**\*\*Park Name**

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| --- |
| Eisenhower National Historic Site  |

**\*\*Lesson Plan Title (255 characters maximum)**

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| --- |
| Conflicts Eisenhower Faced  |

**Original Lesson Hyperlink**

|  |
| --- |
| <http://www.nps.gov/eise/forteachers/classrooms/conflict-lesson-4.htm>  |

**Editor**

|  |
| --- |
| Georgia Tsin  |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

|  |
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| In this lesson, students will analyze Eisenhower’s own works and the words of those who knew him. Students will then be able to answer the following essential questions: How can you describe Dwight Eisenhower’s life, career, and character? How did Eisenhower’s character influence how he viewed and dealt with conflict? |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_\_\_ Middle School: Sixth Grade Through Eighth Grade

\_X\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_x\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

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| <http://www.nps.gov/common/uploads/teachers/assets/images/ner/park/eise/185BD795-155D-451F-676753C0E6AE8319/185BD795-155D-451F-676753C0E6AE8319.jpg>  |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

|  |
| --- |
| President-elect Eisenhower visiting the Korean front, December 1952. |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to <http://www.corestandards.org/>**

|  |
| --- |
| **Select Grade Level: 9th-10th Select Subject Area: English Language Arts Standards** **Check off Common Core Standards:** [CCSS.ELA-LITERACY.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| **Select Grade Level: 11th-12th Select Subject Area: English Language Arts Standards** **Check off Common Core Standards:** [CCSS.ELA-LITERACY.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| **Select Grade Level: 9th-10th Select Subject Area: English Language Arts Standards** **Check off Common Core Standards:** CCSS.ELA-LITERACY.RI.9-10.7Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |

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| **Select Grade Level: 11th-12th Select Subject Area: English Language Arts Standards** **Check off Common Core Standards:** [CCSS.ELA-LITERACY.RI.11-12.7](http://www.corestandards.org/ELA-Literacy/RI/11-12/7/)Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |

**\*\*State Standards:**

|  |
| --- |
| **Select State:** Pennsylvania **Select Subject:** History **Select Grade Level: 9th,, 12th** **Check off State Standards:** 8.3.9.D and 8.3.12.D: Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1878-1914 and 1890- Present. Domestic Instability, Ethnic and Racial Relations, Labor Relations, Immigration and Migration, Military Conflicts. |

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| --- |
| **Select State:** Pennsylvania **Select Subject:** History **Select Grade Level: 12th** **Check off State Standards:** 8.3.12.A: Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present. Political Leaders; Military Leaders; Cultural and Commercial Leaders; Innovators and Reformers.  |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_x\_\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or

summarize the ideas in own words.

\_x\_\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a

prior experience.

\_x\_\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_x\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build

relationships for NEW situations.

\_x\_\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and

criteria to support opinions and views.

**Learning Styles (Check As Many as Apply)**

There are many ways for students to learn and show what they have learned. Different learners have different styles that are dominant. The more learning styles represented in lesson, the more students the lesson will reach. Consider the student tasks within the lesson. Then check off learning styles represented.

\_\_x\_ **Visual/Spatial:** Learning or showing understanding through pictures, images, and space.

\_x\_\_ **Auditory/Musical:** Learning or showing understanding through sound and music.

\_x\_\_ **Verbal/Linguistic:** Learning or showing understanding through spoken or written words.

\_\_\_ **Physical/Kinesthetic:** Learning or showing understanding through your body, hands and touch.

\_\_\_ **Logical/Mathematical:** Learning or showing understanding with logic, reasoning, and systems.

\_x\_\_ **Interpersonal:** Learning or showing understanding through working in groups or with others.

\_x\_\_ **Intrapersonal:** Learning or showing understanding through working alone and use self-study.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

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**Lesson Duration**

 **Time to complete this lesson plan in minutes (25 characters maximum)**

|  |
| --- |
| 90 minutes  |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| --- |
| This lesson is part of a unit on Dwight Eisenhower. This is the fourth lesson in the unit and focuses on the character traits held by Eisenhower that led to effective conflict resolution skills.  |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

|  |
| --- |
| 1. Character – The set of qualities that make up an individual’s personality.
2. Conflict - a serious disagreement or argument, which is usually long lasting.
3. Resolution - the action of solving a problem, dispute, or argument.
4. Trait - a distinguishing quality or characteristic, typically one belonging to a person.
 |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| 1. Decide whether to plan mixed-ability groups ahead of time or allow students to choose groups for the quote analysis and group debrief.
2. Make one copy for each student of all materials including: “Eisenhower and His Times” Timeline, “Eisenhower and His Times: Quote Analysis” graphic organizer, “Eisenhower and His Times: Group Debrief” worksheet, and “Inspired by Ike” assessment.
3. Students will need a highlighter, a pencil, and possibly art supplies.
 |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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| 1. Ask students to take out a piece of paper and write a short description of a children’s story or movie. Ask the students to identify which characters were the “good guys” and which characters were “bad guys”? How could they tell?
2. Explain to students that in real life, it’s not always so “black and white”. Real people are not purely “good” or “bad”, but instead a mix of both. Explain that today they will be looking at the actions and statements of Dwight Eisenhower. Even though Eisenhower was a great leader, he also has shades of gray. They will be identifying what character traits he held and how he used those character traits to resolve conflicts peacefully.
 |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc. Make sure your lesson includes new content (information, readings, powerpoint, facts, etc) and something for students to do with that content (lab, simulation, activity, game, primary sources etc).**

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| 1. If you completed lesson 3 in the Eisenhower Years Unit, say to students, “In our last lesson, we learned about the times that shaped Eisenhower.”
2. Explain, “Today, we are going to learn about how Eisenhower shaped his time. To do that, we need to understand something of Eisenhower’s character – as well as his style in resolving conflicts.”
3. Hand out the “Eisenhower and His Times” Timeline. Ask students to look through the timeline and highlight any conflicts that Eisenhower was involved in. Ask students to share the conflicts they identified.
4. Then, explain to students that they will now look at Eisenhower’s quotes to better understand how he used his personality and character traits to resolve conflicts. These quotes are identified on the timeline through italics.
5. Hand out the Quote Analysis graphic organizer. Read directions at the top of the graphic organizer.
6. *Optional:* Complete one quote analysis as a group to establish expectations. Begin by asking students to choose one quote to read out loud and analyze as a group.
7. Give students 15-20 minutes to analyze the quotes. This can be done individually, in pairs, or in small groups.
8. After analyzing quotes, ask students to get into a new group of three. They should not be working with any students with which they completed the quote analysis. Hand out the Group Debrief questions.
9. Give the students 5-10 minutes to debrief the quote analysis. Then, ask each group to share their findings with the goal of understanding that Eisenhower’s personal character was a central element in his success in resolving conflicts.
 |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

|  |
| --- |
| 1. Hand out the “Be Inspired by Ike” directions.
2. Give students 150 minutes to demonstrate their understanding by completing “Be Inspired by Ike”.
3. If time, ask students to do a gallery walk to see other students products.
 |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

|  |
| --- |
| Eisenhower and His Times Timeline  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| This timeline includes the life events and quotes by Dwight Eisenhower. This timeline will be used for quote analysis.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #2**

**Title (255 characters maximum):**

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| --- |
| Eisenhower and His Times: Quote Analysis  |

**Summary (how does the material function in the lesson?):**

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| --- |
| This graphic organizer will be used to analyze the quotes and life events of Dwight Eisenhower.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #3**

**Title (255 characters maximum):**

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| --- |
| Eisenhower and His Times: Group Debrief  |

**Summary (how does the material function in the lesson?):**

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| --- |
| These questions will be answered in a group to debrief the quote analysis.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

|  |
| --- |
| Inspired By Ike |

**Summary (how does the material function in the lesson?):**

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| Students will create a product based on Eisenhower’s life events and character to demonstrate knowledge.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| --- |
| 1. Practice analysis of several quotes as a group prior to allowing students to finish analyzing the quotes independently.
2. Limit the number of quotes required for analysis by each student.
3. Select the quotes in advance that are the most straightforward for students to analyze.
4. Create two different mixed-ability groupings: one for the quote analysis and one for the group debrief.
 |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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| Point out that this time line emphasizes times when Eisenhower worked to resolve conflicts peacefully. Say, “There are other occasions when Eisenhower did not use peaceful conflict resolution.” Assign students to research one of the occasions during his Presidency when Eisenhower and the United States did not resolve conflicts peacefully and find a quote that represents this conflict to share with the class.  |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

|  |
| --- |
| <http://www.nps.gov/museum/exhibits/eise/imgGal.html>  |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

|  |
| --- |
| Eisenhower Years Unit: Lesson 1: [Conflict and Its Resolution](http://www.nps.gov/eise/forteachers/classrooms/conflict-lesson-1.htm), Lesson 2: [Causes of International Conflict](http://www.nps.gov/eise/forteachers/classrooms/conflict-lesson-2.htm), Lesson 3: [Eisenhower and his Times](http://www.nps.gov/eise/forteachers/classrooms/conflict-lesson-3.htm), Lesson 5: [How Would Eisenhower Have Handled It?](http://www.nps.gov/eise/forteachers/classrooms/conflict-lesson-5.htm)  |