreign government to cease certain activities.
7. Embargo - A complete restriction on imports or exports of a particular good. Embargoes are often used for political reasons.
8. Diplomacy - The way in which a nation conducts relations with foreign governments.
9. Foreign Aid - Assistance given to help other countries (money, food, military assistance).
10. Alliances - Formal unions or agreements among nations.

<p>Sanctions</p>	<p>Protectionism</p>	<p>Isolationism</p>	<p>US Foreign Policy Goals</p>	<p>National Security</p>	<p>Foreign Policy</p>
<p>Penalties against nations that have violated international law.</p>	<p>The policy of placing barriers in the way of trade among countries. A tariff is one barrier. Saving domestic jobs is an argument in favor of protectionism.</p>	<p>Policy that states that a nation should interact politically as little as possible with other nations so that it can exist peacefully by itself in the world.</p>	<p>National security, international trade, promoting world peace, democracy and human rights.</p>	<p>Foreign policy goal that tries to keep the country safe from attack or harm.</p>	<p>A plan that a nation uses to deal with other nations.</p>

		Alliances	Foreign Aid	Diplomacy	Embargo
		Formal unions or agreements among nations.	Assistance given to other countries (money, food, military assistance).	The way in which a nation conducts relations with foreign governments.	A complete restriction on imports or exports of a particular good. Often used for political reasons.