# **Current Events Lesson:** Conflict in Eastern Europe

Grade: 7 <sup>th</sup>		Subject: World History
Materials: Textbook, note-taking apparatus		Technology Needed: Computer
Instruction	al Strategies:	Guided Practices and Concrete Application:
☐ Guide ☐ Socrat ☐ Learni ☐ Lectur ☐ Techn	ology integration   Modeling	□ Large group activity □ Hands-on □ Independent activity □ Technology integration □ Pairing/collaboration □ Imitation/Repeat/Mimic □ Simulations/Scenarios □ Other (list) Explain:
□ Other	(list)	The class will participate in group debate and discussions throughout the lecturing
Standard(s) WH.6_12.6 Explain how past events connect to the present.		Differentiation Below Proficiency:
Oktostica(s)		Students don't cooperate/ provide sufficient knowledge or
Objective(s) Students, by the end of the unit, will be able to identify the reasons		discussion points Above Proficiency:
that tensions in Ukraine are so high with Russia, why the U.S. has		The student showcased excellent knowledge/ contributed solid
stepped in, and what war in Ukraine could lead to globally as well as		discussion points during class debate
how things have come to be the way they are in Eastern Europe.  Bloom's Taxonomy Cognitive Level:		Approaching/Emerging Proficiency: Student shared some knowledge/ engaged in the class debate/ discussion with positive output
Expressing. Displaying, Articulating		Modalities/Learning Preferences:
		The debate and discussion times will allow students to
		understand how to properly apply the knowledge they garner from a lecture to a sufficient talk as well as defend any opinion
		they may develop about the topic
		and, may develop about the topic
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be moving to work with the side they choose to side with during debates. During discussion times the students will remain in designated seating.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)  Typical classroom behavior is expected during both lecture and debate/ discussion periods. Normal class rules will still apply during
iii ucsigiiat	cu scatting.	this lesson.
Minutes	Procedures	
0	Set-up/Prep:	
	No extra prep is needed in class. Normal classroom seating/ setup for class.	
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)  "Today class we will be discussing the events unfolding in Eastern Europe and connecting past issues of the region to what is happening now. Intermittently we will break off and either discuss a point or debate different topics pertaining to events either in the past or their connections to today."	
5-10	Explain: (concepts, procedures, vocabulary, etc.)  The lecture for the students will be a normal fact-based lecture with an emphasis on dates and events tied to those dates. Students will need to record notes on whatever they see fit for themselves as well as information they see necessary for discussing and debating topics of their choosing.	
30	Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life	
	experiences, reflective questions- probing or clarifying questions)  Throughout the lecture, I will stop and ask questions to either discuss as a class or to choose sides and debate for periods of time before moving on in the lecture. I will designate whether the topic is a simple discussion or a debated topic when halting the lecture each time. I plan on getting to one topic of each area with hopes of reaching more in a single class period.	

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### 5-10 Review (wrap up and transition to next activity):

Touch any final portion of the lecture necessary for the class period/mark where we are in the lecture for the next class. If discussing or debating at the end of class, finish the current point and wrap up the lesson for the day. Address any questions/concerns regarding the notes and/or the next class period.

Explain discussion/ debate reflection to be completed and turned in before next class period.

#### Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-

#### in strategies, etc.

The discussion topics will be useful in seeing how the students are grasping the content. Also, this allows them to verbally express how they may feel/ understand/ or even not understand certain topics/points.

#### **Consideration for Back-up Plan:**

Asking questions throughout the lecture to probe possible thought processes for the discussions/ debates.

## Summative Assessment (linked back to objectives) End of lesson:

A reflection of the debates taken part in during the class period. Students will submit this response before the next class.

#### If applicable- overall unit, chapter, concept, etc.:

An exam will be administered at the end of the overall chapter we are covering.

#### Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I chose this topic for the sole purpose of wanting to discuss the events occurring involving our nation, NATO, and Russia. This topic is great for the exploration of current events and touches upon a very vital current event right now. Plus, students of all ages should be encouraged to delve into the important everyday events going on in their world. (*Beal & Bolick, 2013, 63*) The analysis of current events is vital to the full development of students as concerned citizens. The understanding of current events assists the students in understanding their world at a deeper level.

# Resources

- Beal, C., & Dearson, Central Pub. Dept.
- *K-12 education content standards*. North Dakota Department of Public Instruction. (n.d.). Retrieved February 5, 2022, from https://www.nd.gov/dpi/districtsschools/k-12-education-content-standards