

Introduction to World War II Lesson Plan created by Crystal Demsky-Graham, Georgia Educator
Lesson plan format is from Western Governors University; Salt Lake City, UT

GENERAL INFORMATION

Subject(s): Social Studies

Topic or Unit of Study: Events Leading to World War II: An Introductory Lesson to begin a unit on World War II History

Grade/Level: Grades 6th – 8th

Time Needed for Lesson: 90 minutes

****Note: This lesson is designed to be taught in block scheduling, but it is easily adapted to be taught over two days.**

STANDARDS AND OBJECTIVES

USA- National History Standards (US and World)

Standard Area: United States History Standards for Grades 5-12

Topic/Era Era 8: The Great Depression and World War II (1929-1945)

Standard STANDARD 3 : The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

Sub-Standard Standard 3A: The student understands the international background of World War II.

Indicator 5-12: Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941.
[Formulate a position or course of action on an issue]

Lesson Objective(s):

1. Given a Venn diagram (see attachment; student copies are on the teacher's desk with a blue sticky note on top) and the textbook *Georgia and the American Experience*, students will work in groups of three or four to compare and contrast the differences and similarities between a

dictator and a democratic leader (U.S. President, British Prime Minister). The students will find the information to complete the chart beginning on page 402 (Chapter Eleven, Section Four of the textbook). The Venn diagrams should include at least four differences and two similarities.

2. Given a Vocabulary list of common World War II words (see attachment), the students will work individually to rewrite the words and definitions on index cards in order to create flashcards for the Vocabulary Quiz at the end of the unit. Students should review these flashcards each night for homework. The Vocabulary list student handouts are on the teacher's desk with a green sticky note on top. The students should complete this task 100% in class; but if some of our students with special needs need more time, they can work on it in the Learning Lab during their scheduled remediation time.
3. Given the grade level Social Studies textbook, a map of Europe, an explanation sheet of the task, and a list of countries and dates they were conquered, students will work in pairs to label and color-code a map of Germany and the fourteen other countries conquered by Hitler/Germany during World War II. The instructions for color coding and labeling are included in the attached performance assessment map task. The task is three pages long. Each student should receive one stapled three-page task packet. Students should raise their hands when they are finished and exchange their completed maps with another pair, who is also finished. If there are mistakes, the students need to correct them. It is important that these maps be accurate as the students are going to use the maps throughout the unit for several activities. When the pairs are finished, the students will collaborate as a group of 4 to discuss their findings and their feelings and thoughts regarding the following question: Why did Hitler do this and how did it affect the people in Europe, around the world, in America, and in our home state? The students should have one person in the group make notes regarding their discussion. When everyone is finished with the task, the groups of 4 will take turns coming up to the front of class to discuss their ideas.

MATERIALS AND RESOURCES

Instructional Materials:

One copy of the grade level Social Studies book.

One copy of the Venn diagram comparing/contrasting dictators and democratic leaders for each student.

One copy of the World War II Vocabulary List for each student.

One copy of the Map Performance Assessment Task (3 pages stapled) for each student.

One pink and one yellow colored pencil for each student.

One black fine-line Sharpie for each student.

Each student should have his or her own pencil and/or blue or black pen to complete the other tasks.

One SmartBoard or projector & screen with Internet connection via teacher's computer.

Resources:

Textbook used:

London, Bonnie. 2005. *Georgia and the American Experience*. Lilburn, GA: Clairmont.

Map of Europe is from:

Enchanted Learning

Col, Jeananda. (2002) Outline Map of Europe. Retrieved March 1, 2012, from <http://www.enchantedlearning.com/geography/europe/outlinemap/>.

World War II Vocabulary List is adapted from:

London, Bonnie. 2005. *Georgia and the American Experience*. Lilburn, GA: Clairmont.

Websites for photos and videos for the teacher's Introduction of the WWII Unit:

<http://www.history.com/topics/world-war-ii#a0>

<http://www.nationalww2museum.org/learn/education/for-teachers/classroom-resources.html>

List of Countries conquered by Germany during World War II is adapted from:

BBC Primary History World War II

http://www.bbc.co.uk/schools/primaryhistory/world_war2/world_at_war/

United States Holocaust Memorial Museum

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007306>

Resource for ELL students is from:

Dictionary.com

Venn diagram, performance map instructions, and original sentences on World War II Vocabulary List are written/created by: Crystal Demsky-Graham

INSTRUCTIONAL PLAN

Sequence of Instructional Procedures/Activities/Events (provide description and indicate approximate time for each):

1. Identification of Student Prerequisite Skills Needed for Lesson:

Knowledge and use of Venn diagrams

*Have been used since the beginning of the school year, and this lesson is being taught in the 2nd semester

Knowledge and use of map skills

*The students have been working on map skills all school year. The Performance Task is meant to show a summative assessment of the students' growth in map skills throughout the year.

2. Presentation of New Information or Modeling: 30 Minutes

The teacher will ask, "What is a dictator?" "What is a democratic leader?" After waiting for answers/discussion, the teacher will give instructions to the students on completing the comparison/contrast chart of democratic leaders vs. dictators. The teacher will divide the students into small groups of three or four students each and will set the timer for five minutes. The students will have approximately five to seven minutes to complete the Venn diagram. The timer is used frequently in this classroom as it keeps students on task and offers more structure to the SPED students.

The teacher and the parapro will walk around the classroom to monitor the students' work, to make sure they are staying on task, and to make sure they have 10 statements on their groups' Venn diagrams. Some of the groups may require extra time or further explanation of the task in order to complete the Venn diagrams correctly. The teacher and parapro will offer clarification of directions as needed, but they will not "spoon-feed" the answers to the students since the purpose of this activity is to see what the students know.

The students will share their groups' answers to their Venn diagrams with the classroom by designating one speaker from each group to share their answers with the class. The teacher and parapro will oversee the discussion and will offer occasional commentary to encourage the students to examine their ideas more fully.

After the students have completed the discussion of the Venn diagram, the teacher will use the History Channel website and the Smartboard to show students a few photographs and video clips of Hitler. The teacher will offer a short overview of the unit by explaining that World War II was complicated by the involvement of many countries, the disagreements caused by differing political and ideological agendas, the invention and use of new weaponry and equipment, and the battles being fought across many continents and bodies of water.

3. Guided Practice: 20 Minutes

The teacher and parapro will hand out the WWII Vocabulary sheets and explain the directions for making flashcards for the new words. The students will create the first flashcard by watching the teacher model the creation of a flashcard on the Smartboard. The parapro and teacher will circulate around the classroom to ensure that the students are doing the flashcards correctly. The students will complete the remaining Vocabulary flashcards on their own. Any unfinished flashcards should be completed for homework. The students will be instructed to begin reviewing their Vocabulary flashcards for homework nightly in order to prepare for the Unit Vocabulary Quiz, which will be given in two weeks.

4. Independent Student Practice: 35 Minutes

The teacher will use Enchantedlearning.com to pull up the map of Europe. The teacher will explain that Hitler's conquering of other European countries is one of the primary causes of WWII becoming a global war. The teacher and parapro will pass out the Performance Assessment Task packets. The teacher will call on students to read the Performance Task instructions aloud to the class. The teacher will allow for questions or clarification of the directions after the students have read the task instructions completely.

The teacher will explain that each student must have 5 out of 7 points on the rubric in order to pass the task, and that those students who receive less than 5 points will have to redo the task. The students will work in pairs first, and then in groups to complete the Performance Assessment Task. (see lesson objective 3 and task instructions on the student handout). The SPED students may work at the table with the parapro in order to give them a better opportunity to have clarification of the task directions and to keep them on task. The teacher will circulate around the room to make sure that students are staying on task and that each pair/group is working on the task.

5. Culminating or Closing Procedure/Activity/Event: 5 Minutes

Students will turn their completed Performance Tasks into the bin labeled "Social Studies." The bin is located on the top shelf of the bookshelves on the left-hand side of the classroom. The teacher will remind students to complete their WWII Vocabulary flashcards for homework if they did not finish them during class and to review the flashcards with a sibling, parent, or guardian. The teacher will ask the students to copy the homework into their agendas. She will ask the students to partner share with a student seated near them by reflecting on the events leading up to WWII by asking them to predict the affects of dictatorship on a country and/or people group. The students will be given the daily "Brainteaser" question to research at home. "What does 'G.I.' stand for?" All who answer correctly tomorrow will get five extra computer minutes.

Pedagogical Strategy (or Strategies):

Collaborative learning groups.

Whole-class discussion.

Generalization of new concepts and vocabulary.

Venn diagram use for comparison/contrast.

Repetition through individual students creating vocabulary flash cards from the WWII Vocabulary handout by copying the Vocabulary word and definition onto index cards.

Differentiated Instruction:

ELL Students: For lesson objective 2, the two ELL students will use the two student computers to listen to pronunciations of each of the WWII Vocabulary words using Dictionary.com. The ELL students will wear headphones, so they can hear the audio pronunciations of the new Vocabulary words. The students can also use Dictionary.com to see photographs of many of the new Vocabulary words.

ELL Students and SPED: For all three lesson objectives, ELL students and SPED students (the five students who have either IEPs or 504s, which call for extra time) will be given extra time as needed. The flashcards can be completed at home if they are not finished in class. The Map Task will be completed the next class period if it is not completed in class.

SPED Students: For lesson objective 3, the paraprofessional will offer students the option to work with her at the table on the Performance Task rather than stay at their individual desks. She will be on hand at the table to offer clarification and to keep them on task.

Gifted Students: For lesson objective 3, the Gifted students will work in collaborative groups and use the two student computers to research the Internet to find videos or photographs of news from the 1930s and 1940s showing Hitler and the Nazis conquering other European countries. The students will share at least one video clip and three photographs, which relate to the task, by showing the videos and photographs on the Smartboard.

Student Assessment/Rubrics:

The Venn diagrams will be formatively assessed by the teacher and paraprofessional to make sure that students are following instructions and accurately comparing/contrasting dictators and democratic leaders. The Venn diagrams will not be formally assessed, but each student will be informally checked by the teacher and paraprofessional, as they circulate around the classroom, to ensure that the groups have at least 10 statements on their Venn diagrams.

Students will self-assess their Vocabulary flashcards to make sure they have created a card for each Vocabulary word and that they have spelled the words correctly and copied the definition accurately. The flashcards will not be formally assessed, but they will be collected prior to the upcoming Vocabulary Quiz. Completion of the WWII Vocabulary flashcards and turning them in the day of the quiz will count for five points of the total Vocabulary Quiz grade. Students must complete 20 flashcards, one for each of the 20 Vocabulary words, in order to receive the five points.

The Map Task is a Performance Assessment, which will be assessed formally via the attached task rubric. The students will receive the rubric in their packets the day the task is assigned. Students should receive a minimum of 5 out of 7 correct in order to receive credit for the assignment. Students who receive less than 5 out of 7 will redo the Performance Task. The Map Task will be included in the students' Social Studies portfolios as an example of the students' work for the quarter. This Performance Task will show growth in the students map work since the first semester and will give parents and the students' other teachers a summative assessment of each student's skills.

Student Handout 1a, page 1

World War II Vocabulary List

1. Dictator (DIHK tayt ur) One who has absolute power of rule in a country
Adolf Hitler was one of the worst dictators in world history.
2. Nazi (NAHT see) A member of a political party that rose to power in Germany under Adolf Hitler in the 1930s
During the 1930s, many German boys attended clubs that taught them how to be good Nazis.
3. Concentration Camps (kahn sun TRAY shun kamp) A prison camp for holding people who are thought to be dangerous to the ruling group.
One of our speakers this month will be a man who survived life in a concentration camp in Poland.
4. Axis Powers (AK sihs POU urz) The name given to the countries that fought against the Allies in World War II.
Both Germany and Japan were members of the Axis Powers.
5. Allies (AL lyz) The name given to those countries supported by and later joined by the United States in World War I and in World War II.
The Allies successfully defeated the Japanese on the island of Iwo Jima.
6. Ration (RASH un) To limit the amount each person can get.
During the war, sugar was rationed so women often used applesauce as a substitute in cakes and pies.
7. Holocaust (HAHL uh kawst) The destruction of millions of Jews by the Nazis.
Approximately six million Jews died during the Holocaust.
8. Radiation (ray dee AY shun) The energy or rays released by a bomb that act as a long-lasting kind of poison to people.
Some of the scientists who worked on the atom bomb died after being exposed to radiation.
9. Political Party (puh LIHT ih kul PAHR tee) A group of people who have the same ideas about how a government should be run and what it should do.
The Nazis were one of the most feared political parties in Europe.
10. Armistice (AHR muh stihs) A halt to fighting by agreement between the warring nations.
Germany's resentment to the terms of the armistice after World War I was one of the things that led to World War II.
11. Parliament (PAHR luh munt) The lawmaking body of England. Also, the lawmaking body of Canada.

Both England's and Canada's Parliaments had to approve their countries declarations of war on Germany.

Student Handout 1a, page 2

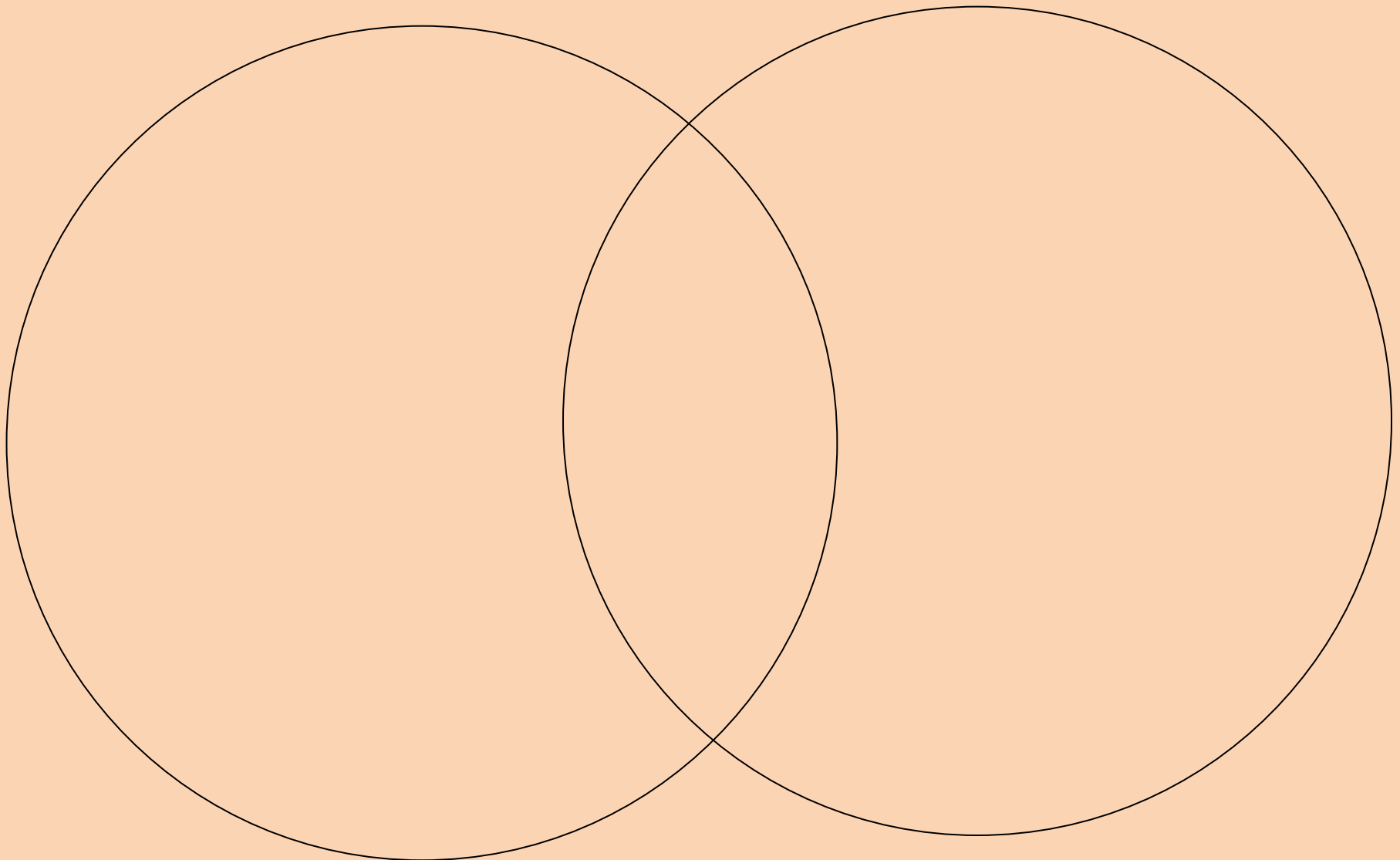
12. Submarine (sub muh REEN) A boat that travels underwater.
Both the Japanese and the Americans used submarines to fight naval battles in the Pacific Ocean.
13. Territory (TER uh tore e) An area of land controlled by a nation.
By the end of Hitler's conquests, much of Europe was German territory.
14. Discrimination (dih skrihm ih NAY shun) The unequal and unfair treatment of a person or a group.
In 1988, Congress agreed to make up for past discrimination by paying \$20,000 to each Japanese American who was forced to live in a camp during World War II.
15. Volunteer (vahl un TIHR) A person who offers to do something of his or her own free will.
Despite the discrimination against them, many Japanese Americans volunteered to serve in the Army during World War II
15. Smuggle (SMUG ul) To bring into or take out of a country in a way that is secret and against the law.
Many Swedish people helped to smuggle Jews out of Nazi occupied countries during the Holocaust.
16. Segregation (seg ruh GAY shun) The separation of black and white people from each other.
Although black men were drafted into the Army during World War II, segregation was still practiced with black soldiers having their own units.
17. Treaty (TREET ee) A written agreement between two countries.
The Japanese signed the treaty of surrender September 2, 1945.
18. Environment (EN VYE run munt) The land, air, water, plants, animals—everything that affects the way people live.
Hiroshima's environment was completely devastated when the atomic bomb was dropped on it.
19. Landlocked (LAND lahkt) Not having a seacost.
The Allied invasion at Normandy was necessary to gain access to the landlocked countries under German occupation.
20. Symbol (SIHM bul) Something that stands for or suggests something else.
The swastika is the most famous symbol of Nazi Germany.

Sentences Created By: Crystal Demsky-Graham

Student Handout 2

Democratic Leader

Dictator



Student Handout 3a



Source: Col, Jeananda. (2002) Outline Map of Europe. Retrieved March 1, 2012, from <http://www.enchantedlearning.com/geography/europe/outlinemap/>.

Student Handout 3b, page 1

Students' Names _____

Date _____

Map Skills Performance Task:

Fact: Germany is small compared to some of the other countries in the world, yet before World War II (WWII) was over, Germany controlled 14 European countries. Some countries fought back; others surrendered peacefully, yet all suffered hunger, and loss of basic human comforts. Many innocent people died that lived in the countries that Hitler conquered. These actions led to the most devastating global war in history.

Facts to Consider:

- Over **6 million** Jewish people died during the Holocaust.
- Nearly **3 million** of the Jewish people who died were from Poland.
- Over **33 million** civilians died during WWII across the world.
- The Germans and their allies killed over **1.5 million** children.
- **416, 800** American military service people died during WWII.
- **5,701** Georgians, who were in the military, died during WWII.
- A total of **63,185,500** people from around the world died during the war!

Sources: <http://www.secondworldwarhistory.com/world-war-2-statistics.asp> and <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005142>

Task: Using the attached map and information sheet, work in **pairs** to complete the following tasks.

1. Locate and label on the map the 14 countries listed on the information sheet using a fine line sharpie.
2. List the date (in short form, ex. 10/20/38) that the country was conquered on the map **under** the name of the country using a fine line sharpie.
3. Color Germany pink using a colored pencil.
4. Color the conquered countries yellow using a colored pencil.
5. Exchange your completed work with another pair who is also finished and check each other's work for accuracy.
6. When you are finished, collaborate as a group of 4 to discuss your findings and your feelings and thoughts regarding the following question:
Why did Hitler do this and how did it affect the people in Europe, around the world, in America, and in Georgia?

Student Handout 3b, page 2

7. Have one person in the group make notes regarding your discussion.
8. When everyone is finished, the groups of 4 will take turns coming up to the front to discuss their ideas

Supplies Needed:

1. Map
2. Information Sheet titled “Countries Controlled by Hitler during World War II & the Dates They Fell or Surrendered”
3. Fine line sharpie
4. Pink and yellow colored pencils

Student Handout 3c**Countries Controlled by Germany During World War II
& The Dates They Fell or Surrendered**

Austria	March 12, 1938	Belgium	May 28, 1940
Czechoslovakia	October 1, 1938	France	June 22, 1940
Poland	September 27, 1939	Hungary	November 20, 1940
Denmark	April 9, 1940	Rumania	October 10, 1940
Norway	May 2, 1940	Bulgaria	March 1, 1941
Luxemburg	May 10, 1940	Yugoslavia	April 17, 1941
Netherlands	May 14, 1940	Greece	April 30, 1941

Source: London, Bonnie. 2005. *Georgia and the American Experience*. Lilburn, GA: Clairmont

Student Handout 3d

Rubric Scoring:

This performance task will be graded using the following checklist. You will receive one point for each blank that is checked. There are 9 points possible for this assignment.

- _____ 1. Assignment is turned in on time with “Map Skills Performance Task” page as the cover sheet and with all pages stapled
- _____ 2. All countries are labeled correctly
- _____ 3. Dates are listed below the countries and are accurate for the country labeled
- _____ 4. Dates are written in the proper form (ex: 10/20/38)
- _____ 5. Germany is colored pink
- _____ 6. Conquered countries are colored yellow.
- _____ 7. Labeling and coloring are done neatly using the correct tools (sharpie/colored pencil).
- _____ 8. Note sheet from discussion time should have at least 5 points that were made during the group discussion (4 peers) and should be turned in with the packet.
- _____ 9. Four person group presentation should demonstrate that the group worked together to discover their ideas and feelings about the events leading to WWII.

Total Points Achieved _____/9

Teacher Comments: