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

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| **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.GCC.8.6.6-8.C; CC.8.6.6-8.E; CC.8.6.6-8.G5.4.8.A; 5.4.8.B7.1.8.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) |

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| **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
 | WI | Pen/PencilNotebookTextbookVocabulary 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
 | 12 | * 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
 | WSI | Pen/PencilNotebookPower PointEurope Map AssignmentColored PencilsTextbook | Formative-* Europe Map Assignment

Summative- Student Self -  |
| 3 | * Identify the Axis and Allied Powers of World War II on a Europe Map
 | 124 | * Work day for Europe Map Assignment
 | SI | Pen/PencilNotebookEurope Map AssignmentColored PencilsTextbook | 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
 | 134 | * 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
 | WI | Pen/PencilNotebookPower PointNew 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
 | 134 | * 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
 | WI | Pen/PencilNotebookVideo ClipPower 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
 | 134 | * Lend-Lease & Neutrality Acts Power Point
* Pearl Harbor Eyewitness Readings
* Video Clip of FDR addressing Congress to declare war on Japan
 | WI | Pen/PencilNotebookVideo ClipEyewitness Readings | Formative-* Verbal Questioning
* Readings

 Summative- Student Self - Assessment- |
| 7 | * Describe how Western democracies responded to aggression
 | 14 | * Japanese Internment Power Point
* Photograph Worksheet – students will complete this as they view the photos
 | WI | Pen/PencilNotebookPower PointWorksheet | 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
 | 123 | * Fighting in West & Africa article
* Students will complete a worksheet using the article provided
 | SI | Pen/PencilNotebookArticleWorksheet | Formative- * Worksheet

Summative- Student Self - Assessment  |
| 9 | * Examine different types of propaganda from the World War II era
 | 134 | * Disney Propaganda Video Clip
* “Interviewing a Poster” Activity: Students will analyze propaganda posters from different countries by looking at symbols, colors, images, slogans, etc.
 | WSI | Pen/PencilNotebookVideo ClipPoster ActivityPropaganda 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
 | 12 | * Fighting in the Soviet Union Power Point
* Discussion to focus on Hitler’s 2 attempts to invade the Soviet Union
 | WS | Pen/PencilNotebookPower 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
 | 1234 | * 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.
 | WSI | Pen/PencilNotebookPower PointPacific Theater MapColored PencilsTextbook | Formative-* Notes
* Pacific Theater Map

Summative- Student Self - Assessment- |
| 12 | * Identify key battles and locations of WWII in the Pacific Ocean
 | 134 | * Work Day for Pacific Theater Map
 | SI | Pen/PencilNotebookPacific Theater MapColored PencilsTextbook | 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
 | 123 | * War Ends Power Point covering D-Day and the bombing of Hiroshima & Nagasaki
* Hitler’s Death Video Clip
 | W | Pen/PencilNotebookPower PointVideo Clip | Formative-* Notes
* Verbal Questioning

Summative- Student Self - Assessment- |
| 14 | * Describe the aftermath of World War II and the founding of the United Nations
 | 12 | * 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.
 | WS | Pen/PencilNotebookPower Point | Formative-* Notes
* Verbal Questioning

Summative- Student Self - Assessment  |
| 15 | * Review for World War II Test
 | 12 | * “Family Feud” style review game for World War II Test tomorrow
 | WS | Pen/PencilNotebookReview Game Questions | Formative-* Review Game

Summative- Student Self - Assessment |
| 16 | * Complete Summative Assessment on World War II
 | 1 | * World War II Test
 | I | Pen/PencilWorld War II Test | Formative-Summative- * World War II Test

Student Self - Assessment  |