HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name:** D. Arndt **Subject:** Social Studies **Proposed Dates:** November–February **Grade Level (s):**8th **Building:** WHEMS

|  |
| --- |
| **Unit Plan** |
| **Unit Title:** World War II  **Essential Questions:**   * What types of early aggression did Germany, Italy, and Japan take? * How did Hitler justify taking over Austria and the Sudetenland? * Why did Britain and France end their policy of appeasement? * How did the Axis powers gain control of most of Europe in 1941? * Why did Hitler nullify the Nazi-Soviet Pact by invading the Soviet Union? * Why did Japanese leaders view the United States as an enemy? * What changes did the Allies make to ensure that they had enough resources for fighting the war? * What type of strategy was used in the invasion of Normandy on D-Day? * What was the significance of Hitler’s offensive in the southern Soviet Union? * Why were the Allies able to defeat the Axis Powers in Europe? * What was the purpose of the declaration issued by the Allies at Potsdam?     **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**  CC.8.5.6-8.A; CC.8.5.6-8.B; CC.8.5.6-8.D; CC.8.5.6-8.E; CC.8.5.6-8.G  CC.8.6.6-8.C; CC.8.6.6-8.E; CC.8.6.6-8.G 5.4.8.A; 5.4.8.B  7.1.8.B  **Summative Unit Assessment:**  World War II Test  **Summative Assessment Objective:**  Students Will-   * Describe how Western democracies responded to aggression * Understand how German aggression led Europe into World War II * Trace the course of German aggression and British resistance in Europe * Describe the Nazi invasion of the Soviet Union * Explain how Japanese imperialism and the attack on Pearl Harbor brought the United States into war * Understand how nations committed all of their resources to fighting World War II * Explain how the Allies began to push back the Axis powers in Europe and the Pacific * Describe the Normandy landings and the Allied advance toward Germany * Understand the reasons for the final defeat of the Nazis * Describe how the Allies began to push back the Japanese in the Pacific * Explain how the dropping of the atomic bombs ended the war * Describe the aftermath of World War II and the founding of the United Nations   **Assessment Method (check one)**  \_\_\_\_ Rubric \_\_\_ Checklist \_\_\_\_ Unit Test \_\_\_\_ Group \_\_\_\_ Student Self-Assessment  \_\_\_\_ Other (explain) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | * Identify and describe vocabulary terms for the WWII Unit | 1 | * Using the textbook glossary, students will define vocab terms into their notebooks | W  I | Pen/Pencil  Notebook  Textbook  Vocabulary List | Formative-   * Vocabulary Terms   Summative-  Student Self - |
| 2 | * Identify the causes of World War II * Summarize the actions taken by aggressive regimes in Europe and Asia * Understand how German aggression led Europe into World War II | 1  2 | * Causes of WWII Power Point * Using the map on pg. 470 of the text, students will label and color a map of Europe at the start of the war | W  S  I | Pen/Pencil  Notebook  Power Point  Europe Map Assignment  Colored Pencils  Textbook | Formative-   * Europe Map Assignment   Summative-  Student Self - |
| 3 | * Identify the Axis and Allied Powers of World War II on a Europe Map | 1  2  4 | * Work day for Europe Map Assignment | S  I | Pen/Pencil  Notebook  Europe Map Assignment  Colored Pencils  Textbook | Formative-   * Europe Map Assignment   Summative-  Student Self - Assessment- |
| 4 | * Understand how German aggression led Europe into World War II * Trace the course of German aggression and British resistance in Europe | 1  3  4 | * Short Power Point on Axis Aggression * Read 2 articles from the New York Times about the invasions of Poland and France and how they were reported differently | W  I | Pen/Pencil  Notebook  Power Point  New York Times Articles | Formative-   * New York Times Articles * Verbal Questioning   Summative-  Student Self - Assessment- |
| 5 | * Trace the course of German aggression and British resistance in Europe | 1  3  4 | * Battle of Britain Video Clip * Battle of Britain Power Point * Students will read “From Folkestone to Tintern: An Evacuee’s Story” about a child who was evacuated to the countryside during the bombing | W  I | Pen/Pencil  Notebook  Video Clip  Power Point  “From Folkestone to Tintern”  Worksheet (Homework) | Formative-   * “From Folkestone to Tintern” Worksheet   Summative-  Student Self - Assessment- |
| 6 | * Explain how Japanese imperialism and the attack on Pearl Harbor brought the United States into war * Understand how nations committed all of their resources to fighting World War II | 1  3  4 | * Lend-Lease & Neutrality Acts Power Point * Pearl Harbor Eyewitness Readings * Video Clip of FDR addressing Congress to declare war on Japan | W  I | Pen/Pencil  Notebook  Video Clip  Eyewitness Readings | Formative-   * Verbal Questioning * Readings     Summative-  Student Self - Assessment- |
| 7 | * Describe how Western democracies responded to aggression | 1  4 | * Japanese Internment Power Point * Photograph Worksheet – students will complete this as they view the photos | W  I | Pen/Pencil  Notebook  Power Point  Worksheet | Formative-   * Photograph Worksheet   Summative-  Student Self - Assessment |
| 8 | * Understand how nations committed all of their resources to fighting World War II * Explain how the Allies began to push back the Axis powers in Europe and the Pacific | 1  2  3 | * Fighting in West & Africa article * Students will complete a worksheet using the article provided | S  I | Pen/Pencil  Notebook  Article  Worksheet | Formative-   * Worksheet   Summative-  Student Self - Assessment |
| 9 | * Examine different types of propaganda from the World War II era | 1  3  4 | * Disney Propaganda Video Clip * “Interviewing a Poster” Activity: Students will analyze propaganda posters from different countries by looking at symbols, colors, images, slogans, etc. | W  S  I | Pen/Pencil  Notebook  Video Clip  Poster Activity  Propaganda Worksheet | Formative-   * Poster Activity * Propaganda Worksheet   Summative-  Student Self - |
| 10 | * Describe the Nazi invasion of the Soviet Union * Understand how nations committed all of their resources to fighting World War II | 1  2 | * Fighting in the Soviet Union Power Point * Discussion to focus on Hitler’s 2 attempts to invade the Soviet Union | W  S | Pen/Pencil  Notebook  Power Point | Formative-   * Notes * Verbal Questioning   Summative-  Student Self - Assessment- |
| 11 | * Explain how the Allies began to push back the Axis powers in Europe and the Pacific * Describe how the Allies began to push back the Japanese in the Pacific | 1  2  3  4 | * Fighting in the Pacific Power Point * Using the map on pg. 485 of the text, students will label and color a map of the Pacific Theater fighting. | W  S  I | Pen/Pencil  Notebook  Power Point  Pacific Theater Map  Colored Pencils  Textbook | Formative-   * Notes * Pacific Theater Map   Summative-  Student Self - Assessment- |
| 12 | * Identify key battles and locations of WWII in the Pacific Ocean | 1  3  4 | * Work Day for Pacific Theater Map | S  I | Pen/Pencil  Notebook  Pacific Theater Map  Colored Pencils  Textbook | Formative-   * Pacific Theater Map   Summative-  Student Self - Assessment- |
| 13 | * Describe the Normandy landings and the Allied advance toward Germany * Understand the reasons for the final defeat of the Nazis * Explain how the dropping of the atomic bombs ended the war | 1  2  3 | * War Ends Power Point covering D-Day and the bombing of Hiroshima & Nagasaki * Hitler’s Death Video Clip | W | Pen/Pencil  Notebook  Power Point  Video Clip | Formative-   * Notes * Verbal Questioning   Summative-  Student Self - Assessment- |
| 14 | * Describe the aftermath of World War II and the founding of the United Nations | 1  2 | * The Postwar World Power Point * Discussions to focus on meetings of the “Big 3” (Roosevelt, Churchill, Stalin) at Yalta and again at Potsdam in 1945. | W  S | Pen/Pencil  Notebook  Power Point | Formative-   * Notes * Verbal Questioning   Summative-  Student Self - Assessment |
| 15 | * Review for World War II Test | 1  2 | * “Family Feud” style review game for World War II Test tomorrow | W  S | Pen/Pencil  Notebook  Review Game Questions | Formative-   * Review Game   Summative-  Student Self - Assessment |
| 16 | * Complete Summative Assessment on World War II | 1 | * World War II Test | I | Pen/Pencil  World War II Test | Formative-  Summative-   * World War II Test   Student Self - Assessment |