**EDUN 332 Unit Plan Guidelines**

I. Subject Area: American History Grade level: 9th Grade Unit Title: World War II

II. Estimated Time: 1 hour *23 minutes per class, 14 classes; 12 for unit, 2 for current events*

III. Student Population: *Each class has 25-30 students: Caucasian, African-American, Hispanic, Asian, Indian, and Caucasian-European*

Stage 1 – Desired Results

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| **IV. Standards:** *Identify the national, state, or district standards for this lesson*  **8.1.9.A** Analyze chronological thinking.  • Difference between past,  present and future  • Sequential order of historical  narrative  • Data presented in time lines  • Continuity and change  • Context for events  **8.1.9.B** Analyze the fundamentals of  Historical interpretation.  • Fact versus opinion  • Reasons/causes for multiple  points of view  • Illustrations in historical  documents and stories  • Causes and results  • Author or source used to  develop historical narratives  • Central issue  **8.1.9.D** Analyze and interpret historical research.  • Historical event (time and  place)  • Facts, folklore and fiction  • Historical questions  • Primary sources  • Secondary sources  • Conclusions (e.g., History Day  projects, mock trials, speeches)  • Credibility of evidence  **8.4.9** Evaluate how conflict and  cooperation among social groups and  organizations impacted world history  from 1450 to Present in Africa,  Americas, Asia and Europe.  • Domestic Instability  • Ethnic and Racial Relations  • Labor Relations  • Immigration and Migration  • Military Conflicts   1. **Understanding(s):**   *1.)* *Identify the “big idea(s)” of the unit and,*  *2.) Identify specific understandings about the “big idea(s)”*     1. WWII was one of the most catastrophic and devastating wars in the history of the world. 2. WWII took place all around the world; the European Front, Pacific Theater, and Eastern Front. 3. D-Day was a significant operation that was the beginning of the end in the War in Europe. 4. The Holocaust was the efficient extermination of over 6.5 million Jews. Many holocausts have occurred prior to and after this horrific event. 5. The atomic bomb has changed the world forever since its first use on August 6, 1945. The Manhattan Project was the birth of this life-changing weapon. 6. Life on the home front during WWII was a dramatic change from what people were used to. There were food stamps, shortages, women in the work force, coastal defense, and Rosie the Riveter. 7. What are some Current Events happening today that are shaping the future?   **VI. Essential Question(s):**  *What questions will foster inquiry, understanding, and transfer of learning?*   1. What were some of the causes of World War II? 2. What is the European Theater and what role did it have in World War II. 3. What was the significance of the D-Day invasion? 4. How did the war in the European Theater end? 5. How was the Holocaust able to occur? 6. What occurred in the Pacific Theater of War? 7. What are some consequences for America’s use of the atomic bomb? 8. What was the home front in America? 9. What are some Current Events happening today that are shaping the future?   **VII. Attitude(s) and Value(s):**  *What positive attitudes and democratic values will students develop?*  *Students will gain an understanding of the Jewish civilians before and after the Holocaust. By examining the events that lead up to the Holocaust and what happened to the Jewish community after WWII? They will appreciate the sacrifices and contributions that the Jewish people have given us.*  **VIII. Skill(s):**  *1.) What skills related to acquiring, organizing and using information will students*  *develop?*  Students will develop skills in reading as they search for the main points in each section of the text book. They will utilize organizational skills as they will need to write notes for each unit to study for the two tests. From the study of primary source documents, the students will need to evaluate the material and create their hypothesis about what was happening using the documents... The creation of higher order questions to create understanding by the students themselves will be used.    *2.) What technological skills will students develop?*  Students will hone their skills for searching the internet for information and will develop through the use of a Webhunt. The students will need to assess for themselves if a website is credible or not. They will also learn how to use the internet to do research. Through the use of the internet, videos, and power points in the classroom, students will have to develop proficient note-taking strategies.  *3.) What interpersonal skills will students develop?*  The students will work with one another in small and large groups for research, activities, and games. They will work together when they look over primary and secondary sources and during debates. Also they will learn from one another and discuss current events taking place in the world today. |
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Stage 2 – Assessment Evidence

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| IX. Performance Task(s):  *Through what authentic performance task(s) will students demonstrate the desired understandings, attitudes, and/or skills?*  The students will complete a performance assessment where they will have to debate as the leaders of the Allied Powers. Also students will take notes and hand in worksheets that I use.  *By what criteria will the evidence be assessed?*  The students will be assessed on how well they cover the essential questions that we have been asking in class. They will need to cover the Big Ideas we have been discussing. The students will be graded on the A, B, C, D, F scale. | Other Evidence:  *Through what other evidence (e.g., quizzes, tests, observations, homework, journals, etc.), will students demonstrate achievement of the desired results?*  *How will students reflect upon and self-assess their learning?*  The students will take a test mid-way through the unit and again take another test at the end. They will each cover around five of the lessons I teach. |

Stage 3 – Learning Plan

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| Lesson 1  Title: WWII WebQuest  Time Estimation: 1hr and 23mins  Objective(s):  Students will be able to deliver the main contributions and sacrifices each of the allied countries made during WWII. Students will also be able to state what each of the Allied powers ideas for the world after WWII.  Description:  You will assume one of the three Allied Leader's identities or the newly conquered German Public.  You will discuss your countries plan for the world after the war.  You will also discuss your countries contribution to the War and how it should be repaid.  Background (if needed):  Teaching and Learning Materials:  <http://teacherweb.com/PA/HolyFamilyUniversity/MrWeldie/apt1.aspx>  Laptops  Lesson 2  Title: Current Events in the Middle East  Time Estimation: 1hr 23 mins  Objective(s):  Students will gain and be able to recite knowledge they have researched about the events surrounding the revolutions and turmoil in the Middle East.  Description:  Students will have to bring in a current events article and describe it to the class. I will then go on to show my PPT to the class and they will have to take notes. Then students will have to fill out a WS using a class set of laptops that I have secured.  Background (if needed):  Teaching and Learning Materials:  Student-Researched current events, Laptops, PowerPoint presentation, Worksheet, Projector  Lesson 3  Title: D-Day  Time Estimation: 1hr 23 mins  Objective(s):  The students will have knowledge of the start of the War in Europe and understand how D-Day was the start.  Description:  Today’s lesson will deal with learning about D-Day.  This may be one of the most infamous plans during World War II.  Much has been made of D-Day in past few years. I will show a clip of “Saving Private Ryan” and the power point I have made for the explanation of D-Day. They will have to fill out a worksheet that I hand them. It is important that students understand the sacrifices made by all those involved in liberating France from German Control.  Background (if needed):  Teaching and Learning Materials:  Movie: Saving Private Ryan, PowerPoint Presentation, Worksheet  Lesson 4  Title: WWII WebHunt  Time Estimation: 1hr and 23 mins  Objective(s): students  Students will be able to use the internet to research critical information. Also, students will be able to state the fundamental causes for WWII.  Description:  Students will be handed a worksheet with ten questions. Under each question, there is a website that contains the information that the student would need to answer the question. The students will use the given address and look over the site for the answer to the questions. The students are able to use other sites to research their answers.  Background (if needed):  Teaching and Learning Materials:  Worksheet, Laptops  Lesson 5  Title: Holocaust  Time Estimation: 3hr 15 mins- 3 class periods  Objective(s):  The students will recognize the importance of the Holocaust and the hardships and sacrafices the Jewish people had to make.  Description:  Students will be watching the movie “Schindler’s List”. I will hand out a worksheet that the students are going to have to answer and turn in at the end of the movie.  Background (if needed):  Teaching and Learning Materials: T.V., DVD Player, Schindler’s List, Worksheet  Lesson 6  Title: The Atomic Bomb  Time Estimation: 1hr and 23 mins  Objective(s):  Students will be able to list reasons why the atomic bomb is such an important and devastating weapon. They will be able to state why the bomb was used and how it was developed.  Description:  Students will be broken up into two groups. One group will argue the importance of using the Atomic Bomb on Japan to end the war. The other group will argue the reasons why the Atomic Bomb shouldn’t be used, i.e. after effects. The students will have laptops to research information on their sides. After the groups discuss and form their arguments, they will hold a debate on the matter.  Background (if needed):  Teaching and Learning Materials:  Laptops, Textbooks, other sources |

XI. References:

<http://news.yahoo.com/s/yblog_thelookout/20110128/ts_yblog_thelookout/unrest-in-egypt-whats-going-on>

<http://www.huffingtonpost.com/2011/01/30/egypt-revolution-2011_n_816026.html>

<http://motherjones.com/mojo/2011/02/whats-happening-libya-explained>

<http://www.enotes.com/topics/d-day>

<http://www.pbs.org/wgbh/amex/dday/sfeature/sf_info.html>