**Digital Unit Plan – Goals, Objectives and Assessments**

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| **Unit Title: World War II** | | **Name: Lucia Castillo** | |
| **Content Area: U.S. History** | | **Grade Level: 11th grade** | |
| **CA Content Standards** | | | |
| **11.7 Students analyze America’s participation in World War II.**   1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor. 2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge. 3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers). 4. Analyze Roosevelt’s foreign policy during World War II (e.g., Four Freedoms speech). 5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu* v. *United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans. 6. Describe major developments in aviation, weaponry, communication, and medicine and the war’s impact on the location of American industry and use of resources. 7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki). 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. | | | |
| **Common Core Literacy Standards** | | | |
| **Reading Standards for literacy in history 11-12 grade:**  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.  3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  **Writing Standards for Literacy in History 11-12 grade:**  1. Write arguments focused on *discipline-specific content.*  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  e. Provide a concluding statement or section that follows from or supports the argument presented.  2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | | | |
| **Big Ideas/Essential Historical Questions** | | | |
| 1. Why did the U.S. join WWII?  2. What were the main conflicts during WWII?  3. What were significant changes in the U.S. during WWI? | | | |
| **Unit Goals** | | | |
| **Students will…**  **Learn about the U.S. entering WWII.**  **Appreciate the unjustified mistreatments of different races during WWII.**  **Recognize the changes of the economy in the U.S. during WWII.**  **The creation and dropping of the atomic bomb in Japan.** | | | |
| **Unit Summative Assessments** | | | |
| **Exit-Slip:** Students will write on a piece of paper 3 things they learned during the lesson, 2 thinks they wish to know more of, and 1 question they have regarding the lesson**.**  **Class discussions:** Students will engage in a class discussion on the given question during lesson closure.  This will assist the teacher to determine if students understood the lesson and meet the learning goals.  **3-2-1 slip:** Students must write down three important pacts they learned on the primary source, 2 ways in which they can identify with primary source and finally one question thy have on the article.  **Short Essay DBQ (Data Based Question):** Students will write a short essay indicating their choice.  Students will need to provide direct quotes or paraphrase from the given documents to support their answer.  **WWII Scrapbook:** Students will create a 6 pages scrapbook. The scrapbook will include a cover page, four pages that will represent a different moment of WWII and a source page. Each WWII section must consist of images and a description of the image. You can also create your scrapbook like a diary, and include images to represent the diary information. | | | |
| **Lesson 1 – The Holocaust** | | | |
| Goals: Students learn about the Holocaust.  Students will engage in a game to decide who survived or died during the Holocaust.  Objectives: Students will examine biographies of people during the Holocaust and decide whether the person survived. | **Acceptable Evidence – Formative and/or Summative Assessment:**  Formative: Teacher will assess students understanding of the Holocaust based on their biography analysis and their predictions on whether their person survived or died.  Summative: Students will engage in a class discussion on the given question during lesson closure. This will assist the teacher to determine if students understood the lesson and meet the learning goals. | |
| **Lesson 2 – America Moves Towards War** | | | |
| **Goals:**  Students will understand the various Acts passed by congress to prevent any trade with countries on war  Students will analyze the Four Freedom Speech.  **Objectives:**  Students will examine the Tripartite Pact, Neutrality Acts of 1939 passed by congress and the Four Freedom Speech addressed by FDR before the U.S. joined the War.  Students will debate if based on the Tripartite Pact, Neutrality acts and the Four Freedom Speech the U.S. made the appropriate decision to help the Allies. | **Acceptable Evidence – Formative and/or Summative Assessment:**  Formative Assessment: Students will be assesses as they work on their Cornell notes, Vocabulary graphic organizer, and the Round Group Discussion. The teacher will constantly ask students questions to check for understanding.  Summative Assessment: Students will submit an exit slip, which will assist the teacher to know is students were able to comprehend the material taught. | | |
| **Lesson 3 – The Attack on Pearl Harbor** | | | |
| Goals: Students will read the classroom textbook to examine the origins of U.S. participation in WWII. Objectives: Students will read and create a foldable to examine the Attack on Pearl Harbor. | **Acceptable Evidence – Formative and/or Summative Assessment:**  Formative Assessment: Teacher will review and grade student’s foldable to determine whether they were able to learn the material.  Summative Assessment: teacher will read the 3-2-1 slips to determine what students have learned and what they did not learn to go back and touch up on important information. | | |
| **Lesson 4 – U.S. Home Front** | | | |
| Goals: Students will understand the social and economical in America during WWII  Objectives: Students will observe and demonstrate their knowledge of the home front in the U.S. through a presentation. | **Acceptable Evidence – Formative and/or Summative Assessment:**  Formative assessment: Teacher will collect the guided notes, she will check for understanding, and work quality. The guided notes will be graded and returned to students to let them know if they need improvement or if they did well  Summative Assessment: The last slide of the Prezi presentation asks students to choose whether WWII affected the U.S. is a positive or negative way. Provide specific information from the sides and guided notes. Based on the students answer the teacher will know if students understood the main purpose of the presentation. | | |
| **Lesson 5 – The Atomic Bomb** | | | |
| Goals: Students will learn the origin of the Atomic Bomb.  Objectives: Students will examine primary sources of the dropping of the atomic bomb in Hiroshima and Nagasaki and criticize if dropping the bombs was a good idea or not. | **Acceptable Evidence – Formative and/or Summative Assessment:**  Formative: Teacher will complete their Document packet and teacher will collect it to check for understanding. Teacher will also walk around the classroom to make sure students are on task and if they need further assistance.  Summative: Teacher will collect both the short essay on they atomic bomb an their exit slip. Based on the students answer for both the essay and the exit-slip the teacher will determine if students were able to analyze primary sources and if they were able to decide if the outcome of the dropping of the atomic bomb was a good idea or not. | | |
| **Unit Resources:** | | | |
| Internet, White board, textbook, hand –out forms, primary sources, textbook The Americas, ELMO, Prezi, bank white paper, markers, highlighters, computer, dictionary | | | |
| **Useful Websites:** | | | |
| **History Matters: FDR Speech**  [**http://historymatters.gmu.edu/d/5166/**](http://historymatters.gmu.edu/d/5166/)  **Digital history**  [**http://www.digitalhistory.uh.edu/**](http://www.digitalhistory.uh.edu/)  **National Archives Experience**  [**http://digitalvaults.org/**](http://digitalvaults.org/)  **Wilson Center Digital Archives**  [**http://digitalarchive.wilsoncenter.org/**](http://digitalarchive.wilsoncenter.org/)  **Library of Congress Archives**  [**http://www.loc.gov/library/libarch-digital.html**](http://www.loc.gov/library/libarch-digital.html)  **Reading Like a Historian**  [**http://sheg.stanford.edu/**](http://sheg.stanford.edu/)  **Naval History and Heritage**  [**http://www.history.navy.mil/midway/midwaybattle-index.htm**](http://www.history.navy.mil/midway/midwaybattle-index.htm)  **Holocaust Survivor Stories**  [**http://www.holocaustsurvivors.org/survivors.php**](http://www.holocaustsurvivors.org/survivors.php) | | | |