



# Unit Planner: 2015 Gibson - World War II

## Global 4

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High School > 2018-2019 > Grade 10 > Social Studies > Global 4 (C) > Week 1

Last Updated: [Thursday, December 10, 2015](#) by Andrew Gibson

### 2015 Gibson - World War II

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#### Big Ideas / Enduring Understandings

- The harsh punishment levied on Germany after WWI led to the rise of Adolf Hitler and the re-militarization of Germany.
- The total destruction of Europe during the War upset the balance of power and left a power vacuum across the continent.
- Primary sources (propaganda, political cartoons, letters, speeches) allow historians to get a better understanding for how people thought during key historical eras but are ripe with bias.

#### Essential Questions

- How did the Treaty of Versailles contribute to the outbreak of World War II?
- How did the destabilization of Europe during WWII contribute to a Cold War power struggle?
- How do primary sources help historians analyze the impacts of key historical events?

#### Common Core Standards and Indicators

NYS: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They build strong content knowledge.

They value evidence.

Reading: History/Social Studies

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

6. Assess how point of view or purpose shapes the content and style of a text.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

## Writing

### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1. Write arguments focused on discipline-specific content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

(See note; not applicable as a separate requirement)

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### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

## Content

- Compare/Contrast World War I and WWII (Causes/Effects)
- Identify how the Treaty of Versailles and unresolved global conflict led to the outbreak of WWII.
- Connect the shortcomings of the Treaty of Versailles with the drafting of the Treaty of Paris
- Identify, Discuss, and Analyze how WWII paved the way for the Cold War.
- Explore propaganda and how persuasive techniques played a key role in rallying support for the war effort.

## Skills / Strategies

- Comparing/Contrasting two historical events
- Identifying cause/effects of WWII
- Primary Source Document analysis
- WWII Videos/Propaganda Posters

## Key Terms / Vocabulary

Blitzkrieg  
Appeasement  
Great Depression  
Holocaust  
Genocide  
Human Rights Violations  
United Nations  
Nazi Party  
Adolf Hitler  
Benito Mussolini  
Josef Stalin  
Pearl Harbor  
Japan  
Atomic Bomb  
Oil Embargo  
Treaty of Paris  
Propaganda  
Superpower

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

## Assessments

[Depth of Knowledge \(DOK\) Levels](#)

- WWII propaganda posters, videos (Who films these?)
- Treaty of Versailles impacts/review
- Rise of Adolf Hitler (Mein Kampf)
- Holocaust picture analysis
- Atomic Bomb Decision/Impacts Role Play
- Pearl Harbor film analysis
- Treaty of Paris/Treaty of Versailles comparison activity.
- Political cartoon analysis
- Think-Write-Pair-Share
- Peer Review of Writing with Actionable Feedback
- Writing Workshops
- Regents Prompt Quick Writes (Less Than 10 Mins Each)
- Identify areas of bias in writing by sourcing document and identifying author's purpose.
- Note: Unit features a focus on thematic writing tasks as students had an observed weakness on June '14 Regents, Jan '15 Regents, and March '15 Mock Regents with the Thematic Essay.

#### Instructional Shifts:

- **Integrate Content and Skills Purposefully**
  - Students use content related cartoons/literature to practice skills of sourcing, identifying author's purpose, and identifying bias.
- **Focus on Conceptual Understanding**
  - Identifying the concept of bias and how it impacts the way we view history and the world around us.

#### Modifications:

- Students will be grouped heterogeneously based on their learning modalities and their classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.
- Short movie clips and photographs (graphs, artwork, diagrams) are utilized to provide multiple entry points for unique learning styles.
- Google Earth used regularly to cater to visual learners and show geographic features in an interactive format (students invited to board to explore google earth).
- Graphs/Charts/Maps used to help facilitate synthesis of geographic concepts.
- Pacing and duration of lessons will be adjusted to ensure student comprehension of content.
- Students are invited up to the board to share answers to various do-now activities in a graphic organizer/mind map format.
- Short videos are used to supplement instruction.
- Students are given the option to use their class

#### WWII Propaganda Political Cartoon

##### Summative: DOK 3 Strategic Thinking: Project: Visual Arts

Students will randomly draw a country out of a hat (Germany, Italy, US, Japan, USSR). They will play the role of working for a newspaper of this chosen country. Students will craft a political cartoon that is meant to sway or persuade the public of their chosen country to support the war effort. This will be followed by a gallery walk where students will peer review/reflect upon their work.

##### WWII Paragraph Writing Assignment

##### Formative: DOK 2 Basic Application: Written: Essay

Students will use evidence from political cartoons to create a short paragraph that explores the role of point of view/persuasive writing techniques during the war.

##### Human Rights Violations Essay & Outline

##### Summative: DOK 2 Basic Application: Written: Essay

Students will construct a thematic essay about Human Rights Violations during the Holocaust. The essay will be adapted from an old Regents thematic essay task. Purpose is to get students familiar with thinking thematically and interpreting Regents essay tasks.

##### Armed Conflict Quick Write

##### Formative: DOK 2 Basic Application: Written: Essay

Students will construct a quick write task (with Think-Write-Pair-Share structure) based on the theme of Armed Conflict. Writing task is adapted from a Regents style thematic essay.

notes, textbooks, or internet to gather information for enlightenment thinker project.

- Regular use of mind maps and graphic organizers (for do-now share outs).
- Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.)
- Translated copies of reading materials are made available to students who require this modification.
- Daily Lunch tutoring during fifth period is offered for all students to ensure comprehension of material, content, and skills.
- Review sheet provided for final exam in which students may work with pairs/groups to complete. Double time provided for test completion to periods 6 and 8 (ICT classes).

## Resources

### **Texts Used (fiction, non-fiction, on-line, media, etc...)**

WWII Primary Source Analysis on the Decision to drop atomic bomb, Treaty of Versailles, Treaty of Paris, Yalta Conference, etc.

Focus

- Small group
- Guided reading

### **Materials Used**

Smartboard, Google Earth, Pearl Harbor Video.

Focus

- Whole class

### **Texts Used (fiction, non-fiction, on-line, media, etc...)**

Textbook

Text Features

- Informational

