

Introduction:

The title for this unit plan will be, understanding the Second World War. This unit's goal is to give eleventh graders an in-depth look at war and as well as what can cause and what can finish such a devastating war. The students will get the chance to come in contact with some of the world's most influential men of all time. The students will also get a chance to look at battle maps, study strategies, and determine if certain decisions made were the right ones. Most of all I want my students to understand how war is a horrible and righteous occurrence that happens. I want students to learn respect for the men and women who serve our country.

Analyze Learners:

As mentioned above this unit is intended for young adults, like for example, the eleventh grade where young adults are about sixteen, seventeen, or even eighteen years old. By the time the students start this unit they may have had some background knowledge on the subject. They will see more than just pictures and dates stamped in books these students will see video footage of the war, get an understanding as to how the war played out around the world, study various battle maps, and get an understanding of the strategies used to defeat the Axis Powers. This unit will help them understand why this time in history is so important and how it has effected time up till today. As with most units this one will expand the student's previous obtained knowledge and give them understanding of more than just times and dates.

State Objectives:

SS.S.11.1: model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect for People, Events, and Symbols).

SS.O.11.1.5: evaluate historical and contemporary political communication using such criteria as logical validity, factual accuracy and emotional appeal.

SS.S.11.5: organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology).

SS.S.11.5: examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).

SS.O.11.5.16: evaluate the role of technology in communications, transportation, information processing, weapons development and other areas as it contributes to or helps resolve conflicts.

SS.O.11.5.21: interpret facts about contemporary America from various charts, graphs, maps, pictures, models, timelines and other primary sources.

SS.S.11.4: analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).

SS.S.11.6: recognize cause-effect relationships in content passages.

21C.O.9-12.1.TT.2: Student routinely applies keyboarding skills, keyboard shortcut techniques, and mouse skills with facility, speed and accuracy.

21C.O.9-12.3.TT.2: Student works collaboratively to acquire information from electronic resources, conducts online research, and evaluates information as to validity, appropriateness, usefulness, comprehensiveness and bias.

21C.O.9-12.3.LS.4: Student demonstrates ethical behavior and works responsibly and collaboratively with others in the context of the school and the larger community, and he/she demonstrates civic responsibility through engagement in public discourse and participation in service learning.

Materials Needed for Unit:

- Television
- DVD or Blu Ray Player
- Printed Battle maps of Pacific and European Theater
- Computers
- Microsoft PowerPoint (for presentations)
- Music Player
- Speakers for Virtual Tour
- Smart Board
- Worksheet #1=(Famous Quotes)
- Worksheet#2=(Pacific Theatre Map)
- Worksheet#3=(Flags)
- Web camera (for video tour)
- Flip Camera (for the documentary)

Websites for Teachers:

- 1.<http://www.teachervision.fen.com/world-war-2/teacher-resources/6680.html>
- 2.<http://www.teachersfirst.com/getsource.cfm?id=322>
- 3.<http://www.bbc.co.uk/schoolradio/subjects/history/ww2clips/>
- 4.<http://wars.pppst.com/ww2.html>

Websites for Students:

- 1.<http://www.loc.gov/vets/youth-resources.html>
- 2.<http://www.ww2stories.org/>
- 3.<http://ocw.mit.edu/high-school/courses/europe-in-crisis/lecture-notes/>
- 4.<http://www.pbs.org/perilousfight/>

Utilize Media and Materials:

Day One: We will start with an introduction with a PowerPoint presentation that has all the information I want to get across about what occurred before World War II began. This information talks about what lead up to the war, like World War I and the Treaty of Versailles, and talks about reason's these countries went to war with one another. Students are recommended to take notes from the slides as their will be an assignment later on that they can use this information on. After the PowerPoint we will start to talk about the first two years of the war, 1939-1949, and talk about from Hitler's invasion of Poland to the Battle of Britain.

Day Two: Day Two will consist of us talking about the events from the Battle of Britain to the Japanese Surprise attack at Pearl Harbor on December 7th 1941. First we will visit a website called <http://www.bbc.co.uk/schoolradio/subjects/history/ww2clips/>, and listen to audio clips of the German Blitz on the British mainland. After this we will start to talk about how the world after December 7th finally became a global war, and from the American point of view they were know as the European Theatre and the Pacific Theatre. The years studied will be 1941 to 1943. On this day worksheet number three will be given to the children, and the worksheet will have them choose which flag goes with which description. The reason I want to get this out now is because all the countries on the paper have been introduced. Lastly we will look at a PowerPoint presentation that show different types of Propaganda used during the war, and the student will go home and write a four-to-six sentence long paragraph about how they think propaganda portrayed our enemies and their propaganda portrayed us.

Day Three: Day Three will focus on the middle of the war 1943 and we will discuss the Pacific Theatre. Worksheet number two will be sent out to the children for homework and this worksheet gives them the details that they need to know about the "island hopping" that our troops had to do. The students will get an understanding for "island hopping" by noticing that we had to literally invade about every island in the Pacific chain in order to push the Japanese back. I will begin to pull out various battle maps of the Pacific and the students will study the various strategies that goes along with Naval Warfare. The will also look get a glance at what the islands looked like during the fighting and see the aftermath of heavy battleship bombardment, men traveling through the deceased mud, and the ever growing threat of dug in Japanese troops.

Day Four: On the fourth Day we will focus on the other side of what we talked about the day before. The day will focus on the European Theatre and the major battles that occurred. The

students will learn of the liberation of Northern Africa from Erwin Rommel, Patton's invasion of Sicily, and the Nazi's turning against their former ally the Russians. We will look at digital maps of the various battles, and take a look at Patton's strategies. Worksheet number One will be handed out to the students and they will match which speech goes with which speaker. By this time they ought to know every major political figure and general.

Day Five: Normandy will be topic on this day. We will start to talk of the Allied Invasion of France and France's Liberation from the Nazi's in 1944, and we will finish with the final months of the European Theater in 1945. The Students will do an assignment over the internet and find some information about a particular weapon or gadget that was used during the war. Then the class will put together a documentary like story by filming themselves with a flip camera and they will introduce their weapon or gadget with some pictures and a brief history. Once done the student will watch the video on the smart board.

Day Six: On this day we will tell of Hitler's Demise, and finish the war in Europe. The Battle of the Bulge will be described, as for the retreating of the Nazi's. The class will be told about General Eisenhower's order to travel south instead of east into Berlin, which lead to the Soviets taking and destroying much of city. The Students will be asked what they think of this, and do they think that the decision was made on purpose? We will take a digital vote and have the student's text their answers in on their phones. We will then have a class discussion, with no right or wrong answers. The students will be allowed to express their opinions without bias.

Day Seven: On this day will finish the war on the Pacific side. We will start with the struggling to defeat the Japanese, which in turn, lead up to the use of the first and second atomic bombs. Then the class will watch the two atomic blasts that were dropped on Hiroshima and Nagasaki on YouTube and see pictures of each bomb's aftermath. The students will be asked if they believe that the use of these weapons was really necessary, or do they believe that we should have kept on "island hopping" all the way to the Japanese mainland. We will look at estimated casualties if we continued "island hopping" and look at the stats from the atomic weapons. The students have their right to speak on this issue without their answers being ridiculed by me or the other students. This will lead us up to the final days of the unit where we will begin to compare and contrast both WWI and WWII.

Day Eight: We will start the day off with a compare/contrast chart which will be done over the smart board. I will draw a line on the smart board and each student will be asked to come up with something they noticed that was either the same or was different about the two wars and place there information under the compare side or contrast side, this is a way that the students can work together to share information with the whole class. Also on this day we will start the units' final presentations. For the PowerPoint the students will break up into groups and each group will pick a country, involved in the war, to do a three-to-five minute presentation. The presentations will include a description of the country before, during, and after the war, and have pictures that show before and after photos.

Day Nine: On this day the students will continue on with their presentations, and have the class ask if anyone has any questions. If it is something that I think that they do not know then I will step in and answer such questions, but other than that, this is the student's time to show and see if they can handle the pressure of getting in front of other peers and people and give and handle a presentation. This is something that will help them on the college level.

Day Ten: On the final day of the unit, the students will finish up on their PowerPoint presentations. Soon after we will use our smart board and go online to a website called <http://www.teachersfirst.com/getsource.cfm?id=322> and go on an online tour of the national World War II museum in Louisiana. We will have a video conference with a tour guide and we will take our virtual tour of the museum, and see some of their artifacts and even interact with the tour guide just like if we just up and left and went to Louisiana. After our tour I will ask the class if they have any questions about the unit and get feedback on what they liked and disliked as well as ask if their needs to be any changes. This gives the students a chance to have their say so in the classroom.

Required Learner Participation:

To keep my students interest I want to make the class as interactive as possible, and make it to where they can have a good time and learn something too. There will be a lot of class discussions where the students get to show off what they can do by looking up their own information and presenting it to the class. The students will also be strictly told that the discussions will be without bias. The students will be urged to participate in class and to ask me and the students (giving their speeches or presentations) questions. Another thing that may keep their attention would be the virtual tour of the museum. This is something different and not done in every classroom.

Evaluate and Revise:

SS.S.11.1: After the unit is over, I hope that the students will have more respect for our service men and women and know some of the things that the men and women went through during wartime. I want them to learn that war is a terrible occurrence in history, and that everything and everyone are affected by what happens in war, an example is families that are torn apart through the death of a loved one that didn't make it home. This is what I want my students to learn more than anything.

SS.O.11.1.5: Use worksheet #1 and have the student's match which speaker told which speech, and this will give them a look at how these people became immortalized by their words, words that will live on.

SS.S.11.5:For this part the class will work together and create a compare/contrast chart of World War I and World War II, and get how they both war go hand in hand, and how they are different. By doing the assignment this way the students will see a cause-effect relationship between WWI and WW2.

SS.S.11.5: The students will use worksheet #3 to look at the various flags on the worksheet and we will talk about Hitler's rise of The Third Reich, Fascism in Italy, and other various political changes that occurred.

SS.O.11.5.16:For this we will use the Bulletin Board and various websites on our computers to have each student find one weapon or device that he/she will discuss in class. Students can even look through the Bulletin Board for suggestions.

SS.O.11.5.21: This will be achieved by studying the various battle maps, pictures, and a timeline. Also we will use Worksheet #2 and study the "island hopping" that U.S. forces had to in order to defeat the Japanese.

SS.S.11.4: We will look and see through the various pictures the destruction that war causes and the carnage that it leaves behind.

SS.S.11.6: The students during the last two days of the unit will get in groups and do a three to five minute presentation (PowerPoint and speech) each on a country that was involved in the war, and they will present pictures of before, during, and after the war, as well as damages, casualties, and anything neat facts that they would like to throw in. This gives the class the chance to work together and see what happened after the war.

21C.O.9-12.1.TT.2: I can observe this when the students are looking up their weapon or gadget online and see how they far using the computer, and again I can check this when they have to create their presentation to show to the class at the end of the unit.

21C.O.9-12.3.TT.2: The student will work together on the final presentation of the unit when they have to gather information from an online source, find pictures, and put the presentation together. The information they use will be put into a works cited page, where I will check the validity of each site just to see if the information is from a credible source.

21C.O.9-12.3.LS.4: For this I will make sure everyone works together to achieve their goals on the collaborative project as well as class discussions. They will also have to respond to being called upon out in class and respond to questions that I or that other students may have. All together the majority of this unit will consist on the participation of the students and them acting responsible to me and fellow students. This makes a classroom a respectable place and learning environment.