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| **Day** | **Standards** | **Learning Targets** | **Lesson/Activity** | **Materials** |
| 1 | **SS5H6** The student will explain the reasons for America’s involvement in World War II. | I can understand the magnitude of WWII. | At the beginning of class, a jar filled with 5 pounds of rice will be displayed at the front of the room. The teacher will say, “Look at this jar of rice. Now imagine each of you collecting one jar, everyday, for an entire year. At the end of that year, what could each grain of rice represent and how many grains of rice would you have?”  On a note-card (or half sheet of paper), the students will make a prediction. Give the students 5 minutes to do so. Next, ask a few of the students to share their predictions. Next, share with the students “If you collected one jar of rice every day for an entire year, each grain of rice would represent a life lost during WW2.”   |  | | --- | |  | | 1 gallon jar of 5 pounds of a rice  A notecard for each student. |
| 2 | **SS5H6** The student will explain the reasons for America’s involvement in World War II. | I can analyze the causes of WW2. | Teacher presents “WW2 and Its Beginnings” Power Point.  Teacher has students take notes in their journals about the causes of WW2. | “WW2 and its Beginnings” Power Point  Student journals |

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| **Day** | **Standards** | **Learning Targets** | **Lesson/Activity** | **Materials** |
| 3 | **SS5H6** d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler. | I can demonstrate knowledge of  important WW2 leaders. | Split class into 7 groups. Give each student a WW2 leader note-taking guide. Each group will be given an Axis or Allied leader to research using the following websites/books/articles:  *Visions of Victory: The Hopes of Eight World War II Leaders* by GerhardL. Weinberg  *DK Eyewitness Books: World War* II by [Simon Adams](http://www.amazon.com/Simon-Adams/e/B001H6S8LY/ref=ntt_athr_dp_pel_1)  *World War II Battles and Leaders* by [DK Publishing](http://www.amazon.com/s/ref=ntt_athr_dp_sr_1?ie=UTF8&field-author=DK+Publishing&search-alias=books&text=DK+Publishing&sort=relevancerank)  <http://www.ducksters.com/biography/adolf_hitler.php>  <http://www.ducksters.com/biography/uspresidents/franklindroosevelt.php>  <http://www.ducksters.com/biography/uspresidents/harrystruman.php>  <http://www.ducksters.com/biography/joseph_stalin.php>  <http://www.ducksters.com/biography/winston_churchill.php>  <http://www.biography.com/people/hirohito-37173>  http://www.biography.com/people/benito-mussolini-9419443 | WW2 leader note-taking guide |

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| **Day** | **Standards** | **Learning Targets** | **Lesson/Activity** | **Materials** |
| 4 | **SS5H6** d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler. | I can demonstrate knowledge of  important WW2 leaders. | After researching their WW2 leader, each student will create a poster displaying the information from their note-taking guide. (Directions for the poster are on the WW2 note-taking guide)  The next class period, students will get in groups with six other World War Two leaders. The teacher will allow each leader two minutes to present their information. Each student will take notes on the Axis or Allied Leaders graphic organizer.  Once everyone has presented, students will get colored pencils and draw each flag on the Axis or Allied Leader graphic organizer. | Chart paper for each student  Markers  WW2 leader note-taking guide  Axis or Allied leader graphic organizer  Colored pencils |

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| **Day** | **Standards** | **Learning Targets** | **Lesson/Activity** | **Materials** |
| 5 | **SS5H6** b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. | I can understand the effects of the Holocaust in Nazi, Germany. | Write the phrase “terrible things” on the board.  Have students discuss what they would consider terrible things. Students may respond with words like *war*, *bombs*, *terrorism*, *hate*, *fear*, *prejudice*, and *death*. List their responses on the board and then allow a 10-minute discussion for students to discuss the “terrible things” that they have seen or heard.  Help students understand that an allegory is an extended metaphor where objects or characters stand for something else. Allegories usually have a larger message or moral.  Read aloud the story *Terrible Things: An Allegory of the Holocaust* by Eve Bunting.  Ask students why they think this story is an allegory. What do the animals stand for? Why don’t the animals in the story help one another? Have students brainstorm with a partner and discuss possible reasons with the class.  Hand out the questions for *Terrible Things.* In partners, have students answer the questions together.  Go over the answers as a whole group. | The book, *Terrible Things* and the printout with the excerpt from the book.  *Terrible Things discussion questions* |

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| **Day** | **Standards** | **Learning Targets** | **Lesson/Activity** | **Materials** |
| 6 | **SS5H6** b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. | I can understand the effects of the Holocaust in Nazi, Germany. | Go through Anne Frank power point to discuss who she was. Watch the Anne Frank video only until 7:48. (There is nudity after 7:48).  Hand out Holocaust ID cards. Each student gets one Holocaust person. The students read about their person. The students then take on the identity of their person and write three diary entries from their person’s perspective. | Anne Frank Power Point  Anne Frank video  Holocaust ID cards in plastic sleeves  Paper and pencils |
| 7 | **SS5H6** b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. | I can analyze major events of WW2 that took place in Europe. | Split the class into four groups. Give each group one of the poster bundles. Each student needs 4 of the photograph graphic organizer pages. Each student will complete 2 graphic organizers for each poster bundle. Allow groups to spend 10 minutes with each poster bundle. Each student will choose 2 posters from that set to complete their graphic organizer on. After the ten minutes, have the groups rotate to the next poster set. Each group should visit all four sets of posters and in the end have 8 graphic organizers filled out (2 on each page so 4 pages total.) | WW2 Posters  Photograph graphic organizers |

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| **Day** | **Standards** | **Learning Targets** | **Lesson/Activity** | **Materials** |
| 8 | **SS5H6** b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. | I can analyze major events of WW2 that took place in the pacific. | Display chart paper that has “Pearl Harbor” written in the center. Give each student a post-it note and have them write anything they know about the events that took place at Pearl Harbor.  Display the posters that just involve Pearl Harbor. Have a class discussion about what they see in the posters. They should remember the posters from the previous lesson.  Hand out the poem, “Pearl Harbor” to each student. Have students read the poem with a partner and discuss the facts they learned from the poem. Have students glue their poem in their Social Studies notebook or folder and to the right of each stanza, take notes on new facts they leaned. | -Posters of Pearl  Harbor  -Chart paper and post-it notes  -Pearl Harbor poem for each student |

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| **Day** | **Standards** | **Learning Targets** | **Lesson/Activity** | **Materials** |
| 9 | **SS5H6** b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. | I can analyze major events of WW2 that took place in the pacific. | Go through the Power Point on Iwo Jima while answering the questions on the short Iwo Jima question sheet. | Iwo Jima PowerPoint  Iwo Jima question sheet |
| 10 | **SS5H6** b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. | I can analyze major events of WW2 that took place in the pacific. | Go through D-Day portion of PowerPoint while students take notes and have think-pair-share discussions.  Show Harry Truman video clip found on the Power Point. It is a short video that you may have to play twice to hear everything clearly. Pass out questions that are answered from the Truman announcement video. | WW2 Events Power Point (Contains D-Day, V-E Day, V-J Day and Bombings)  Harry Truman question sheet |
| 11 | **SS5H6** c. Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki. | I can understand Harry Truman’s decision to use the atomic bombs. | Show the atomic bomb video found on the Power Point and have students answer questions from the atomic bomb question sheet.  After discussing the questions, have students write on a post-it note whether it was a good or bad decision and why. The students will place their sticky notes on the chart paper that asks the question, “Were dropping the atomic bombs a good idea or not?” | WW2 Events Power Point (Contains D-Day, V-E Day, V-J Day and Bombings)  Atomic Bomb question sheets  Chart paper  Post-it notes |

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| **Day** | **Standards** | **Learning Targets** | **Lesson/Activity** | **Materials** |
| 12 | **SS5H6** b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.  **SS5H6** e. Describe the effects of rationing and the changing role of women and African- Americans; include “Rosie the Riveter” and the Tuskegee Airmen. | I can analyze major events of WW2 that took place in the pacific. | Go through the V-J Day portion of the PowerPoint while students take notes.  Lay the helmet, the clothes, the Rosie headband, the teddy bear and the ration books around the room. In small groups, students will rotate to the objects and write down what they think that object symbolizes. Give each group five minutes at each object. When all rotations are done, students will go back to their seats, choose one object to write a historical fiction narrative using the object as inspiration.  **Here is what the objects represent-**  helmet represents a soldier  teddy bear represents a child in wartime  clothing represents various people  ration books represent the war in America | WW2 Events Power Point (Contains D-Day, V-E Day, V-J Day and Bombings)  Helmet  Clothing  Rosie headband  Teddy bear  Ration books |
| 13 | **All WW2 Standards** | I can show what I learned during the WW2 unit of study. | Complete the WW2 Study guide with a partner and then give assessment when you feel appropriate. | WW2 Study guide |