

TGC Fellow Unit Template *

Prepared by: Doug Banwart

School/Location: Ramona High School (Ramona, CA)

Subject: US History

Grade: 11

Unit Title: World War II

Time Needed: 4 weeks

Unit Summary: Students will learn about World War II from a global perspective, in which they will discover how the war adversely affected many nations besides the United States. They will leave this unit with a greater understanding of the true global scale of the conflict, and how the resolutions to World War II set the stage for the Cold War period, the rise of the United Nations/European Union, and a new era in cooperation.

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p>California History-Social Studies Framework</p> <ul style="list-style-type: none"> ● 11.7.7 Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki). ● 11.7.8 Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy. <p>History's Habits of Mind</p> <ul style="list-style-type: none"> - Realize that all individuals are decision makers, but that personal and public choices are often restricted by time, place and circumstance - Engage in patient reflection and constant reexamination of the past and present. - Perceive past events and issues as they might have been experienced by the people 	Transfer	
	<ul style="list-style-type: none"> ● <i>Students will be able to independently use their learning to...(real world purpose)</i> <ul style="list-style-type: none"> ○ T1. Investigate the world beyond their immediate environment. ○ T2. Analyze and recognize the perspectives of other nations, rather than the traditional Amero-centric viewpoint. ○ T3. Communicate ideas effectively with a diverse audience. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● U1. The decision to drop the atomic bombs on Japan had global ramifications that still affect us today. U2. The global partnerships established after the war were a response to the brutality of WWII. U3. There were many reasons for the outbreak of World War II, and many perspectives as well. 	<p>ESSENTIAL QUESTIONS</p> <p>E1. How did ordinary German, Soviet, and Japanese people live during the war? How did the war affect them?</p> <p>E2. Why did the United States decide to drop the atomic bombs on Japan? Was this a morally correct decision?</p> <p>E3. Why did WWII break out?</p> <p>E4. How and why did the UN and EU emerge after World War II?</p>
	Acquisition	
<p><i>Students will know... (Content)</i></p> <p>K1 . Specific reasons for the outbreak of WWII.</p> <p>K2. Causes and effects of WWII.</p>	<p><i>Students will be able to... (Skills)</i></p> <p>S1. Analyze various sources and perspectives.</p> <p>S2. Craft a response to research questions and essay prompts throughout unit.</p>	

<p>of the time, with historical empathy rather than present-mindedness</p> <p>Common Core State Standards</p> <p>CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>GLOBAL COMPETENCY:</p> <ul style="list-style-type: none"> ● Investigate the World ● Recognize Perspectives ● Communicate Ideas 	<p>K3. Perspectives of other nations during the war.</p> <p>K4. German/Japanese treatment of occupied territories during WWII.</p> <p>K5. Reasons for/against dropping atomic bombs on Japan.</p>	<p>S3. Discuss the various perspectives of WWII-involved nations.</p>
Stage 2 - Evidence		
Assessment	Evaluation Criteria (Learning Target or Student Will Be Able To)	
<p>Assessments FOR Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)</p> <p>- KWL Chart: World War II</p> <p>- Political Cartoon Worksheet (Hitler/ Stalin Pact)</p>	<ol style="list-style-type: none"> 1. Explain the many reasons for the outbreak of World War II. 2. Identify the alliances and broken agreements that led to World War II. 3. Construct a creative assignment that outlines the conflicts and theaters of war during World War II. 	

<ul style="list-style-type: none"> - ePal/Skype exchange with Japanese students - Japanese soldier's letter analysis - Creative Line Art Assignment - Final Review Game (Grudgeball) 	<p>4. Engage in a ePal/Skype exchange with Japanese students, and formulate relevant questions and dialogue in an ongoing cultural exchange.</p> <p>5. Read and annotate a letter written by a Japanese soldier entitled "I Will Fight to the Last." http://www.historynet.com/i-will-fight-to-the-last-wwii-japanese-soldier-diary-june-1943.htm</p>
<p>Assessment OF Learning: (ex: performance task, project, final paper)</p> <ul style="list-style-type: none"> - Essay - Socratic Seminar - Thinglink Map of Major Battles/Theaters of War - Padlet 200-character "Letter from Iwo Jima" 	<ol style="list-style-type: none"> 1. Discuss and debate the decision to drop the atomic bombs on Japan, and its immediate and long-term consequences. 2. Complete an essay that traces the roots of the Marshall Plan, the EU, and the United Nations in the aftermath of the war. 3. Create an interactive Thinglink Map of major battles and theaters of World War II. 4. Create journal entries, written from the perspective of someone who lived with the effects of World War II.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction (Make this a useful outline or summary of your unit, your daily lesson plans will be separate)

Week One: Students will be introduced to World War II and the reasons for the outbreak of the war. They will prepare a KWL Chart, in which they indicate what they know, want to know, and have learned about WWII. They will examine the rise of totalitarian states (Germany, Italy, Soviet Union, Japan), the desire for more expansion/living space, and the conflicts that ensued. As a means of assessment, students will analyze a cartoon depicting the Hitler-Stalin Pact and will examine the perspective of both leaders and citizens of respective countries. In addition, they will prepare an interactive Thinglink map of major battles and theaters of World War II.

Week Two: Students will examine the role of the United States in the war and analyze major battles/conflicts from a global perspective. They will consider the perspective of everyday Germans, Japanese, and Soviet peoples during the war, and will watch clips from the film "Volga Volga," as well as various propaganda pieces, to accomplish this. Students will also view clips from "Letters from Iwo Jima," which depicts the Japanese perspective of the war. If possible, students will also view Japanese media today and participate in an ongoing cultural exchange with Japanese students (ePals, Skype, etc.). Students will prepare two detailed (3-4 paragraphs) Padlet entries, written from the perspective of non-US peoples.

Week Three: Students will analyze the German and Japanese treatment of Jews, Chinese, and minorities during the war. They will then develop a timeline of World War II, using TimeToast, with a group.

Week Four: Students will examine the end of World War II, the decision to drop the bombs on Japan, and the resolutions to the global conflict. They will understand how decisions made at the end of the war (Nuremberg, EU, UN, partitioning of Germany, etc.) had immediate and long-term ramifications. As a capstone, students will participate in a Socratic Seminar on the dropping of the atomic bombs. They will also write an essay that traces the roots of the Marshall Plan, the EU, and the United Nations in the aftermath of the war.

**adapted from Understanding by Design Model*

TGC FELLOWS UBD Lesson Template

Lesson Title:

The Japanese Perspective on WWII

Subject:

US History

Prepared by:

Doug Banwart

Materials Needed:

Letters From Iwo Jima DVD, Laptop with projector, Socratic Seminar sheets

Global Competency:

- Investigate the World
- Recognize Perspectives

<p>Where is the lesson going? (Learning Target or SWBAT)</p>	<p>SWBAT: Analyze the perspective of Japanese-Americans in the United States during World War II, and Japanese citizens living in the Pacific Islands and Japan during World War II.</p> <p>SWBAT: Identify the various methods in which propaganda played a major role in shaping the minds of citizens during World War II.</p>
<p>Hook:</p>	<p>Tailored Differentiation:</p>
<p>Ask students how they would feel if Measure A and B would have passed in San Diego County this past week. Developments and new subdivisions would have been given the go-ahead in SDC, along with road repairs. How might one's perspective of these policies change when considering less green space, clogged roadways, lower housing prices, etc.?</p> <p>Show media (song, picture, etc.) from popular Japanese culture today. What is their reaction? Then say: "Although the Japanese and US have a good relationship today and enjoy high levels of technology, entertainment, and strong economy, this wasn't always the case. Today, we can easily see into the lives of the Japanese, and it's easy to imagine what their lives might be like. However, during World War II, the countries were at war and people knew very little about what life was like for the enemy. Much of what they knew came from propaganda pieces that were put out by their government. For example, the Japanese government depicted the United States as filthy beasts that would destroy everything. The US government depicted the Japanese as equally brutal. Let's take a look at some of these propaganda pieces now." Move on to "Equip"</p>	<ol style="list-style-type: none"> 1) Some students may need assistance delineating the portions of the Japanese political cartoons. The Japanese characters will be translated into English. 2) Discussion will follow each analysis activity, so that all students will understand and have the opportunity to ask questions. 3) Closed captioning will accompany "Letters from Iwo Jima" for EL students. 4) Teacher assistance will be available for students who struggle using Padlet.
<p>Equip:</p>	
<p>1) Students will analyze political cartoons and propaganda pieces produced by Japan during World War II.</p>	

- 2) Teacher will lead a discussion on how the propaganda depicts the United States, and why Japanese people believed more living space was necessary.
- 3) Students will watch clips of “Letters From Iwo Jima” and answer questions accompanying the video as they watch.
- 4) Students will prepare their own “letter from Iwo Jima” by posting a 200-word note on Padlet.

Rethink and revise:

While many students may come into this lesson expecting that learning about the Japanese perspective in World War II is not interesting or unimportant to study, they will realize that not many Japanese citizens had a choice in which side to support.

They will consider the effects that propaganda can have on anybody, especially in a wartime situation, and will develop perspective and empathy with Japanese-Americans living in the United States and Japanese that lived in the Pacific Islands and Japan during WWII.

Evaluate:

After students rethink and revise their own perceptions, biases, and stereotypes, they will be asked to prepare their own “letter from Iwo Jima” by posting a 200-word note on Padlet. In their response, students will need to:

- 1) Describe what made the war experience unique from a Japanese point of view
- 2) Identify challenges faced by Japanese-Americans and Japanese living in the Pacific Islands and Japan during WWII
- 3) Describe the effect that propaganda had on their beliefs about Japanese expansion, and their perception of the United States.

<p><u>Notes:</u></p> <p>1) If there is extra time, students can get a head-start on tomorrow's lesson, which includes mapping the battles of the Pacific. Have students use their textbook to find major battles, and place these on Thinglink with an annotation for each battle.</p> <p>2) Teacher needs to be sure to emphasize that by studying the Japanese perspective, it doesn't mean that we support them or approve of some of their war practices.</p> <p>However, perspective is important: by studying the experience of Japanese citizens and J-A's living in the US, we become more aware of the dilemmas facing the US in dealing with the Japanese, and we put a human face on the Japanese rather than "othering" them.</p>	<p><u>Organization:</u></p> <p>Have paper copies of propaganda pieces, political cartoons, etc. printed and ready to distribute to students.</p> <p>Have Chromebooks ready for students to post to Padlet; make sure students are registered users before the lesson to ensure a smooth transition.</p>