Lesson Title: The Monroe Doctrine

Teacher: Grant Ringerwole

Date:

Duration: 70 Minutes

Grade/Class/Subject: 9-12/3rd American Culture

Unit/Theme: Lesson 7

Content Area Standards:
- Evaluate the causes and effects of the Monroe Doctrine

Priority English Proficiency Standards:
- WMT: Write appropriate English in many situations in school
- RMT: Read and understand English in many situations at school
- LMT: Listen and understand English in many situations at school
- SMT: Speak English in many situations at school

Content Objectives:
- Students will be able to...
  - LT4: Describe American Foreign policy during the early 1800’s

English Language Development Objectives:
- R: Demonstrate comprehension of simple text
- L: listen to oral directions
- W: Write one or two simple paragraphs using simple sentences and conventions of standard English
- S: Speak with increased fluency & fluency to convey ideas with appropriate rhythm and stress.

Materials:
- Apple TV/projector, Lesson 7 packet, political cartoons

Key Vocabulary:
- Monroe Doctrine, foreign policy, financial, coop

Connections: Activating Prior Knowledge/Building Background/ Previous Learning (e.g., links to experience, prior knowledge, etc. Links to learning)

Accommodations/Modifications for students with disabilities:
- Step by step directions, reread and explain directions, modeling, peer assistance

| Meaningful Teaching or Learning Activities | Assessment/Next Step Planning | Adaptation of Content |
Students will begin working on their warm-up. This warm up reviews the previous day’s material. Students will write the warm-up in their folder, and the class “Chiefs” will pick people to answer the questions, and review them with the class.

1. Students will turn to page 19 in their folders. Today, each student will be given a political cartoon that shows a different point of view on about the Monroe Doctrine. First, as a class we will evaluate a political cartoon. While looking at the cartoon, we will be looking for answers to each question: “What do you see? Who do you see? What is happening? Where is it?” As a class we will then discuss whether the cartoon depicts the Monroe Doctrine as positive, or negative.

2. Students will be split into their groups, and each group will be given a different political cartoon. They will then need to answer the questions from the first section, and determine if the Monroe Doctrine is depicted positively, or negatively in the cartoon.

3. Students will then pass their cartoon to another group, and they will repeat step 2. After a few minutes, they will switch a second time (total of 3 groups).

4. Finally, each group will be asked to present their original cartoon, and then groups will discuss any differences that they noticed.

Wrap Up. The last 5-10 minutes is reserved to students to answer questions that relate to the objective covered during class. If time permits, students will be given extra time to continue working on their handouts.

The teacher will monitor the room and student responses, provided proper feedback and opportunities for student growth. The teacher will check the students’ responses, then provide feedback on whether material from a previous lesson must be further reinforced, and which new material needs the most attention.

Teacher support.

Students will be able to use their notes.

Teacher support.

Students will be able to use their previous assignments and notes; vocabulary words are in **bold**.

Bilingual glossaries.

Dictionaries.

Peer support.

Sentence stems can be provided with more limited language.

Students with more limited language are allowed to write shorter or single word responses.