

**Discipline:** Civics and Government

**Standard Category:** How International Relationships Function

**Lesson Focus:** U.S. – Russian relations

<b>PA Standard(s):</b>	<b>Related TESOL Standard(s):</b>
5.4.12C: Compare how past and present United States' policy interests have changed over time and analyze the impact on future international relationships.	Goal 2: To use English to achieve academically in all content areas. Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

**Key Objectives in Accordance with TESOL Level:**

<b>Pre-Conversational/ Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
Students will be able to: <ul style="list-style-type: none"><li>• Display an understanding of basic vocabulary relating to relations between the U.S. and Russia.</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>• Read, research and organize material to contribute to a project on US-Russian relations.</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>• Read, research, organize and prepare a written report that reflects an understanding of the changing US-Russian relations.</li></ul>

**Materials:**

1. Map of the world
2. List of basic vocabulary words from unit
3. Index cards with one decade written on each (i.e. 1920's)
4. Long piece(s) of poster board or long chalkboard

**Procedures:** (ELL Suggestions are written in italics)

1. Locate the U.S. and Russia on a large world map.
2. Discuss the changes that take place in interpersonal relationships.
3. Pair students to explain and describe the ups and downs that people face in a relationship. Example brother and sister, mother and daughter, friend to friend. (Model a discussion between teacher and student or student and student)
4. State the goal is to study the historical relationship between Russia and the U.S.
5. Analyze the changes that occur over time to predict future relationships.

**Suggested**

**Level:**

High School

**Lesson Focus:**

U.S. – Russian relations

**Teaching Strategies:**

Pair work

Class discussion

Cooperative learning activity

**Assessment**

**Strategies:**

Recall – identify

Written report

*Preview the instructional text. Distribute a list of basic vocabulary to the ELL students prior to the unit. Instruct the students to use dictionaries to discover their meaning. It is important NOT to translate or have them translated. The act of looking up a word and learning it independently is an important part of the language acquisition process!*

6. Pair Work – **assign** students partners.  
*Partner ELL students with a student who DOES NOT speak their native language. This strategy encourages and motivates them to communicate in English even at the pre-conversational stage.*
7. Partners research and study a decade. Cover all decades. beginning with the present. Work backwards until all partners have an assignment.
8. Allow class time for research.
9. Display a timeline expanding the decades studied until the present.
10. Partners mark the timeline with important events revealing the nature of U.S. and Russian relations.
11. Review and discuss the timeline. (whole group)
12. Partners work together to answer questions pertaining to the timeline. For example:  
When were they allies and when were they enemies?  
What systems of government existed when they were allies and when they were enemies?  
What caused them to be allies or enemies?  
What is the situation today?  
What do you predict will be the relations between the countries in the future 10 years from now? 20?
13. Have each pair of students prepare and write a 2-3-page report on the changes in U.S.-Russian relations including their prediction for the future relationship based on the material presented on the class timeline.

*ELL Connection: Allow Beginner students to write the 1-2 page paper in his/her native language. This allows them to internalize the information and produce the learned material. After writing out their thoughts, require them to write 1 or 2 words or simple sentences that express their knowledge of the material. They may use their dictionaries to translate any words they need. Allow intermediate students to write a few sentences or short paragraph to reflect their understanding of the material.*

**Assessment:**

Assess the pair's written report on the basis of comprehension of concepts and flow of composition.

**Beginners:**

Have the ELL (English Language Learner) meet with you individually. Recall and Identify basic vocabulary words from the activity.

- Ask the ELL to **point to** the country studied.
- Then go to the class timeline and ask the ELL to **point to** an era when the two countries were allies. Then point to when they were enemies. Ask them to point to the present - today. Ask if the two are allies or enemies. One-word answers are appropriate at this point.

**Intermediate:**

Monitor the ELL during the research and writing process.

- Check to see if the ELL is participating.
- Circulate among the pairs and ask comprehension questions.
- Make sure the ELL has a copy of the pair's final report as writing sample for future reference.
- Assess the pair's report.

**Advanced:**

The ELL should fully participate.

- Check to see if the ELL is participating.
- Circulate amongst the pairs and ask comprehension questions
- Assess the pair's report.

**Notes:**

Terms to know: democracy, communism, ally, enemy, war, peace, relations, nations, government...

*Watch for any misunderstood concepts, idioms or expressions. Idioms and expressions are very cultural-sensitive and can be quite exclusive. They may know all the words in an expression, but not the meaning of the phrase when those words are put together in a certain context.*

Arrange for a peer-mentor to help the ESL student adjust to not only the academic scene, but also the social scene at school. Peer interaction plays a major role in the language learning process. The peer-mentor should not speak the student's language so that the learner will have another language model to observe and so that the learner is motivated to communicate in English.