**ECI 430/435 Unit Plan Project**

**Darryl Hollis** **Spring 2011**

**No Simple Victory**

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**Preface**

1. *Introduction:*

Going into the 3rd quarter of 2011-212 school year the focus of study is WWII, the Holocaust, and the Cold war in Europe. It has been over sixty years since the end of the Second World War and in a war that involved so many people, there are many stories to be told and many perspectives from which the war was seen. The title of my thematic unit is “No Simple Victory.” The classes undergoing study in this unit are all 6th grade language arts and social studies students.

* **Period 1:** There are three AG (Academically Gifted) students and eight SpEd (typically labeled as behavioral issue students) who have learning struggles in the classroom in general. There are twenty-seven students total.
* **Period 2:** There are four AG students and two SpEd students. There is a total of twenty students in the class. This class is the generally handled more easily than the rest of the six periods.
* **Period 3:** There are five Ag students in this class and three WOUT students. These are students who might need to be pulled out of class for extra one-on-one time or a co-teacher will join the classroom to complete instruction there. There are a total of twenty three students.
* **Period 4:** This class is Base Room. There are a total of thirty-four students.
* **Period 5:** There are a total of twenty three students.
* **Period 6:** There are a total of twenty two students.

1. *Organizing Principle:*

The approach to teaching and learning WWII in this unit was influenced at its core by Norman Davies’s No Simple Victory, which is also the theme. In the non-fiction text, Davies crafts together an aerial view of the war and its trans-global effects. As we progress through the unit, students will start forming their own thoughts and opinions about what the phrase “No Simple Victory” has to do with WWII. Who are the winners in wars? Conflicts? And how do you know? Students will be working in teams to critically examine propaganda, newspaper articles, music, poetry, and maps. By working in teams there will be an opportunity to cover a larger array of materials which will give each student a chance to connect with unit material and practice their reading, writing and critical thinking skills. Students will not come away from the lesson knowing all the battles, dates, quotes, etc., but they will leave the unit with a conceptual understanding of how war works and influences people.

1. *Primary Subject Matter Focus:*

Because this unit is an interdisciplinary unit it is driven by historical content both from primary and secondary sources. The team activities will promote movement and hands on opportunities and aim to help promote an energetic team atmosphere as students explore WWII and discover what the war was like through multiple perspectives, so that they can use their inferencing and connection making skills to develop their understanding and their own conclusions about the war, why it happened, and the affects it had on the world and its people.

This set of sixth grade classes is focused on author’s purpose, inferencing, analogies, and vocabulary, along with covering WWII, Holocaust and Cold War Content during the third quarter. This unit is to prepare students to think critically, not just in the classroom, but in their daily lives when they read the newspaper, watch a commercial and interact with others. It is important for citizens to be aware of what they value as a nation and individually, be able to make decisions for themselves, and look at all sides of the story before rushing to a conclusion that is likely to be biased.

1. *Organizing Questions:*
2. What role did ideologies play in social structures, politics, and conflicts during WWII?
3. Who participated in the war, why, and why is that important to our understanding of WWI as a whole?
4. What role did warfare have on technology and what roles did technology have in warfare during WWII? What affects did emerging technologies have on people and social structures?
5. How was war propaganda used by participants in WWII and how might that have affected people’s thoughts and opinions of the war and those involved? What purpose did the propaganda serve and what was the intended purpose of the propaganda?
6. What does the music and poetry created during this time tell us about the people who experienced the war? Why did the artists/authors create these works?
7. What is the Holocaust? Why did it happen and how was it perceived by people at the time? What can we learn from the events that happened during the Holocaust and what connections do we have with those people?
8. What are POWs? How were they treated and what does it mean to be a POW? Are there POWs even today?
9. If you could meet a WWII veteran what would you ask them and why?

1. *Unit Goals:*
2. Students will examine primary documents (i.e. newspaper articles, propaganda, musical lyrics, poetry, and maps) in order to practice their summarizing and inferencing skills, as well as to practice identifying author’s purpose.
3. Students will work in learning teams to cover a broad spectrum of content in an engaging and supportive manner.
4. Student wills participate in literary circles where they will independently select and read at least 1 book from a variety of pre-pulled books that are relevant to the theme and the content of the unit.
5. Students will practice their communication skills by participating in daily discussions with both the class and their teams, as well as by completing exit and takeaway slips that will encourage students to write their thoughts, questions and feedback in a secure manner.
6. Students will develop good questions within their group and pick one they would like to ask our guest speakers and WII veterans.
7. Students will complete a brown bag assessment as well as the required curriculum test for WWII.
8. By the end of the unit the students will have created in the classroom a visual display of their works from throughout the 5 weeks of instruction that encompasses the teams’ collaborative effort to produce a class representation of what they learned during the unit.
9. *Possible Unit Materials & Supplementary Texts*
   1. Wiki Page (Reference to work base materials)
      1. <http://msl-methods-11-12.wikispaces.com/Thematic+Unit+Wiki>
   2. Library Book Pull of WWII or theme related books for literature circle purposes
      1. Goodnight Mr. Tom -
      2. Night -
      3. Number the Stars – Lois Lowry
      4. Red Scarf Girl –
      5. The Boy in the Striped Pajamas –
      6. I’ve Live 1,000 Years Growing Up in the Holocaust –
      7. Devil’s Arthimetic-
      8. The Diary of Anne Frank- Anne Frank
      9. The Things They Carried-
      10. Maus I & Maus II-
10. *Possible Activities/Instructional Strategies*
    1. Exit & Takeaway slips
       1. Informal assessment of student knowledge and connection making.
       2. Informal student assessment of content, implementation and instruction, and comments and concerns.
    2. Literature Circles
       1. Student wills work in heterogeneous groups where they pick individual reads from a selection of content and theme related books from the library or some other teacher approved read (as long as it relates to content, studies, or theme it will be approved). Literature circles will be discussed before the unit starts and each group will a have tray on their table to place lit circle work and other materials. They have to complete at least one book during the course of the unit and complete a group handout at the end explaining the similarities between the group’s books and differences. They will also complete a book review of that book and/or make a pamphlet. There will be student choice. They will rate their book on 1-5 starts on ease of read, entertainment value, language (i.e. word choice, dialects, and imagery), message, and whatever other categories the reader can think of.
    3. Skits
       1. Government Leaders Tea Party
          1. To introduce the leaders present during WWII each team will be given a leader to review. The group will receive a picture, a primary document, (possibly watch a video clip), and a prop. After the group as reviewed the materials they will pick a representative to be the political leader. They will be going to a tea party where none of them realizes who the others are. It will be something like a parody. The other teams don’t know who the political leaders are either. Students will enter the tea party in a manner characteristic of how their leader would, sit, eat, talk, and respond in a way that would reflect who they are, but never say their name. The teacher will be the dinner host just in case the group needs assistance. Students not performing in the skit will have a sheet to fill out where they are to write the dinner guests names, make note of their behavior, and try to match the right leader to the right student. Each student will do this, except for the actors (who will simply write a brief one to two sentences on their reactions during the dinner) (since they don’t get to guess unless their group has no idea) in a space provided them on the sheet. Each group would turn in one sheet and write an exit slip.
       2. Culture Café
          1. Culture across the World- Students will be presented with a brown bag with materials inside. Each bag will include materials that reflect the culture of a nation present in WWII. The materials will include props, primary documents, and a fact sheet. From these students will share about the daily lives of their selected culture in the form of a skit. This activity helps students draw connections between themselves and those different from them by examining how they are all different, yet the same. The activity will be preceded by a discussion of what are some of the defining aspects of our culture (each student in class). It will include group discussion, teacher modeling and monitoring, and a conclusion. The conclusion will be a brief reflection (which could possibly go into the News Press newspaper in an opinions sections).
    4. News Press \*\*\*Will have to Modify Current plan to fit this in/Cutting room floor?\*\*\*
       1. C:\Users\owner\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\I7HLQT1Z\MC900413624[1].wmfWeekly “news release” will be a part of a class warm-up activity once a week. Each team will have an event in history just like a newspaper would and students will work to create a culminating class newspaper. Once a week for three weeks students will get packets with pictures and information about an event in history and work in teams to develop (\_\_\_) sections of a newspaper. Students will get to choose for themselves 3 sections of the newspaper to contribute to. The choices will be premade in bins for the students to choose from, one for each section of the newspaper. The class will come up with the name of their newspaper and the final product will be part of their classroom display. Students will use their knowledge of propaganda, author’s purpose, and language to make the newspaper attractive, factually sound, and convincing. They will be able to recognize reliable sources from unreliable sources, point out bias or ambiguous language, visually represent their stories appropriately.
    5. Temperature Timeline
       1. At the beginning of the unit there will be a thermometer timeline set up in the classroom with the beginning of the war being in the bubble of the thermometer. As the action starts to build and the global tension gets thicker the temperature starts to rise. As we meet new events in our studies we will keep track of our temperature until the conflict is full blown. As a class we will discuss when the “Boiling Point” should be. This activity will serve as a review/reflection for what we have covered as we go along in the unit and be a visual representation of the percentage complete in our studies.

* 1. Brown Bag Assessment
     1. My students are required to take a standard test for the WWII unit. The brown bag assessment will be an individual and group based assessment. It should reinforce a safe learning environment and the work the students have been doing in teams for the duration of the unit. It should serve as another test and/or quiz grade and/or extra points on the standard test and a classwork grade. Each student will get a paper bag with 1-3 items and they will follow the directions on the assessment as seen in the appendix.

**Tentative Agenda Outline:**

* Day 1:
  + Media Day
  + View and Discuss Unit Expectations & Letter to Parents
* Day 2:
  + What is Ideology?
  + Ideology & its Role in Politics
    - Fascism, Communism, Capitalism/Democracy
  + Why is this important?
* Day 3:
  + Who Participated in WWII and Why?
* Day 4:
  + Allied and Axis Powers
* Day 5:
  + Culture Cafe
    - **Literature Circle 1st Meeting**
    - “Get personal” with nations of WWII during culture café.
* Day 6:
  + Technologies
* Day 7:
  + Major Battles
    - (& how technology played a role in them)
* Day 8:
  + WWII through Propaganda
* Day 9:
  + **First Literature Circle Prompt**
  + Music & what it tells us about our time period, WWII and our culture
    - Teacher lead modeling with modern musical piece
    - Group song investigation (3 Songs) (listen)
    - Individual write ups
* **Day 10:**
  + **Early Release**
* **Day 11:**
  + **No School**
* **Day 12:**
  + **No School**
* Day 13:
  + Introduction to the Holocaust
    - Eugenics, Genocide, Persecution
* Day 14:
  + POW Camps
  + POW Poetry
* Day 15:
  + Conclusions (Work Day)
    - **Literature Circle Meeting**
    - Developing Good Questions
    - Finishing Unfinished Individual/Group Work
* Day 16:
  + Guest Speakers
* **Day 17:**
  + **Media Day**
* Day 18:
  + **Test Review** (Technically End of WWII Unit)
* Day 19:
  + **Brown Bag Assessment**
* Day 20:
  + ***Standard Test***
* Day 21: *SERVES AS A BRIDGE FROM WWII TO THE COLD WAR*
  + **Review of Results of WWII & Intro to the Cold War**
    - **“What do you mean…Cold? – (**The term and its origins)
* Day 22:
  + Balance of Powers & the “Big Idea”
    - What to do with all these troops?
      * Demilitarization
    - Post War Reconstruction
      * How to we put Humpty Dumpty Together Again?
* Day 23:
  + **Major “Battles” with a Focus on Berlin Blockade**
    - Relative Calm, High Tension
      * *Berlin Blockade (Credit to Dr. Candy Beal & Dr. Ron Honeycutt)*
* Day 24:
  + **Division in 1946**
    - Winston Churchill
      * Iron Curtain

**Day 25:**

* + Technology
    - Long Telegram and Mr. X
* **Day 26:**
  + Marshall Plan
* **Day 27:**
  + Greece, Italy & the Far East
* **Day 28**:
  + Western (Yalta) Betrayal

**Overview Narrative:**

Students will be in teams for the duration of the unit. They will have trays in the center of their tables where all of their work for the unit will be turned in.

* **Day 1:**

**Today is a media day which means the class will be in the media center checking out books. This will take up to 3/5 of the class period so we won’t have much instructional time. I’m going to send out a letter to the students’ parents the week before the unit starts (February 3, 2012). I will also prepare a letter to the students that addresses my expectations of them and what they can expect from me over the course of this unit. It will explain the structure of the unit and the class briefly (i.e. students will be in learning teams and why, students will be exploring WWII through a variety of ways I hope they will enjoy, feedback is welcome, etc.). I will have the letter posted on the wall for all the students to see for the duration of the unit (picture of myself included). I will read the letter to the class on Media day before/after they go to the media center. They will also have homework day one. The homework should be an “easy” check+ (notice I did not say ‘A+’). They will be responsible for reading a classroom contract and signing it which will reflect the letter I read to them and the letter that went home to their parents.**

* **Day 2:**

We will begin day two of the class by looking at the science of ideas. As a class we will have an opening discussion about what science is (making the connection to ideology as the science of ideas). We will review what scientists do to find the answers to their questions (e.g. observe, experiment, collect data, and draw conclusions, or infer)[ PPT (1-4)]. This is a natural way of acquiring information of most any kind. We have needs that drive us to interact with our surroundings which leads us to make observations and ‘test the waters’. This is just like when young children acquire knowledge of their surroundings…what they can eat and can’t eat, what feels good and is safe, and what feels bad an is dangerous.

**Next:**  I explain that we will be working like scientists (social and political scientists) in our discussion of ideology (PPT 5). Each group will have one of three definitions of ideology. Class participation will include students volunteering to participate in class discussion and instruction. Three students will share the three different definitions of ideology out loud. These slips should already be typed up on one word document, cut, and put into each team’s packet. We will look at those definitions as a class and compare then to each other to develop a broad understanding of what ideology is. I will make a graphic organizer on the board with ‘Similarities’ in the center and the numbers 1,2,3 as branches coming off the center. This is to show the similarities of the definitions and discuss this important vocabulary word.

**Next:** Teacher will go over brief PPT to cover the different types of ideologies so students can get a sense of the types of ideas that influence the characters they’ve been given to act out at the tea party. PPT (7-9)

[20 Min]. The slides are self-explanatory but I will probably have my own teacher notes to accompany the PPT slides for in case.

**Next:** Students will complete the political tea party activity. To introduce the leaders present during WWII each team will be given a leader to review. The group will receive a picture, a primary document, (possibly watch a video clip), and a prop. After the group as reviewed the materials they will pick a representative to be the political leader. They will be going to a tea party where none of them realizes who the others are. It will be something like a parody. The other teams don’t know who the political leaders are either. Students will enter the tea party in a manner characteristic of how their leader would, sit, eat, talk, and respond in a way that would reflect who they are, but never say their name. The teacher will be the dinner host just in case the group needs assistance. Students not performing in the skit will have a sheet to fill out where they are to write the dinner guests names, make note of their behavior, and try to match the right leader to the right student. Each student will do this except for the actors who will simply write a brief one to two sentences on their reactions during the dinner (since they don’t get to guess unless their group has no idea) in a space provided them on the group handout sheets.

**Next:** We will check our lists as a class as the actors reveal their identity and what they did to try to make us guess who they were. Actors will head back to groups and complete their portion of the group handout while their peers finish writing their takeaways. [7 Minutes]

**Closure:** Students will write on the back of their group handouts one thing they learned from the lesson. They will put their papers away in the packet they found them in. For homework they are to pick a book to start reading for literature circle. If they do not pick a definite they should have at least two in mind to choose from. Tomorrow we will look into the allies and enemies and the gray area in between.

* **Day 3:**

**Bridge:** The class will review briefly what we covered in lesson one by taking a look back at the slides (5-8) from PPT: The Science of Ideas. (Professor Mobley from NC History @ NCSU did this and I liked the approach to brief, informative, and teacher lead review). Next we will answer the question, “Why do people fight?” We will go over some examples on PPT: The Science of Ideas slides (10).

**Next**: Class Q&A- In their class teams each group will answer the question on a provided piece of paper, “What role might ideology play in conflict? In other words, why might people fight because of their different ideologies?” Each group should come up with at least one reason, but the answer is not limited to one response. [\_\_\_\_\_\_Minutes]

**Next:** Each group will have a packet of a nation who fought in WWII. In the packet will be Primary documents (e.g. photos, news article, etc.), fact slips about leaders and citizens, and even brief video clip link to help them decide why their nation joined the war and what kind of relationships existed between the nations involved. Each group will use the materials in their packets to write a letter (1) for future generations to know what the war was like for them (2) writing the family member during the war. They will address the letter to “Dear, reader” or “Dear [insert name].” The letter will include:

1. Who they are [student choice] and where they’re from [country, provided]…
2. Why the writer thinks the war is happening [inferencing]…
3. How it is affecting them (good & bad) [recall]…
4. One wish the author has and any other details the students would like to add.

***I will provide a sample letter on the document camera for students to reference(modeling).***

These letters will be placed on a map in the classroom so students can see where the letters came from and what different groups of people had in common and in contrast, as well as make and place personal connections to the nations involved in WWII and where they are located on a map.

**Closure:** Students will place their letters on the map in the correct region. Those who don’t finish in class must finish for homework or before EOD.

**Homework**:

1. Everyone should find a picture to represent them in their letter (it can be a cartoon, real picture, etc.)
2. Be prepared to share the book you are reading for you literature circles. Tomorrow you will share your choices with your group and fill out your first literature circle logs.

Tomorrow to review we will go over some WWII leaders and begin our lesson on allied and axis powers.

* **Day 4:**

At the beginning of class students should turn their pictures for their letters into the bin on their group table where their literature circle work goes. We will begin class with a discussion of our current leaders in America (President Obama and Governor Beverly Perdue). We will distinguish between national and state government and use this knowledge to make connections with our topic of WWII Leaders.

**Next:** Students will watch the video clip “Leaders of WWII” and work together in their teams to individually fill out the Leaders of WWII graphic organizer. Each member is responsible for filling out a sheet and each team is going to specialize in a leader so that each team can make sure the other teams have all the info from the film. Team members help each other and at the end of the video we will discuss the leaders. Teams will help teams fill in info they might have missed and we’ll use a key to make sure we hit all the details while creating a diagram on the board to represent allied and axis powers. **This should be drawn on the board by the teacher as they finish making notes in the movie and get ready to cover the notes as a class.** As we go over the notes the teacher will number the graphic organizer according to the numbers corresponding to leaders on the “Leaders of WWII” handout key. (i.e. Hitler was in the Axis Powers so a #5 would go beside Axis Powers). Students should annotate their charts in the same manner as the key and on the board.

After the board is annotated and the students graphic organizers are annotated (their packet will include a diagram like the one above that will also be used during the “Cold War” section of the unit) each group will pull out the photo in their packet of a political leader. They will decide as a group which category they should place their leader on the graphic organizers above. They can choose the left or right diagram, but if they choose a leader that belonged to both categories they should try to say determine why they chose to put them there (e.g. Stalin used to be buddy-buddy so to speak with Germany but then they felt like Germany asked too much so they allied with the allied powers).

**Closure:** The leaders aren’t all that make up a nation. What really makes a nation is its people. Come prepared to learn about culture tomorrow. Students will get in their literature groups time permitting and at least go over the prompt for their 1st literature group discussion. The prompt will be on the table. If they don’t get to this they will do literature circles first thing Friday morning.

**Homework:** BRING YOUR LITEARTURE CIRCLE BOOKS TO CLASS TOMORROW!

* Day 5:

If we did not get a chance start literature circles on Thursday we will do Literature Circle in teams as an opening activity. They will be discussing their first group question and making connections between the cover of their book and what is inside. I will ask them to ‘judge a book by its cover’. Teams will individually look over their covers and then share with the group. The group will share their ideas on the space provided on the worksheet and initial the puzzles pieces to sign that they participated with the literature circle. Next, we will participate in a skit activity called ‘Culture Café.’ (Credit will go to my classmates for this one!) They will each get a back with skit supplies-reference appendix.\* Students will put on a skit in teams of different cultures interacting in a café setting. This lesson is designed to help students develop a deeper connection between themselves, those of the past and different cultures of today.

* Day 6:

There are many innovative inventions and technology that arose around the time of WWII. Much of this technology was influenced by the war and vice versa. Great minds like Albert Einstein (and others) contributed to the discussion of these new technologies. Student will investigate technology and how these technologies came to be. Along the way the will learn about the battlefields of WWII (air, land and sea). This lesson is a precursor for Day 7.

* Day 7:

Major Battles are the topic of day seven. Yesterday we learned about technology and in the course of that instruction we also investigated battlefields (air, land, sea). Today we will further our discussion on technology and investigate some major battles of WWII that will help student develop a deeper understanding of the relationships between nations, what ‘grounds’ the war was actually fought on, and integrate our discussion of technology. \*I would like to let students investigate some of this technology using a website I found. Lab time is still not determined and laptop carts are limited so I am still working on this aspect. I may be able to let one person from each group at a time go to computers in the back and investigate while also providing materials in a group packet, which would allow for movement and group discussion. This will require monitoring\*

* Day 8:

**Propaganda Packets should be in placed in the center of each group’s table when they come into class. If need be elect someone responsible for passing out packets to team tables weekly.**The following can be found on the teacher’s laptop on the desktop. The folder is labeled WWII Propaganda Lesson. Each packet should be put together prior to class. Each group will receive a folder with their group packets, individual copies of the analysis handout, and individual copies of directions/guidelines.

* + - **Group (Canada)**
    - **Group (Russia)**
    - **Group (U.S.A)**
    - **Group (Japan)**
    - **Group (Women)**
    - **Group (Jews)**
    - **Group (Italy)**

**Discussion:** On the board we will fill out a KWL chart with information we know about advertisements and what we want to know about them (what they have to do with what we are studying?) The teacher will ask the same question but with regard to the word propaganda to see if the students recognize the word and/or distinguish between the two terms (vocabulary). Next, the activity will begin…

**Next:** The teacher will model how to complete the activity by using a modern day advertisement (or 2) and asks the questions the students should be learning to ask. We will discuss what we notice about the following:

* Color/Mood/How we feel when we see the ad
* Who is in the ad? How are they portrayed?
* Why? Purpose of ad?
* Effective?
* Stereotypes?
* How might other cultures perceive our ads? How might we perceive theirs based on cultural differences?

Students will have a print out with the following questions and space for documenting their observations and ideas. There will also be a PPT or other form of viewing ads. Print ads can be shown by individual groups under the document camera also.

**Next:** Now that we’ve looked at current ads and you know what to look for in an advertisement. Let’s shift gears back to WWII. In groups you guys are going to have packets with WWII propaganda. Each group will have a different set of items.

Following the model we just did, critically analyze the items in your packets. Answer the questions on the guided analysis page and infer or draw conclusions about what your observations say to you. As a group, come to a consensus, mentioning any points of dissention (meaning, if you don’t agree with the group then mention that too).

Then, as a group, pick one item of propaganda…glue it to a construction paper cutout and write one sentence why your group chose that piece. Leave it in the center work box.

**Closure:** Tomorrow we will continue our study of media by listening to music from the time period and examining the style and message of the music to learn about what the war was like through the music people created because of their experience(s).

* Day 9:

Today we will be doing our second literature circle meeting (hopefully, if not plan B is to do <referenced> below). We will also be looking at WWII through music and what that music says our culture, points of view, values, etc. We will also talk directly about these things as pertaining to WWII. We will open the lesson with a current popular song and we will listen to it. Students will have the lyrics in front of them as we listen. They will highlight their favorite parts of the song or items they thing identifies them and their values or what they think the artist values (which may indirectly say something about what we as a culture value). They can also write their reaction to the song (whether they liked it, hated it, identified, etc. and explain briefly). This activity will provide a segway into the WWII music activity. There will be three songs so some groups may be working with the same song. I will play the songs one by one so students can get a feel and ear for it. The computers in the back of the classroom will be already set up with the music ready to play. It is a possibility I will allow the groups to re-listen to parts of the songs or the songs again after they discuss the lyrics. So it would go, group listen, team talk, and listen again for follow (possibly). They will practice their summarizing and inferencing skills by summarizing the song in their own words, writing one takeaway showing the connections they made to WWII through the music, and are allowed to provide feedback as well on the same lyric sheet (clearly labeled spaces will be provided for necessary information).

**Day 10:**

Literature Circle possibility through Facebook/Edmodo via computer and/or phone

\*\*\*Checking into this possibility\*\*\*

12/8/11

* + **Early Release & Literature Circles (Modified)**
* **Day 11:**
  + **No School:**
* **Day 12:**
  + **No School**
* Day 13:
  + Introduction to the Holocaust: Eugenics, Genocide, & Persecution – We will be introduced to the Holocaust. Students will make connections between Jews from different time periods to track prejudice across centuries. We will go one step deeper and the students will try to make connections between themselves and Shylock. The tentative plan is to start the class off with a discussion of ownership. We will talk about the things we just couldn’t live without (from iphones to food…friends, shelter, etc.). Then I will switch gears by reading an excerpt \*Haven’t chosen this yet but probably from number the stars or I’ve lived a thousand years growing up in the holocaust\* that details an account of Jews being packed up and possession being taken away, etc.They will then do a free writing exercise to practice their writing skill and to make connections with the material they just heard and saw on video. They will be prompted to respond to the question(s): **Pretend that was you in the story. How would losing your possessions and being relocated make you feel?**  I will incorporate Shakespeare into our lesson by showing them Shylock’s speech in Merchant of Venice. Before we watch the speech I will provide background information on Merchant of Venice (a brief explanation of the play, background on customs and treatment of Jews during 16th century London). They will complete this after the reading and then complete a second response after the video. The prompt for the video will be: **“How were Jews in Shakespeare’s time (1500 and before) similar to the Jews of Hitler’s time?** (How is Shylock’s plight similar to the Jews’ plight during Hitler’s reign?)
* Day 14:

Today we will discuss what POWs are. We will view a brief video clip and then complete brief guided notes using a PPT. We will analyze POW poetry and try to make connections between the soldiers and ourselves by studying their artistry (their poems). We will try to determine author’s purpose, supporting details, and our own interpretation of the poem(s). Come prepared for literature circles next class session.

* Day 15:
  + Conclusions (Work Day): Literature Circle Meeting, Developing Good Questions, Finishing unfinished work – Today we will have our third literature circle meeting. \*Reference Appendix for details\* The goal will be to have read at least one book by this point in the unit. After lit circles we will discuss developing good questions and answer the question, “What makes a good question?” Individually students will come up with questions they might like to ask the guest speakers that will be coming to class (Hopefully on Feb. 13th, 2012). After this students will be allowed to work on individual work, reading, or unfinished work. I will take this time to conference briefly with each student about how they are doing so far in the unit.
* Day 16:
  + Guest Speakers are coming today. I will have checked students’ questions by EOD of Day 15. The guest speakers will present themselves and some artifacts. Students will be able to ask the guest speakers questions.
* **Day 17:**
  + **Media Day (No class time)**
* Day 18:
  + **Test Review** (Technically End of WWII Unit) – Today we will make a list on the board of everything we know about WWII. We will also refer back to our theme ‘No Simple Victory’ and ask ourselves what the title of the unit might be saying about war and conflict? This will be a visual representation of our learning so far. We will then take a look at the Timeline Thermometer that we have been keeping track of throughout the unit so far. We will try decide as a class where the ‘boiling point’ of the war should be…what even would cause our thermometer to blow? Some might say Pearl Harbor and others may say something different. We will talk about this and our reasons why we think our choices should be the boiling point and take a poll as a class (maybe with clickers if I can manage it…) to decide and then we will label it on our thermometer (possibly attach a “blowing up thermometer top” to the top of the thermometer…WHY? Because it’s cute). Students should use the rest of class to reflect by viewing their class work around the class, at their team tables, and the activities from the day and write a brief reflection about what they learned in class. I will provide a guided reflection sheet for them at their tables. If they don’t finish this in class they must finish for homework and turn it into their group box Day 19. Come prepare tomorrow to take your brown bag exams. Table will have a write up of what a brown bag exam is and copies of the brown bag handouts will be in their group boxes. They do not take these home. They will be there to allow the students to see what their assessment will look like.. I’d like for this to count as a test grade for them if everyone does well. They will be able to ask questions about the brown bag exam. Hopefully this will allow for more class time on assessment day.
* Day 19: *Credit to [\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ]*
  + **Brown Bag Assessment**

**Today is brown bag assessment day!!! After all assessments are turned in students will be able to choose between three different documentaries to start watching. They will vote on it as a class and enjoy parts a content related film (WWII, Holocaust, Cold War). This is to treat the students for doing such good work over the course of the unit (hopefully). Come prepare next day to take the school exam for WWII (as dictated by the school and teacher teams).**

* Day 20:
  + ***Standard Test***
* Day 21: *SERVES AS A BRIDGE FROM WWII TO THE COLD WAR*
  + **Review of Results of WWII & Intro to the Cold War**
    - **“What do you mean…Cold? – (**The term and its origins) – We will talk about the Cold War and where the term originated from. Then we will discuss what the Cold War is and why it was dubbed the Cold War. We will watch a brief introductory video on the Cold War. Students will complete a takeaway slip for the film: What connections can you make between WWII and the Cold War? How might ideology play a role in the Cold War? Next, students will focus in their groups on an activity that will help them ‘feel’ the atmosphere of the Cold War. We will discuss the climate of the Cold War and relate these words (climate & atmosphere) to our writing (mood/tone) and incorporate them as topics in our literature group discussions. We will segway into a discussion about what mood and tone are. I will leave the definitions on the document camera. Students will get in their literature circles and discuss what they think the author’s tone and the mood of their 1st literature circle book. I will walk around and monitor. Next day we will review the diagram sheet from our WWII discussion on balance of powers.
* Day 22:
  + Balance of Powers & the “Big Idea”
    - What to do with all these troops?
      * Demilitarization
    - Post War Reconstruction
      * How to we put Humpty Dumpty Together Again?

We will discuss the balance of powers using the diagram from our WWII discussion \*reference appendix\*. We will highlight the major issues of the Cold War. We will discuss the patterns of prewar tension, outbreak of war, end of war, and reconstruction. The people involved and their stories will be part of the class focus. Sticking with the theme of ‘No Simple Victory’ we will investigate the struggle of reconstruction. We will be carrying our knowledge from our WWII study of nations, important people, technology, global warfare, etc. into our study of the Cold War. Students will have a chance to keep tabs on the change in relationships between nations from the beginning of WWII to the Cold War by using their texting communication skills. Students will develop a (texting conversation/IM conversation/Facebook postings?) about the change in relationships (Balance of Powers) in WWII. This activity is to help students be engaged with the content, using their critical thinking skills to

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* Day 23:
  + **Major “Battles” with a Focus on Berlin Blockade**
    - Relative Calm, High Tension
      * *Berlin Blockade (Credit to Dr. Candy Beal & Dr. Ron Honeycutt)*

*Today we will see an overview of some of the major events of WWII. I will be incorporating a lesson from Dr. Beal’s Collaborative WWII Unit. They students will be studying what the blockade did, how they did, and why that was important. They will be dealing with primary documents and collaborating in their teams.*

* Day 24:
  + **Division in 1946**
    - Winston Churchill
      * Iron Curtain

**GENERAL UNIT OBJECTIVES for**

***Unit Title***: No Simple Victory

**North Carolina Standard Course of Study**

Language Arts

SWBAT: [Students will be able to:]

* SWBAT critically read multiple literary genres including non-fiction, fiction, poetry, and short stories (SCS 5.01)
* SWBAT explore & analyze a variety of information. (SCS 2.01)
* SWBAT interact and collaborate effectively with group members by: (SCS 1.04)
  1. listening attentively.
  2. showing empathy.
  3. contributing relevant comments connecting personal experiences to content.
  4. monitoring own understanding of the discussion and seeking clarification as needed.
* SWBAT extend vocabulary knowledge by learning new words. (SCS 6.01)
* SWBAT reflect on personal experiences and feelings to make connections with the texts. (SCS 1.01)
* SWBAT recognize and develop a stance of a critic by remaining fair minded critical, but open to all other interpretations of texts (SCS 4.03)
* SWBAT examine foundations of argument by summarizing author’s purpose, making connections between work and self, drawing inferences, and distinguishing between fact and opinion (SCS 3.01)

Social Studies

SWBAT: [Students will be able to:]

1. SWBAT describe factors that influence changes in distribution patterns of population and resources in Europe (SCS 2.02)
2. SWBAT examine the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment (SCS 3.03)
3. SWBAT examine key ethical ideas and values deriving from religious, artistic, political, and economic traditions and assess their influence on the development of selected societies and regions in Europe (SCS 4.03)
4. SWBAT explain how the allocation of resources requires economic systems to make basic decisions regarding the production and distribution of goods and services and evaluate the impact on the standard of living in selected societies and regions of Europe (SCS 5.03)
5. SWBAT identify historical events and evaluate their relationship to current issues and be able to analyze short and long range effects on political, economic, and social institutions (SCS 7.01)
6. SWBAT identify major discoveries, innovations, and inventions aand assess their influence on societies past and present (SCS 8.03)
7. SWBAT describe different types of governments and evaluate the effectiveness of each (SCS 9.02).
8. SWBAT trace the development of relationships between individuals and their governments and examine the right, roles, and status of individuals and assess their importance in relation to general welfare (SCS [10.1][10.04])
9. SWBAT identify concepts associated with culture and language and examine the basic needs and wants of all human beings and assess cultural responses (SCS [11.01][11.02])
10. SWBAT connect the events of war to North Carolina specifically (SCS [13.01])]

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**Common Core Standards**

**SWBAT:** (By EOY)

***English Language Arts-Grade 6***

* ***{Reading}*** (1) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
* ***{Reading}*** (9) Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics
* ***{Writing}*** (4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* ***{Writing}*** (3) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  + a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
* ***{Writing}*** Research (7) - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
* ***{Writing}*** Research (8) - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
* ***{Writing}*** Research (9) Draw evidence from literary or informational texts to support analysis, reflection, and research
* ***{Speaking & Listening}*** (1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly
* ***{Speaking & Listening}*** (2) Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under stud
* ***{Speaking & Listening}*** (3) Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not
* ***{Speaking & Listening} (***5) Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information
* ***{Speaking & Listening}*** (4) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
* ***{Speaking & Listening}*** (6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
* ***{Standard Conventions of English}*** (3) Use knowledge of language and its conventions when writing, speaking, reading, or listening

**UNIT TITLE: No Simple Victory**

**Lesson Title: Science of Ideas**

PLAN: #1 (Day 2)-Tuesday

**Context:** This plan is part of my larger unit [No Simple Victory]. The themes revolves around this title and examines all sides of the stories of WWII .In this lesson, students will be engaged in individual, group, and class work. They will take part in creating a skit and making inferences based on observations. They will then learn about ideology and the leading political ideologies in existence during WWII. They will also get a glimpse of the origins of those ideologies, therefore examining how the past affects the future.

**Overarching Goals & Objectives**:

**Competency Goal 6:**

* SWBAT extend vocabulary knowledge by learning new words. (SCS 6.01)

**Competency Goal 4:**

* SWBAT examine key ethical ideas and values deriving from religious, artistic, political, and economic traditions and assess their influence on the development of selected societies and regions in Europe (SCS 4.03)

**Common Core:**

* {Writing} (7)Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

**Specific Learning Objectives**

SWBAT:

* Define the term “ideology”
* Will be able to label at least three political leaders of WWII
* Apply a logical process to acquiring knowledge and inference making by using a graphic organizer

**Materials / Technology Resources Needed:**

Smart Board

Projector

Document Camera

PPT:

() Copies of Handout: Political Tea Party /w takeaway section

() Group packets (Part 1) with materials \*see appendix\*

1 Dinner table set up with () chairs

**Procedures/Instructional Strategies**

I. **Bridge:** We will begin the class by looking at the science of ideas. As a class we will discuss what science is (making the connection to ideology as the science of ideas). We will review what scientists do to find the answers to their questions (e.g. observe, experiment, collect data, and draw conclusions, or infer). PPT (1-4)

[3 Minutes]

II. **Steps: Next**, I explain that we will be working like scientists (social and political scientists) in our discussion of ideology (PPT 5). Each group will have one of three definitions of ideology. A representative from each class will share their definition out loud. These slips should already be typed up on one word document, cut, and put into each team’s packet. We will look at those definitions as a class and compare then to each other to develop a broad understanding of what ideology is. I will make a chart on the board as follows:

[6 Minutes]

[ 6 Min] **Next:** Teacher will go over brief PPT to cover the different types of ideologies so students can get a sense of the types of ideas that influence the characters they’ve been given to act out at the tea party. PPT (7-9)

[20 Min] **Next:** Students complete the political tea party activity. To introduce the leaders present during WWII each team will be given a leader to review. The group will receive a picture, a primary document, (possibly watch a video clip), and a prop. After the group as reviewed the materials they will pick a representative to be the political leader. They will be going to a tea party where none of them realizes who the others are. It will be something like a parody. The other teams don’t know who the political leaders are either. Students will enter the tea party in a manner characteristic of how their leader would, sit, eat, talk, and respond in a way that would reflect who they are, but never say their name. The teacher will be the dinner host just in case the group needs assistance. Students not performing in the skit will have a sheet to fill out where they are to write the dinner guests names, make note of their behavior, and try to match the right leader to the right student. Each student will do this except for the actors who will simply write a brief one to two sentences on their reactions during the dinner (since they don’t get to guess unless their group has no idea) in a space provided them on the group handout sheets.

[7 Minutes] **Next:** We will check our lists as a class as the actors reveal their identity and what they did to try to make us guess who they were. Actors will head back to groups and complete their portion of the group handout while their peers finish writing their takeaways.

III. **Closure:** Students will write on the back of their group handouts one thing they learned from the lesson. They will put their papers away in the packet they found them in. For homework they are to pick a book to start reading for literature circle. If they do not pick a definite they should have at least two in mind to choose from. Tomorrow we will look into the allies and enemies and the gray area in between.

**Accommodations / Differentiation / Special Needs:** None needed for this particular plan.

**Methods of evaluation:** (with the specific objectives which they evaluate indicated)

Students' completed poems [3.1, 7.1, 10.1, 9.1, 9.7]

Students' participation in word sculptures [9.4, 9.1]

Students' participation in class discussion [1.3, 2.1, 4.3, 5.2, 8.1]

Students' group work [7.1]

Note: See appendix to the unit for complete evaluation plan.

**In Retrospect:**

**UNIT TITLE: No Simple Victory**

**Lesson Title: Why do people fight? And, Leaders in WWII.**

PLAN: #2 -Wednesday

**Context:** This plan is part of my larger unit [No Simple Vicroty]. The themes revolves around this title and examines all sides of the stories of WWII. In this lesson, students will be engaged in individual, group, and class work. In this lesson, students will be engaged in performance and observation, data collection and inferencing. Students will also make connections between themselves and the people caught in the whirl wind of WWII by answering the questions, “Why do people fight? What are all the sides to the story? And, who is right and wrong?” They will then learn about who participated in the war and why. This lesson will build on the foundations of Lesson Plan #1.

**Overarching Goals & Objectives:**

**Competency Goal 6:**

* SWBAT reflect on personal experiences and feelings to make connections with the texts. (SCS 1.01)

**Competency Goal 4:**

* SWBAT interact and collaborate effectively with group members (SCS 1.04)

**Common Core:**

* {Writing} (4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Specific Learning Objectives**

SWBAT:

* Locate at least two nations of WWII on a map
* Identify with a person from another nation and culture by creating a historical fiction profile
* Examine primary documents and make inferences based off of what they observe

**Materials / Technology Resources Needed:**

Smartboard

Projector

Document Camera

PPT: Science of Ideas

(7) Group Packets with materials (\*See Appendix)

* Fact sheet
* Primary Document (e.g. photo, news articles, etc.)
* Slips of paper for group Q&A (1 per group)

(1) Large Map (might have to be hand drawn) to place letters on regionally

**Procedures/Instructional Strategies**

I. **Bridge:** The class will review briefly what we covered in lesson one by taking a look back at the slides (5-8) from PPT: The Science of Ideas. Next we will answer the question, “Why do people fight?” We will go over some examples on PPT: The Science of Ideas slides (10).

**Next**: Class Q&A- In their class teams each group will answer the question on a provided piece of paper, “What role might ideology play in conflict? In other words, why might people fight because of their different ideologies?” Each group should come up with at least one reason, but the answer is not limited.

[\_\_\_\_\_Min]

II. **Steps: Next:** Each group will have a packet of a nation who fought in WWII. In the packet will be

Primary documents (e.g. photos, news article, etc.), fact slips about leaders and citizens, and even brief video clip link to help them decide why their nation joined the war and what kind of relationships existed between the nations involved. Each group will use the materials in their packets to write a letter (1) for future generations to know what the war was like for them (2) writing the family member during the war. They will address the letter to “Dear, reader” or “Dear [insert name].” The letter will include:

1. Who they are [student choice] and where they’re from [country, provided]…
2. Why the writer thinks the war is happening [inferencing]…
3. How it is affecting them (good & bad) [recall]…
4. One wish the author has and any other details the students would like to add.

These letters will be placed on a map in the classroom so students can see where the letters came from and what different groups of people had in common and in contrast, as well as make and place personal connections to the nations involved in WWII and where they are located on a map.

III. **Closure:** Students will place their letters on the map in the correct region. Those who don’t finish in class must finish for homework or before EOD.

Homework:

1. Everyone should find a picture to represent them in their letter (it can be a cartoon, real picture, etc.)
2. Be prepared to share the book you are reading for you literature circles. Tomorrow you will share your choices with your group and fill out your first literature circle logs.

Tomorrow to review we will go over some WWII leaders and begin our lesson on allied and axis powers.

**Accommodations / Differentiation / Special Needs:** None needed for this particular plan.

**Methods of evaluation:** (with the specific objectives which they evaluate indicated)

Students' participation in creating a historical-fiction letter

Students’ correctly place letter in the correct region on the class map []

Students' participation in class discussion []

Students' group work [7.1]

Note: See appendix to the unit for complete evaluation plan.

**In Retrospect:**

**C:\Users\owner\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GMW40X6V\MC900391156[1].wmfUNIT TITLE: No Simple Victory**

**Lesson Title: Leaders of WWII continued…And, the balance of powers.**

PLAN: #3-Thursday

**Context:** This plan is part of my larger unit [No Simple Victory]. The themes revolves around this title and examines all sides of the stories of WWII. In this lesson, students will be engaged in individual, group, and class work. In this lesson, students will be engaged in creating class notes by working as individuals and in teams to document information from a video clip about the leaders in WWII. They will then learn about the major leaders in WWII by viewing and actively engaging content in a video clip (10:00 min.)

**Overarching Goals & Objectives**:

**Competency Goal:**

**Competency Goal:**

**Specific Learning Objectives**

SWBAT:

* Identify the ideology and leader of at least three WWII leaders
* Identify the allied and axis powers and place them in a graphic organizer
* Place the leaders by the nation they ruled/lead

**Materials / Technology Resources Needed:**

Smartboard

Projector

Document Camera

Dry Erase Board

Markers

PPT: Science of Ideas

Video Clip: Leaders of WWII <http://www.youtube.com/watch?v=oz2soIOBn8E>

Group Packets Part 3

() Copies of Handout: Leaders of WWII-supplement to video clip

() Pictures of Leaders of WWII (with flag if possible)

**Procedures/Instructional Strategies**

I. **Bridge**  Students should turn their pictures for their letters into the bin on their group table where their literature circle work goes. We will begin class with a discussion of our current leaders in America (President Obama and Governor Beverly Perdue).

II. **Steps Next:** Students will watch the video clip “Leaders of WWII” and work together in their teams to individually fill out the Leaders of WWII graphic organizer. Each member is responsible for filling out a sheet and each team is going to specialize in a leader so that each team can make sure the other teams have all the info from the film. Team members help each other and at the end of the video we will discuss the leaders. Teams will help teams fill in info they might have missed and we’ll use a key to make sure we hit all the details while creating a diagram on the board to represent allied and axis powers.

**This should be drawn on the board by the teacher as they finish making notes in the movie and get ready to cover the notes as a class.** As we go over the notes the teacher will number the graphic organizer according to the numbers corresponding to leaders on the “Leaders of WWII” handout key. (i.e. Hitler was in the Axis Powers so a #5 would go beside Axis Powers). Students should annotate their charts in the same manner as the key and on the board.

War

War

War

Nazi-Soviet Pact

Grand Coalition

After the board is annotated and the students graphic organizers are annotated (their packet will include a diagram like the one above that will also be used during the “Cold War” section of the unit) each group will pull out the photo in their packet of a political leader. They will decide as a group which category they should place their leader on the graphic organizers above. They can choose the left or right diagram, but if they choose a leader that belonged to both categories they should try to say determine why they chose to put them there (e.g. Stalin used to be buddy-buddy so to speak with Germany but then they felt like Germany asked too much so they allied with the allied powers).

III. **Closure:** The leaders aren’t all that make up a nation. What really makes a nation is its people. Come prepared to learn about culture tomorrow. Students will get in their literature groups time permitting and at least go over the prompt for their 1st literature group discussion. The prompt will be on the table. If they don’t get to this they will do literature circles first thing Friday morning.

**Accommodations / Differentiation / Special Needs:** None needed for this particular plan.

**Methods of evaluation:** (with the specific objectives which they evaluate indicated)

Students' complete a guided graphic organizer while watching a video clip []

Students' construct a graphic view of the balance of powers on the board []

Students' group work [7.1]

Note: See appendix to the unit for complete evaluation plan.

**In Retrospect:**

**UNIT PLAN #5(thinking this will be the culture café lesson activity) & #6(technology & the battlefield) Are tentative. I wanted to give greater detail to a lesson I knew I was sure about so I went ahead a few days.**

**UNIT TITLE: No Simple Victory**

**Lesson Title: Voices and perspective through propaganda**

**Credits: An Original Lesson ECI435 – Mini-lesson including an artifact (Modified)**

PLAN: #7-Wednesday, 14th

**Context:** This plan is part of my larger unit [No Simple Victory]. In this lesson, students will be engaged making inferences through images in a study of WWII propaganda. They will then learn about the role media plays in decisions people make, how culture and media affect each other, and what makes media/propaganda affective (i.e. techniques, message, playing on stereotypes, etc.)

**Overarching Goals and Objectives:**

**Competency Goal 7:**

* The learner will assess connections between historical events and contemporary issues.
* 7.02 Examine the causes of key historical events in selected areas of South America and Europe and analyze the short- and long-range effects on political, economic, and social institutions.

**Competency Goal 11:**

* The learner will recognize the common characteristics of different cultures in South America and Europe.
* 11.02 Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values and beliefs in creating different cultural responses.

**Specific Learning Objectives**

* examine propaganda from a variety of sources during WWII
* make connects between themselves and their experiences with media and the affect propaganda/media had on people during WWII
* students will be able to create a propaganda wall that represents their study of propaganda and it will be hung up in the classroom.

**Mini-Lesson Objective(s):**

* Students will be able to activate their prior knowledge by comparing and contrasting current day ads (propaganda) to WWII propaganda by identifying the purposes, techniques, and effectiveness of teacher provided examples of diverse ads.
* Students will be able to critically analyze WWII propaganda by collaborating with peers on observations and recording data in a teacher provided scaffolded chart.
* Students will be able to infer the purpose of the ads by discussing their observations with their peers and with class and make connections between the participants of WWII by compiling their results and responding to the closure activity.

**Materials / Technology Resources Needed:**

Smartboard

Document Camera

Projector

* **Handouts**
  + Copies\_\_\_\_\_\_\_\_\_
    - Analysis/Guided questions handout for Current Ads
    - This is the model for WWII propaganda analysis
  + Copies\_\_\_\_\_\_\_\_\_
    - Photo analysis handout for WWII propaganda
  + Copies \_\_\_\_\_\_\_\_
    - Daily Agenda
    - These should be on each groups table as they come in for class.
  + Copies\_\_\_\_\_\_\_\_
    - Directions/Guidelines Sheet for Propaganda Activity

**Media Packets (Group Packets Part 7)**

* + The following can be found in pre-made button snap envelopes in the crate labeled “Media Connections”
  + Each group should receive a packet that includes one or more of the following:
    - Print ad
    - Photo
    - Artwork (Conventional or Modern)
    - Magazine (Cover or Advertisement)
    - TV ad shot
    - Poster
    - Construction Paper cut outs
    - Glue Stick
  + The sample exercise will serve as a model for the propaganda activity. This means the sample should be diverse (e.g. culturally, gender, ethnicity, politically etc.).

**Procedures/Instructional Strategies**

**Propaganda Packets should be in placed in the center of each group’s table when they come into class. If need be elect someone responsible for passing out packets to team tables weekly.**The following can be found on the teacher’s laptop on the desktop. The folder is labeled WWII Propaganda Lesson. Each packet should be put together prior to class. Each group will receive a folder with their group packets, individual copies of the analysis handout, and individual copies of directions/guidelines.

* + - **Group (Canada)**
    - **Group (Russia)**
    - **Group (U.S.A)**
    - **Group (Japan)**
    - **Group (Women)**
    - **Group (Jews)**
    - **Group (Italy)**

I. **Bridge Discussion:** On the board we will fill out a KWL chart with information we know about advertisements and what we want to know about them (what they have to do with what we are studying?) The teacher will ask the same question but with regard to the word propaganda to see if the students recognize the word and/or distinguish between the two terms (vocabulary). Next, the activity will begin…

II. **Steps Next:** The teacher will model how to complete the activity by using a modern day advertisement (or 2) and asks the questions the students should be learning to ask. We will discuss what we notice about the following:

* Color/Mood/How we feel when we see the ad
* Who is in the ad? How are they portrayed?
* Why? Purpose of ad?
* Effective?
* Stereotypes?
* How might other cultures perceive our ads? How might we perceive theirs based on cultural differences?

Students will have a print out with the following questions and space for documenting their observations and ideas. There will also be a PPT or other form of viewing ads. Print ads can be shown by individual groups under the document camera also.

**Next:** Now that we’ve looked at current ads and you know what to look for in an advertisement. Let’s shift gears back to WWII. In groups you guys are going to have packets with WWII propaganda. Each group will have a different set of items.

Following the model we just did, critically analyze the items in your packets. Answer the questions on the guided analysis page and infer or draw conclusions about what your observations say to you. As a group, come to a consensus, mentioning any points of dissention (meaning, if you don’t agree with the group then mention that too).

Then, as a group, pick one item of propaganda…glue it to a construction paper cutout and write one sentence why your group chose that piece. Leave it in the center work box.

III. **Closure:** Tomorrow we will continue our study of media by listening to music from the time period and examining the style and message of the music to learn about what the war was like through the music people created because of their experience(s).

**Accommodations / Differentiation / Special Needs:** None needed for this particular plan.

**Methods of evaluation:** (with the specific objectives which they evaluate indicated)

Students' completed document/photo analysis handouts []

Students’ completed reflection on propaganda piece []

Students' participation in class discussion []

Students' group work []

Note: See appendix to the unit for complete evaluation plan.

**In Retrospect:**

**Materials Appendix:**

Group Packet(s) Part 1: Science of Ideas

Group Packets(s) Part 2: Why do people fight? And, Leaders of WWII

Group Packets(s) Part 3: Leaders of WWII Continued…And, the Balance of Power

Group Packets(s) Part 7: Voices & Perspective through media

Leaders of WWII (Video Clip) Handout

Leaders of WWII (Video Clip) Handout Key

Letter to parents (Student Teaching/WWII Unit)

Letter to students (WWII Unit)

Literature Circle Discussion Log

Literature Circle Discussion Log Day 1: Teacher Prompt-Judge the book by its cover!

Merchant of Venice

Political Tea Party Handout

Photo Analysis Worksheet

PPT: Science of Ideas (Slide Sorter View)

Sample Letter (Nations of WWII Activity)

WWII Allies/Axis Diagram

WWII Cold War Diagram

**Merchant of Venice**

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To bait fish withal: if it will feed nothing else,  
it will feed my revenge. He hath disgraced me, and  
hindered me half a million; laughed at my losses,  
mocked at my gains, scorned my nation, thwarted my  
bargains, cooled my friends, heated mine  
enemies; and what’s his reason? I am a Jew. Hath  
not a Jew eyes? Hath not a Jew hands, organs,  
dimensions, senses, affections, passions? Fed with  
the same food, hurt with the same weapons, subject  
to the same diseases, healed by the same means,  
warmed and cooled by the same winter and summer, as  
a Christian is? If you prick us, do we not bleed?  
if you tickle us, do we not laugh? If you poison  
us, do we not die? And if you wrong us, shall we not  
revenge? If we are like you in the rest, we will  
resemble you in that. If a Jew wrong a Christian,  
what is his humility? Revenge. If a Christian  
wrong a Jew, what should his sufferance be by  
Christian example? Why, revenge. The illainy you  
teach me, I will execute, and it shall go hard but I  
will better the instruction.

**C:\Users\owner\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GMW40X6V\MC900234083[1].wmfC:\Users\owner\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\I7HLQT1Z\MC900250392[1].wmf Political Tea Party Handout**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Political Leader** | **Clue #1** | **Clue #2** | **Clue #3** | **Guess** | **Reveal…** |
| Adolf Hitler |  |  |  |  |  |
| Joseph Stalin |  |  |  |  |  |
| Benito Mussolini |  |  |  |  |  |
| Franklin D. Roosevelt |  |  |  |  |  |
| Winston Churchill |  |  |  |  |  |
| Harry Truman |  |  |  |  |  |
| Charles De Gaulle |  |  |  |  |  |
| Emperor Hirohito |  |  |  |  |  |

Actor’s Response Box: By doing this activity what did you learn about the leaders of WWII?

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**The Leaders of WWII**

**The Great Minds**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Leader** | **Winston Churchill** | **Franklin D. Roosevelt** | **Benito Mussolini** | **Joseph Stalin** | **Adolf Hitler** |
| Nation | Britain | America | Romania, Italy | Russia | Germany |
| Job |  |  |  |  |  |
| Nation |  |  |  |  |  |
| Strengths |  |  |  |  |  |
| Ally/Axis |  |  |  |  |  |
| Battle(s) & Negotiations |  |  |  |  |  |
| Importance |  |  |  |  |  |

**How did the music in the video clip make you feel? How did it set the stage for the content of the video? (i.e. How did the music reflect the ‘great minds’ the video talks about and the conflict they found themselves trying to control?)**

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**C:\Users\owner\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9E3B0VRR\MC900250766[1].wmfLeaders of WWII**

**The Great Minds (Key)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Leader** | **(1)Winston Churchill** | **(2)Franklin D. Roosevelt** | **(3)Benito Mussolini** | **(4)Joseph Stalin** | **(5)Adolf Hitler** |
| Nation | Britain | America | Romania, Italy | Russia | Germany |
| Job | Prime Minister | President | Italian Combat Squad  National Fascist Party Leader | Leader of Communist Party – Totalitarian Rule -Militaristic  Industrial Society | Fuhrer of Nazi Party  (National Socialist Workers Pary) |
| Setbacks | Speech Impediment | U.S. was suffering a depression  Polio | Axis powers pushed out of Italy and Mussolini was dismissed by the King | Hitler started asking for too much and attacked Russia when Stalin sided with the Allies | Unstable and temperamental  Mother died of cancer |
| Strengths | Empowering Speeches | Determination  Rallied People together |  | Man of Steel  Ties to Lenin boosted his career | Charismatic Speaker |
| Ally/Axis | Ally | Ally | Axis(Germany)-Allies(America) | Axis(Germany)-  Allies(America) | Axis |
| Battle(s) & Negotiations | Battle of Britain | -Pearl Harbor  -Normandy Invasion  D-Day | 1943-Axis Powers kicked out of Italy | Non-aggression Pact  Siding with Allies | War |
| Importance | Royal air force defended Britain from German invasion | -U.S. entered the war  -Landed on Normandy beaches, tricking Hitler into moving troops away from the intended fight | Provided a stepping stone for the U.S. into Europe and aided allied success | Allowed Nazi Germany to invade Poland  Germany Invade Russia (Russia won with “No Surrender Policy”) |  |

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**WWII**

War

War

War

Nazi-Soviet Pact

Grand Coalition

**COLD WAR**

Cold War

**\**

**C:\Users\owner\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OQ781UYA\MC900285466[1].wmfDiscussion Directing:**

Your job is to develop a list of questions that your group might want to discuss about the books being read. Don’t worry about the small details; your task is to help people talk over the big ideas in the reading and share your reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics for your group.

**Possible discussion questions or topics for today**

**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**GROUP INITIALS GO HERE:**

**Sample questions**

What was going through your mind while you read this?

How did you feel while reading this part of the book?

What was discussed in this section of the book?

Can someone summarize briefly?

Did today’s reading remind you of any real-life experiences?

What questions did you have when you finished this section?

Did anything in this section of the book surprise you?

What are the one or two most important ideas?

What are some things you think will be talked about next.

**{RECORDER}**

**What connections did the group make between the books being read today (i.e.** characters, themes, events, connections to current events, etc.)?

**C:\Users\owner\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OQ781UYA\MC900285466[1].wmfDiscussion Directing: (1st Literature Circle)**

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**Possible discussion questions or topics for today**

**1. Judge the book by its cover! I want to know what you think about your book based on what the cover makes you think (colors, picture, title, etc.)!**

**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**{RECORDER}**

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**Photo Analysis Worksheet**

|  |  |  |
| --- | --- | --- |
| **Step 1. Observation** | | |
| A. |  | Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. |
| B. |  | Use the chart below to list people, objects, and activities in the photograph.   |  |  |  | | --- | --- | --- | | People | Objects | Activities | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |
| **Step 2. Inference** | | |
|  |  | Based on what you have observed above, list three things you might infer from this photograph.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Step 3. Questions** | | |
| A. |  | What questions does this photograph raise in your mind?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| B. |  | Where could you find answers to them?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Works Cited and Credits**

**\*\*In Progress\*\***