LESSON PLAN CODE: SS-1

SUBJECT: Social Studies

GRADE LEVEL/COURSE: 6th grade

TITLE: World War II

TEACHER(S) NAME(S): Miss Jessica Greene

ALIGNMENTS:

8.1.6.A: Explain continuity and change over time using sequential order and context of events.
8.3.6.B: Explain the importance of significant historical documents, artifacts, and places critical to United States history.
8.4.6.D: Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

VOCABULARY:

- **Liberated**: To set free, as from oppression, confinement, or foreign control.
- **Embargos**: an order of a government prohibiting the movement of merchant ships into or out of its ports.
- **Allies**: USA, China, Britain, France, Australia, Canada, New Zealand, India, and the Soviet Union.
- **Axis Powers**: Germany, Italy and Japan

LEARNING OBJECTIVES:

In this lesson, students will:

- Create a timeline of all the important events that transpired in World War II.
- Analyze different aspects of the war that caused the most impact on the world.
- Compare and contrast different people and events in the war to present day society.
- Produce tangible items that will showcase their understanding of certain events in the war.
ESSENTIAL QUESTIONS [including guiding historical/investigative question]:

What effect did WWII have/still have on the US today?

DURATION: 1-2 weeks

SUGGESTED INSTRUCTIONAL STRATEGIES [WHERE TO]:

W: Students will be connecting events from World War II with present day knowledge by constructing and illustrating a timeline of the major event in the world.

H: Students will be listening to a speech from a survivor of the war and watching videos to see how it was at that time for people compared to our life today.

E: Students will analyze a map of D-Day, locating where the troops in the Axis and Allies powers were. They will analyze if these positions had anything to do with the success/failure of the attack.

R: Students will work independently on a newspaper project causing them to revisit and rethink all the major events that happened in World War II.

E: Students will work in groups to analyze the impact and importance of the leaders of the world at this time.

T: Use the following techniques to meet the needs of individual learners. Warm up and daily review questions on the board so students know what is expected of them. Students will be working in cooperative learning groups, leading class discussions, and writing their thoughts in activities during class. Give appropriate wait time and sufficient time frame of completion of projects and assignments. Provide written, verbal, and visual examples of work. Allow time for questioning.

O: In this unit, students start out with the beginning of the war and we work all the way through the end. In each step of our timeline in class, they have an activity to work on either individually, in cooperative learning groups, or with the entire class to showcase understanding. Each activity is one step closer to the final evaluation, which is the newspaper project. In this, they will be developing a newspaper with different articles in it displaying the most important events in the war. Their paper must showcase a logical
progression of the war and resemble a paper of that time. This will cause them to analyze, evaluate, and synthesize information we’ve been working on for the past couple weeks.

**INSTRUCTIONAL PROCEDURES [INQUIRY-DRIVEN]:**

To introduce the unit of study on World War II, the teacher will begin by reading a short paragraph to the students: “It was the bloodiest, deadliest war the world had ever seen. More than 38 million people died, many of them innocent civilians. It also was the most destructive war in history. Fighting raged in many parts of the world. More than 50 nations took part in the war, which changed the world forever.”

By assessing the students’ prior knowledge ask them if they know what war this is or anything else about it. While the students are responding, they will come up to the blackboard and write their topic or short phrase on the board. They will record this on a sheet of notebook paper and keep it in their folder for the entire unit to reference to.

After the students make their assumptions about the paragraph, I will explain that we are going to be learning about World War II over the next few weeks. We will be doing various fun and interesting activities to learn about the important events that took place during this war.

The students will then go to the three stations and try “Wartime Food in WWII”. These are “Cheesy Pudding Pie, Appley Dessert, and Carrot Fudgey Cubes”. Explain to the students that these aren’t meant to be desirable food choices. After they have tried a sample of each, they will write a short paragraph in their groups about how they would feel if they had to eat this everyday compared to one of their favorite foods presently. We will have a short class discussion and this will lead the students into their KWL charts and their “wants to know” about their next unit of study.

Before we begin the unit, the students will make a K-W-L chart regarding World War II. The students will be given a poster board sized sheet of paper for their group and will fold it into threes. The three sections will be: What I Know, What I Want to Know, What I Learned. The students will begin by filling in what they know and want to know before we start the unit. I have a modeled folded chart in the front of the room for the students to go by that is on a related topic. The “want to know” section will serve as
an interest inventory for the teacher to understand what the students would be attracted to within the war. The students from each group will hang their KWL charts on the board and we will discuss them. At the end of the unit, the students will complete their KWL charts with “what they have learned” and hang them on the back wall.

I will distribute folders to the students and explain to them that they need to keep all their materials in throughout the unit. At the completion of the unit on World War II, the students will turn in their folders/ projects to get a final grade on their participation. Tell the students that tomorrow they will begin this fun filled, information packed unit on World War II.

**Concept 1:** September 1, 1939 to October 6, 1939 Hitler invaded Poland. “World War II began.”

**Activities:** Create a K-W-L chart describing what you know, what you would like to know, and later review what you learn about World War II. Individually explore the primary history World War II site ([http://www.bbc.co.uk/schools/primaryhistory/world_war2/world_at_war/](http://www.bbc.co.uk/schools/primaryhistory/world_war2/world_at_war/)).

**Materials:** 8x11 pieces of paper, pencils, and computers with internet access.

**Concept 2:** June 22, 1941 Hitler attacks the Soviet Union called “Operation Barbarossa”. The bitter winter in Russia crippled the Germans. “Who were the world leaders at this time?” “What influence did they have on their success/failure in the War?”

**Activities:** In cooperative groups research who, what, and where of the world leaders: Adolf Hitler, Franklin D. Roosevelt, Josef Stalin, Benito Mussolini, Winston Churchill, Dwight D. Eisenhower, and Harry S. Truman. Each group is assigned a different leader; presentations must be a minimum of ten minutes with a visual.

**Materials:** Student textbooks, internet, library text resources, computer, computer printer, tri-fold boards, construction paper, scissors, pencils/pens, and tape.
Concept 3: December 7, 1941 Japan unexpectedly launches attacks on an American naval base in Pearl Harbor, Hawaii. “What was it like to actually be there?”

Activities: View video of Pearl Harbor/ photos from LOC and write an imaginary letter describing the event to a loved one or friend back home. Letters must be historically accurate, dated correctly, and envelopes must be addressed correctly.

Materials: Paper, envelopes, pencils/pens, television, DVD player, and Discovery Education Video, Pearl Harbor.

Concept 4: December 1941 as a reaction of Pearl Harbor, U.S. declared war on Japan. As a result Germany and Italy, allies of Japan, declared war on U.S. January 1942, United States joined Allies. “What countries were teamed up?” “Who do you think were the strongest countries and why?”

Activities: Teacher lecture on Allies forces and Axis powers then students will label a map of Europe to show Allied forces, Axis powers, and which were neutral (Allied=blue, Axis=red, neutral=white). Allies: USA, China, Britain, France, Australia, Canada, New Zealand, India, and the Soviet Union. Axis Powers: Germany, Italy and Japan. Some countries did not join the war, but stayed neutral (on neither side). Spain, Sweden and Switzerland were neutral countries. Ireland was also neutral, although many Irish people helped the Allies.

Materials: copies of maps of Europe, crayons (blue, red, white), and pencils.

Concept 5: American women become involved in the war effort working factories, farms, military, and the Red Cross. “How were women’s roles different from then and now?”

Activities: Read Diary of Mary Anna Martin and analyze the depiction of women in archival World War II posters (Rosie the Riveter). Students work independently to create posters portraying the working women in World War II.

Materials: Copies of the Diary of Mary Anna Martin, posters of women in World War II, poster board, construction paper, scissors, markers, crayons, pens/pencils, and tape.
Concept 6: During the Holocaust, individuals of Jewish decent and others were treated unfairly due to prejudice and then placed in concentration camps. Japanese Americans in the U.S. were suspected as informants and placed in internment camps. “What was it like to be separated and treated inferior?”

Activities: Divide class by eye color. First day blue eyes are superior and second day brown eyes are superior. Discuss how they felt in each role. Create an imaginary identification card.


Concept 7: Technology had evolved the weapons and aircraft used in World War II. “What were some of the differences in weapons and aircraft used in World War II?”

Activities: Develop a compare and contrast concept map of either the weapons or aircraft involved.

Materials: Weapons and aircraft PowerPoint presentation, primary source photos of aircraft and weapons from loc, paper, and pencils.

Concept 8: June 6, 1944 Battle of Normandy, D-Day Invasion and December 16-January 24, 1944 Battle of the Bulge. “Who won these battles and what was at stake?”

Activities: Read book about D-Day Invasion and answer comprehension questions while reading. Write imaginary diary entry as if you were one of these battles. Entry must be historically accurate and include the naming of two previously learned weapons used during the battle(s). Also, examine D-Day map on Promethean board showcasing where troops were located to get a visual of the attack.

Materials: Student texts, D-Day map from loc.gov, internet, library resources, paper, and pencils.
Concept 9: February 19- March 26, 1945 Battle of Iwo Jima also known as Operation Detachment was the first attack on Japan soil and famous photograph of the raising of the U.S. flag was taken. “How do you think the soldiers felt when they finally were able to raise the American flag?”

Activities: Locate and label Iwo Jima, Hiroshima, and Nagasaki in Japan. Create a flag to represent something you have worked hard for.

Materials: Blank maps, pencils, paper, student text, crayons, and dial rods.

Concept 10: May 7, 1945 Germany surrendered unconditionally to the Allies. The day was then named “Victory in Europe Day” or “V-E Day.” “If you had a choice, what would you have named this day?”

Activities: Teacher lecture and students create a headline for a newspaper article.

“May 8th 1945, was the date the Allies celebrated the defeat of Nazi Germany and the end of Adolf Hitler's Reich, formally recognizing the end of the Second World War in Europe. The Allies had begun to overrun Germany from the west during April as Russian forces advanced from the east. On 25th April 1945, Allied and Soviet forces met at the Elbe River, the German Army was all but destroyed.”

Materials: Teacher made notes on V-E Day, paper, pencils/pens, markers, and crayons.

Concept 11: April- June 1945 Battle of Okinawa was important because the U.S. needed Okinawa as a base for air operations. “Why was this particular island so important to the United States?”

Activities: Guest speaker who had fought in the Battle of Okinawa and class discussion. Students are required to participate and complete a graphic organizer.

Materials: Copies of graphic organizer, pencils, and guest speaker.
Concept 12: August 1945 Atomic bomb dropped on Hiroshima. “What would you have done if you were the President, and why?” “What was the Manhattan Project?”

Activities: Students research Manhattan Project via internet and develop a brief three to four minute synopsis to present to the class. Students work in cooperative learning groups and discuss moral dilemmas and the consequences of each.

Materials: Student texts, copies of the moral dilemma worksheet, pencils, and student textbook.


Activities: Teacher lecture on V-J Day and students complete corresponding questions during the lecture.

“On August 14, 1945, it was announced that Japan had surrendered unconditionally to the Allies, effectively ending World War II. Since then, both August 14 and August 15 have been known as "Victory over Japan Day," or simply "V-J Day." The term has also been used for September 2, 1945, when Japan's formal surrender took place aboard the U.S.S. Missouri, anchored in Tokyo Bay. Coming several months after the surrender of Nazi Germany, Japan's capitulation in the Pacific brought six years of hostilities to a final and highly anticipated close.”

Materials: Teacher notes on V-J Day, worksheet, and pencils.

Concept 14: Many people have different opinions of America’s involvement in the war. “What are the pros and cons of America’s involvement in the war?”

Activities: Research and Class debate.

Materials: Computer, text book, library resources, pencils and note cards.
Upon closing the World War II unit, the students will complete the final portion of the K-W-L chart, or the learned section. Students will be encouraged to include as many concepts as they can without using resources. This will allow the teacher to identify what key points the students have learned and retained. Furthermore, it will also inform the teacher on what to change for the next year him/her present the unit. Students will be able to compare how much they have learned in the past few weeks and if they reached their goal or, “what they wanted to know.” The completion of the chart will not be graded on content. Students will be graded on whether or not they submit the K-W-L chart on time.

The students will work independently to create and design a newspaper from the time period of World War II. The article entries must be historically accurate and includes dates. Each student must provide article entries as well as pictures. In addition, the student will decide a newspaper name; include a timeline, and a political cartoon. The student must pull information from each of the fifteen concepts they have previously learned. The newspaper must display their knowledge of World War II and the topics discussed in class. Students will partner up and work together to proof read the newspaper before submitting to the teacher. The final product will be presented to the class and displayed in the hallway for others to view.

FORMATIVE ASSESSMENTS [PERFORMANCE TASK AND RUBRIC]

The students will be assessed on their newspaper project. It will be worth 100 points. Students must include six articles of choice. Each article must consist of a minimum of ten sentences. The article portion of the newspaper is worth 60 points or ten points for each article. The articles must be historically accurate within the time frame and show creativity and what they have learned during the unit. The political cartoons throughout will be worth 5 points and pictures included in the newspaper are worth 10 points. The time line that runs throughout the newspaper is worth 10 points and has to show a logical progression. The title of the newspaper is worth 5 points. The mechanics and overall look of the paper is going to be worth 10 points. The newspaper should be a
display of what the students have learned throughout the unit and their creativity with the knowledge they have attained.

The final evaluation of the unit includes a 35 question paper pencil test containing objective questions from each concept learned in class will be administered after the presentation of group newspapers. The test will contain multiple choice, true/false, matching, and one essay. Each question (30) will be worth one point each and the essay will be worth 5 points.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>10 points</th>
<th>7 points</th>
<th>5 points</th>
<th>0 points</th>
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</thead>
<tbody>
<tr>
<td>All 10 sentences thoroughly explain what article is about.</td>
<td>Missing one or two sentences. Remaining sentences give a good idea about what article is about.</td>
<td>7 or less sentences. Lacking details in article.</td>
<td>Less than 5 sentences in each article. Vague idea of what article is about.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cartoons and Pictures</th>
<th>10 points</th>
<th>7 points</th>
<th>5 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All pictures and cartoons clearly represent what is presented in article.</td>
<td>Missing a picture or cartoon. Not clearly linked to article.</td>
<td>Only a few pictures or cartoons present throughout newspaper that do not link with articles.</td>
<td>One or no pictures present throughout entire newspaper.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Timeline</th>
<th>10 points</th>
<th>7 points</th>
<th>5 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly presents logical progression throughout the entire paper.</td>
<td>Somewhat presents logical progression throughout the entire paper.</td>
<td>Vaguely presents logical progression. Lacking dates or mixed some up.</td>
<td>No logical progression of a timeline throughout entire paper.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>10 points</th>
<th>7 points</th>
<th>5 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly displays what the paper and each article is about.</td>
<td>Somewhat displays what the paper and each article is about.</td>
<td>Vaguely displays what the articles are about.</td>
<td>Missing or no titles on some articles throughout paper.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>10 points</th>
<th>7 points</th>
<th>5 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>None or one</td>
<td>Few errors in</td>
<td>5-7 errors in</td>
<td>Many errors in</td>
<td></td>
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</tbody>
</table>
error in mechanics throughout entire newspaper.

mechanics throughout articles.

mechanics throughout newspaper.

mechanics throughout entire newspaper.

Overall Look

Look of the paper resembles a newspaper from back in that time period. Very neat and accurate.

Look of the paper somewhat resembles a newspaper from back in that time period. Neat.

Look of the paper slightly resembles a newspaper from back in that time period. Lacking organization and neatness.

Look of the paper does not resemble a newspaper from back in that time period. Unorganized and messy.

RELATED MATERIALS & RESOURCES:

VE Day info: http://www.historic-uk.com/HistoryUK/HistoryofBritain/VE-Day/

VJ Day info: http://www.history.com/topics/v-j-day


All the books used:


Teacher’s Name: Jessica Greene

Lesson Title: World War II

<table>
<thead>
<tr>
<th>Thumbnail Image of Primary Source</th>
<th>Collection Title/Primary Source Title with MLA Citation and Permanent URL/Digital ID</th>
<th>Annotation – How are you planning to use this primary source instructionally?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image]</td>
<td>HQ Twelfth Army Group situation map. Map. England: Twelfth Army Group, 1944. World War II Military Situations Maps. American Memory. Lib. of Congress. 20 May 2012 <a href="http://hdl.loc.gov/loc.gmd/g5701s.ict21051">http://hdl.loc.gov/loc.gmd/g5701s.ict21051</a></td>
<td>I am planning on using this primary source by showing it on the Promethean board in class. The students will be able to view the situation maps of the allies and troops in Normandy, France. I want them to analyze the maps and get a visual of where the different troops were located, so they can better understand the attack/battle.</td>
</tr>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>Lewis, Sinclair. “It can’t happen here.” 1936. American Memory. Lib. of Congress. 20 May 2012 <a href="http://hdl.loc.gov/loc.pnp/ppmsca.10448">http://hdl.loc.gov/loc.pnp/ppmsca.10448</a></td>
<td>I will use this source in my classroom by displaying it on the board for the students to view. During class time, they will write a report on how this poster turned out to be true or false including details from the research they’ve been doing on this unit. Including how propaganda influences people and the significance of this drawing.</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>Pease, Lute. “How much?” 1940. Prints and Photographs. Lib. Of Congress. 20 May 2012 <a href="http://www.loc.gov/pictures/item/2007677503/">http://www.loc.gov/pictures/item/2007677503/</a></td>
<td>I would display this on the Promethean Board in my class for the students to view. I would give them the summary on the cartoon emphasizing the title “How much?” and the issue of ‘preparedness’. I would have the students analyze whether they believe this photo is poking fun at the US or supporting their preparedness by using details and information from the photo and additional research. They would be presenting sides in oral discussions.</td>
</tr>
<tr>
<td>Image</td>
<td>Description</td>
<td>Use in Classroom</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Aerial view of American bomber dropping bombs on Nakajima Aircraft Co., Musashino Plant, Japan. 1945. Miscellaneous Items in High Demand. Prints and Photographs. Lib. Of Congress. 20 May 2012. <a href="http://www.loc.gov/pictures/item/95522399/">Link</a></td>
<td>For this source, I would use it in my classroom by displaying it on the screen in the room. The students would have been researching the decision to drop the atomic bombs in Japan for the past couple days and have background information on the topic. I would have them write an imaginary letter describing the event to a loved one or friend back home. Letters must be historically accurate, dated correctly, and envelopes must be addressed correctly.</td>
<td></td>
</tr>
<tr>
<td>Adams, Ansel. <em>Mrs. Naguchi and two children, Manzanar Relocation Center</em>. 1943. Ansel Adams’s Photographs of Japanese-American Internment at Manzanar. American Memory. Lib. Of Congress. 20 May 2012. <a href="http://hdl.loc.gov/loc.pnp/ppprs.00246">Link</a></td>
<td>I would use this in my classroom and display it for the class to see. I would also link it to my website if it was allowed. I would have the students fill out a chart acting like they were inside the picture. “What do you see? What does it smell like? What do you hear? Why are you standing on the porch? What’s in the background? How many rooms are in your house?”</td>
<td></td>
</tr>
<tr>
<td>Miller, Howard J. “Rosie the Riveter”. <em>Westinghouse for the War Production</em>. US National Archives. 28 May 2012. <a href="http://womenshistory.about.com/od/worldwariiposterart/ig/World-War-II---Victory-Home/Rosie-the-Riveter.htm">Link</a></td>
<td>I would use this to display in my classroom for the students to view. Students work independently to create posters portraying the working women in World War II. This would be on display the entire time for students to analyze and use as a reference.</td>
<td></td>
</tr>
<tr>
<td>Rosenthal, Joe. <em>American Marines raising American flag on Mount Suribachi, Iwo Jima</em>, 1945. March 1945. Prints and Photographs. Lib of Congress. 28 May 2012. <a href="http://www.loc.gov/rr/print/195_copr.html">Link</a></td>
<td>I would put this on display on the Promethean board in my classroom. “How do you think the soldiers felt when they finally were able to raise the American flag?” They would be doing an activity such as locate and label Iwo Jima, Hiroshima, and Nagasaki in Japan. Create a flag to represent something you have worked hard for.</td>
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