

Teacher Guide for the Lesson on **Marshall Plan**

Standard:

US.8(A)

Content Objective:

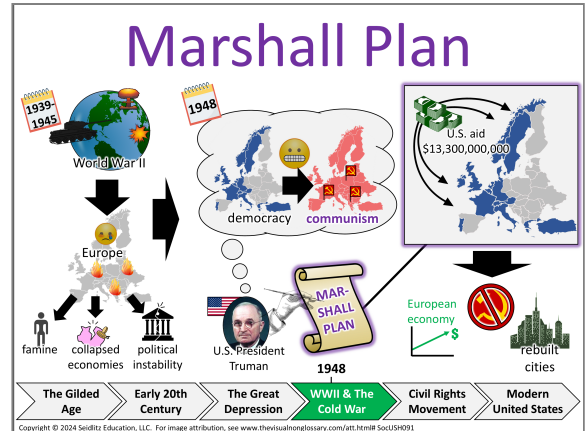
We can explain how the **Marshall Plan** was a U.S. response to Soviet aggression after **WWII** and how it influenced the **Cold War**.

Language Objective: Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

How do you think the **Marshall Plan** affected the Cold War?

*I think the **Marshall Plan** affected the Cold War by...*

Other key vocabulary: [domino theory](#)



By studying this visual, students might:

Notice	Wonder
<ul style="list-style-type: none"> World War II occurred from 1939-1945. It caused famine, collapsed economies, and political instability for Europe. 	<ul style="list-style-type: none"> Why did the U.S. choose to give money instead of military support?
<ul style="list-style-type: none"> U.S. President Truman was concerned that Europe would fall from largely democratic nations to communism. 	<ul style="list-style-type: none"> How did the Marshall Plan change relationships between the U.S. and Europe?
<ul style="list-style-type: none"> In 1949, President Truman signed the Marshall Plan. 	<ul style="list-style-type: none"> Did every European country accept Marshall Plan aid?

<ul style="list-style-type: none"> • The Marshall Plan gave 13,300,000,000 US dollars in aid to democratic European countries. 	<ul style="list-style-type: none"> • What countries were excluded from U.S. aid?
<ul style="list-style-type: none"> • The idea was that the aid would help the European economy, would reject communism, and cities would be rebuilt. 	<ul style="list-style-type: none"> • Did the plan actually prevent the spread of communism?

EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

Structured Conversation Prompts

OBSERVATIONAL	RELATIONAL	INFERENTIAL
<p>What was the purpose of the Marshall Plan?</p> <p>The purpose of the Marshall Plan was to...</p>	<p>How is the Marshall Plan related to the domino theory?</p> <p>The Marshall Plan is related to the domino theory because...</p>	<p>How do you think the Marshall Plan affected the Cold War?</p> <p>I think the Marshall Plan affected the Cold War by...</p>

Example Student Responses to the Observational Question

Low-Level	High-Level
<p>The purpose of the Marshall Plan was to give money to Europe after the war.</p>	<p>The purpose of the Marshall Plan was to rebuild Europe's economy after World War II and to prevent the spread of communism by supporting democratic nations.</p>

RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).

- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation

[Here is an example](#) of structuring a conversation with Q-SSS-A.

Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.



Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
<p><i>The purpose for reading is to learn how the Marshall Plan became an important strategy for the U.S. in the Cold War.</i></p>	<ul style="list-style-type: none"> • What problems Europe faced after World War II • How the Soviet Union forced countries to follow communism • Why the U.S. created the Marshall Plan • How the Marshall Plan helped European nations recover • How the plan was a U.S. response to Soviet aggression 	<p>How did the Marshall Plan show that the U.S. was willing to respond to Soviet aggression in different ways during the Cold War?</p> <p><i>The Marshall Plan showed that the U.S. was willing to respond to Soviet aggression in different ways because...</i></p>

STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:




- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.

DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <p data-bbox="212 302 513 331"><i>Triangle is bottom-left</i></p>	 <p data-bbox="667 302 951 331"><i>Square is bottom-left</i></p>	 <p data-bbox="1127 302 1395 331"><i>Circle is bottom-left</i></p>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.