

## Unit Plan Procedures

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Grading Period ☐ Q1 Unit Title/ Theme Problems in North Korea

Subject/ Grade Level ELA/S. Studies 9

**Opening/ Hook:** Students will be greeted and told that they are a part of the situation room at the White House and then asked if they have heard about the issues that are occurring in North Korea.

Students will be then be told that they will be participating in an activity that will allow them to be in a role of a White house advisor and they will be researching and providing information to the president on how to handle the issues that are occurring.

Before we begin with our assignments I would ask the class do they know what the crisis is about? Students will also be asked what is going on in North Korea and East Asia that could cause for the United States to be concerned?

### Lesson: Introduction (I DO)

I will begin to have student brainstorm under the topic situations in North Korea.

### Lesson: Guided Practice (WE DO)

As a class students will be given a handout that specifies for them to create a timeline to choose ten dates that are most important to tell the story of the North Korean Nuclear Weapons Program. Students will share their events with the class.

### Lesson: Independent Practice (YOU DO)

With those dates that they have gathered, the students will be asked to discuss these questions:

What would you say is the nature of the problem facing the United States?

Why do you think North Korea is behaving this way?

### Formative Assessments:

Informal: Students will be asked to present their findings to the (teacher/president) on what we should to figure out how to handle the Korean problems.

Formal:

Post test

### Technology Integration:

- ☐ Laptops
- ☐ Projector
- ☐ PowerPoint

### Resources & Materials:

- ☐ Photos
- ☐ News Article

### Differentiated Instruction:

- ☐ \_Extended Time\_

### Key Vocabulary:

- ☐ Diplomacy
- ☐ Policy
- ☐ Detonation
- ☐ Sanctions
- ☐ United Nations Security Council
- ☐ Intercontinental ballistic missiles

**Standards/ Benchmarks Covered:** CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. CCSS.ELA-LITERACY.RH.9-10.2 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.

**Lesson Goal:** By the end of this lesson, students will be able to write in a structured form about the North Korean Missile Program

**Clear Learning Targets: (I Can Statements)**

☐ Explain the North Korean Missile Program

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☐ \_\_\_\_\_

☐ \_\_\_\_\_

**Prior Knowledge:**

(What students already know)

Students are somewhat aware of that there are issues in North Korea with their leader along with the government and nuclear weapons.

**Common Misconceptions:** (What students might not understand or struggle with)

How to locate information on the North Korean crisis and also mixing up the issues in North Korea and mistaking it for South Korea.

Notes/ Professional Reflection Post Lesson: