

Lesson Plan Form

Grade Level: 8th

Subject: American History
WWII

Duration: 2-3 days Date: _____
Teacher: _____

<p>Arizona Social Studies Standards:</p> <ul style="list-style-type: none"> • SS08-S1C8-04 • SS08-S1C8-05 	<p>Big Idea: (Targeted, enduring, transferable ideas at the heart of the discipline.) Cultural diversity affected the participation or role of Americans in WWII.</p>	<p>Essential Question(s): (Questions that spark meaningful connections, provoke inquiry, and encourage transfer.)</p> <ul style="list-style-type: none"> • What were the perceptions and experiences of Jewish, Japanese, Mexican, African and Native Americans as well as women? • How did individuals representing these groups influence WWII? 	
<p>Arizona 2010 ELA & Literacy in History/Social Studies Standards:</p> <ul style="list-style-type: none"> • 6-8:RH1 • 6-8:RH2 • 6-8: RH8 • 6-8: WHST2 • 6-8: WHST8 • 6-8: WHST 9 • 8:SL 1 • 8:SL2 • 8:SL4 	<p>Cultural Perspectives: (Identify contributions to the culture and history of America from a diverse representation of individuals and/or groups)</p> <ul style="list-style-type: none"> • Women in the work force at home • Japanese Internment camps and military • Navajo code talkers and military • Sentiments towards different cultural groups • Tuskegee Airmen • Mexican Americans at home and the military • Jewish Americans at home and the military 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Internment camps • Anti-semanticism • Zuit Suits • Baceros • Refugee • Prejudice • Bias • Perception • Perspective 	<p>Materials/Resources:</p> <p>Dr. Seuss story “The Sneetches” or schooltube.com video link</p> <p>Links below to obtain primary sources, informational text, and primary sources analysis tool</p> <p>Chalk or dry erase board or overhead, transparencies and markers</p>

<p>Learning Objectives/Goals</p> <p>(What will students know or be able to do? Use a Cognitive Taxonomy)</p>	<ol style="list-style-type: none"> 1. Students will be able to identify and explain the various viewpoints and perspectives of various cultures during WWII 2. Students will be able to reflect on their own perceptions of these cultures and cultures in general. 3. Students will be able to explain how these cultures were affected by the perceptions of others. 4. Students will be able to describe how their viewpoints and perspectives affected their actions. 5. Students will read, synthesize and analyze several primary and secondary sources. 6. Students will discuss their personal reactions within groups. 7. Students will summarize their groups overall findings in written form and present to the class.
<p>Anticipatory Set</p> <p>(Engage student's attention. Connect to prior learning/ experience. Establish relevance. Why is it important for students to learn this?)</p>	<p>Teacher will read the Dr. Seuss story "The Sneetches" to the class. Teacher could also show the video from schooltube.com instead. After reading or showing the video the teacher will spend time asking the students questions about the events, moral/theme of the story. Teacher will hold a guided classroom discussion on what a perception and a perspective is, and the overall positive and negative consequences that can arise from perceptions or perspectives. Then the teacher will tie this in with the actual lesson connection to cultural groups during WWII.</p>

Lesson Outline

(Planned steps and activities that actively engage students in either an inquiry method :

- Discovery activity
- Formal learning activity

Or a direct instruction method:

- Input
- Modeling
- Guided practice
- Independent practice

1. Bell work/Discussion-see anticipatory set
2. The teacher will prepare six stations in advance. Once for each of the following: Japanese Americans, Mexican Americans, Women, Jewish Americans, Native Americans, and African Americans. At each station the teacher should have the following:
 - 1-2 informational texts about the treatment, actions and contributions of the group during WWII
 - 1-2 primary sources from the group about how they were treated or their reactions to events (these can be political cartoons, pictures, posters, text)
 - 1-2 primary sources that reveal the sentiment towards that group during WWIIThe teacher can chose from the following links below to assist them.
3. Teacher will group students in sets of four for a total of six groups (one for each station). The groups might need to be larger depending on class size. Groups should be as heterogeneous as possible.
4. Students will start at a particular station and as a group read, summarize and analyze all sources at the station. Student will take notes on the Title/Author of the Source, a summary of what the source is about, any key quotes or portions that are particularly expressive, and their reaction to the source. Students in the group can discuss and difficulties in completing the task with each other, but all students in the group will have their own notes. The teacher can make this portion more organized by using the primary source document in the following link or a modification of this document. <http://www.loc.gov/teachers/usingprimarysources/guides.html> The students will remain at the station for 5-10 minutes depending on how many sources you have and the length of those sources.
5. Groups will rotate through all six stations repeating step four
6. Groups will then discuss and share their notes/reactions. The group will then summarize their findings by writing the following...
 - What were the perspectives and perceptions learned about each cultural group citing evidence from the sources to support their conclusions? You might want to create a “model” of what the groups will do here
7. Each group will present their summary to the class.
8. The teacher will list summary points on the board under each cultural group for the class to see.
8. Each student will then pick one of the cultural groups, take their notes, overall classroom discussion, and additional research and write how each cultural group impacted or influenced the course of WWII.

<p>Differentiated Instruction (ELL, SPED, Gifted/Talented) Modifications</p>	<p>ELL-place those students with non ELL students. Have more visual primary sources. SPED-place those students with non SPED students. Have those students analyze fewer sources. Gifted-Have the students create their own version of “The Sneetches” within the perspectives/perceptions and context of the era based on another group besides Jewish Americans. Students can also create their own antithesis of “The Sneetches”.</p>
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<p>Assessment(s)</p> <p>(How will you know that each student achieved the objective? These are formative in nature – informal and formal, unless you are concluding a unit and will administer a summative assessment in addition to your formatives.)</p>	<p>By listening to the summaries of each group and reviewing each student’s notes. By reading their reflection pieces they completed for homework and grading the reflection pieces based on the holistic AIMS rubric.</p>
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<p>Cognitive Closure</p> <p>(How will you close your lesson? Summarize, tie it together, learning conversations, ticket out of class, relevance to next lesson, etc.)</p>	<p>Teacher will have all six cultural groups listed on the board and summarize in bullet fashion all the group’s findings by listing them on the board under each cultural group. Teacher will tie in the relevance by explaining what the student will due with step nine outlined above.</p>
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<p>Extended Learning Opportunities</p> <p>(How will you re-teach students who did not meet the objective? How will you challenge students who have mastered the objective?)</p>	<p>You can re-teach the perceptions or perspectives by using different primary sources that have the same overall message. You can challenge students by having them create a persona piece from one of those cultures that both reveals their feelings and perspectives, shows understanding of the perceptions from others, and what their overall reactions/contributions were as a result.</p>
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Sources

(What sources, paper or electronic, did you use to support this lesson?)

Primary Source Link: <http://www.loc.gov/teachers/usingprimarysources/guides.html>

Experiences of Ethnic/Cultural Minorities WWII

Japanese-American Experience:

Japanese American Museum

www.janm.org

Photos of Japanese American Soldiers

<http://128.171.57.100/libdept/archives/mss/aja/signalcorps/index.htm>

A Japanese Experience perspective in WWII

<http://www.densho.org/learning/default.asp>

Children of the Camps | INTERNMENT HISTORY

<http://www.pbs.org/childofcamp/history/index.html>

Exploring the Japanese Internment through film and the internet

<http://caamedia.org/jainternment/>

US Army website on Asian Americans Military Service

<http://www.army.mil/asianpacificsoldiers/>

PBS/Supreme Court Korematsu site

http://www.pbs.org/wnet/supremecourt/personality/landmark_korematsu.html

Mexican American Experience

Latinos and Latinas in WWII

<http://utopia.utexas.edu/explore/latino/index.html>

Zoot-Suit Riots

<http://www.pbs.org/wgbh/amex/zoot>

US Army Website on Hispanic American Military Service

<http://www.army.mil/hispanicamericans/>

Mexican American History in WWII (University of Penn.)

Women in WWII:

<http://www.teacheroz.com/WWIIHomefront.htm>

<http://www.nps.gov/pwro/collection/website/rosie.htm>

Jewish Americans in WWII:

<http://www.jewishvirtuallibrary.org/jsource/ww2/jewstats.html>

<http://www.jewishheritage.gov/>

<http://www.loc.gov/search/?q=jewish%20Americans%20during%20WWII&fa=digitized:true>

Native Americans:

<http://www.history.navy.mil/faqs/faq61-2.htm>

<http://www.history.army.mil/html/topics/natam/natam-wwii.html>

http://hsp.org/sites/default/files/legacy_files/migrated/mexicanamericansandworldwarII.pdf

**Evaluation/Modifications
of Lesson**

(Looking back on this lesson,
what worked well and what didn't
work so well? What changes
would you make to improve
instruction?)

You will want to evaluate the primary sources and informational text to check for grade level appropriateness and aligned to Common Core State Standards. You also might need to add or eliminate the number of sources based on time constraints.

Notes: _____

