



Worldwide

THE UNITED STATES ASSUMES WORLDWIDE

RESPONSIBILITIES

THE UNITED STATES ASSUMES WORLDWIDE RESPONSIBILITIES

The United States Assumes Worldwide Responsibilities

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UNITED STATES

The United States Assumes Worldwide Responsibilities



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Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

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THE UNITED STATES ASSUMES WORLDWIDE RESPONSIBILITY
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I.

The Planning Framework

*The United States Assumes
Worldwide Responsibility*



World War II Poster

[http://www.archives.gov/exhibits/powers of persuasion/its a womans war too/images html/we can do it.html](http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/images/html/we_can_do_it.html)

HOW THIS UNIT WAS DEVELOPED

- This unit is the fifth unit of the Grade 8 scope and sequence. The unit was developed by a team of DOE staff and teachers. The first step was a brainstorming session and the results were charted in a “web.” While brainstorming elicited an extensive list of interdisciplinary connections, the team chose to focus on those ideas that are most central and relevant to the topic and goals for the unit.
- After the brainstorm web was refined to include the most essential components, the Essential Question and Focus or Guiding Questions were developed. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multi-faceted and is open to discussion and interpretation. The essential question for this unit of study on **The United States Assumes Worldwide Responsibility** is “How do competing views of power and morality lead to global conflict?”
- Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student awareness of responsibility in international politics. Therefore, one of the focus questions is, “Who determines right or wrong in a world conflict?”
- Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.
- Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, concept, or skill that address the focus questions in some way.
- Ideas for extension activities are included with lessons so students can deepen their understanding through inquiry and application, analysis, and synthesis of knowledge, concept, and skill to address the specific skills that students should acquire.
- A variety of activities for independent or small group investigations are suggested that allow students to create, share, or extend knowledge while capitalizing on student interests that will allow for independent interest-based inquiries.
- We have included guidelines on the use of text sets which are central to this unit.
- Current research on the importance of content area literacy, the development of academic vocabulary, and culturally relevant pedagogy is included.
- A bibliography of appropriate, multi-dimensional and varied resources is provided.
- A rationale for the value of field trips and a list of possible field trips to relevant cultural institutions, art museums and community -based organizations is included.
- A suggested culminating activity that validates and honors student learning and projects is described.

TEACHER BACKGROUND
THE UNITED STATES ASSUMES WORLDWIDE RESPONSIBILITIES

“Every effort must be made in childhood to teach the young to use their own minds. For one thing is sure: If they don’t make up their own minds, someone will do it for them.”

-Eleanor Roosevelt

After World War I American public opinion, supported by legislation, returned the United States to an isolationist foreign policy. Saddled with a deep economic depression of the 30’s, domestic issues took center stage over the clouds of war threatening Europe and Asia. Though President Franklin Delano Roosevelt advocated for the United States to intervene, he was not supported by the strong isolationist sentiments of Congress. With the invasion of Poland in September, 1939, by Nazi Germany, most Americans’ attitudes shifted toward limited support for the Allies but no one was arguing for intervention. Only with the attack on Pearl Harbor December 7, 1941, did the United States engage directly in World War II.

Historians have attributed several causes for World War II. The roots of the war can be traced to the blame and harsh reparations imposed on Germany in the Treaty of Versailles at the end of World War I. A weak League of Nations, unstable economies, the rise of Fascist and militaristic regimes in Germany, Italy, Spain, Japan, Axis and Allied alliances, spread of communism, nationalism, appeasement and non confrontation of Hitler’s policies all contributed to war in Europe in 1939.

In 1940 President Franklin Delano Roosevelt told the American public, “We must be the great arsenal of democracy” and after his unprecedented third term re-election, support for the Allied forces increased dramatically. The Lend Lease program readied the country for war with increased arms production and the first peacetime Selective Service and Training Act was passed by Congress. Finally, in 1941, when the United States declared war on Japan and Germany following the bombing of Pearl Harbor, total mobilization occurred and the United States became a major participant in the worldwide war.

Americans were shocked and angered after the Japanese attack, and support for the war was almost unanimous. Most citizens felt there was a real threat of invasion from the Axis powers. Americans also believed they were fighting for democratic principles and their freedom from Axis domination.

Both men and women, at home and abroad, were instrumental in the success of the war effort. War production in the factories provided employment opportunities for women and African Americans (Executive order 8802 prohibited employment discrimination). The war quickly reversed the economic depression and unemployment fell to one percent by 1944.¹ Food, gasoline, rubber, and shoes were rationed, scrap metals were collected, Victory gardens planted, war bonds purchased, and propaganda displays in the form of anti Nazi/Japanese posters, movies (Casablanca), and radio shows were part of everyday life. World War II touched all Americans every day.

Some Americans endured discrimination and resentment, especially Japanese Americans. During the war, Executive order 9066 interned 110,000 Japanese Americans to "War

¹ Employment Status of the Civilian Non Institutional Population 1940 to Date
<http://www.bls.gov/cps/cpsaat1.pdf>

Relocation Camps.”² African Americans continued to face discrimination and in most circumstances served in segregated branches of the armed forces though they fought with distinction (such as the Tuskegee Airmen and the 24th Infantry). Hispanic Americans also contributed to the war effort yet faced discrimination at home (“Zoot Suit” Riots).

The United States fought the war on two fronts, against Japan in the Pacific, and against Germany in the Atlantic, North Africa and Europe. Approximately 16.5 million Americans served in the Armed forces in World War II, including 210,000 women. About 416,800 Americans sacrificed their lives and 672,000 were injured.³ In the Pacific U.S. Naval forces halted the Japanese advancement at the Battle of Midway June, 1942, finally reaching Okinawa in April 1945. Germany’s defeat began in North Africa and followed with the U.S. led invasion and defeat of Italy. The Allied forces finally landed in occupied France on D-Day, June 6, 1944. Germany was defeated on May 7, 1945 (V-E Day).

Military technology such as tanks, aircraft carriers, jets, bombers, radar, and submarines contributed much to the devastation and loss of civilian life. Massive air raids destroyed urban areas such as London, Dresden, Hamburg, Shanghai, Tokyo, and many other European and Asian cities. A new weapon of mass destruction, the Atomic bomb, was used by the United States on Hiroshima and Nagasaki which ultimately led to Japan’s unconditional surrender (V-J Day, September 2, 1945) ushering in the Nuclear Age.

Military deaths were estimated to be 22 – 25 million and civilian deaths 40 – 52 million.⁴ The Nazi Party was responsible for many of the atrocities aimed at many different groups but most particularly European Jews. Forced relocations to ghettos, labor and concentration camps characterized the Holocaust – the systematic extermination of approximately 6 million European Jews.⁵

After the war, major war criminals were tried at Nuremberg and the International Military Tribunal for the Far East. The cost of human life led to the creation of the United Nations, whose goal was to maintain world peace and promote a Universal Declaration of Human Rights.

Please note: the activities and lesson plans provided in this unit guide are suggestions that can be adapted and customized to meet your students’ individual needs.

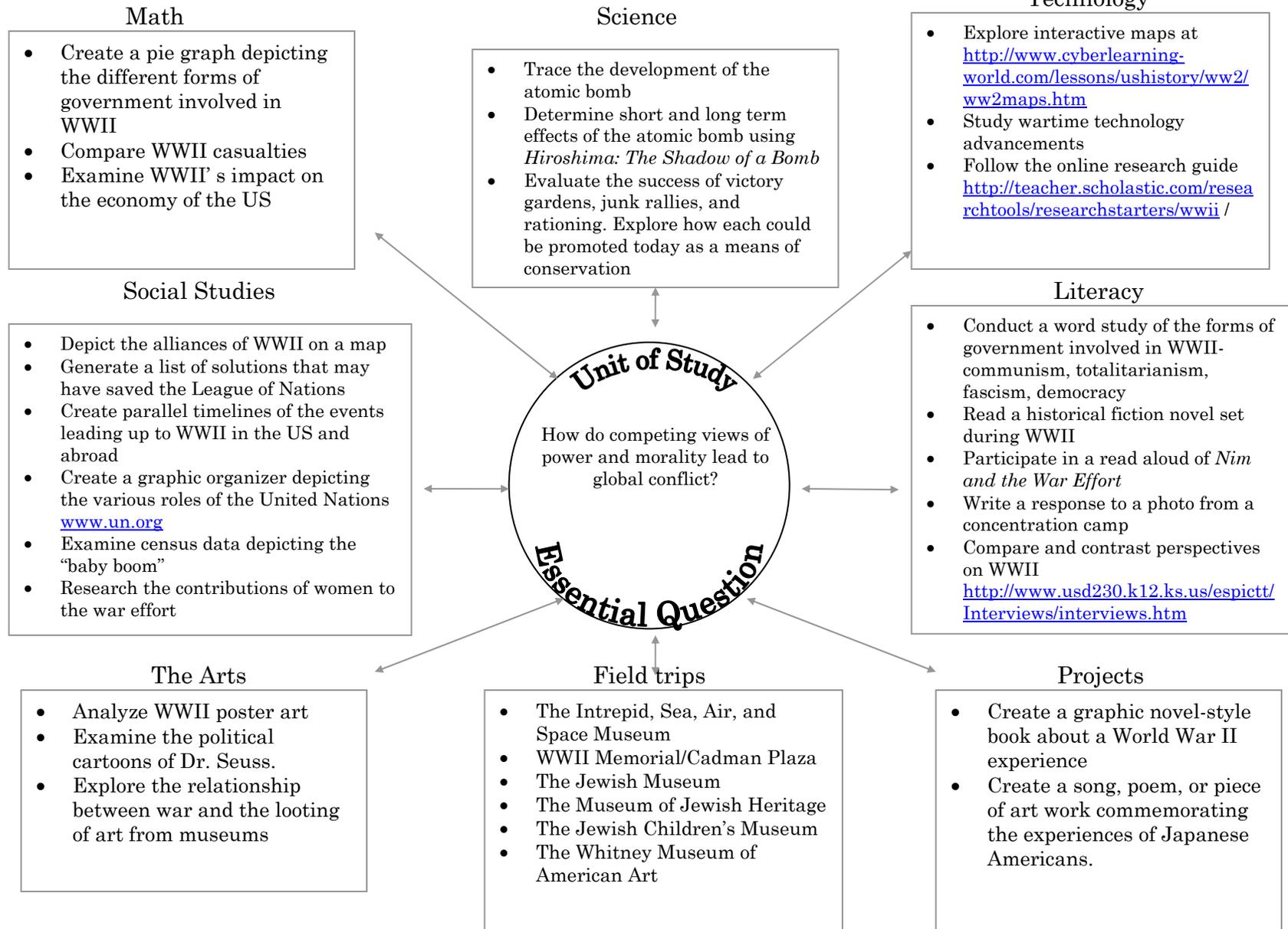
² Virtual Museum of the City of San Francisco; Relocation of Japanese Americans
<http://www.sfmuseum.org/hist10/relocbook.html>

³ U.S. Census Bureau Special Edition: Declaration of World War II Memorial
http://www.census.gov/Press-Release/www/releases/archives/facts_for_features_special_editions/001747.html

⁴ World War II Casualties
http://en.wikipedia.org/wiki/World_War_II_casualties

⁵ The United States Holocaust Museum: The Holocaust
<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005143>

BRAINSTORM WEB



ESSENTIAL QUESTION

How do competing views of power and morality lead to global conflict?

Content/Academic Vocabulary (sample)

totalitarianism	fascism	communism	dictator	Nazi	propaganda	blitzkrieg
genocide	Holocaust	home front	ration	alliances	relocation camp	atom bomb

Focus Questions



- What conditions provided opportunities for the rise of fascism and totalitarianism?
- What was the nature of the United States' involvement in WWII?
- What impact did WWII have on the United States at home?
- Who determines right or wrong in a world conflict?
- How was WWII a turning point for the world?



Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

Understand the significance of the Treaty of Versailles in relation to the start of World War II	Research the causes of WWII
Comprehend the causes and effects of totalitarianism	Conduct an interview with a World War II veteran
Examine the impact of World War II on the United States' economy	Design a piece of propaganda
Understand the impact of World War II in both the national and international community	Identify themes that connect past and current events (Imperialism, Human rights)
	Cite all sources using correct bibliographic format

SAMPLE DAILY PLANNER

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1.	How do competing views of power and morality lead to global conflict?	Multiple content understandings addressed	<p><i>Launching the Unit</i></p> <ul style="list-style-type: none"> Analyze a quote from Eleanor Roosevelt Answer questions in an anticipation guide Analyze the Treaty of Versailles Participate in a read aloud of <i>Yertle the Turtle</i> by Dr. Seuss
2.	What conditions provided the opportunities for the rise of fascism and totalitarianism?	<p>Causes of World War II</p> <ul style="list-style-type: none"> Worldwide depression Rise of Communism Rise of Fascism Propaganda Failure of the League of Nations Rise of totalitarianism Development of alliances Aggression by Axis powers Imperialism Militarism Nationalism 	<p><i>Causes of World War II</i> sample lesson</p> <ul style="list-style-type: none"> Analyze historic quote Participate in a read aloud on the causes of World War II Collect vocabulary in an A-Z word collector Complete a REAP graphic organizer on a reading on the causes of World War II <p>Consult <i>The Causes of World War II, America in World War II, Key Battles of World War II, World War II—Europe</i></p>
3.	What conditions provided the opportunities for the rise of fascism and totalitarianism?	<ul style="list-style-type: none"> Rise of totalitarianism Development of alliances Aggression by Axis powers Imperialism Militarism Nationalism 	<p><i>The Rise of the Aggressors</i> sample lesson</p> <ul style="list-style-type: none"> Respond to a fictional scenario Complete a jigsaw on the aggressor nations of World War II Complete a SPAWN graphic organizer <p>Consult <i>America in World War II, Attack on Pearl Harbor, The Causes of World War II, Difficult Times, Growing Up in World War II, Pearl Harbor, World War II</i></p>

4.	What was the nature of the United States' involvement in WWII?	U.S. involvement <ul style="list-style-type: none"> • Lend-Lease Act • Attack on Pearl Harbor 	<i>The Causes and Consequences of the Japanese Attack on Pearl Harbor</i> sample lesson <ul style="list-style-type: none"> • Examine primary sources to complete a Write to Learn graphic organizer • Conduct research on the bombing of Pearl Harbor using questions generated in the Write to Learn organizer. Consult <i>The Attack on Pearl Harbor, Witness to History: World War II, America at War: World War I, Under Fire in World War II, World War II Europe: Chronicle of America's Wars, War, Peace and All that Jazz</i> http://www.eyewitnesstohistory.com/pearl.htm
5.	What was the nature of the United States' involvement in WWII?	U.S. involvement <ul style="list-style-type: none"> • Lend-Lease Act • Attack on Pearl Harbor 	<i>The Causes and Consequences of the Japanese Attack on Pearl Harbor</i> sample lesson continued <ul style="list-style-type: none"> • Use SPAWN graphic organizer as a writing prompt about the bombing of Pearl Harbor.
6.	What was the nature of the United States' involvement in WWII?	U.S. involvement <ul style="list-style-type: none"> • Lend-Lease Act • Attack on Pearl Harbor • End of isolationism • Mobilization of resources 	<i>The War Economy</i> <ul style="list-style-type: none"> • Identify the advantages and disadvantages of a wartime economy • Identify ways in which World War II ended the Great Depression. Consult <i>Rosie the Riveter, The Home Front, World War II</i>

7.	What was the nature of the United States' involvement in WWII?	<p>U.S. involvement</p> <ul style="list-style-type: none"> • Lend-Lease Act • Attack on Pearl Harbor • End of isolationism • Mobilization of resources • War on two fronts 	<p><i>Where in the World were they fighting?</i> sample lesson</p> <ul style="list-style-type: none"> • Analyze multiple World War II thematic maps <p>Consult <i>Difficult Times, The Causes of World War II, Hiroshima, D-Day Landings, Navajo Code Talkers, The Tuskegee Airmen, World War II: Europe</i></p>
8.	What was the nature of the United States' involvement in WWII?	<p>U.S. involvement</p> <ul style="list-style-type: none"> • Lend-Lease Act • Attack on Pearl Harbor • End of isolationism • Mobilization of resources • War on two fronts 	<p><i>Where in the World were they fighting?</i> sample lesson continued</p> <ul style="list-style-type: none"> • Research aspects of the US involvement in World War II • Create a thematic world map of US involvement in World War II
9.	What was the nature of the United States' involvement in WWII?	<p>U.S. involvement</p> <ul style="list-style-type: none"> • Lend-Lease Act • Attack on Pearl Harbor • End of isolationism • Mobilization of resources • War on two fronts <p>The home front during World War II</p> <ul style="list-style-type: none"> • Role of women in the workforce • Rationing • Japanese internment • War bonds • Limited progress for African Americans 	<p><i>Living History</i></p> <ul style="list-style-type: none"> • Write interview questions for a person who remembers life during World War II. • Invite community members who remember WWII to be interviewed by small groups. <p>Consult <i>Witness to History: World War II, Witness to History: The Home Front</i></p>
10	What impact did WWII have on the United States at home?	<p>The home front during World War II</p> <ul style="list-style-type: none"> • Role of women in the workforce • Rationing • Japanese internment • War bonds • Limited progress for African Americans 	<p><i>WWII: The American Experience</i> sample lesson</p> <ul style="list-style-type: none"> • Analyze images of Americans from WWII • Identify primary sources <p>Consult <i>Children of the World War II Home</i></p>

			<i>Front, Children During Wartime, Growing Up in World War II, How did this happen here? Japanese Internment Camps</i>
11	What impact did WWII have on the United States at home?	<p>The home front during World War II</p> <ul style="list-style-type: none"> • Role of women in the workforce • Rationing • Japanese internment • War bonds • Limited progress for African Americans 	<p><i>WWII: The American Experience</i> sample lesson continued</p> <ul style="list-style-type: none"> • Analyze primary sources relating to a particular group of Americans from WWII • Check analysis using a secondary source
12	What impact did WWII have on the United States at home?	<p>The home front during World War II</p> <ul style="list-style-type: none"> • Role of women in the workforce • Rationing • Japanese internment • War bonds • Limited progress for African Americans 	<p><i>WWII: The American Experience</i> sample lesson continued</p> <ul style="list-style-type: none"> • Write a narrative on the experience of a particular group of Americans from WWII
13	What impact did WWII have on the United States at home?	<ul style="list-style-type: none"> • Propaganda 	<p><i>Propaganda: You be the judge</i> sample lesson</p> <ul style="list-style-type: none"> • Participate in a collaborative annotation on propaganda • Evaluate propaganda using a PMI chart <p>Consult <i>The Home Front, Rosie the Riveter, World War II</i>, <i>World War- II Pacific, World War II-Europe, World War II Home Front</i> http://dictionary.reference.com/browse/propaganda http://www.pbs.org/wgbh/amex/goebbels/peoplevents/e_propaganda.html http://www.ushmm.org/propaganda/</p>
14	What impact did WWII have on the United States at home?	<ul style="list-style-type: none"> • Propaganda 	<p><i>Propaganda: You be the judge</i> sample lesson continued</p> <ul style="list-style-type: none"> • Share your opinion of propaganda by either creating a positive sample or writing an editorial.

15	Who determines right or wrong in a world conflict?	<ul style="list-style-type: none"> • Holocaust and human rights 	<p><i>The Holocaust: What is genocide?</i> sample lesson (Academic Vocabulary)</p> <ul style="list-style-type: none"> • Complete a graphic organizer on the morphology of the word genocide • Explore examples of genocide <p>Consult <i>A History of Us: War, Peace, and All That Jazz, The Holocaust, Prelude to the Holocaust, Aftermath of the Holocaust</i> http://www.ushmm.org/holocaust/ (the Holocaust) http://www.armenian-genocide.org/index.htm (Armenian genocide) http://www.pbs.org/wgbh/pages/frontline/shows/evil/ (Rwandan genocide) http://www.ukrainegenocide.org/nyt-survivor.pdf (Ukrainian genocide)</p>
16	Who determines right or wrong in a world conflict?	<ul style="list-style-type: none"> • Holocaust and human rights 	<p><i>The Holocaust: Creative Thought from the Ashes</i> sample lesson</p> <ul style="list-style-type: none"> • Conduct an inquiry into the Holocaust. • Reflect on possible creative representations of research <p>Consult <i>World War II, On the Front Line: Under Fire in World War II, America in World War II, The Holocaust, Prelude to the Holocaust, Aftermath of the Holocaust, War, Peace, and All That Jazz</i></p>
17	Who determines right or wrong in a world conflict?	<ul style="list-style-type: none"> • Holocaust and human rights 	<p><i>The Holocaust: Creative Thought from the Ashes</i> sample lesson continued</p> <ul style="list-style-type: none"> • Listen to stories of Holocaust survivors

			Consult http://college.usc.edu/vhi/education/livinghistories
18	Who determines right or wrong in a world conflict?	<ul style="list-style-type: none"> • Holocaust and human rights 	<p><i>The Holocaust: Creative Thought from the Ashes</i> sample lesson continued</p> <ul style="list-style-type: none"> • Develop a creative piece of art in honor of a Holocaust survivor.
19	Who determines right or wrong in a world conflict?	<ul style="list-style-type: none"> • Holocaust and human rights • Reparations for human rights violations 	<p><i>The Nuremburg Trials: Was justice achieved?</i></p> <ul style="list-style-type: none"> • Participate in a read aloud of p. 80 of <i>Tell Them We Remember</i> • Evaluate the Nuremburg Trials. Was justice achieved? What were the alternatives? • Discuss the concept of human rights and the role of the Holocaust in developing a standard for human rights. <p>Consult <i>Tell them We Remember, World War II: Europe, The Holocaust</i>, http://www.un.org/Pubs/CyberSchoolBus/, http://www.loc.gov/rr/frd/Military_Law/Nuremberg_trials.html, http://www.pbs.org/wgbh/amex/nuremberg/</p>
20	Who determines right or wrong in a world conflict?	<p>End of World War II</p> <ul style="list-style-type: none"> • Surrender of Axis powers • Yalta Conference • Nuremberg Trials • Defeat of Germany • Holocaust and human rights 	<p><i>V-E Day</i> sample lesson</p> <ul style="list-style-type: none"> • Analyze a primary source, the cover of the New York Times from V –E Day • Take notes on the end of the war using a double-entry journal <p>Consult <i>World War II, Children During Wartime, Under Fire in World War II, World War II</i></p>
21	Who determines right or wrong in a world conflict?	<p>End of World War II</p> <ul style="list-style-type: none"> • Surrender of Axis powers 	<p><i>V-E Day</i> sample lesson continued</p> <ul style="list-style-type: none"> • Participate in a read-aloud of a memory of

		<ul style="list-style-type: none"> • Yalta Conference • Nuremberg Trials • Defeat of Germany • Holocaust and human rights 	<p>a child survivor of the Holocaust.</p> <ul style="list-style-type: none"> • Choose a person who would have been impacted by the end of the war to continue your research • Begin writing a “faction” (fiction plus facts).
22	Who determines right or wrong in a world conflict?	End of World War II	<p><i>V-E Day</i> sample lesson continued</p> <ul style="list-style-type: none"> • Finish faction • Edit and revise writing with peer groups
23	Who determines right or wrong in a world conflict?	<ul style="list-style-type: none"> • Use of atomic bomb • Reparations for human rights violations • Human and economic loss 	<p><i>Weapons of Mass Destruction: The Manhattan Project</i></p> <ul style="list-style-type: none"> • Discuss the Atom bomb as the world’s first weapon of mass destruction. What was or should have been learned? • Read current articles about ongoing debates relating to weapons of mass destruction. <p>Consult <i>The Home Front, Hiroshima</i>, http://www.timeforkids.com/TFK/kids/news/story/0.28277.404005.00.html , http://www.timeforkids.com/TFK/kids/news/story/0.28277.406556.00.html , http://content.scholastic.com/browse/article.jsp?id=6263</p>
24	Who determines right or wrong in a world conflict?	<ul style="list-style-type: none"> • Use of atomic bomb • Reparations for human rights violations • Human and economic loss 	<p><i>The Atomic Bomb</i> sample lesson</p> <ul style="list-style-type: none"> • Analyze images from V-J Day • Complete a Writing to Learn graphic organizer about the Atomic bomb <p>Consult <i>On the Front Line: Under Fire in World War II, America in World War II</i>, http://www.npr.org/templates/story/story.php?storyId=4785484</p>

25	Who determines right or wrong in a world conflict?	<ul style="list-style-type: none"> • Use of atomic bomb • Reparations for human rights violations • Human and economic loss 	<p><i>The Atomic Bomb</i> sample lesson continued</p> <ul style="list-style-type: none"> • Participate in a Socratic seminar on the decision to drop the Atomic bomb.
26	How was WWII at turning point for the world?	<ul style="list-style-type: none"> • Yalta Conference 	<p><i>Competing Ideas: Yalta</i></p> <ul style="list-style-type: none"> • Identify the ideals and desires of each of the big three(Great Britain, USSR, US) • Determine the compromises each made • Explain the outcome of the conference at Yalta <p>Consult <i>America in World War II, Witness to History: World War II</i>, http://www.state.gov/r/pa/ho/time/wwii/93273.htm , http://avalon.law.yale.edu/wwii/yalta.asp , http://www.pbs.org/behindcloseddoors/pdfs/YaltaConference.pdf , http://www.pbs.org/behindcloseddoors/in-depth/the-conferences.html#Argonaut2</p>
27	How was WWII at turning point for the world?	<p>Postwar Years</p> <ul style="list-style-type: none"> • Increased productivity • Improved technology • Consumer demand • Baby boom • Growth of the suburbs and transportation <p>The U.S. as a world power</p> <ul style="list-style-type: none"> • The United Nations • Truman Doctrine • Marshall Plan • NATO/Warsaw Pact 	<p><i>The World after World War II</i> sample lesson</p> <ul style="list-style-type: none"> • Research examples of WWII as a turning point using a triple entry journal <p>Consult <i>America in World War II, America at War, The Causes of World War II, Difficult Times, Growing Up in World War II, Hiroshima: the Shadow of the Bomb, World War II</i> http://www.world-war-2.info/technology/ http://www.ourdocuments.gov/doc.php?doc=81 http://www.ourdocuments.gov/doc.php?doc=82 http://www.ourdocuments.gov/doc.php?doc=79</p>
28	How was WWII at turning point for the	Postwar Years	<i>The World after World War II</i> sample lesson

	world?	<ul style="list-style-type: none"> • Increased productivity • Improved technology • Consumer demand • Baby boom • Growth of the suburbs and transportation <p>The U.S. as a world power</p> <ul style="list-style-type: none"> • The United Nations • Truman Doctrine • Marshall Plan • NATO/Warsaw Pact 	<p>continued</p> <ul style="list-style-type: none"> • Use a RAFT graphic organizer to plan a piece of writing • Participate in writer's workshop
29	How was WWII a turning point for the world?	<ul style="list-style-type: none"> • Rise of Communism <p>The U.S. as a world power</p> <ul style="list-style-type: none"> • The United Nations • Truman Doctrine • Marshall Plan • NATO/Warsaw Pact 	<p><i>Communism with a capital C</i></p> <ul style="list-style-type: none"> • Identify the differences between Communism and communism. • Create a timeline of significant events in the history of Communism. • Examine the impact of Communism on the United States in the post war world.
30	How was WWII a turning point for the world?	<ul style="list-style-type: none"> • The United Nations 	<p><i>The United Nations: Past and Present</i> sample lesson</p> <ul style="list-style-type: none"> • Compare and contrast the initial goals of the United Nations with the goals of today. • Explore briefing papers addressing contemporary issues faced by the United Nations <p>Consult <i>The United Nations</i>, http://www.un.org/cyberschoolbus/briefing/index.asp</p>
31	How was WWII a turning point for the world?	<ul style="list-style-type: none"> • The United Nations 	<p><i>The United Nations: Past and Present</i> sample lesson continued</p> <ul style="list-style-type: none"> • Prepare and present a report on a contemporary issue facing the United Nations

32	How do competing views of power and morality lead to global conflict?	Multiple content understandings addressed	<p><i>Unit Project: Lessons Learned From WWII</i></p> <ul style="list-style-type: none"> Review and reflect upon experiences from WWII <p>Consult <i>World War II Home Front</i>, <i>Children of the World War II Home Front</i>, <i>Growing Up in World War II</i>, <i>Rosie the Riveter</i>, <i>The Home Front</i>, <i>Nim and the War Effort</i>, <i>World War II: Europe</i>, <i>World War II (Marquette)</i></p>
33	How do competing views of power and morality lead to global conflict?	Multiple content understandings addressed	<p><i>Unit Project: Lessons Learned From WWII</i></p> <ul style="list-style-type: none"> Brainstorm and plan scrapbook
34	How do competing views of power and morality lead to global conflict?	Multiple content understandings addressed	<p><i>Unit Project: Lessons Learned From WWII</i></p> <ul style="list-style-type: none"> Compose reflective writing piece
35	How do competing views of power and morality lead to global conflict?	Multiple content understandings addressed	<p><i>Unit Project: Lessons Learned From WWII</i></p> <ul style="list-style-type: none"> Compile scrapbook
36	How do competing views of power and morality lead to global conflict?	Multiple content understandings addressed	<p><i>Putting it all together</i></p> <ul style="list-style-type: none"> Participate in a read aloud of <i>Sadako</i>. Discuss what lessons should have been learned from World War II beginning with the Treaty of Versailles. Discuss who determines right and wrong in the world today. Explore whether you feel world peace is a realistic goal or a utopian ideal. Research various individuals and organizations that promote peace and identify ways in which you could help promote peace and human rights.

**LEARNING AND PERFORMANCE STANDARDS CORRELATED
TO: THE UNITED STATES ASSUMES WORLDWIDE RESPONSIBILITY**

<i>New York State Social Studies Learning Standards and Key Ideas</i>	<i>Representative Social Studies Performance Indicators</i>
<p>History of the United States and New York State Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>World History Key Idea 2.1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p> <p>Key Idea 2.3: The study of the major social, political, cultural, and religious developments in world history involves learning about</p>	<p>1.1a explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behaviors, and traditions that help define it and unite all Americans.</p> <p>1.2a: Describe the reasons for periodizing history in different ways.</p> <p>1.2d: Analyze the role played by the United States in international politics, past and present.</p> <p>1.3c: Describe how ordinary people and famous historic figures in the local community, state, and the United States have advanced the fundamental democratic values, beliefs and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents.</p> <p>2.1a: Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish cultures and civilizations.</p> <p>2.3a: investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious</p>

the important roles and contributions of individuals and groups.

Geography

Key Idea 3.1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Key Idea 3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

Economics

Key Idea 4.2: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Civics, Citizenship and Government

Key Idea 5.1: The study of civics, citizenship and government involves learning about political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance and law.

Key Idea 5.3: Central to civics is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

practices throughout world history

2.3b: interpret and analyze documents and artifacts related to significant developments and events in world history

3.1c: Investigate why people and places are located where they are located and what patterns can be perceived in these locations.

3.2d: Interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.

4.2d: Develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions.

5.1b: Consider the nature and evolution of constitutional democracies.

5.3a: Explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York over time.

***Sample list of strategies that Social Studies and ELA have in common.
Check all that apply and add new strategies below***

- Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, and persuasive essays, oral and written presentations.
- Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.
- Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.
- Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.
- Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.
- Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.
- Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries and journals.
- Gather and interpret information from reference books, magazines, textbooks, web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.
- Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.
- Select and use strategies that have been taught for note-taking, organizing, and categorizing information.
- Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

Add your own strategies:

NYCDOE SOCIAL STUDIES SCOPE AND SEQUENCE

Grade	Units of Study					
K	School and School Community	Self and Others		Families	The Neighborhood	
First	Families are Important	Families, Now and Long Ago		Families in Communities	The Community	
Second	Our Community's Geography	New York City Over Time		Urban, Suburban and Rural Communities	Rights, Rules and Responsibilities	
Third	Introduction to World Geography and World Communities			Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia <i>Teacher should select 3-6 world communities to study that reflect diverse regions of the world</i>		
Fourth	Native Americans: First Inhabitants of NYS	Three Worlds Meet	Colonial and Revolutionary Periods	The New Nation	Growth and Expansion	Local and State Government
Fifth	Geography and Early Peoples of the Western Hemisphere	The United States	Latin America	Canada	Western Hemisphere Today	
Sixth	Geography and Early Peoples of the Eastern Hemisphere	Middle East	Africa	Asia	Europe	
Seventh	Early Encounters: Native Americans and Explorers	Colonial America and the American Revolution	A New Nation	America Grows	Civil War and Reconstruction	
Eighth	An Industrial Society	The Progressive Movement	The United States as an Expansionist Nation	The United States between Wars	The United States Assumes Worldwide Responsibilities	From World War II to the Present: The Changing Nature of the American People
Ninth	Ancient World-Civilizations & Religions	Expanding Zones of Exchange and Encounter		Global Interactions (1200-1650)	The First Global Age (1450-1770)	
Tenth	An Age of Revolution (1750-1914)	Crisis and Achievement Including World Wars (1900-1945)		The 20th Century Since 1945	Global Connections and Interactions	
Eleventh	Forming a Union	Civil War and Reconstruction	Industrialization, Urbanization and the Progressive Movement	Prosperity and Depression: At Home and Abroad (1917-1940)	Triumphs and Challenges in American Democracy (1950-present)	
Twelfth	Economics and Economic Decision Making			Participation in Government		

II.

Principles Guiding the Development of this Unit



World War II Poster

http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/images_html/we_can_do_it.html

PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION

Quality social studies instruction must:

cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.

expose students to the diversity of multiple perspectives through the use of historically accurate and culturally relevant and sensitive materials.

integrate the study of content and concepts with the appropriate skills and vocabulary both within and across content areas.

nurture inquiry and critical thinking that enables students to make connections between major ideas and their own lives.

immerse students in the investigation of the enduring themes that have captivated historians in their study of humanity, people and events that individually and collectively have shaped our world.

PREPARING CHILDREN FOR A GLOBAL COMMUNITY

Today's students are entering a world increasingly characterized by economic, political, cultural, environmental, and technological interconnectedness. The virtual distance between nations and cultures has been rapidly decreasing due to changes in accessibility of information and increasing interdependence. Students need to learn to view the world as one interrelated system, to reflect on cultural lenses, to listen to voices from around the world, and to make connections to engage them as citizens of the world.

Globalization is the process of this interaction and integration among the people, companies, and governments of different nations. It is not new. For thousands of years, people—and, later, corporations—have been buying from and selling to each other in lands at great distances (*The Levin Institute, Globalization101.org*) while exchanging ideas, customs and values.

To nurture and promote global awareness, teachers must be sure to provide students with learning experiences and opportunities that incorporate tolerance of cultural differences, knowledge of world cultures and communities, and the appropriate infusion of global perspectives into daily instruction.

Student must understand that globally aware citizens are able to:

- connect the local and the global, including an understanding of how the actions of people around the planet have an economical, technological and cultural influence on all peoples of the world
- Participate in local and global economies
- Be open-minded, especially in understanding one's own cultural lens as well as others' distinct cultural lenses
- Celebrate similarities amongst different groups of people
- Understand and respect peoples' differences
- Use electronic technologies in order to research people and cultures in every world region
- Understand the importance of cross-cultural communication, both within the United States and across borders
- Recognize and reduce stereotypes and prejudices
- Have compassion for all peoples of the world

Social Studies and the World, 2005

The National Council for the Social Studies (NCSS) believes that global and international education is important because people are constantly influenced by transnational, cross-cultural, multi-cultural and multi-ethnic interactions. The goods we buy, the work we do, the cross-cultural links we have in our own communities and outside them and increased worldwide communication require that responsible citizens understand global and international issues.

A global perspective is attentive to the nature of change and interdependence and the connectedness of the human and natural environment.

NCSS has developed some key questions exploring global awareness, related to the ten thematic strands that form the basis of social studies standards.

- **Culture:** What is culture? What is cultural diversity, and how does diversity develop both within and across cultures?
- **Time, Continuity and Change:** What happened in the past and how do we know? What connections are there between the past, present, and future?
- **People, Places, and Environments:** How do humans forge relationships with places in this nation and in other parts of the world?
- **Individual Development and Identity:** What factors influence how individuals perceive other individuals, groups, and cultures?
- **Individuals, Groups, and Institutions:** How do individuals, groups, and institutions influence society, both local and global?
- **Power, Authority, and Governance:** How do different political structures compare and contrast with that of the United States?
- **Production, Distribution, and Consumption:** How are local production and consumption connected to the global economy?
- **Science, Technology, and Society:** How do changes in science and technology impact individuals, groups, nations and the world?
- **Global Connections:** How can nations with differing belief systems collaborate to address global problems?
- **Civic Ideals and Practices:** How can students participate in meaningful civic action?

Resources

The Sister School Project partners classes in different countries with classrooms in the U.S. <http://www.globalawareness.com>

National Geographic has a variety of educator resources, such as maps, photos, and news stories. <http://www.nationalgeographic.com/education/>

The New York Times Learning Network has current event articles, global history lesson plans, and other educator resources. <http://www.nytimes.com/learning/index.html>

Globalization101.org provides an interdisciplinary approach to studying globalization, and background concerning various issues. <http://www.globalization101.org/>

INQUIRY IN THE SOCIAL STUDIES CLASSROOM

Knowledge does not easily pass from one source to another. We cannot “make” students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

Teacher’s Role

The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

Scaffold the Learning

Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful) also helps students experience success.

Students’ Role

Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

Assessment

Assessment is a tool for instruction. It should reflect what students know, not just what they don’t know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed.

SOCIAL STUDIES SKILLS

Comprehension Skills

- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

Research and Writing Skills

- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

Interpersonal and Group Relation Skills

- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks

Map and Globe Skills

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

Graph and Image

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

Analysis Skills

- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument

NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline (like Social Studies or History) has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in social studies unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline's essence of communication. We do not read a novel, a math text or social studies text in the same way or with the same purposes. In Social Studies we often deal with the events, ideas and individuals that have historical significance. An example would be how Social Studies require the reader to consider context in the following way:

To understand a primary source, we need to consider the creator of the document, the era in which it was created and the purpose of its creation.

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education *Literacy Instruction in the Content Areas June 2007*

Vacca and Vacca *Content Area Reading. Literacy and Learning Across the Curriculum*

Robert Marzano
& Debra Pickering *Building Academic Vocabulary*

SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

Use Bloom's Taxonomy. From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is useful when designing questions or student activities/projects.

Use "academic" vocabulary. An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below,"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

Be aware of what SS texts demand of the reader. It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases and statements; make generalizations; and analyze the author's voice and method.

Anticipate the main idea. Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

Make connections. Before reading it is helpful for students to ask themselves "What do I *think* I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested—and interactive—readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

Preview vocabulary. Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a *Wordsplash* followed by student discussion and then post words on the word wall.

Focus on questions. The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions—a reading outline that is tailored to the reading material for less-skilled readers. These guides can be either content-oriented or skill oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.

During Reading

During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

Encourage a critical lens. Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience. This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

Identify the author's style. Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for re-visiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph, and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

Look for the Five W's. When working with newspaper articles have students identify the **Who, What, Where, When** and **Why** of any major event reported by the writer.

Note comparisons/contrasts. Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

Recognize cause-effect arguments. When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it. Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

Interpret sequence wisely. Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like "and then.... and then.... next.... finally...." remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

Post-Reading Review

Post-reading strategies help students review and synthesize what they've read.

Use graphic organizers. Students may often need assistance to grasp an author's basic argument or message. Graphic organizers—flowcharts, outlines, and other two-dimensional figures—can be very helpful.

Paraphrase. After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to

include references to: the topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

Time order and importance When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

True or false? Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase, "according to the author."

Stress key issues. After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic.

Making meaning. Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What, can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton's (2003) research states that "teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning."

Adapted from Reading Skills in the Social Studies, www.learningenrichment.org/reading.html

DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop *historical empathy* (Kohlmeier, 2005). All citizens of a democratic society who can display *historical empathy* are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?

Why are there different versions of events and what impact does this have on our ideas of “truth” and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

“Powerful social studies teaching helps students develop social understanding and civic efficacy.... Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world.” From NCSS.

READING AS A HISTORIAN

Good social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students can learn that history is open to interpretation. Students can be taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, thereby questioning earlier conclusions drawn from them.

Using multiple documents poses challenges for readers, however. Some students may be unable to use the organizational patterns of historical texts with adequate comprehension. Textbooks are mostly narrative, using a combination of **structures**: chronological, sequential, and cause-and-effect (Britt et al., 1994). Primary and secondary sources, on the other hand, may have very different structures and purposes. These documents are often created in other formats, such as propaganda leaflets, political notices, essays, memoirs, journals, or cartoons. These texts may not have main ideas explicitly stated, and the relationships between ideas may not be clearly expressed.

The writer's purpose can also influence the organizational structure of a document. For example, a propaganda leaflet may use a compare/contrast structure to illustrate opposing viewpoints. Primary and secondary sources may vary from the sequential narrative form that students see in textbooks to using structures such as problem/solution, main idea with supporting details, or compare/contrast.

If students do not recognize a text's structure, their comprehension will be compromised. Reading researchers have shown that successful learners use text structures, or “frames,” to guide their learning (Armbruster & Anderson, 1984; Buehl, 2001; Jones, Palincsar, Ogle, & Carr, 1987). Students who understand basic text structures and graphically depict the relationships among ideas improve both comprehension and recall (Armbruster & Anderson, 1984; RAND Reading Study Group, 2003). For example, a fluent reader who recognizes a problem stated in a text will begin looking for a solution.

The use of a variety of documents, rather than one book, requires additional cognitive skills of the reader. Thus, students need to be aware of the **source** information provided with the documents, in addition to their context. Also, rather than unquestioningly accepting facts, as students often do with textbooks, readers of multiple documents may face different interpretations of the same event based on contradictory evidence. The documents themselves can have varying degrees of reference; for example, a secondary source may refer to a primary source. Therefore, a student must be able to mentally organize a large amount of disparate and conflicting information and make literal sense out of it.

Sam Wineburg (2001) notes that true historians comprehend a **subtext** on the literal, inferred, and critical levels. These subtexts include what the writer is saying literally but also any possible biases and unconscious assumptions the writer has about the world. Historians “try to reconstruct authors' purposes, intentions, and goals” as well as understand authors' “assumptions, world view, and beliefs” (pp. 65–66). Wineburg calls readers who believe exactly what they read “mock” readers while “actual” readers take a critical and skeptical stance toward the text.

Judy Lightfoot has constructed the following chart (based on Wineburg’s work at Stanford) detailing the characteristics of an expert reader of history versus those of a novice reader.

HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

Experts . . .	Novices . . .
Seek to <i>discover context and know content</i> .	Seek only to <i>know content</i> .
Ask what the text <i>does</i> (purpose).	Ask what the text <i>says</i> (“facts”).
Understand the <i>subtexts</i> of the writer's language.	Understand the <i>literal meanings</i> of the writer's language.
See any text as a <i>construction</i> of a vision of the world.	See texts as a <i>description</i> of the world.
See texts as <i>made by persons with a view of events</i> .	See texts as <i>accounts of what really happened</i> .
Consider <i>textbooks less trustworthy</i> than other kinds of documents.	Consider <i>textbooks very trustworthy</i> sources.
Assume <i>bias</i> in texts.	Assume <i>neutrality, objectivity</i> in texts.
<i>Consider word choice</i> (connotation, denotation) and <i>tone</i> .	<i>Ignore word choice and tone</i> .
Read slowly, <i>simulating a social exchange between two readers</i> , “actual” and “mock.”	Read to <i>gather lots of information</i> .
<i>Resurrect</i> texts, like a magician.	<i>Process</i> texts, like a computer.

<i>Compare</i> texts to judge different, perhaps divergent accounts of the same event or topic.	<i>Learn the “right answer.”</i>
Get <i>interested</i> in contradictions, ambiguity.	<i>Resolve or ignore contradictions, ambiguity.</i>
Check <i>sources</i> of document.	Read the <i>document</i> only.
Read like <i>witnesses to living, evolving events</i> .	Read like <i>seekers of solid facts</i> .
Read like <i>lawyers making a case</i> .	Read like <i>jurors listening to a case someone made</i> .
Acknowledge <i>uncertainty and complexity</i> in the reading with qualifiers and concessions.	Communicate “ <i>the truth</i> ” of the reading, sounding as certain as possible.
<p><i>Source:</i> From Judy Lightfoot, “Outline of Sam Wineburg's Central Arguments in ‘On the Reading of Historical Texts.’” Available: http://home.earthlink.net/~judylightfoot/Wineburg.html. Based on “On the Reading of Historical Texts: Notes on the Breach Between School and Academy,” by Samuel Wineburg, <i>American Educational Research Journal</i>, Fall 1991, pp. 495–519.</p>	

HOW TO DEVELOP CONCEPT UNDERSTANDING

Concept development is a strategy to help students move from facts to concepts to generalizations. Concepts are the basic tools of thinking and inquiry in social studies. Unless students understand what a concept is they will be unable to understand and categorize facts and move toward generalizations.

Concepts are the categories we use to cluster information. Concepts organize specific information under one label. They are the links between facts and generalizations. To understand a generalization, students first must understand its component concepts. For example, in order to understand the generalization, “People in communities are interdependent,” students must know the meaning of the two concepts of community and interdependence.

Concepts can be grouped into two general types: *concrete and defined*. Concrete concepts are those that students can see (e.g., river, mountain, clothing, shelter, family, government, etc.). Concrete concepts have properties or attributes that students can observe. Defined concepts are concepts that are abstract and not directly observable (e.g., democracy, region, citizenship, reform, revolution, justice, nationalism, capitalism, etc.). Since defined concepts have meanings that are not readily observed, their definitions are built through a comparison of several examples.

The teaching of defined concepts is more difficult and requires a series of learning experiences that help develop the meaning of abstract concepts. Research in the teaching of concepts has identified the following steps that teachers can use in order to teach concepts effectively.

- Brainstorm a set of examples of a particular concept.
- Identify one example that is a “best” example.
- Brainstorm a set of non-examples of the concept.
- Identify the characteristics of each example.
- Develop questions that will help students identify the characteristics, the similarities, and the differences in the examples and non-examples used.
- Have students compare all the examples with the most clear or strongest example.
- Have students identify the critical characteristics of the “best” example.
- Ask students to develop a definition of the concept. The definition should include the category that contains the concept as well as the critical characteristics of the concept.
- Connect the concept to prior student knowledge.
- Use the concept when appropriate in new situations.

Two teaching strategies for developing concepts are direct instruction and inductive reasoning. Both strategies include attention to the identification of common characteristics (attributes), use of examples and non-examples, classifying or grouping items, naming or labeling the group, and using the concept in ongoing activities.

Direct instruction by the teacher includes the following steps:

- State the concept to be learned or pose a question (“Today we are going to learn about capitalism” or “What is a peninsula?”).

- Identify the defining characteristics (attributes) of the concept. Classify or group the common attributes.
- Present the students with several examples of the concept. Have them determine the pattern revealed by the characteristics to develop a generalized mental image of the concept.
- Present some non-examples. The non-examples must violate one or more of the critical attributes of the concepts. Begin with the best non-example.
- Have students develop a definition of the concept based on its category and critical characteristics.
- Apply the definition to a wide variety of examples and non-examples. Modify the definition of the concept as new examples are identified.

The inductive reasoning approach involves students themselves developing the concept from the facts identified in several examples and non-examples. This approach emphasizes the classifying process and includes the following steps:

- Have students observe and identify items to be grouped (“Which items are shown in this picture?”).
- Identify the characteristics (attributes) used to group each set of items (“Which items seem to belong together? Why?”)
- Name, label, or define each group (“What is a good name for each group?”)
- Have students develop a definition of the name (concept) for each group, using the characteristics or attributes for each group.
- Test the definition by applying it to a wide variety of examples and non-examples.
- Refine, modify, or adjust the definition of the concept as further examples are identified. Inductive reasoning works better with concrete concepts.

Adapted from: Social Studies Department / San Antonio Independent School District

INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills, and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

“...Activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines.... Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However... when concepts are developed over a period of time... young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations.” (*Social Studies at the Center. Integrating, Kids Content and Literacy*, Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

- | | |
|-------------------------------------|--|
| Heidi Hayes Jacobs | <i>Interdisciplinary Design & Implementation, and Mapping the Big Picture: Integrating Curriculum and Assessment</i> |
| Robin Fogarty | <i>How to Integrate Curricula: The Mindful School</i> |
| David B. Ackerman | <i>Intellectual & Practical Criteria for Successful Curriculum Integration</i> |
| Davis N. Perkins | <i>Knowledge by Design</i> |
| Grant Wiggins & Jay McTighe | <i>Understanding by Design</i> |
| Carol Ann Tomlinson and Jay McTighe | <i>Integrating Differentiated Instruction & Understanding by Design</i> |
| Harvey Daniels & Steven Zemelman | <i>Subjects Matter: Every Teacher's Guide to Content Area Reading</i> |
| Stephanie Harvey | <i>Nonfiction Matters. Reading, Writing and Research in Grades 3-8</i> |

III.

Teaching Strategies



World War II Poster

http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/images.html/we_can_do_it.html

SOCIAL STUDIES CASE STUDY

A case study provides students and teachers with an opportunity to zoom in on a sub-topic of a larger unit of study and participate in an in-depth analysis of a single event, country, issue or movement in history. Teachers and students can focus on specific content through rich, varied and meaningful exploration and exposure.

Social studies teachers must often make difficult choices and decide on priorities when it comes to issues of depth versus breadth in content instruction. Depth takes time, and for students to be able to experience depth of content, teachers cannot investigate all topics with equal emphasis and time. While coverage of content is important it is also important for students to experience the demands and rewards that focused and intensive learning around one specific piece of content can afford. All teaching involves decision-making around what will be taught and how it will be taught. But teachers need also consider what not to teach and what merits greater emphasis. Good teaching means making sacrifices that are sometimes necessary in order to achieve the deeper learning. Through a case study, teachers can think more about how they want students to learn and less about how much content to cover.

Many of the units of study in the new social studies scope and sequence suggest a case study experience. When students participate actively and productively in case studies, deep, meaningful and enduring understandings are achieved in a climate of respect for discussion, inquiry and ideas. Case studies demand patience, stamina and rigor but will result in expertise and passion for learning.

Case studies are included within the larger units of study. Teachers have flexibility and choice when planning a case study. For example, a focused study of one specific colony's development, such as New York, will lead to deeper contextual understanding of how the American colonies and Great Britain moved from a mutually beneficial to a tyrannical relationship.

Case studies lend themselves well to student-directed, project-based learning and will help students gain a sharpened understanding of a period in history and why things happened as they did.

A case study is a bit like reading a detective story. It keeps students interested in the content, challenges them, and helps them "stand in someone's shoes," while encouraging them to develop their own ideas and conclusions, make connections and apply their understandings. Students get a chance to learn by doing. They will discover how historical events have legacies, meaning and relevance.

TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

Fluent readers recognize and use organizational patterns to comprehend text. A particular text may reflect more than one organizational pattern. The writer's purpose influences the organizational pattern of a particular text. When students do not recognize a text's structure, their comprehension is impaired. The seven organizational patterns of social studies text are:

Type of Organizational Pattern	Signal Words	Questions Suggested by the Pattern
<p>Chronological Sequence: organizes events in time sequence.</p>	<p>after, afterward, as soon as, before, during, finally, first, following, immediately, initially, later, meanwhile, next, not long after, now, on (date), preceding, second, soon, then, third, today, until, when</p>	<ul style="list-style-type: none"> - What sequence of events is being described? - What are the major incidents that occur? - How is this text pattern revealed in the text?
<p>Comparison and Contrast: organizes information about two or more topics according to their similarities and differences.</p>	<p>although, as well as, as opposed to, both, but, compared with, different from, either...or, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet</p>	<ul style="list-style-type: none"> - What items are being compared? - What is it about the item that is being compared? What characteristics of the items form the basis of comparison? - What characteristics do they have in common; how are these items alike? - In what ways are these items different? - What conclusion does the author reach about the degree of similarity or difference between the items? - How did the author reveal this pattern?

<p>Concept/ Definition: organizes information about a generalized idea and then presents its characteristics or attributes.</p>	<p>for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually</p>	<ul style="list-style-type: none"> - What concept is being defined? - What are its attributes or characteristics? - How does it work, or what does it do? - What examples are given for each of the attributes or characteristics? - How is this pattern revealed in the text?
<p>Description: organizes facts that describe the characteristics of a specific person, place, thing or event.</p>	<p>above, across, along, appears to be, as in, behind, below, beside, between, down, in back of, in front of, looks like, near, on top of, onto, outside, over, such as, to the right/ left, under</p>	<ul style="list-style-type: none"> - What specific person, place, thing, or event is being described? - What are its most important attributes or characteristics? - Would the description change if the order of the attributes were changed? - Why is this description important?
<p>Episode: organizes a large body of information about specific events.</p>	<p>a few days/ months later, around this time, as it is often called, as a result of, because of, began when, consequently, first, for this reason, lasted for, led to, shortly thereafter, since then, subsequently, this led to, when</p>	<ul style="list-style-type: none"> - What event is being described or explained? - What is the setting where the event occurs? - Who are the major figures or characters that play a part in this event? - What are the specific incidents or events that occur? In what order do they happen? - What caused this event? - What effects has this event had on the people involved? - What effects has this event had on society in general?

<p>Generalization/ Principle: organizes information into general statements with supporting examples.</p>	<p>additionally, always, because of, clearly, conclusively, first, for instance, for example, furthermore, generally, however, if...then, in fact, it could be argued that, moreover, most convincing, never, not only...but also, often, second, therefore, third, truly, typically</p>	<ul style="list-style-type: none"> - What generalizations is the author making or what principle is being explained? - What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle? - Do these details appear in a logical order? - Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/ principle?
<p>Process/ Cause and Effect: organizes information into a series of steps leading to a specific product, or into a causal sequence that leads to a specific outcome.</p>	<p>accordingly, as a result of, because, begins with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, leads/ led to, may be sue to, next, so that, steps involved, therefore, thus, when...then</p>	<ul style="list-style-type: none"> - What process or subject is being explained? - What are the specific steps in the process, or what specific causal events occur? - What is the product or end result of the process; or what is outcome of the causal events?

ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

What is accountable talk?

Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

What does it look like?

Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

What are rubrics?

Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

Did I elaborate and build on the ideas or comments of others?

Did I stay focused on the assigned topic?

Did I make connections to other learning?

Why is student discussion valuable?

Students' enthusiasm, involvement and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match what they hear with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

PROJECT-BASED LEARNING

Standards-focused project-based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project-based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.
- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft, and test hypotheses.
- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students' lives.
- The process of learning how to select a worthwhile topic, research and present their findings is as important as the content of the project.
- Project-based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.
- Project-based learning promotes personal responsibility, making decisions and choices about learning.
- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom's taxonomy.
- Students are excited, engaged and enthusiastic about their learning.
- In-depth, meaningful research leads to higher retention of what is learned.

SUCCESSFUL STRATEGIES FOR IMPLEMENTING DOCUMENT-BASED QUESTIONS

Document-based questions are based on the themes and concepts of the Social Studies Learning Standards and Core Curriculum. They require students to analyze, synthesize and evaluate information from primary and secondary source documents and write a thematic essay. DBQs help students develop the skills of historical analysis. They ask students to take a position on an issue or problem and support their conclusions with examples from the documents. They are criterion-referenced and employ a scoring rubric. Document-based questions should be integrated with daily classroom instruction.

Effective DBQs are built on major issues, events or concepts in history and ask students to:

- compare/contrast.
- illustrate similarities and differences.
- illustrate bias or point of view.
- describe change over time.
- discuss issues categorically: socially, economically, politically.
- explain causes and effects of historic events.
- examine contending perspectives on an issue.

When creating a DBQ for your students, begin by stating the directions and the historical context. The context represents the theme of the DBQ as it applies to a specific time and place in history.

Then state the task. The task statement directs students to:

- write the essay.
- interpret and weave most of the documents into the body of the essay.
- incorporate outside information.
- write a strong introduction and conclusion.

Use verbs such as discuss, compare, contrast, evaluate, describe, etc. Select documents that relate to your unit or theme. Most DBQs include 6-7 documents. A mini-DBQ can consist of two to three documents. Examine each document carefully. If using visuals, ensure that their quality is excellent. They must be clear, clean, and readable. If using text, passage length is important. Readings should not be wordy or lengthy. If the passage is longer than one-third of a page, it probably needs to be shortened. Where vocabulary is difficult, dated, or colloquial, provide “adaptations” and parenthetical context clues.

Scaffolding questions are key questions included after each document in the DBQ.

- The purpose of scaffolding questions is to lead students to think about the answer they will write.
- They provide information that will help students answer the main essay question.

Good scaffolding questions:

- are clear and specific.
- contain information in the stimulus providing a definite answer to the question.

There is at least one scaffolding question for each document. However, if a document provides opposing perspectives or contains multiple points, two questions are appropriate. Provide 5 or 6 lines on which students will write their response. At the end of the documents, restate the Historical Context and Question. Provide lined paper for students to complete the essay.

DBQ DOCUMENTS

Informational Graphics are visuals, such as maps, charts, tables, graphs and timelines that give you facts at a glance. Each type of graphic has its own purpose. Being able to read informational graphics can help you to see a lot of information in a visual form.

Maps and charts from the past allow us to see what the world was like in a different time. Using maps can provide clues to place an event within its proper historical context. The different parts of a map, such as the map key, compass rose and scale help you to analyze colors, symbols, distances and direction on the map.

Decide what kind of map you are studying:

raised relief map	military map
topographic map	bird's-eye view map
political map	satellite photograph
contour-line map	pictograph
natural resource map	weather map

Examine the physical qualities of the map.

- Is the map handwritten or printed?
- What dates, if any, are on the map?
- Are there any notations on the map? What are they?
- Is the name of the mapmaker on the map? Who is it?

All of these clues will help you keep the map within its historical context.

- Read the title to determine the subject, purpose, and date.
- Read the map key to identify what the symbols and colors stand for.
- Look at the map scale to see how distances on the map relate to real distances.
- Read all the text and labels.
- Why was the map drawn or created?
- Does the information on this map support or contradict information that you have read about this event? Explain.
- Write a question to the mapmaker that is left unanswered by this map.

Tables show numerical data and statistics in labeled rows and columns. The data are called variables because their values can vary. To interpret or complete a table:

- Read the title to learn the table's general subject.
- Then read the column and row labels to determine what the variables in the table represent.
- Compare data by looking along a row or column.
- If asked, fill in any missing variables by looking for patterns in the data.

Graphs, like tables, show relationships involving variables. Graphs come in a wide range of formats, including pie graphs, bar graphs and line graphs. To interpret or complete a graph:

- Read the title to find out what the graph shows.
- Next, read the labels of the graph's axes or sectors to determine what the variables represent.
- Then notice what changes or relationships the graph shows.

- Some graphs and tables include notes telling the sources of the data used. Knowing the source of the data can help you to evaluate the graph.

Timelines show the order of events as well as eras and trends. A timeline is divided into segments, each representing a certain span of time. Events are entered in chronological order along the line. Take into account not only the dates and the order of events but also the types of events listed. You may find that events of one type, such as wars and political elections, appear above the line, while events of another type, such as scientific discoveries and cultural events appear below it.

Written Documents

Most documents you will work with are textual documents:

newspapers	speeches	reports
magazines	memorandums	advertisements
letters	maps	congressional records
diaries	telegrams	census reports

Once you have identified the type of document with which you are working, you will need to place it within its proper historical context. Look for the format of the document (typed or handwritten), the letterhead, language used on the document, seals, notations or date stamps.

To interpret a written document:

- What kind of document is this?
- What is the date of the document?
- Who is the author (or creator) of the document?
- For what audience was the document written?
- What was the purpose or goal of the document? Why was it written?
- List two things from the document that tell about life at the time it was written.
- Write a question to the author that is left unanswered by the document.
- Tell how the document reflects what is going on during this period.

Firsthand Account

A firsthand account is when someone who lives in a particular time writes about his/her own experience of an event. Some examples of firsthand accounts are diaries, telegrams, and letters. Firsthand accounts help us learn about people and events from the past and help us understand how events were experienced by the people involved. Many people can see the same event, but their retelling of the event may be different. Learning about the same event from different sources helps us to understand history more fully.

- Identify the title and the author. What do you think the title means?
- Use the title and details from the account to identify the main idea.
- Read the account a few times. Determine the setting (time and place) of the account.
- Determine the author's position, job, or role in the event. What is his opinion of the event?

Cartoons

What do you think is the cartoonist's opinion? You can use political cartoons and cartoon strips to study history. They are drawn in a funny or humorous way. Political cartoons are usually about government or politics. They often comment on a person or event in the news. Political cartoons give an opinion, or belief, about a current issue. They sometimes use caricatures to exaggerate a person or thing in order to express a point of view. Like editorials, political cartoons try to persuade people to see things in a certain way. Being able to analyze a political cartoon will help you to better understand different points of view about issues during a particular time period.

- Pay attention to every detail of the drawing. Find symbols in the cartoon. What does each symbol stand for?
- Who is the main character? What is he doing?
- What is the main idea of the cartoon?
- Read the words in the cartoon. Which words or phrases in the cartoon appear to be most significant, and why?
- Read the caption, or brief description of the picture. It helps place the cartoon in a historical context.
- List some adjectives that describe the emotions or values portrayed or depicted in the cartoon.

Posters and Advertisements

Posters and advertisements are an interesting way to learn about the past. Many advertisements are printed as posters. They are written or created to convince people to do something. By looking at posters, we can understand what was important during different times in history. An advertisement is a way to try to sell something. Historical advertisements provide information about events or products. By reading these advertisements, you can learn many things about what people were doing or buying many years ago. Be sure to include representations and or depictions of diverse groups of people in culturally appropriate ways.

Generally, effective posters use symbols that are unusual, simple, and direct. When studying a poster, examine the impact it makes.

- Look at the artwork. What does it show?
- Observe and list the main colors used in the poster.
- Determine what symbols, if any, are used in the poster.
- Are the symbols clear (easy to interpret), memorable, and/or dramatic?
- Explore the message in the poster. Is it primarily visual, verbal, or both?
- Determine the creator of the poster. Is the source of the poster a government agency, a non-profit organization, a special interest group, or a for-profit company?
- Define the intended audience for the poster and what response the creator of the poster was hoping to achieve.
- Read the caption. It provides historical context.
- What purpose does the poster serve?

Pay attention to every detail in the advertisement. Look for answers to: Who? What? When? Where? and Why?

- Determine the main idea of the advertisement by reading all slogans, or phrases, and by studying the artwork.
- What is the poster/advertisement about?
- When is it happening?
- Where is it happening?
- Who is the intended audience? Identify the people who the advertisement is intended to reach.
- Why is it being advertised?
- Describe how the poster reflects what was happening in history at that time.

ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department Social Studies assessments are administered in November of the 5th Grade and June of the 8th Grade. These exams measure the progress students are making in achieving the learning standards. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The National Council of Social Studies adopted six “Guiding Principles for Creating Effective Assessment Tools.” They are:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to “track” resources and develop learning profiles.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down—unpacked and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments—assessments that allow teachers to give feedback as the project progresses—and *summative* assessments—assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills and relate their understanding to their experiences. Additionally, artifacts, or evidence of student thinking, allow teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

Sample of student projects	Sample assessment tools
<ul style="list-style-type: none"> • exit projects • student-made maps and models • student-made artifacts • mock debates • class museums and exhibitions • student peer evaluation • student-made books • I-movies; photo-essays • graphic timelines • creating songs and plays • writing historical fiction and/or diary entries • creating maps and dioramas • student-created walking tours • tables, charts and/or diagrams that represent data • student-made PowerPoints, webquests • monologues 	<ul style="list-style-type: none"> • higher level analytical thinking activities • portfolios of student work • student criteria setting and self-evaluation • teacher observations • checklists and rubrics • conferences with individuals or groups • group discussions • anecdotal records • teacher-made tests • student presentations • role play and simulations • completed “trip sheets” • reflective journal entries • student writing (narrative procedures, etc.) • video and/or audio tapes of student work • student work

MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

Intelligence	Learning preferences
Verbal-Linguistic “word smart”	Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading, listening.
Logical- Mathematical “number-smart”	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.
Body-Kinesthetic “body-smart”	Students who use the body to express their ideas and feelings, and learn best through physical activity—games, movement, hands-on tasks, dancing, building.
Visual-Spatial “picture-smart”	Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.
Naturalistic “nature smart”	Students who love the outdoors, animals, plants, field trips, and natures in general and have the ability to identify and classify patterns in nature.
Musical-Rhythmic “music-smart”	Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.
Interpersonal “people-smart”	Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.
Intrapersonal “self-smart”	Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.

Adapted from Dr. Howard Gardner’s Theory of Multiple Intelligences

BLOOM'S TAXONOMY

The language of Bloom's Taxonomy was revised by his student Lynn Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
A. Factual Knowledge B. Conceptual Knowledge C. Procedural Knowledge D. Metacognitive Knowledge	Retrieve relevant knowledge from long-term memory <ul style="list-style-type: none"> Recognize (identify) Recall (retrieve) 	Construct meaning from instructional messages, including oral, written, and graphic information <ul style="list-style-type: none"> Interpret (clarify, paraphrase, represent, translate) Exemplify (illustrate, give examples) Classify (categorize, subsume) Summarize (abstract, generalize) Infer (conclude, extrapolate, interpolate, predict) Compare (contrast, map, match) Explain (construct models) 	Carry out or use a procedure in a given situation <ul style="list-style-type: none"> Execute (carry out) Implement (use) 	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose <ul style="list-style-type: none"> Differentiate (discriminate, distinguish, focus, select) Organize (find coherence, integrate, outline, parse, structure) Attribute (deconstruct) 	Make judgments based on criteria and standards <ul style="list-style-type: none"> Check (coordinate, detect, monitor, test) Critique (judge) 	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure <ul style="list-style-type: none"> Generate (hypothesize) Plan (design) Produce (construct)

MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards-based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren't lost.

Begin by identifying the rationale, objectives and plan of evaluation for the trip.

- 1) Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.
- 2) Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- 3) Plan pre-visit activities aligned with curriculum goals
- 4) Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- 5) Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- 6) Plan activities that support the curriculum and also take advantage of the uniqueness of the setting
- 7) Allow students time to explore and discover during the visit
- 8) Plan post-visit classroom activities that reinforce the experience

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. This implies that the field trip is not an essential part of an important planned learning experience.

IV.

Sample Lessons, Materials and Resources



World War II Poster

http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/images.html/we_can_do_it.html

TRADE BOOK TEXT SETS

What are they?

Trade book text sets are a collection of books centered on a specific topic or theme. The NYCDOE Social Studies trade book text sets are correlated to the K-8 Social Studies scope and sequence. There is a specific text set for each unit of study. The books and texts are carefully selected to explore the focus of each unit of study from a variety of perspectives. Though the texts are linked by theme (content) they are multi-genre and reflect a variety of reading levels. While the collection currently includes trade books and picture books, it is our hope that teachers and students will add appropriate historical fiction, poetry, newspaper/magazine articles, journals/diaries, maps, primary documents and websites to this collection. In essence anything that is print-related and thematically linked will enhance the text set.

The titles have been selected because they are well written, historically accurate, include primary sources, are visually appealing and they support the content understandings of the unit. The books span a wide range of topics, vary in length, difficulty level and text structure, and are related to the central theme or unit. Select titles are included for teacher and classroom reference.

Text sets provide students with texts that may address a specific learning style, are engaging and rich with content and support meaningful interaction. With appropriate teacher guidance, text sets encourage students to:

- question what they read.
- build background knowledge.
- synthesize information from a variety of sources.
- identify, understand and remember key ideas, facts and vocabulary.
- recognize how texts are organized.
- monitor own comprehension.
- evaluate an author's ideas and perspective.

The wide reading that results from the use of text sets benefits students' reading development as well as their content learning. Students are also exposed to higher level thinking as they explore, read and think about complex ideas that are central to the understanding of social studies.

Introducing Text Sets to Students

There are many ways to introduce students to the world of text sets. All books should be organized and stored in a portable container or bin. There should be a set of books for each table group (these table groups can vary from 6-8 students). Books can be organized for students so that each table has a comparable set of texts (there are multiple copies of key books for this purpose) or where each table has a unique set of texts (sub-topics of the unit focus). Here are some suggestions for getting started:

Scavenger Hunt: Plan a few questions related to the content of the books at each table. Allow students 15-20 minutes to look for answers to those questions. Students can then share their findings with their group or with the entire class. As they

search through texts for answers, they will get a sense of the content and structure of each book.

Book Browse: Let students browse through the collection at each table selecting the titles that they want to skim or read. Students can then discuss their selection and why it was interesting to them.

Word Splash: Print a selection of content vocabulary taken from the texts onto large paper and splash around the classroom or on the tables. Ask students to try to read, discuss and figure out the meaning of the words. As the unit progresses they can become part of a word wall and students will recognize them in the text sets.

Text Sets as the Core of Mini-lessons

Text sets provide teachers with a wealth of opportunities for mini-lesson development. Short texts should be lifted from the key titles to create lessons with a specific content reading strategy, content knowledge focus, text structure, or process skill related to the unit standards, goals and outcomes. Selected texts can also be used for read-alouds, independent reading, guided reading and research and writing.

Formative Assessment

Text sets lend themselves well to daily student assessment of content reading comprehension, process skills like note taking, and the acquisition, understanding and application of content knowledge. Graphic organizers, journal writing, reflection logs, short term assignments, accountable talk and informal discussion are all effective ways of assessing for student learning. Daily student assessment should be used to guide instructional decisions. Students should also have regular opportunities to reflect on their learning.

Dynamic Collections

The best text sets are those that change and grow with time. New titles can be found in bookstores, libraries, staying abreast of new publications and notable books in social studies (NCSS), award-winning books, etc. Multi-media additions to text sets are another exciting way to refresh and renew collections. Students can also be encouraged to critique current titles and recommend new titles.

Teachers know their students best. Text sets may not always reflect the specific needs of all students. Therefore it is important to consider student needs when adding additional print or non-print materials to the text set. Teachers may want to include photographs and other images for visual learners, music and other audio for auditory learners etc. Additional print material written at a higher or lower level than the materials provided in the text set may be needed. In classrooms with a large percentage of ELLs, teachers should consider more read aloud and shared reading opportunities, and texts that have quality picture support.

Getting Ready for the NYS 8th Grade Social Studies Exam

Throughout the sample lessons there are activities that support the development of important content and skills identified as necessary for success on the 8th Grade Social Studies Exam. Making students aware of the skills they are using will help them gain the confidence they need to succeed on the exam. The following suggestions offer further support to students:

Objective or Multiple Choice:

- Have students design their own multiple choice questions and exchange them with a partner. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies8.html>)
- Discuss multiple-choice strategies such as process of elimination, reading all answer choices, using information found throughout the exam to assist in answering questions.
- Use sample questions used on past exams
- Analyze the way that these types of questions are presented/constructed.

Constructed Response Questions (CRQs):

- Have students create questions to accompany the various primary documents found throughout the unit. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies8.html>)
- Have students practice inferring and interpreting information from primary and secondary sources often.
- Provide sample documents used on past exams
- Analyze the types of questions asked when students are asked to view and interpret documents (example: comparing and contrasting 2 or more documents from the same period, etc.)

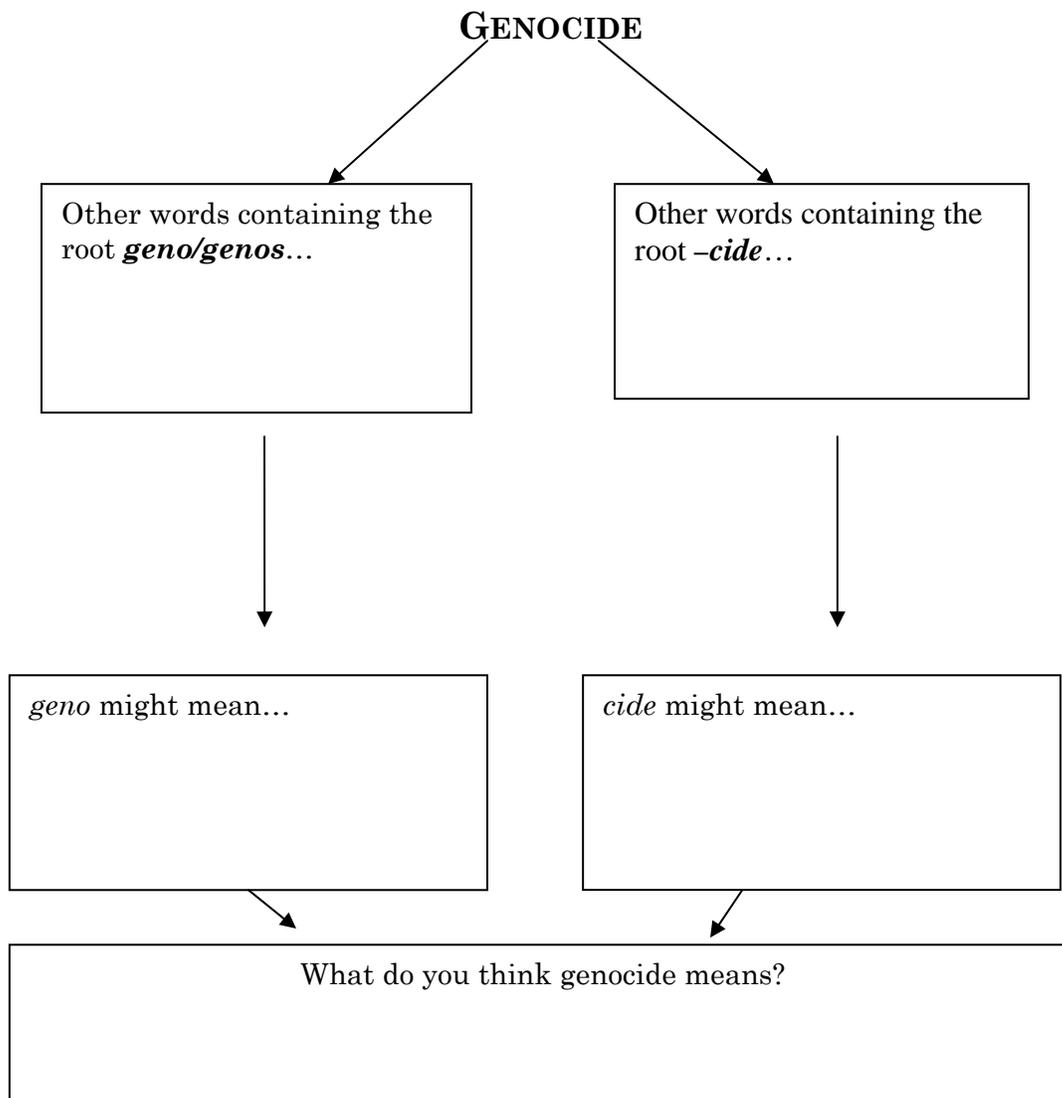
Document Based Questions (DBQs):

- Have students compile sources and create their own document based question. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies8.html>)
- Have students interpret and infer information from primary and secondary sources
- Have students write a historical background for a DBQ imitating the voice of the historical background provided in an actual DBQ.
- Instruct students on how to create an outline from the bullet points of a DBQ.
- Provide samples from past exams
 - Grade 8 Social Studies Exam 2008 Document Based Question on Industrialization <http://www.nysedregents.org/testing/scostei/jun08/8SS-bk2-eng-608sml.pdf>

ACADEMIC VOCABULARY
MORPHOLOGY

Morphology is the study of word formation, or word parts. Being able to recognize word parts provides students with another opportunity to effectively decode unfamiliar words. While word parts do not always provide an accurate definition of a word, the mastering of morphology as a strategy provides students with another option, and can be used in conjunction with other strategies such as context clues. (*Word Wise, Content Rich*. Douglas Fisher and Nancy Frey. 2008).

The following graphic organizer is set up for an academic vocabulary word. The teacher may choose to model the graphic organizer with a more familiar word as seen in the Holocaust case study.



ENGAGING THE STUDENT/ LAUNCHING THE UNIT
THE UNITED STATES ASSUMES WORLDWIDE RESPONSIBILITY

Engaging students with the content to be studied is important. Making the content relevant to their personal lives or making a connection to how the learning can be used in a real world setting is one way to get students “hooked.” Another effective hook is making students see the content as interesting and unusual by having them view the content from a different perspective. Launching the unit for your students involves engaging them in mental stretching activities and providing a hook for the content to be learned. Students are more interested in and pay more attention to activities that are introduced in a way that engages them emotionally, intellectually and socially.

Launching a unit effectively can excite the students—giving them the motivational energy to want to make the best use of their learning time. Activities that get students to think divergently are important. Presenting far-out theories, paradoxes, and incongruities to stimulate wonder and inquiry are extremely effective.

One way to launch the unit “The United States Assumes Worldwide Responsibility” is to post the quote from Eleanor Roosevelt, “I am convinced that every effort must be made in childhood to teach the young to use their own minds. For one thing is sure: If they don’t make up their own minds, someone will do it for them” (1960). Ask students to reflect on possible implications of the quote. Guiding questions include:

- What might have happened during World War II to make Eleanor Roosevelt feel this way?
- Can you think of any historic or current events to support this statement?

Another way to introduce the unit is with a multiple choice anticipation guide. Possible questions can include:

- The approximate number of people (worldwide) killed during World War II
 - (a) 1 million
 - (b) 5 million
 - (c) 10 million
 - (d) 60 million(Correct answer D)
- The United States Executive order 9066 allowed for
 - (a) The president of the United States to declare war
 - (b) The relocation and internment in camps of citizens of Japanese descent
 - (c) Government rationing
 - (d) A draft for the war effort(Correct answer B)

Explain to students that, in many ways, the Treaty of Versailles set the stage for World War II. Have students read excerpts from the Treaty of Versailles and predict which areas of the treaty would prove to be problematic.

Finally, read aloud *Yertle the Turtle*, by Dr. Seuss. Ask students to identify the issues in the story. Explain that Yertle was modeled after Hitler. For more on Dr. Seuss and WWII see <http://www.pbs.org/independentlens/politicaldrseuss/>.

LESSON PLANS

CAUSES OF WWII

Unit of Study: The United States Assumes Worldwide Responsibility

Focus Question: What conditions provided the opportunities for the rise of fascism and totalitarianism?

The Teaching Point:

- Students will use a REAP graphic organizer to gain an understanding of the factors that contributed to the onset of World War II.

Why/Purpose/Connection: This lesson explores the factors that culminated in a world war less than 25 years after “the war to end all wars.”

Materials/Resources/Readings:

- Trade book titles:
 - *The Causes of World War II*
 - *America in World War II*
 - *Key Battles of World War II*
 - *World War II –Europe*
- world map
- REAP graphic organizer
- A-Z word collector

Model/Demonstration:

- Motivation: Teacher displays the following two quotes taken from the *Causes of World War II* (Dowswell) and instructs half the students to list the common denominators while the other half list uncommon denominators. *Note: The common and uncommon denominator strategy provides students with a framework for comparing and contrasting. (More Tools for Teaching Content Literacy. Janet Allen. 2008).* Either tell students that the quotes relate to the Treaty of Versailles or provide the year 1919 to try to elicit the background information from the students.
 - *Those who sign this treaty will sign the death sentence of many millions of German men, women, and children.* –Count Ulrich von Brockdorff Rantzau, head of the German delegation.
 - *We shall have to do the whole thing over again in 25 years at three times the cost.* –Lloyd-George, British prime minister
- Teacher asks students to share their responses, charting them in a class t-chart.
- Teacher explains that World War I set the stage for World War II, as predicted by the two leaders.
- Teacher explains that students are going to explore the events that were set in motion beginning with the Treaty of Versailles in 1919 to gain a deeper understanding of how a second world war could follow so closely after the first.
- Teacher provides students with an A-Z Word Collector graphic organizer and instructs the students to circle the letters, A-B, E-F, G-H, K-L, S-T. *Note: This strategy sets a purpose for students’ reading/listening helping students to focus on the text. (Reading History.*

Gr. 8 SS
Exam Alert

Provides practice with CRQ skills: examining quotes and drawing conclusions.

Janet Allen, 2002.) Teacher explains that during the read aloud students must listen for words they feel are essential to understanding the start of World War II, focusing on the circled letters.

- Teacher reads aloud “Learning the Lesson,” pp. 42-43 of *Causes of World War II*.
- Teacher charts student responses in a class A-Z chart. (Chart should include dictators/authoritarian regimes, appeasement, Great Depression, treaty.)
- Teacher explains that students are going to each read more about the causes of World War II using a graphic organizer called REAP. *Note: This strategy provides students with opportunities to revisit the text in order to think more deeply about what they are reading. (Tools for Teaching Content Literacy. Janet Allen. 2004).*
- Teacher models filling in a REAP organizer based on the read aloud.

Guided Practice:

- Teacher explains that before moving on to the specific topics, students are going to look at one more general reading on the causes of World War II to complete a REAP organizer with their group.
 - *World War II* (McGowan), pp. 7-11
 - *World War II* (Marquette), pp. 9-13
 - *World War II* (Witness to History), pp. 4-5
- Teacher circulates checking for understanding while groups read about the causes of World War II.
- Teacher brings class back together and explains that now student pairs will complete one more REAP organizer focusing on one of the specific causes of World War II. Teacher asks class to identify causes of World War II prior to assigning readings.

Independent Exploration:

- Student pairs read a selection and complete a REAP graphic organizer.

Share/Closure:

- Student groups are reassembled to represent different topics/readings. Teacher instructs students to participate in a written conversation. *Note: A written conversation engages all students in a discussion while providing practice responding to text in writing. (Content-Area Writing. Harvey Daniels, Steven Zemelman, Nancy Steineke. 2007).* Each student chooses a question to respond to in writing. They then pass it to another group member who responds to their question and their peers’ initial answer. This continues until each student receives back their initial response. Teacher presents the students with the following guiding questions.
 - Would World War II have happened if Britain and France hadn’t had a policy of appeasement?
 - How could the Treaty of Versailles have been amended to prevent World War II? Would anyone have agreed to the changes at the time?
 - What role do individuals play in history?
 - What conditions allowed for the rise of dictators?

Assessment:

- Teacher evaluates REAP organizers.
- Teacher evaluates written conversation.

Next Steps:

- Students examine the rise of the aggressor nations.

Suggested text selections:

Title	Author	Topic	Pages	Copies
<i>The Causes of World War II</i>	Paul Dowswell	Treaty of Versailles	8-9	6
		Treaty of Versailles	10-11	
		The Great Depression	14-15	
		Dictators	16-21	
		Appeasement	34-25	
<i>America in World War II</i>	Michael Burgan	Depression/Treaty of Versailles	“Changing times around the World” 8-10	3
		Dictators	“Rise of tyrants” 10-11	
<i>Key Battles of World War II</i>	Fiona Reynoldson	Paragraphs on each cause	6-7	6
<i>World War II – Europe</i>	Margaret Goldstein	The Depression	“Economic hardship” 7-8	1

REAP

(Read, Encode, Annotate, Ponder)

Dr. Janet Allen

Model

<p style="text-align: center;">R</p> <p style="text-align: center;">The Causes of World War II</p> <p style="text-align: center;">Paul Dowswell</p>	<p style="text-align: center;">E</p> <p style="text-align: center;">World war II happened partly because of the way World War I ended. After World War II powerful nations felt they needed to take precautions to avoid it.</p>
<p style="text-align: center;">A</p> <p style="text-align: center;">After World War II nations felt they had to take precautions to never allow such a thing to happen again. They were able to see more clearly the mistakes that were made after World War I.</p>	<p style="text-align: center;">P</p> <p style="text-align: center;">If nations really learned the lessons, then why did the Cold War happen?</p>

- R** Read the text. Jot down the title and the author.
- E** Encode the text by putting the main idea in your own words.
- A** Annotate the text by writing a statement that summarizes the important points.
- P** Ponder the text by thinking and talking about what you learned. Ask yourself why the author wrote the text. What do you think the author hopes you learn?

REAP**(Read, Encode, Annotate, Ponder)**

Dr. Janet Allen

R	E
A	P

- R** Read the Text. Jot down the title and the author.
- E** Encode the text by putting the main idea in your own words.
- A** Annotate the text by writing a statement that summarizes the important points.
- P** Ponder the text by thinking and talking about what you learned. Ask yourself why the author wrote the text. What do you think the author hopes you learn?

A-Z Word Collector (Dr. Janet Allen)

A - B

C - D

E - F

G - H

I - J

K - L

M - N

O - P

Q - R

S - T

U - V

W - X - Y - Z

THE RISE OF THE AGGRESSORS

Unit of Study: The United States Assumes Worldwide Responsibility

Focus Question: What conditions provided the opportunities for the rise of fascism and totalitarianism?

The Teaching Point:

- Students will be able to identify and evaluate the aggressor nations of World War II.

Why/Purpose/Connection: This lesson explores the reasons behind aggressive expansion by dictators in Europe and Asia and how it led to World War II.

Materials/Resources/Readings:

- Trade book titles:
 - *America in World War II*
 - *Attack on Pearl Harbor*
 - *The Causes of World War II*
 - *Difficult Times*
 - *Growing Up in World War II*
 - *Pearl Harbor*
 - *World War II (Tom McGowan)*
 - *World War II (Shirley Jordan)*
 - *World War II (Scott Marquette)*
 - *World War II – Europe*
 - *World War II -- Pacific*
 - *World War II – DK Eyewitness*
 - *World War II – Kids Discover*
- “Germany – Italy – Japan” graphic organizer
- SPAWN graphic organizer

Model/Demonstration:

- Motivation: Teacher presents the following scenario to the class: The class bully does not have a lot of money or material possessions. The bully is resentful because of this and is very aggressive. On the first day of school, the bully approaches the average student and *asks* for a small amount of money and promises not to bother the student again. The average student gives in with the desire to avoid a possible confrontation at the moment and in the future. On the second day of school, the bully sees the student, demands more money, the student’s peanut butter and jelly sandwich and last night’s social studies homework. Again, the average student gives in. Now it is the third day of school and the bully tracks down the average student.
- Teacher instructs the class to explain in writing what they think is going to happen on the third day.
- Students then turn to a partner and share their scenario for the third day. Student partners discuss similarities and differences in their third day scenarios.
- Teacher then explains that the students need to listen to a read aloud and determine how it is similar to this scenario. Teacher reads aloud pp. 9-13 of *World War II* (Marquette).

Guided Practice

- Teacher explains that students need to find more information about the aggressors. Teacher divides students into groups of three. Teacher distributes “Germany – Italy – Japan” graphic organizer.
- Teacher explains that student groups will jigsaw the graphic organizer with each student completing the section for one nation, and then sharing their research.
- Teacher provides each table with a selection of trade books and asks each group to identify three text features that will help them complete the graphic organizer.
- Teacher instructs students to try to find one fact using one of the text features. Teacher adds a couple of examples to a class chart, noting the text feature used to find it.
- Teacher instructs students to complete their graphic organizer.

Independent Exploration

- Teacher explains that student groups are going to use their research to complete a SPAWN graphic organizer. *SPAWN is an acronym representing the following writing prompts:*
 - *S - Special Powers*
 - *P - Problem Solving*
 - *A - Alternative viewpoints*
 - *W - What if*
 - *N - Next*
- The SPAWN graphic organizer can be used in a variety of ways to suit the needs of different learners. Students can fill in one short answer for each component or students can develop one of the components into a more detailed, developed, writing piece. This lesson focuses on brief responses using the entire graphic organizer while the next lesson uses the SPAWN activity as a writing prompt. *Note: SPAWN is a reading comprehension and content writing strategy that gives students the opportunity to move beyond literal-level thinking to larger issues in history. (Tools for Teaching Content Literacy. Janet Allen. 2005).*

**Gr. 8 SS
Exam Alert**

Provides practice with CRQ skills: writing short responses.

Differentiation:

- Extra support: Teacher can use post-it notes to highlight appropriate text selections for the first graphic organizer.

Share/Closure:

- Student groups each share one piece of their SPAWN graphic organizer.

Assessment:

- Teacher evaluates SPAWN.

Next Steps:

- Students investigate the US entry into World War II, in particular the bombing of Pearl Harbor.

The Rise of the Aggressors Germany – Italy – Japan

Directions: Use the trade books to determine where each of the aggressor nations invaded. Then list up to four reasons for the invasion. Finally, discuss the invasions with your group to determine any similarities or differences.

THE AGGRESSORS:		
Germany	Italy	Japan
INVADE		
IN ORDER TO		

Similarities	Differences

NAME: _____

SPAWN**S – Special powers****P – Problem solving****A – Alternative viewpoints****W – What if****N – Next**

S	You have been granted special powers. You use them to stop the initial invasions by Germany, Italy, and Japan. How is history different because you chose to use your powers this way?	
P	Problems that the aggressor countries had were a lack of resources, desire for colonies, and nationalistic pride. How would you have tried to solve these problems?	
A	You are the leader of one of the aggressor countries. What kind of things are you seeing in the world? What do you find shocking? What are people in your country saying?	
W	What if the aggressor nations had all the resources they needed and the League of Nations was a successful world government? How would history be different?	
N	You are a young German, Italian or Japanese and World War II has started. What will you do next?	

CAUSES AND CONSEQUENCES OF THE JAPANESE ATTACK ON PEARL HARBOR

Unit of Study: The United States Assumes Worldwide Responsibility
(This lesson requires 2-3 days)

Focus Question: What was the nature of United States' involvement in World War II?

The Teaching Point:

- Students will understand the causes and effects of the Japanese attack on Pearl Harbor.
- Students will understand the role of questions in guiding their research.

Why/Purpose/Connection: This lesson comes within a series of lessons exploring the nature of U.S. involvement in World War II. It allows students to investigate the complex tensions that existed between the U.S. and Japan, the strategic decisions made by both countries, and the strong pro-involvement sentiment that the event created in American public.

Materials/Resources/Readings:

- Trade book titles:
 - *The Attack on Pearl Harbor*
 - *Pearl Harbor* (Santella)
 - *Witness to History: World War II*
 - *World War II: Moments in History*
 - *World War II* (McGowen)
 - *World War II* (Eyewitness)
 - *America in World War II*
 - *America at War: World War II*
 - *Under Fire in World War II*
 - *World War II Europe: Chronicle of America's Wars*
 - *A History of Us: War, Peace and All that Jazz*
- Websites:
 - http://www.solarnavigator.net/history/explorers_history/Pearl_Harbor_USS_Arizona_ablaze.jpg (USS Arizona ablaze for Day One motivation)
 - <http://www.eyewitnesstohistory.com/pearl.htm>
 - <http://www.socialstudiesforkids.com/articles/ushistory/pearlharborattack3.htm>
 - http://mcmsoftware.tripod.com/2remember_pearl.jpg ("Remember Pearl Harbor" poster for Day Two motivation)
- Video: *Pearl Harbor* (2001), Polygon Entertainment, directed by Michael Bay
- Writing to Learn template
- SPAWN Writing Options sheet

Model/Demonstration

(Day 1)

- Motivation: Teacher distributes Write to Learn templates to students and explains that they are about to view a photograph, a film clip and a piece of writing from an important event in U.S. history. Teacher instructs students to fill in the boxes based

on what they notice, what it makes them think about, and finally what they wonder. After reading the last source, they will create research questions that will guide their reading.

- Teacher displays the photo from http://www.solarnavigator.net/history/explorers_history/Pearl_Harbor_USS_Arizona_ablaze.jpg. (USS Arizona ablaze) without telling students anything about what the photo depicts.
- Teacher views the photograph along with the students and thinks aloud expressing what she notices, what the image makes her think and wonder. She fills in one item in each box and invites students to add their own wonderings. *Note: Writing to Learn provides an opportunity for students to contemplate the subject matter while honing their writing skills. (More Tools for Teaching Content Literacy. Janet Allen. 2008).*

Guided Practice:

- Teacher plays the section of the feature film “Pearl Harbor,” in which the attack is dramatized. Students fill in notes on the center portion of their template.
- Teacher conducts a shared reading of “George Phraner’s experience,” from *Witness to History: World War II*, p. 15.
- Teacher asks students to fill in only the first three boxes, leaving the last, bold-print box blank (for now).
- Teacher asks students to think about all the thoughts they’ve jotted down to formulate some specific questions.
- Teacher has several students share their questions.

Gr. 8 SS Exam Alert

Provides practice with DBQ skills: responding to primary and secondary sources in writing.

Independent Exploration:

- Model/Demonstration of Focused Research:
 - Teacher explains that students will conduct their first exploration of the Pearl Harbor attack using the questions they have formulated to focus their reading.
 - Teacher demonstrates using a question to focus her reading of one of the sources. “When I saw and read that the U.S. soldiers had absolutely no warning about this attack, it made me wonder ‘How did the Japanese succeed in surprising the Americans?’ and I’ve written that down here in the boldfaced box. So when I’m reading, I’m going to hold this question in mind and try to find which pages in a source will contain that particular information.” Teacher models scanning the Table of Contents of *Pearl Harbor* (Santella) and finding sections titled “Planning the Attack” and “Surprise Attack.” Teacher reminds students that they can also use the index, or scan the headings in a book.
 - Teacher instructs students to use their questions as headings in their notes and jot information underneath in a bulleted list.
- Students explore the resources and take notes using their questions to guide them.

Differentiation:

- More advanced classes may not need much modeling of the Write to Learn chart. It can be moved through swiftly as a quick motivation, ending with careful formulation of research questions.
- Extra Support: Less skilled readers of non-fiction should be directed toward using *The Attack on Pearl Harbor* and *Pearl Harbor* (Santella).

- Challenge: Highly skilled readers can use *A History of Us* and the websites provided.

Share/Closure:

- Students can share one question and the answers they discovered with their table members.

Assessment:

- Teacher assesses Write to Learn chart and research notes.
- Teacher listens for understanding during shares.
- Teacher circulates to observe research during Independent Exploration.

Model/Demonstration:

(Day 2)

- Motivation: Teacher displays the “REMEMBER PEARL HARBOR” poster (http://mcmsoftware.tripod.com/2remember_pearl.jpg) and asks students to jot down responses to a question such as: “What does this poster show us about how the Pearl Harbor attack affected American attitudes toward the war?”
- Teacher leads a brief discussion in which students share their viewpoints, along with some of their findings from the previous day’s research. Teacher emphasizes how the attack changed Americans’ minds about U.S. involvement in WWII, and how full-fledged U.S. involvement changed the course of the war itself.
- Teacher distributes SPAWN Writing Options sheet and explains that today students will choose one of the options to frame their written response to the research they’ve been doing on the Pearl Harbor attack.
- This lesson focuses on using the SPAWN activity as a writing prompt while the previous lesson focused on developing brief responses using the SPAWN as a graphic organizer.
- Teacher models choosing an option that is compatible with her research and her interests:
 - “Yesterday, as you recall, I began with the question ‘*How did the Japanese succeed in surprising the Americans?*’ and I found various sections in our resources that told me about the Japanese strategy—and also how some signs of an impending attack had been ignored by the Americans. When I look down these options, it seems that the two that best fit with my research might be A (Alternative Viewpoint) or W (What If?) because I have information that will help me in imagining these two scenarios.
 - “Once I’ve decided on one of these activities, I’ll need to look through my notes and see if I have enough information to do this writing. If not, I will need to go back to my sources to reread some of the sections and take a few more notes. Finally, I’ll begin to write.”
 - Teacher informs class that with some of the writing prompts they may wish to envision a genre. She models using the Alternative Viewpoint prompt, and beginning a letter to General Tojo, outlining the surprise strategy he conceived.

Guided Practice:

- Teacher invites students to review the list of options and choose one or two that might grow out of their research notes naturally. Then, s/he asks students to share a possible first line of their writing to a partner.
- Teacher asks a few students to share the SPAWN topics they've decided on and the first sentences they have brainstormed.

Independent Exploration:

- Students work independently or in SPAWN-related pairs or groups to write responses to the prompt.
- Teacher circulates to monitor progress and offer support.
- Most likely, students will need to finish their responses at home.

Differentiation:

- Challenge: Students can be encouraged to tackle the “Problem Solving” option, as they will need to grasp the complexities of the international tensions leading up to the attack and imagine alternative approaches and outcomes. Students may also wish to try Special Powers which will require them to do research beyond Pearl Harbor into how US involvement changed the course of the war and how the World War II has shaped the history of the world in general.
- Extra Support: Students can be directed toward the Alternative Viewpoint (modeled by the teacher) or Next (discussed by the class when viewing “Remember Pearl Harbor” poster.)

Share/Closure:

- Teacher can facilitate sharing of finished responses in pairs, groups, as a whole class, or through a gallery walk.
- SPAWN writings can be included in a World War II Scrapbook final project.

Assessment:

- Teacher assesses research notes and final SPAWN response.

Next Steps:

- Students explore the impact of World War II on the U.S. home front.

W R I T I N G T O L E A R N

Source:	Source:	Source:
I notice ...	I notice ...	I notice:
This makes me think ...	This makes me think ...	This makes me think ...
I wonder ...	I wonder ...	I want to find out ... • • • •

SPAWN Options for Response Writing

S-Special Powers

You have special powers that allow you to prevent the Japanese attack on Pearl Harbor. How does this change the course of U.S. and world history?

P-Problem Solving

As Japan began to take over parts of China, French Indochina, and many Pacific nations, the U.S. objected strongly, imposed a trade embargo and froze Japanese assets in U.S. banks. In addition, President Roosevelt refused a meeting with Prime Minister Konoé, which may have hastened Konoé's resignation and General Tojo's rise to power. If you were President Roosevelt, would you have solved the problem of Japanese expansionism differently? Why or why not?

A-Alternative Viewpoint

You are Admiral Isoroku Yamamoto, commander in chief of Japan's navy. How can you convince General Tojo to support your plan for a surprise attack on Pearl Harbor?

W-What If?

What if military personnel had investigated the radar signals they were picking up as the Japanese were en route to Pearl Harbor and acted on the reports coming from the U.S.S. Ward? Would history have been changed? Why or why not?

N-Next

You are a 20-year-old American whose father was badly injured in World War I. As the war has intensified in Europe, you have been hoping that the U.S. will not become involved in another global conflict. You have just heard the news about the Japanese attack on Pearl Harbor. What are you thinking now, and what will you do next?

WHERE IN THE WORLD WERE THEY FIGHTING?

Unit of Study: The United States Assumes Worldwide Responsibility
(This lesson requires 2-3 days)

Focus Question: What was the nature of the United States' involvement in World War II?

The Teaching Point:

- Students will be able to draw conclusions about WWII battles from an analysis of maps.
- Students will examine a particular aspect of the fighting of World War II.

Why/Purpose/Connection: This lesson demonstrates the scope of the U.S. involvement in World War II. By using maps students will see the distances traveled, as well as the massive investments of resources and American lives.

Materials/Resources/Readings:

- Trade book titles:
 - *Difficult Times*
 - *The Causes of World War II*
 - *Hiroshima*
 - *D-Day Landings*
 - *Navajo Code Talkers*
 - *The Tuskegee Airmen*
 - *World War II: Europe*
 - *World War II: Pacific*
 - *World War II (Witness to History)*
- World Map
- Map analysis
- Multi-colored index cards

Model/Demonstration:

(Day 1)

- Motivation: Teacher displays world map and asks students to list ten things they can learn from the map.
- Teacher explains that maps provide a lot of information and that students are going to use maps as the starting point for an inquiry into U.S. involvement in the fighting of World War II.
- Teacher displays map on pp. 44-45 of *Key Battles of World War II* (Teacher can provide each group with a copy of the book). Teacher asks students to note how this map is different from the first World map that they examined. Teacher asks each group to share one difference.
- Teacher explains to students that they will be looking at maps like the one in the trade book to find out about American's involvement in the war and that they will need to pay careful attention to details in order to get as much information as possible from the maps they examine.
- Teacher models filling in the graphic organizer, thinking aloud, "What can this map tell me about the U.S. involvement in WWII?"

**Gr. 8 SS
Exam Alert**

Provides practice with analyzing thematic maps.

MAP: Title/theme	Observations	This makes me wonder
A World at War-A Map of Key Battles pp. 44-45 from <i>Key Battles of WWII</i>	Most of the battles seem concentrated in the Pacific islands and in Europe. The only battle on American soil was Pearl Harbor and that was in the Pacific too.	Why didn't the battles spread into the Western Hemisphere?

Guided Practice:

- Teacher instructs each table to write an observation and a question on a post-it note about the map, A World at War. Teacher adds post-it notes to the class graphic organizer and reviews for understanding.

Independent Exploration:

- Teacher can place the books (with maps marked with post-it notes) in bins or allow students to circulate to view maps in centers.
- Teacher instructs students to examine a number of maps before choosing three maps to complete the graphic organizer.

Differentiation:

- Teacher can assign students particular maps based on student needs.

Share/Closure:

- Students complete exit slips based on their examination of maps of World War II.

Model/Demonstration:

(Day 2)

- Teacher places students in groups based on their exit slips from the previous lesson. Possible groups include: American Battles (Iwo Jima, Normandy), Pearl Harbor, Navajo code talkers, Tuskegee Airmen.
- Teacher instructs student groups to begin with a brainstorm in a t-chart, Why this is interesting/I would like to know more.
- Teacher explains that the students are going to investigate their area of interest in order to make a thematic map entitled "America in World War II."
- Teacher explains that each group will need to write a description of their topic on an index card to post on the map. Teacher explains that each group will also need a symbol to represent their group that should be placed on any areas of the map relating to their group.

Guided Practice:

- Teacher explains that each group must now determine what they need to know and how they will find out. Teacher explains that students can begin by looking at their initial brainstorm and from looking back to the previous day's graphic organizer. Teacher asks each group to determine a research/note taking strategy. Possibilities include each person/partnership working on a particular question, or using a double or triple entry journal to take notes on the general topic.

- Teacher checks student groups' research plans and offers advice on approaching the research.

Independent Exploration:

- Students research their topics.
- (Possibly day 3) Student groups prepare their index cards.

Differentiation:

- Extra support: Teacher can provide a note-taking template.

Share/Closure:

- Student groups add their index cards and symbols to the world map.
- Student groups view the additions made by other groups.

Assessment:

- Teacher evaluates index cards.

Next Steps:

- Students explore how World War II impacted the American home front.

Some suggested maps

Title	Author	Topics	Source	Pages	Copies
<i>Difficult Times</i>		Battles, alliances	World War II in Europe and Africa	16	6
		Battles, alliances	World War II in the Pacific	18	
<i>The Causes of World War II</i>	Paul Dowswell	Causes of WWII	Europe after WWI	9	6
		Fascist Italy	Mussolini's empire building	31	
		Alliances	Europe in 1940	39	
		Japanese Expansion	Japanese expansion	41	
<i>Hiroshima</i>	Richard Tames	Atom Bomb/Japanese Expansion	Japanese expansion	10	6
		Cold War	Cuba's location	24	
<i>D-Day Landings</i>	Richard Platt	D-Day	Map of southern Britain and Northern France	9	1
<i>Navajo Code Talkers</i>	Andrew Santella	Navajo code talkers	Map of Navajo Reservation	14	1
<i>The Tuskegee Airmen</i>	Philip Brooks	Tuskegee Airmen	Map showing Tuskegee, AL	28	1
<i>World War II: Europe</i>	Margaret Goldstein	Blitzkrieg	Hitler's Blitzkrieg Campaign, 1939-1941	17	1
		Hitler's Europe	Hitler's Europe, 1942	24	
		Battle of the Bulge	Battle of the Bulge	77	
		Germany after the war	Allied Occupation Zones in Germany 1945	81	
<i>World War II: Pacific</i>	Barbara Williams	Battles in the Pacific	Major Battles of World War II in the Pacific	85	1
<i>World War II (Witness to History)</i>	Sean Connolly	Africa	Victory at El Alamein, and securing the African coast	16	2

MAP ANALYSIS

Map: Title/theme	Observations	Questions

EXIT SLIP**America at War****I would like to find out**

- 1.
- 2.
- 3.

WWII: THE AMERICAN EXPERIENCE

Unit of Study: The United States Assumes Worldwide Responsibility

Focus Question: What impact did World War II have on the U.S. at home?

Teaching point:

- Students will be able to understand the difference between using primary and secondary sources as they examine the experiences of different Americans in World War II.

Why/Purpose/Connection: This lesson explores the roles of African Americans, Japanese Americans, American children and women during World War II in order to demonstrate the range of experiences resulting from the war.

Materials and Resources:

- Trade book titles:
 - *America in World War II*
 - *Children of the World War II Home Front*
 - *Children During Wartime*
 - *Growing Up in World War II*
 - *How did this happen Here? Japanese Internment Camps*
 - *Japanese American Internment Camps*
 - *Rosie the Riveter*
 - *The Home Front*
 - *The Red Tails: World War II's Tuskegee Airmen*
 - *The Tuskegee Airmen*
 - *World War II Home Front*
- Getting the Most from Visual Information
- Identifying Primary Sources graphic organizer
- Primary and Secondary Sources

Model/Demonstration:

(Day 1-Identifying and analyzing primary sources)

- Motivation: Teacher displays images of various Americans from World War II around the classroom. Students circulate, examining images and taking notes in the Getting the Most from Visual Information graphic organizer. Possible images include:
 - Women: *World War II* (Eyewitness books), p.34 Land Girls, Parachute makers
 - Japanese Americans: *America in World War II*, p. 30
 - African-Americans: *The Red Tails*, p. 28
 - Families/children: *Growing up in World War II*, p. 21
- Teacher creates a class t-chart to record responses examining how the images are similar and/or different? Teacher also asks, "How did you analyze the image?"
- Teacher explains that when studying World War II many texts focus on the general experiences, but that in this lesson students are going to explore the specific experiences of different groups of Americans, specifically women, children, African-

Americans, and Japanese-Americans. Teacher explains that the war affected these groups in different ways.

- Teacher explains that students have begun their research by analyzing the images. Teacher explains students will continue their research using a variety of primary and secondary sources, not only to gather information, but to also examine the difference between acquiring information from a primary source versus a secondary source.

Guided Practice:

- Teacher provides each group with a selection of trade books and the Identifying Primary Sources graphic organizer.
- Teacher explains that students are going to identify primary sources within the trade books. Teacher asks each group to identify one primary source relating to any of the groups.
- Each group shares the type of primary source they found and how it relates to one of the groups of people. Teacher evaluates students' ability to identify primary sources and works with any individuals or groups that are not ready to complete the graphic organizer.

Independent Exploration:

- Teacher instructs student pairs to complete the graphic organizer identifying primary sources.
- Teacher asks students what types of primary sources they found and creates a class chart (Possible types include documents, letters, journals, images).
- Teacher assigns each group a type of primary source and instructs them to create a list of ideas and strategies for analyzing it on chart paper. (Teacher circulates assisting students in identifying analysis strategies.)

**Gr. 8 SS
Exam Alert**

Provides
practice
with
analysis of
primary
sources.

Share/Closure:

- Students participate in a gallery walk of the types of primary sources and strategies for analyzing them.
- Students complete exit slips.

Assessment:

- Teacher evaluates graphic organizers checking for understanding.

Model/Demonstration:

(Day 2)

- Teacher assigns students to groups based on their exit slips from the previous day. (If there were a number of students who struggled with identifying primary sources teacher may want to place them in the same group and conduct a review with them.)
- Motivation: Teacher provides each group with a copy of *World War II Home Front*. Teacher explains that student groups are going to read and then compare and contrast pp. 34 and 35 using a Venn diagram. (On page 35 students should focus on the primary source aspects, the telegram and the image.)
- Teacher distributes the Primary and Second Sources template and explains that students are going to find three different types of sources to analyze relating to the group they are exploring. Teacher refers to the chart of different types of primary

sources from the previous lesson. After completing the first half of the template, and writing any conclusions, students will then read a secondary source relating to the topic to complete the template, and write any new thoughts.

Guided Practice:

- Teacher instructs each group to fill in the first row of the template on their handout.
- Teacher then has each group share the type of source they have started with.

Independent Practice:

- Teacher instructs student groups to complete their handout.
- Student groups create a list on chart paper of what life was like for the group they studied.

(Day 3)

- After finishing the handout, students should individually write a response using the following writing prompt:

The _____ Survival Guide to World War II.

World War II has begun and it has affected the entire country in many different ways. I know America has not always been fair to you in the past. But if you don't help, we won't have any rights to fight for in the future! Here are some ways to help you cope with challenges you face as a _____ during WWII.

Differentiation:

- Writing prompt leaves options for different styles. Students can write a narrative, a list, or create a mock primary source.

Share/Closure:

- Students exchange writing to get an idea of the experiences of the other groups.
- Students 'discuss' in a written conversation the advantages and disadvantages of using primary and secondary sources. Guiding questions include:
 - What are the advantages and disadvantages of either primary or secondary sources?
 - What is the difference between reading a primary and a secondary source?
 - How do primary and secondary sources complement each other?

Assessment:

- Teacher evaluates handouts and writing assignment.
- Teacher evaluates written conversation.

Next Steps:

- Students participate in a case study of the Holocaust.

Possible selections:

Topic	Primary Sources	Secondary Sources
African-Americans	<ul style="list-style-type: none"> • <i>World War II Home Front</i> pp. 39 memories, 32 image, 33 memories • <i>Growing up in World War II</i> p. 18 image • <i>Rosie the Riveter</i> p. 29 image, • <i>The Red Tails</i> p. 6 signs, • <i>The Attacks on Pearl Harbor</i> p. 38 image 	<p><i>World War II Home Front</i> p. 38</p> <p><i>The Red Tails</i> “Tuskegee, Alabama” pp. 4-7</p>
Children	<ul style="list-style-type: none"> • <i>World War II Home Front</i> p. 37 memories, 30-31 images • <i>Growing up in World War II</i> pp. 5 image, 12 letter, 26 poster, 27 quote, 31 image, 45 quote 	<p><i>World War II Home Front</i> p. 36</p> <p><i>Growing up in World War II</i> “Home Chores and Odd Jobs” pp. 27-28</p>
Japanese-Americans	<ul style="list-style-type: none"> • <i>World War II Home Front</i> pp. 41 memories, 51 memories • <i>Growing up in World War II</i> pp. 13 image • <i>Pearl Harbor</i> p. 22 image • <i>Japanese American Internment Camps</i> pp. 9 sign, 29 medal, 7 image 	<p><i>World War II Home Front</i> p. 40</p> <p><i>Japanese American Internment Camps</i> “Executive Order 9066” pp. 11-14</p> <p><i>Growing up in World War II</i> “Family life in the Internment Camps” pp. 24-25</p>
Women	<ul style="list-style-type: none"> • <i>World War II Home Front</i> p. 25, 27 image/experience • <i>Growing up in World War II</i> pp. 30 poster • <i>Rosie the Riveter</i> pp. 21 poster, 32 document • <i>The Home Front</i> pp. 24 quote 	<p><i>World War II Home Front</i> p. 24, 26</p> <p><i>Rosie the Riveter</i> “A Woman’s Place” pp. 5-7, “Production Soldiers” pp. 17-19</p>

Getting the Most from Visual Information

(Adapted from Dr. Janet Allen)

Directions:

- Examine each image. Fill in each column of the graphic organizer beginning with your first impressions, followed by any factual details, then any questions the image brings to mind. Lastly, create a title for the image.
- With your group, note any similarities or differences between the images.

First Impressions	Facts	I wonder...	Title

Connections

How are the images similar?

How are the images different?

Identifying Primary Sources

Topic/Type of Source	Title/Author	Page #	Ideas for analyzing it

EXIT SLIP

I would like to learn more about the experience of
Japanese-Americans Women Children African-Americans
during World War II because

Second Choice: _____

Primary and Secondary Sources

Topic:

Directions: View three different types of primary sources relating to your topic and fill in the graphic organizer. Then, read a secondary source on your topic.

Primary Source Analysis

	Type/Description/Location	Facts	Questions
Primary Source			
Primary Source			
Primary source			

Conclusions:

Secondary Source: _____

Questions Answered	New Facts	New Questions

New thoughts:

PROPAGANDA: YOU BE THE JUDGE

Unit of Study: The United States Assumes Worldwide Responsibility
(This lesson requires 2 days)

The Teaching Point:

- Students will be able to critically analyze propaganda.

Why/Purpose/Connection: This lesson explores propaganda, a technique used by both the Allied and the Axis forces to sway public opinion.

Materials/Resources/Readings:

- Trade book titles:
 - *The Home Front*
 - *Rosie the Riveter*
 - *World War II*
 - *World War- II Pacific*
 - *World War II-Europe*
 - *World War II Home Front*
- Websites:
 - <http://dictionary.reference.com/browse/propaganda>
 - http://www.pbs.org/wgbh/amex/goebbels/peoplevents/e_propaganda.html
 - <http://www.ushmm.org/propaganda/>

Model/Demonstration:

- Motivation: Teacher provides student groups with a sample of propaganda and instructs students to participate in a collaborative annotation, adding questions and comments about their poster. In a collaborative annotation, a piece of text is placed on larger sheet of paper creating a large margin. Students create a key depicting the color each will use to write their comments. Students then write their thoughts or comments in the large margin. The teacher may participate in annotating. *Note: A collaborative annotation provides students with an opportunity to interact with a text while creating an artifact containing their thoughts. (Content-Area Writing. Harvey Daniels, Steven Zemelman, Nancy Steineke. 2007)*
- Teacher provides students with the definition of propaganda and explains that the piece of paper they just looked at was an example of propaganda. Teacher asks students to think of other possible examples and non-examples of propaganda.
 - **PROPAGANDA: Noun-** information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.
 - the deliberate spreading of such information, rumors, etc.
 - the particular doctrines or principles propagated by an organization or movement.

Guided Practice:

- Teacher explains that students are going to evaluate samples of propaganda as well as the general concept using a PMI chart: a three column chart containing pluses, minuses, and interesting details.
- Teacher displays picture of the poster on p. 18 of *The Home Front* and asks students to begin filling in their PMI chart in their notebooks. Teacher then displays image of

the poster on p. 20 and asks students to continue to add to their chart. Teacher asks students how the 2nd poster changed their initial ideas.

- Teacher then reads aloud p. 16, “The media war” and asks students to continue to fill in their charts.
- Teacher asks students to talk with their group members deciding on one item (for each column). They will write the item onto a post-it note and add to a group chart. Each group then shares their addition to the chart.

**Gr. 8 SS
Exam Alert**

Provides
practice
with
evaluating
a source.

Independent Exploration:

- Teacher assigns student partners a trade book with a text selection and samples of propaganda to read and analyze.
- Student partners continue the PMI chart.

(Day 2)

- Students reconvene in their larger group of 4 to discuss propaganda using the following guiding questions:
 - Should governments use propaganda?
 - Can distinctions be made between types or styles of propaganda?
- Students, having evaluated propaganda, determine how they would like to depict it. Possible ideas include:
 - Create a positive example of propaganda
 - Create a collage of contemporary examples of propaganda with captions.
 - Write an editorial on the use of propaganda for the advancement of a government agenda.

Share/Closure:

- Students share their opinions on propaganda.

Assessment:

- Teacher evaluates student projects.

Next Steps:

- Students investigate the Holocaust.

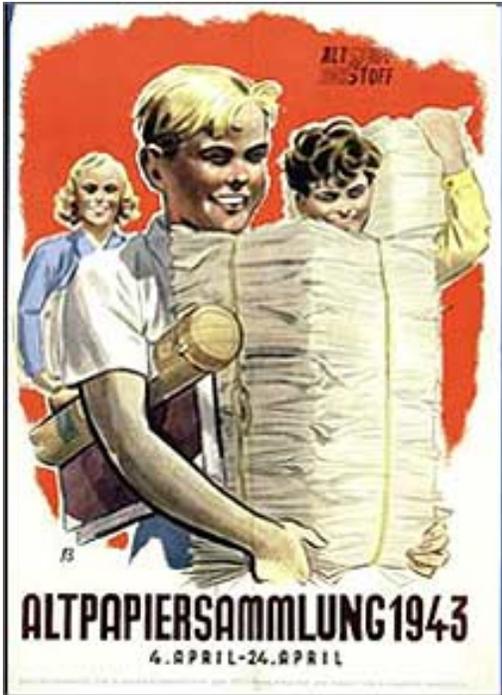
Suggested text

Titles	Author	Topic	Pages	Copies
<i>The Home Front</i> (Read aloud)	Brenda Williams	General	“The Media War” 16 Image: 18, 20	1
<i>Rosie the Riveter</i>	Christine Petersen	US Women	“Meet Rosie” 21 Images: 21, 22, 27	6
<i>World War II</i>	Simon Adams	General/Holocaust	“Propaganda and morale” 50 Images: 50, 51, 52 Definition: 71	2
<i>World War- II Pacific</i>	Barbara Williams	US/Japanese	“Life on the home front” 34-35 Images 34, 35 “Tokyo Rose” 63	1
<i>World War II- Europe</i>	Margaret Goldstein	German/US	“The German Point of View” 11 “The American Home Front” 58	1
<i>World War II Home Front</i>	Gary E. Barr	US	“Advertising the War” 18 Images: 19	6

Examples of Propaganda

<http://www.pbs.org/wgbh/amex/goebbels/gallery/index.html>

Germany



GERMAN PROPAGANDA ARCHIVE

US



NATIONAL ARCHIVES AND RECORDS ADMINISTRATION



GERMAN PROPAGANDA ARCHIVE



LIBRARY OF CONGRESS

Template for collaborative annotation:

Margin for comments/questions

Paste example of propaganda on chart paper.

THE HOLOCAUST: WHAT IS GENOCIDE?

Unit of Study: The United States Assumes Worldwide Responsibility

Focus Question: Who determines right or wrong in a world conflict?

The Teaching Points:

- Students will understand the concept and morphology of the word “genocide” and how it still exists today.

Why/Purpose/Connection: Students have been studying the rise of fascism and totalitarianism in Europe and this lesson will focus on the effects of Nazism, specifically with regard to the Jewish genocide.

Materials/Resources/Readings:

- Trade book titles:
 - *A History of Us: War, Peace, and All that Jazz*
 - *The Holocaust*
 - *Prelude to the Holocaust*
 - *Aftermath of the Holocaust*
- Websites:
 - <http://www.ushmm.org/holocaust/> (the Holocaust)
 - <http://www.armenian-genocide.org/index.htm> (Armenian genocide)
 - <http://www.pbs.org/wgbh/pages/frontline/shows/evil/> (Rwandan genocide)
 - <http://www.ukrainegenocide.org/nyt-survivor.pdf> (Ukrainian genocide)
 - <http://www.cambodiangenocide.org/genocide.htm> (Cambodian genocide)
 - <http://www.amnestyusa.org/darfur/darfur-history/page.do?id=1351103> (Darfur)
- Morphology graphic organizers
- Chart paper
- Markers
- Post notes

Model/Demonstration:

- Teacher begins by saying, “Imagine that someone decided that everyone who had red hair is evil and must be killed. That person was able to gather followers and, suddenly, all red-haired people in America are being transported to far away places, their families never to see them again. They are all killed.” Elicit student responses to this scenario.
- Explain that this happened to a group of people, most of them Jewish, during World War II.
- Teacher says, “We are going to begin by looking at the morphology, or the word parts, of a very important word in this unit. Before working with that word, let’s try the strategy using a practice word - the word ‘transport.’ You probably already know what the word means but let’s see how it can be broken into parts, or root words. The cool thing about the English language is that it was formed from parts of many other languages. By looking at the parts of a word, we are able to figure out their meanings. We are also better able to understand the word.”
- Teacher models and thinks aloud, completing the morphology graphic organizer for the word “transport” (see organizer).

Guided Practice:

- Students try this strategy with the word “genocide” using the organizer provided. Students may work in partnerships or independently to complete the graphic organizer.
- Students may respond with the following words containing *geno*: genetic, genes...
- Students may respond with the following words containing *-cide*: homicide, infanticide, suicide, pesticide, fungicide, insecticide, etc.
- Teacher should guide the students to understand that *geno* means “a race or a kind” and that *-cide* means “to cut or kill.” “Genocide” means, “the extermination of an entire racial, political, or cultural group.”
- Teacher says, “How is it possible to exterminate an entire race of people? This is what the Holocaust was, an attempt at the genocide of the Jewish people. In fact, the word ‘genocide’ was first used to describe the Holocaust because it was so bad that they had to invent a new word to talk about it.”

Independent Exploration:

- Teacher connects the activity for the students by stating that, sadly, there have been times in history where an attempt at genocide was made. Teacher explains that the class is going to research these instances of genocide in our history.
- Students work in groups to conduct Internet research on examples of genocide. The teacher can group students according to topic:
 - Holocaust
 - Armenian genocide
 - Rwandan genocide
 - Ukrainian genocide (Joseph Stalin)
 - Cambodian genocide
 - Darfur
- Students should not conduct extensive research on these topics. They are simply to answer the 5 W’s (Who, What, Where, When, Why) for their particular topic. Each group should create a chart using chart paper and markers that resembles the following and be prepared to report back to the class.

Example of Genocide_____	
Who	
What	
Where	
When	
Why	

Differentiation:

- Extra Support: students should be part of the Holocaust group as there are numerous trade books available if the Internet sources are too difficult.
- Extension: Students can choose to further research their example of genocide and, at the end of this series of lessons, compare and contrast it with what they have learned about the Holocaust.

Share/Closure:

- Groups post charts around the room in preparation for a gallery walk.
- Students walk around the room, reading the charts and posting comments using the post-it notes. Student comments can include reactions, connections, and questions to the content displayed on the chart. Students write their names on their comment post-it notes.
- Students complete an exit slip answering the following question: “Why do you think genocide still exists in our world today? Use examples from what you have learned during this lesson.” Students can also answer this question as a written homework reflection.

Assessment:

- Teacher collects the morphology graphic organizer and assesses for skill and concept understanding.
- Teacher circulates during group work, assessing for understanding.
- Teacher reads student comments written on post-it notes and assesses for understanding.
- Teacher collects exit slips or homework and assesses for thoughtful responses utilizing evidence from the day’s lesson.

Next Steps:

- Students will continue their study of the Holocaust with a multi-day lesson on the actual events of this act of genocide.

transport

Other words containing the root *trans...*

transfer
transmit
transit
translucent

Other words containing the root *port...*

portable
airport
report

Then *trans* may mean...

over or across?

Then *port* may mean...

move or carry?

What do you think *transport* means?

To move something or to carry something over

genocide

Other words containing the root *geno/genos...*

Other words containing the root *-cide...*

Then *geno* may mean...

Then *cide* may mean...

What do you think *genocide* means?

THE HOLOCAUST: CREATIVE THOUGHT FROM THE ASHES

Unit of Study: The United States Assumes Worldwide Responsibility

Focus Question: Who determines right or wrong in a world conflict?

The Teaching Point:

- Students will learn about the events of the Holocaust and produce a creative piece demonstrating empathy.

Why/Purpose/Connection: Students have been learning about World War II and the rise of fascism and totalitarianism. In this lesson, students will learn about a result of these types of government (the Holocaust).

Materials/Resources/Readings:

- Trade book titles:
 - *World War II*
 - *World War II: Pacific*
 - *America at War: World War II*
 - *On the Front Line: Under Fire in World War II*
 - *Eyewitness Books: World War II*
 - *America in World War II*
 - *The Holocaust*
 - *Prelude to the Holocaust*
 - *Aftermath of the Holocaust*
 - *A History of Us: War, Peace, and All That Jazz*
- Websites
 - <http://college.usc.edu/vhi/survivingauschwitz/exhibit/Exhibit-Student.html>
 - <http://college.usc.edu/vhi/education/livinghistories/>
- Inquiry into the Holocaust organizer
- “Songs from the Holocaust”
- Mini-project Rubric
- Computers with Internet access

Model/Demonstration:

(Day 1)

- Teacher asks the class to recall a particularly powerful or sad news event that they saw on television. Teacher gives students a few quiet moments to think and then jot down their answer in their notebooks.
- Teacher asks for a few volunteers to share out their responses. Students may have some questions and these should be addressed briefly.
- Teacher then states “For the next few lessons, we are going to read and learn about a very sad time in history that was NOT in the news for all of America to see. In fact, many Americans heard about what happened after it was over. This event in history is known as the Holocaust. Our goal for today is to learn as much as we can about the events of the Holocaust so we are ready to take what we have learned over the next few days and create something to represent our findings.”
- Teacher conducts a shared reading of pages 8 and 9 in *Prelude to the Holocaust* and models the “Inquiry into the Holocaust” organizer. Teacher thinks aloud as s/he adds to

the chart. Teacher reminds students that once they are finished with one section of the source, they will have to draw a line on the chart as a separation.

- Teacher reviews each section of the chart and what will be written:
 - Origin of Information: Students note the title, author, section title, and page number of the source
 - What Are the Facts? Students take bulleted notes from the section
 - How Can I Represent These Facts in a Creative Manner: Student may represent their notes by drawing a picture, writing a slogan, writing the first few lines of a poem, using thought bubbles to show what the people involved may be thinking, or in any other creative manner they wish.
 - This Makes Me Wonder: Students note any questions or reactions they have to this section of text.

Inquiry into the Holocaust (adapted from Janet Allen)

Origin of Information Who is the Source?	What Are the Facts?	How Can I Represent These Facts in a Creative Manner?	This Makes Me Wonder...
<p><i>Prelude to the Holocaust</i> by Jane Shuter “Anti-Semitism” pp.8-9</p>	<ul style="list-style-type: none"> • The Nazis were anti-Semitic (they hated Jews) • Jews were persecuted for their religious beliefs and they were blamed for things going wrong in Germany • People have persecuted the Jews in many ways throughout history including: killing them, making them wear special clothing, and expelling them. • People also persecuted the Jews by forcing them to live in ghettos (separate areas of the city) 	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Jewish ghetto</div>  <div style="border: 1px solid black; width: 150px; height: 100px; margin: 20px auto; text-align: center; padding: 5px;">Everyone else living in the city</div>	<p>Why were the Jews such a target for the people in Germany? I think the Nazis were able to capitalize on the hatred that was already there and make it even worse.</p>

Guided Practice:

- Teacher distributes double-sided copies of the “Inquiry into the Holocaust” organizer. Students will need both sides to complete their reading and note-taking.
- Students try this inquiry strategy using p. 24 of *Prelude to the Holocaust*. Teacher displays this page on an overhead projector or a SMARTboard.
- Students complete the chart for this section of text and then share out some responses, specifically their creative representation.
- Teacher may want to chart the different types of creative representations and display them as a class reference.

Independent Exploration:

- Students work in table groups and share the trade book in order to complete individual charts. Each table should receive one copy of the book entitled *The Holocaust* since there

are six copies. In addition, the rest of the resources may be divided amongst the groups. Students can also use the Internet to learn as much as they can about the Holocaust. The trade books can be divided in the following manner:

Group 1	<i>The Holocaust, Prelude to the Holocaust</i>
Group 2	<i>The Holocaust, Aftermath of the Holocaust</i>
Group 3	<i>The Holocaust, Eyewitness Books: World War II</i> (pp. 50-53)
Group 4	<i>The Holocaust, World War II: Europe</i> (use index), <i>A History of Us</i> (pp. 112-119)
Group 5	<i>The Holocaust, Witness to History: World War II</i> (pp. 40, 41, 50)
Group 6	<i>The Holocaust, World War II: Moments in History</i> (pp. 43-49)

Share/Closure:

- Teacher brings the class back together for a share and asks each group to share out three facts that they have learned about the Holocaust. Teacher is careful to listen to the comments, making sure that the facts are correct. Students can also choose to share out their “creative representations.”

Model/Demonstration:

Day 2

- Teacher motivates the class by saying, “What if you had to leave home suddenly and you could only take three things with you. What would you take?”
- Students jot down their list in their notebooks.
- Students share their lists with the rest of the class.
- Teacher continues, “That is what happened to the Jewish people when they were relocated to the ghettos and eventually to the concentration camps. Our goal for today is to try to empathize with, or put ourselves into the shoes of, the people during the time of the Holocaust. We are going to look at five different groups of people with five different stories; a rescuer who hid Jews, a liberator who freed the camps, a Jewish child/adult, a Sinti and Roma (Gypsy), and a resistor who stood up to the Nazis. As a supplement to our inquiry work from yesterday, we are going to watch some interviews with the people who actually experienced the Holocaust to give us another window into what happened. These interviews come from the Shoah Foundation, a program developed by Steven Spielberg to make sure that before the people who survived the Holocaust pass away, they record their stories. ‘Shoah’ is the Hebrew word for Holocaust.”
- Teacher models looking at a video and empathizing with the person portrayed. Teacher reminds students that the definition of “empathy” is to identify with the feelings, thoughts and experiences of another. Teacher projects the following website: <http://college.usc.edu/vhi/survivingauschwitz/exhibit/Exhibit-Student.html>. Teacher then clicks on the upper right-hand corner where it says “survivors” until the photographs are displayed. Teacher then clicks on the far left picture of Henry Oertelt. Once the other screen pops up, teacher clicks on “Video Part II” to display the video.
- Teacher and class watch and listen to the entire “Video part II.”

- Teacher thinks aloud, “I couldn’t imagine having to wear something on my clothes proclaiming my religion.” Teacher then models how s/he writes down his/her reflection on the video:

The Nazis gave such specific orders to separate the Jews from everyone else. I could not imagine having to wear the star on my clothes that tells everyone what my religion is. The way this survivor talks about wearing the star shows that it affected him in a way that I could never imagine. He even saved it. It must be a very painful reminder for him.

Guided Practice:

- Students continue to view and listen to other parts of the Henry Oertelt video, jotting down reflections in their notebooks. They may choose to watch any section they wish. The students react to what they see and empathize with the survivor’s experiences.

Independent Exploration:

- Students work in groups to listen and respond to the Holocaust stories from five different groups of people who were involved. Teacher has the option to divide the class into five or ten groups, depending on how large s/he would like the groups to be. Students use the following link from the Shoah Foundation to access the living histories: <http://college.usc.edu/vhi/education/livinghistories>. Once on the site, students click on the appropriate picture on the left side of the page to access the stories. Teacher may assign groups or let the students choose. However, the group students choose will be the same one they will use during the next day’s mini-project.

Group Affected by the Holocaust	Shoah Foundation Living Histories	Trade Book Titles (supplementary reading)
Liberator who freed the camps	Howard Cwick, Liberator: <i>Eyewitness to History</i>	<i>Aftermath of the Holocaust</i> , <i>The Holocaust</i>
Jewish child/adult	Nechama Shneerson, Jewish Survivor: <i>Survival and Loss</i>	Eyewitness Books: <i>World War II</i> , <i>America in World War II</i> , <i>The Holocaust</i> , <i>Prelude to the Holocaust</i> , <i>Aftermath of the Holocaust</i>
Sinti and Roma (Gypsy)	Julia Lentini, Sinti and Roma Survivor: <i>Deprivation and Perseverance</i>	<i>The Holocaust</i>
Rescuer who hid Jews	Johtje Vos, Rescuer: <i>Choices of Courage</i>	<i>Prelude to the Holocaust</i> , <i>Aftermath of the Holocaust</i> , <i>The Holocaust</i>
Resistor who stood up to the Nazis	Vera Laska, Political Prisoner: <i>Power of Resistance</i>	<i>The Holocaust</i>

- Each story is about 30 minutes long but it is up to the teacher’s discretion whether the students should listen to the entire story. Students may also use the index of the trade books listed to further research the Holocaust from their group’s perspective.

- Students reflect on what they have seen/heard/read in their notebooks. Teacher reminds students that they will need these reflections for the next day's mini-project.

Share/Closure:

- Students complete an exit slip, answering the following questions: What did you learn about your group's experience during the Holocaust? How did you *empathize* with people's experiences?
- Students turn in exit slips to teacher (on loose-leaf paper) either at the end of class or the next day as a homework assignment.

Model/Demonstration:

Day 3

- Teacher motivates the class by asking, "What inspires you to create a piece of art? What motivates you to doodle in the back of your notebook?"
- Teacher elicits responses from selected students.
- Teacher says, "During and after the Holocaust, the people involved needed an outlet to express themselves, just like we often do. Much literature, art, and songs created were at this time by people with similar stories to the stories we heard."
- Teacher explains that the class is going to use what they learned over the last few days (about the Holocaust and the people involved) to create an original visual or written piece from the perspective of the person they studied. Depending on the group they were in, students will take on the role of a liberator who freed the camps, a Jewish child/adult, a Gypsy, a rescuer who hid Jews, or a resistor who stood up to the Nazis.
- Teacher says, "There are many different types of pieces that one can create from the perspective of someone involved in the Holocaust. We can respond in many ways and create a poem, a drawing, a diary entry, a short story, a song, or anything else that represents what the person experienced during the Holocaust. Can you think of other things that we can create?"
- Teacher elicits responses from the students and writes them onto a chart.
- Teacher shows the students another clip from Henry Oertelt's story to remind students about his personal history.
(Go to <http://college.usc.edu/vhi/survivingauschwitz/exhibit/Exhibit-Student.html>, point 4 of 8, first video.)
- Teacher also models rereading some background information about the concentration camps (*The Holocaust* pp. 26-27).
- Teacher thinks aloud after viewing the personal history and rereading from the trade book, "I am going to show you an example of a song that was written in one of the concentration camps. Many of the Concentration Camps had orchestras that were organized by the Nazis. The musicians were prisoners and they were forced to play as others were marched to the gas chambers. As we read the lyrics to this song, think about how you may be able to create something similar using the facts you learned about the Holocaust and the personal history you viewed yesterday. Remember, you can create something other than a song."
- Teacher reads "Piesn Obozowa" with the class, stopping to think aloud after each stanza. "Look how facts about the Holocaust are woven into the lyricists' emotions about what was going on. You can do something similar with your own artistic representation."

Guided Practice:

- Students refer to their notebook comments to decide how they would like to represent the story of the individual they studied. Teacher may want to organize the students in their original groups so they can brainstorm together. Students create a plan in their notebooks for their mini-project. It can look like this:

-

Personal History:
Type of Creative Representation:
Historical Facts to Include:

- Students share out what they are going to create.

Independent Exploration:

- Students create the rough drafts of their creative representations. Some may get to the final draft, depending on class time. Otherwise, students should complete as a homework assignment or it can continue into the next day's lesson.

Differentiation:

- Extra Support: students can create a drawing instead of a story or poem because it will involve fewer facts.

Share/Closure:

- Teacher conducts a gallery walk so students can view each other's work. Teacher can group them by personal history to maximize viewing time. Some students who wrote songs or poems can elect to perform them for the class.

Assessment:

- Teacher assesses understanding by circulating during group work and grading the mini-project using the attached rubric.

Next Steps:

- Students will learn about the aftermath of the Holocaust, including the Nuremburg Trials.

Inquiry into the Holocaust
(adapted from Janet Allen)

Origin of Information Who is the Source?	What Are the Facts?	How Can I Represent These Facts in a Creative Manner?	This Makes Me Wonder...

Songs From the Camps
Piesn Obozowa (Camp Song)

Lyricist: Zbigniew Koczanowicz

Composer: Ludwik Zuk-Skarszewski

Translated from Polish

The music and text were written in April 1945 at Falkensee, a subcamp of Sachsenhausen. The piece was associated with a clandestine "camp patrol" that prisoners, including Koczanowicz and Zuk-Skarszewski, formed in 1945. As their liberation neared, the patrol stole arms from a camp arsenal to defend themselves against camp guards.

Separated from the world by barbed wire,
We're rounded up from everywhere
The longing woven into our hearts,
Throbs like a ringing bell.

You with the striped rag on your back,
Could you forget who you are—and where?
They stitched a number to your breast,
A red triangle and the letter "P".

And your shaved head reminds you,
Of your burden of sins unknown,
And you yearn for the day
When your will and your purpose return.

Neither stars nor sun bring you happiness,
Neither day nor night yields joy.
You stand and wait, dressed in stripes and shaved bare;
With thousands of others like you.

The words of this song are stained with our blood,
Within them are sorrow and grief,
Yet your camp song will carry beyond these barbed wires
To a distant place unknown to you.

Yet your camp song will carry beyond these barbed wires
To a distant place unknown to you.

<http://www.holocaust-trc.org/campsong.htm>

Holocaust Mini-Project Rubric: Creativity from the Ashes

Criteria	3	2	1
<u>Organization</u> <ul style="list-style-type: none"> Piece is organized and accurately reflects the nature of the genre Piece reflects an effort to structure the art/writing in an organized manner 			
<u>Creativity/Perspective</u> <ul style="list-style-type: none"> Piece is creative and accurately reflects the genre Piece shows an effort to be creative from the perspective of the Holocaust group 			
<u>Use of Historical Facts</u> <ul style="list-style-type: none"> Piece contains numerous facts from the Holocaust and the personal history. Historical facts are seamlessly woven into the piece. 			
<u>Presentation/Work Time</u> <ul style="list-style-type: none"> Piece is presented in a clear manner, showing much effort Student worked hard during class and it is shown in the presentation of the piece 			

V-E DAY

Unit of Study: The United States Assumes Worldwide Responsibility
(This lesson requires 3 days)

Focus Question: Who determines right or wrong in a world conflict?

The Teaching Points:

- Students will understand the events leading up to the end of World War II in Europe by analyzing the different events and completing a double-entry journal.

Why/Purpose/Connection: Students have been learning about WWII and its effect on the United States. This lesson will focus on how the war ended in Europe.

Materials/Resources/Readings:

- Trade Book Titles:
 - *World War II*
 - *World War II: Moments in History*
 - *Children During Wartime*
 - *World War II: Europe*
 - *America at War: World War II*
 - *On the Front Line: Under Fire in World War II*
 - *Eyewitness Books: World War II*
 - *World War II: Home Front*
 - *American in World War II*
- Copy of front page of The New York Times from May 8, 1945 (provided)
- Copy of New York Times article from V-E Day, May 8, 1945
- Double-entry journal

Model/Demonstration:

(Day 1)

- Motivation: Teacher provides student groups with a copy of the front page of the New York Times from May 8, 1945 and asks them to determine the significance of the date using the front page of the newspaper.
- Students should determine that it marked the end of the war in Europe, referred to as V - E Day.
- Students take about 5 minutes to study the page and write their observations and wonderings in their notebooks. They will not be able to read anything other than the headlines.
- Students share responses with the class. Teacher creates a t-chart of observations and questions to chart student responses.
 - This is the end of the war in Europe.
 - Who is surrendering?
 - Why is the surrender unconditional?
 - I guess the Allies are gaining in Japan as well.

Gr. 8 SS
[Exam Alert](#)

Provides practice with CRQ skills: analyzing news headlines

Guided Practice:

- Teacher explains that students are going to continue to read about V-E Day taking notes in a similar way, using a double-entry journal. Teacher instructs

students to set up a page in their notebook with two columns. Teacher reads aloud article from V - E Day and instructs students to take notes using the double entry journal.

Significant to Me...(text, visuals, layout, features, etc.)	Made Me Wonder
<ul style="list-style-type: none"> • Unconditional-once again Germany was forced into submission and forced to accept defeat. • The Germans asked for mercy for their people. 	<ul style="list-style-type: none"> • Will the Allies repeat the mistakes made after World War I with the treaty of Versailles? • Does Germany deserve mercy after the destruction they started?

- Teacher models filling in some thoughts during the read aloud and then asks students to share some of their ideas to contribute to the teacher's notes.

Independent Exploration:

- Teacher explains that students are going to continue to read about the end of the war in Europe in order to gain an understanding of the different ways in which people were affected.
- Students continue their double-entry journal based on a reading from a trade book. Readings will vary from battles leading to the end of the war, to the celebrations of V-E Day.
- Students write a brief summary of their thoughts upon completing the reading.
- Student groups share their summaries and determine 3 different people who would have been affected by the end of the war, for example, a soldier, a Holocaust survivor, or a woman working in a factory. Student groups then collaborate on a brainstorm of what the end of the war would have meant for these people.

Model/Demonstration:

(Day 2)

- Motivation: Teacher reads aloud p. 41 from *Witness to History World War II*.
- Teacher explains that the reading was an actual memory of a child survivor of the Holocaust.
- Teacher explains that students are going to use the reading as a model to create a **faction**, a piece of fiction that includes supporting facts. *Note: Faction is the combination of fiction and factual research. It allows students to incorporate creativity and imagination into their factual research. (Content-Area Writing. Harvey Daniels, Steven Zemelman, Nancy Steineke, 2007.)*
- Teacher explains that students need to look back at their double-entry journal and their brainstorm from the previous day to choose a role in order to create a character.

Guided Practice:

- After students have chosen their role, teacher asks groups to make a list of what they need to know about their character in order to craft a realistic memory.
- Teacher charts the details in a list. (Possible details include age, gender, occupation, nation of origin, education.)
- Teacher instructs students to begin filling in the details they know about their character.

- Teacher then instructs students to make a list of things they would still like to know about the role in order to make their character realistic. Students should refer back to the previous day's K-W-L and their double-entry journal.

Independent Exploration:

- Students explore the trade books in order to gather more information regarding the role they are exploring.
- Students begin writing.

(Day 3)

- Students continue writing. As some students finish drafts, students can be grouped for revisions/editing. Students can switch papers and/or read aloud their drafts. Students should be looking for evidence of research and authenticity of the character.
- Students complete final draft. (This can be assigned as homework.)

Differentiation:

- Teacher can assign initial readings based on student reading levels.

Share/Closure:

- Students share their writing in small groups.
- Select students share their writing with the whole class.

Assessment:

- Teacher evaluates faction writing.

Next Steps:

- Students evaluate the decision to drop the Atomic Bomb.

Suggested text

Title	Author	Topics	Pages	Copies
<i>The Home Front</i>	Brenda Williams	Hope/Celebration	28	1
<i>Eyewitness World War II</i>	Simon Adams	D-Day Liberation	54-55 56-57	2
<i>World War II Europe</i>	Margaret J. Goldstein	End Game	81-83	1
<i>World War II Home Front</i>	Gary E. Barr	Victory	48-49	6
<i>The Holocaust</i>	Susan Willoughby	The beginning of the end	36-37	6
<i>World War II Moments in History</i>	Shirley Jordan	A Soldier's Journal (The horror of the death camps)	43-46	2
<i>Growing up in World War II</i>	Judith Pinkerton Josephson	The War Ends	50-52	1
<i>Key Battles of World War II</i>	Fiona Reynoldson	Battle of the Bulge	40-41	6
<i>Under Fire in World War II</i>	Brian Fitzgerald	Path to Victory	32-37	3
<i>Witness to History World War II</i>	Sean Connolly	V-E Day	46-47	2

"All the News That's Fit to Print"

The New York Times

LATE CITY EDITION

Made with America's Finest Paper
Printed and Bound in America
Published by The New York Times Company
Copyright 1945 by The New York Times Company

VOL. XXV, No. 1481

TELEPHONE

NEW YORK, TUESDAY, MAY 8, 1945

THREE CENTS

THE WAR IN EUROPE IS ENDED! SURRENDER IS UNCONDITIONAL; V-E WILL BE PROCLAIMED TODAY; OUR TROOPS ON OKINAWA GAIN

ISLAND-WIDE DRIVE

Marines Reach Village a Mile From Rika and Army Lines Advance

7 MORE SHIPS SUNK

Search Planes Again Hit Japan's Life Line—Kureita Bombed

By WARREN HEWITT
An island-wide drive by the United States Marine Corps and Army troops has reached a critical stage in the Okinawa campaign today. The drive, which has been going on since the capture of the island of Iwo Jima, is now in its final stages. The Marines have reached a village a mile from Rika, and the Army lines have advanced. Seven more Japanese ships were sunk today, and search planes again hit Japan's life line, Kureita, which was bombed.

The Pulitzer Awards For 1944 Announced

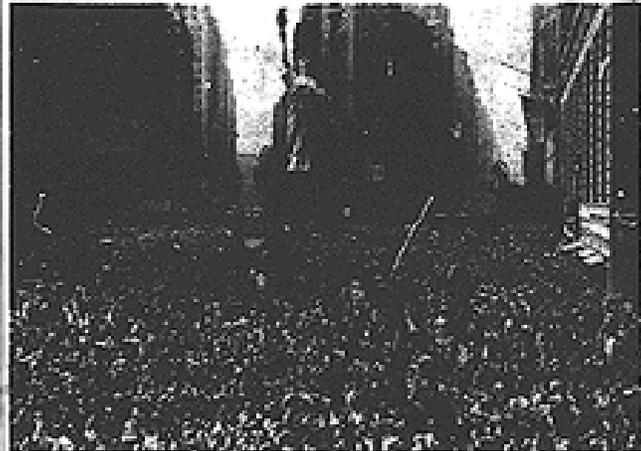
The Pulitzer Prize awards are announced today for the first time in the history of the awards. The awards are given for the best work in journalism, literature, and music. The awards are given to the authors of the best work in each category. The awards are given to the authors of the best work in each category. The awards are given to the authors of the best work in each category.

MULOTOFF HAILS BASIC 'UNANIMITY'

To Stress The Points In World Charter, But His View on One Is Questioned

By WARREN HEWITT
The United States Secretary of State, Cordell Hull, today announced that the United States will support the principle of basic unanimity in the new world charter. Hull said that the United States will support the principle of basic unanimity in the new world charter. Hull said that the United States will support the principle of basic unanimity in the new world charter.

GERMANY SURRENDERS; NEW YORKERS MARCH UNDER SYMBOL OF LIBERTY



Thousands of New Yorkers today marched in a spontaneous demonstration of joy.

PRAGUE SAYS POWS ACCEPT SURRENDER

Czechoslovak Radio Reports All Fighting in Bohemia Will Be Ended Today

Prague, Tuesday, May 8.—The Czechoslovak radio today reported that all fighting in Bohemia will be ended today. The radio reported that the Czechoslovak army has accepted the German surrender. The radio reported that the Czechoslovak army has accepted the German surrender.

Wild Crowds Greet News In City While Others Pray

By FRANK A. SWANN
The Times today learned that the German surrender was announced today. The news was greeted with wild crowds in the city, while others prayed. The news was greeted with wild crowds in the city, while others prayed.

SEAF BAN ON AP LIFTED IN 6 HOURS

After Comm. After Protest From Newspapers and Public—Writer Set Barrel

Washington, Tuesday, May 8.—The ban on the Associated Press (AP) from the German broadcast was lifted in six hours. The ban was lifted after a protest from newspapers and the public. The ban was lifted after a protest from newspapers and the public.

GERMANS CAPTULATE ON ALL FRONTS

American, Russian and French Generals Accept Surrender in Eisenhower Headquarters, a Reims School

REICH CHIEF OF STAFF ASSES FOR MERCY

Doenitz Orders All Military Forces of Germany To Drop Arms—Troops in Norway Give Up—Churchill and Truman on Radio Today

By EDWARD KENNEDY
Associated Press Correspondent

REIMS, France, May 7.—Germany surrendered unconditionally to the Western Allies and the Soviet Union at 11 A. M. French time today. (This was at 9:45 P. M. Eastern War-time Standard.)

The surrender took place at a 16th-century schoolhouse that is the headquarters of Gen. Dwight D. Eisenhower.

The surrender, which brought the war in Europe to a formal end after five years, eight months and six days of bloodshed and destruction, was signed for Germany by Col. Gen. Gerd von Fritsch, General Jodl in the name of Chief of Staff of the German Army.

The surrender was signed by the Supreme Allied Commander by Lieut. Gen. Walter Bedell Smith, Chief of Staff for General Eisenhower.

It was also signed by Gen. Ivan Stepanovitch for the Soviet Union and by Gen. Francois Bressat for France.

[The official Allied announcement will be made at 11 o'clock Tuesday morning when President Truman will broadcast a statement and Prime Minister Churchill will issue a V-E Day proclamation. Gen. Charles de Gaulle also will address the French in the same time.]

General Eisenhower was not present at the signing, but immediately afterwards General Jodl and his fellow delegates, Gen. Alfred Hans Georg Friedberg, were retained by the Supreme Commander.

German Say They Understand Terms

They were asked clearly if they understood the surrender terms imposed upon Germany and if they would be carried out by Germany.

They answered Yes.

Germany, which began the war with a ruthless attack upon Poland, followed by successive aggression and brutality in Denmark, Norway, and Poland, with an appeal to the victors for mercy toward the German people and armed forces.

After having signed the full surrender, General Jodl said he wanted to speak and received leave to do so.

"With this signature," he said in self-defense to German, "the German people and armed forces are for better or worse delivered into the victors' hands."

"The title war, which has lasted more than five years, both have achieved and suffered more than perhaps any other people in the world."

LONDON, May 7 (AP)—Complete history to be published in the next few days.

Leopold Rescued By 7th Army Troops

By WARREN HEWITT
The 7th Army today announced that it had rescued Leopold, the last of the Habsburgs, from the hands of the Germans. Leopold was rescued by the 7th Army troops. Leopold was rescued by the 7th Army troops.

Summary of News of the War and German Surrender

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By Edward Kennedy

Associated Press Correspondent

Reims, France, May 7, 1945 --- Germany surrendered unconditionally to the Western Allies and the Soviet Union at 2:41 A. M. French time today. [This was at 8:41 P.M., Eastern Wartime Sunday.]

The surrender took place at a little red school house that is the headquarters of Gen. Dwight D. Eisenhower.

The surrender, which brought the war in Europe to a formal end after five years, eight months and six days of bloodshed and destruction, was signed for Germany by Col. Gen. Gustav Jodl. General Jodl is the new Chief of Staff of the German Army.

The surrender was signed for the Supreme Allied Command by Lieut. Gen. Walter Bedell Smith, Chief of Staff for General Eisenhower.

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[The official Allied announcement will be made at 9 o'clock Tuesday morning when President Truman will broadcast a statement and Prime Minister Churchill will issue a V-E Day proclamation, Gen. Charles de Gaulle also will address the French at the same time.]

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Germans Say They Understand Terms

They were asked sternly if they understand the surrender terms imposed upon Germany and if they would be carried out by Germany.

They answered Yes.

Germany, which began the war with a ruthless attack upon Poland, followed by successive aggressions and brutality in internment camps, surrendered with an appeal to the victors for mercy toward the German people and armed forces.

After having signed the full surrender, General Jodl said he wanted to speak and received leave to do so.

"With this signature," he said in soft-spoken German, "the German people and armed forces are for better or worse delivered into the victors' hands.

"In this war, which has lasted more than five years, both have achieved and suffered more than five years, both have achieved and suffered more than perhaps and other people in the world."

Double-Entry Journal

Significant to Me...(text, visuals, layout, features, etc.)	Made Me Wonder

THE ATOMIC BOMB

Unit of Study: The United States Assumes Worldwide Responsibility
(This lesson requires 2 days)

Focus Question: Who determines right or wrong in a world conflict?

The Teaching Points:

- Students will evaluate an American act of war by participating in a Socratic seminar in order to understand the U.S.'s decision to drop the atomic bomb on Japan.

Why/Purpose/Connection: Students have been learning about the immediate consequences of World War II and the end of the war in Europe. During this two-day lesson, students will look at the end of the war in the Pacific, specifically dealing with the dropping of the atomic bomb on Hiroshima and Nagasaki.

Materials/Resources/Readings:

- Trade Book Titles:
 - *World War II*
 - *World War II: Pacific*
 - *America at War: World War II*
 - *On the Front Line: Under Fire in World War II*
 - *Eyewitness Books: World War II*
 - *America in World War II*
 - *Hiroshima*
 - *Sadako*
 - *A History of Us: War, Peace, and All that Jazz*
- Websites
 - <http://www.npr.org/templates/story/story.php?storyId=4785484>
 - <http://legacy.lclark.edu/~history/HIROSHIMA/gallery.html>
 - <http://www.learningcurve.gov.uk/heroesvillains/g5/>
 - <http://www.time.com/time/covers/20050801/photoessay/>
 - <http://oncampus.richmond.edu/academics/education/projects/webquests/wwii/>
 - <http://www.trumanlibrary.org/teacher/abomb.htm#intro>
- Results of the Atomic Bomb handout (optional)
- Writing to Learn graphic organizer
- Socratic Seminar Student Tracking Sheet

Model/Demonstration:

Day 1

- Teacher motivates the class by displaying two pictures simultaneously. These pictures are included with this lesson but can also be found in the trade books. Teacher tells the class that both of these pictures show the aftermath of dropping atomic bombs on Japan.
- Teacher asks students to jot down their initial reactions to these pictures in their notebooks or use the handout provided. Students should write what they see as well as what it makes them feel/think.
- Teacher facilitates a brief discussion about the pictures. Teacher guides students as they review the images: Picture #1 shows Americans rejoicing at the end of the war in the

Pacific (Victory over Japan day) and Picture #2 shows a burn victim of the atomic bomb. Students are likely to comment:

- “Picture #1 shows something very happy while Picture #2 shows a wounded woman.”
- “Picture #1 was taken in what looks like New York City.”
- “Picture #2 looks like it is of a Japanese woman because of her hair style.”
- Teacher says, “Today we are going to read and learn as much as we can about the dropping of the atomic bomb in preparation for tomorrow’s activity. Once we have gathered as much information as we can, we are going to participate in a Socratic Seminar.”
- Teacher tells students that this method was named for the famous philosopher, Socrates. Teacher asks students if they know anything about Socrates. Teacher elicits several responses before sharing the following: “Socrates was a famous Greek philosopher. His method of teaching encouraged his students to question everything. The Greek government did not like this method, thinking that when people question everything they no longer believe everything they are told. Because Socrates’ methods made the Greek government nervous, they sentenced him to death by hemlock poisoning. One of his students was so inspired by Socrates that he dedicated his life to writing down everything Socrates ever said; that student was Plato. Today, thousands of years later, we realize how brilliant his methods were. What we’re about to participate in during the next two days is based on Socrates’ methods—the Socratic Seminar. Tomorrow I will review the guidelines. Today we will prepare.”
- Teacher tells the class that their overall goal is to participate in a discussion of the following question: **Did the United States have the right to drop the atomic bomb on Japan? Was this decision worth the casualties?** Teacher writes this question on the board where it remains until the end of this two-day lesson. Today’s research will help guide their discussion.
- Teacher models inquiry methods by using the “Writing to Learn” organizer. *Note: Writing to Learn provides students with an opportunity to add to their understanding of readings through writing as they comment and question on the content. (More Tools for Teaching Content. Janet Allen, 2008.)* Teacher uses three different sources to model this strategy. Students then will choose their own three sources (or more if there is time).
- Teacher distributes a double-sided copy of the “Writing to Learn” organizer (one side for the lesson and the other for the independent exploration).
- Teacher models using Eyewitness Books: *World War II* (p. 58), *World War II* (p. 55) and *Hiroshima: the Shadow of the Bomb* (p. 22). Teacher conducts a shared reading of *Eyewitness Books: World War II* (p. 58) and thinks aloud as s/he reads and completes the organizer, “As I read the first paragraph of source #1, I found three facts: The physics behind the bomb was discovered by German scientists as early as 1938; The Manhattan Project was a bunch of scientists working to turn this information into a bomb; and the bomb was tested successfully over New Mexico. My response is that this was an amazing advancement in science.”
- Teacher conducts a shared reading of *World War II* (p. 55) and models the completion of the 2nd column as s/he thinks aloud, “Now I am going to choose another source that discusses the atomic bomb. I can choose any text I wish and find the pertinent page by using the index.” Teacher writes down 3 additional facts, a new response, what s/he wonders and what s/he wants to know.

Gr. 8 SS
Exam Alert

Builds important content while focusing on evaluative and analytical skills.

Guided Practice:

- Students practice this strategy by reading source #3 (p. 22 of *Hiroshima: The Shadow of the Bomb*) and completing the 3rd column of the organizer. Teacher can photocopy the page or display it on an overhead projector or SMARTboard. Students can work independently or in partnerships.
- Students share out responses.

Independent Exploration:

- Students work in partnerships or in groups to choose three different sources, read, and complete another “Writing to Learn” organizer. Teacher can divide the resources so each group has something to read at all times. Student can also trade sources until they have read at least three different sources. If the classroom is equipped with computers with Internet access, some partnerships/groups can also use computers.
- Teacher reminds students that their goal is to learn as much as they can about the dropping of the atomic bomb in preparation for tomorrow’s Socratic Seminar: Did the United States have the right to drop the atomic bomb on Japan? Was this decision worth the casualties? Although they will begin to come to some conclusions about the questions, the teacher encourages the students to read and explore.

Share/Closure:

- Teacher brings the class back together and reminds students to review their notes in preparation for tomorrow’s Socratic Seminar. Students can (and should) bring their notes to use in the next day’s seminar.
- Possible homework assignment: Students can write a letter to President Truman, advising him to either drop the 2nd bomb on Nagasaki or to hold back. They should use facts from today’s lesson in their letter (can be added to the scrapbook at the unit’s end).

Day 2

Model/Demonstration:

- Teacher reminds students of the previous lesson’s inquiry work around the atomic bomb. Teacher points to the question displayed on the board as a reminder of where the class is headed.
- Teacher goes over and charts the guidelines for a Socratic Seminar:
- Teacher explains how a Socratic Seminar works. S/he explains that the teacher’s role is merely to facilitate and bring the discussion back to the focus question if things start to get off topic. The teacher is also responsible for making sure the guidelines are met. Students should not be afraid of some silences as participants may need time to collect their thoughts.

Guided Practice:

- Teacher allows students to gather their thoughts and write for a few minutes (in their notebooks) in response to the focus question: Did the U.S. have the right to drop the atomic bomb on Japan? Was this decision worth the casualties?

Independent Exploration:

- Students bring chairs into a circle. Students make sure to have their notes/notebooks ready for the seminar.
- Teacher begins the seminar by reminding students of the guidelines (chart is openly displayed) and says that s/he will be simply facilitating. Students are to direct any comments to each other.
- Teacher poses the discussion questions to the class.
- Students engage in a Socratic Seminar while the teacher observes and completes the “Socratic Seminar Student Tracking Sheet.”

Differentiation:

- Extra Support: Students can read *Hiroshima: The Shadow of the Bomb* as it is organized in a very readable manner. In addition, the teacher may choose to provide photographs in lieu of the readings (<http://www.time.com/time/covers/20050801/photoessay/>). For the Socratic Seminar, students in need of extra support should prepare what they want to say in advance. The teacher can help these students script their comments.
- Challenge: Students can use the websites as they tend to be more difficult to read. They can also use the Internet to search for current perspectives about the atomic bomb and nuclear war.

Assessment:

- Teacher assesses student work on the “Writing to Learn” organizer for skill and content understanding.
- Teacher circulates during partner/group work.
- Teacher observes the students during the Socratic Seminar and completes student tracking sheet. Teacher can discuss the content privately with students who are more reticent as well as with those who are over-eager to help them manage and plan for their participation.

Next Steps:

- Students will learn and explore the concept of human rights.

Guidelines for a Successful Socratic Seminar

In this seminar we...

- ✓ criticize ideas, but not people.
- ✓ give opinions, and clear reasons for them.
- ✓ give examples from the text when possible.
- ✓ make real-world connections to the topic.
- ✓ ask questions about what we read, hear, and see for clarification.
- ✓ remain focused on the text.
- ✓ are willing to change our opinions with the addition of more information.
- ✓ speak freely—there is no need to raise hands but be polite and don’t interrupt others.
- ✓ have a responsibility to participate.
- ✓ invite others into the conversation.

<http://www.literacyrules.com/pdf/Rules%20for%20Socratic%20Seminar.pdf>

Results of the Atomic Bomb

Picture #1



Also found on p. 60 in *World War II: Moments in History*

Picture #2



Also found on p. 22 in *Hiroshima: The Shadow of the Bomb*

Reaction to Picture #1	Reaction to Picture #2

THE WORLD AFTER WORLD WAR II

Unit of Study: The United States Assumes Worldwide Responsibility
(This lesson requires 2 days)

Focus Question: How was World War II a turning point for the world?

The Teaching Point:

- Students will understand the impact of World War II domestically and internationally.
- Students will view the effects of World War II from various perspectives.

Why/Purpose/Connection: Throughout this unit of study of World War II students have explored the causes and immediate consequences of the war, and the nature and impact of US involvement. In this lesson, students will study the far-reaching effects of World War II from multiple perspectives.

Materials/Resources/Readings:

- Trade Book Titles:
 - *America in World War II*
 - *America at War: World War II*
 - *The Causes of World War II*
 - *Difficult Times*
 - *Growing Up in World War II*
 - *Hiroshima: the Shadow of the Bomb*
 - *World War II (Eyewitness)*
 - *World War II (Moments in History)*
 - *World War II: Europe*
 - *World War II: Pacific*
- Websites:
 - http://2.bp.blogspot.com/_gsrJp8m4xXg/SiKsLFdhTZI/AAAAAAAAABCg/tJkhmM5y0S0/s400/Fallout_shelter_photo.png
 - <http://www.world-war-2.info/technology/>
 - <http://www.ourdocuments.gov/doc.php?doc=81>
 - <http://www.ourdocuments.gov/doc.php?doc=82>
 - <http://www.ourdocuments.gov/doc.php?doc=79>
- chart paper
- markers
- optional: copies of RAFT brainstorming template, partially filled in

Model/Demonstration:

(Day 1)

- Motivation: Teacher engages students by telling a gripping story of a turning point in her life, emphasizing how, from that point forward, the course of her life was completely changed. (examples: moves, career changes, deaths, marriage)
- Teacher explains that there are also turning points in the story of a nation. Possible examples: American Revolution, the Civil Rights Movement, the Women's Movement, Obama's election—perhaps students can predict how it might be seen as

a turning point sometime in the future. Teacher highlights the changes in American life that ensued from those turning points.

- Teacher describes how World War II was a huge turning point for the US and for the whole world. It caused the following dramatic changes that continue to shape history:
 - Prosperity in the US
 - Economic growth
 - Baby boom
 - Suburbs
 - Advances in technology
 - Advent of the nuclear age
 - Household technology
 - First computers (ENIAC)
 - US as world power
 - Marshall plan
 - Truman doctrine
 - World diplomacy
 - United Nations
 - Universal Declaration of Human Rights
 - New alliances
 - the Iron Curtain
 - NATO
 - Warsaw Pact
- Teacher explains that students will be divided according to the above six topic groups to conduct research. Place bins of books on tables and copies of the chart below so that students have easy access to both printed and online information.

TOPIC	RESOURCES
Prosperity in the U.S.	<i>World War II (Moments in History)</i> , pp. 59-60. <i>America in World War II</i> , p. 40- 41 <i>Difficult Times</i> , pp. 20-21 <i>Growing Up in World War II</i> , pp. 53-55 <i>World War II (Eyewitness)</i> , p. 63 http://www.u-s-history.com/pages/h1661.html http://tigger.uic.edu/~pbhales/Levittown/
Advances in Technology	<i>Hiroshima: The Shadow of the Bomb</i> , pp. 26-29. <i>World War II: Pacific</i> , p. 80 http://www.world-war-2.info/technology/
US as a World Power	<i>America in World War II</i> , p. 40- 43 <i>World War II Europe</i> , p. 85 <i>World War II (Witness to History)</i> , p. 50-51 <i>The Causes of World War II</i> , p. 43 <i>World War II: Pacific</i> , p. 81-82. The Truman Doctrine (http://www.ourdocuments.gov/doc.php?doc=81) The Marshall Plan (http://www.ourdocuments.gov/doc.php?doc=82)

World Diplomacy	<i>World War II (Eyewitness)</i> , p. 62 <i>World War II (Moments in History)</i> , pp. 59. <i>World War II Europe</i> , p. 85 <i>America in World War II</i> , p. 43 <i>The Causes of World War II</i> , p. 43. UN Charter (http://www.ourdocuments.gov/doc.php?doc=79) http://www.un.org/Pubs/CyberSchoolBus/unintro/unintro.asp
New Alliances	<i>America at War: World War II</i> , p. 39-41. <i>America in World War II</i> , p. 41-43 <i>World War II (McGowen)</i> , p. 59 <i>Hiroshima: The Shadow of the Bomb</i> , p. 24.

- Teacher models using a format for note-taking that will aid students with the writing project they will undertake after their research. The 3-column chart will give them:
 - facts to use in their writing
 - notes on how the information relates to the focus question
 - ideas for the perspective they will adopt for the writing project
- Teacher conducts a shared reading from *America in World War II*, first two paragraphs of Chapter 8, p. 40, about U.S. prosperity after the war, and thinks aloud while beginning to fill in the chart as such:

FACTS ABOUT US PROSPERITY	CHANGES IT BROUGHT TO THE US AND THE WORLD	POSSIBLE PERSPECTIVES
GI Bill: <ul style="list-style-type: none"> • paid for ed. for veterans • gave loans to buy houses, start businesses 	Growth of suburbs (families could afford houses due to jobs and better education, needed houses for families)	Returning veteran Veteran's wife _____ _____

Guided Practice:

- Teacher asks students to talk to a partner about other ideas for possible perspectives on US prosperity after World War II, and then takes suggestions from the class.
- Teacher reads a little further (third paragraph of Chapter 8 and “Television” side bar, p. 41), and asks pairs to try filling in all 3 columns for that section. Pairs share their notes, which might include:

U.S factories produced goods needed to rebuild Europe	<ul style="list-style-type: none"> • U.S. got rich • Americans could afford to buy more stuff (TVs) • WWII ended the Depression • U.S. got more powerful than other nations that were destroyed 	<ul style="list-style-type: none"> • Factory worker • Kid with new TV • Housewife • Someone in Europe, jealous of U.S. relatives' wealth
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Independent Exploration:

- When teacher observes that students understand the thinking that goes into the 3-column chart, s/he sends them off to explore the resources and take notes.
- Teacher should encourage groups to pay attention to the bulleted subtopics on the chart, perhaps working in pairs to research them.
- Teacher circulates to check progress and offer support on note-taking (column 1), interpretation (column 2), and perspective brainstorming (column 3).

Differentiation:

- Challenge: Students who are ready for analyzing complex issues can be challenged by being placed in the US as a World Power or New Alliances group. They can be given primary documents (Truman Doctrine, for example) as well as secondary sources.
- Extra Support: Because sources may not spell out how the post war changes affected the US and the world, teacher may need to work with a small group and explore this question with students.
- If the lesson feels too complex for some classes, teachers can modify the chart, omitting the third column and saving that application for Day Two when the writing assignment is discussed.

Share/Closure (Optional for Day One): Teacher invites pairs of students to share notes on their charts. Teacher can point out overlap/connections between the research topics.

Assessment:

- Teacher listens for understanding, monitors student work during Guided Practice.
- Teacher monitors student progress on charts during research period.
- Teacher assesses charts after research.

Model/Demonstration

(Day 2)

- Motivation: Teacher displays a photo of a home fallout shelter and asks students to share with a partner what they see and what they think the picture represents. (http://2.bp.blogspot.com/_gsrJp8m4xXg/SiKsLFdhTZI/AAAAAAAAABCg/tJkM5y0S0/s400/Fallout_shelter_photo.png)
- Teacher takes responses and guesses, and then reveals that this is a picture of a home fallout shelter from the 1950s. Teacher explains that WWII marked the advent of the nuclear age. Now that nuclear bombs existed and had been used, many people lived in fear of a nuclear war. Many schools conducted regular bomb drills, as we conduct fire drills, and some private citizens even constructed their own fallout shelters and stocked them with survival supplies. And so, in terms of technology, the world was never the same after World War II. This is just one of the ways that World War II was a turning point for the world.
- Teacher explains that at the close of this unit, the class will create a World War II scrapbook. Today the students will create writing pieces that they can use as their contribution.

- Teacher explains that students will assume roles that will enable them to write from a particular person’s perspective during the time period immediately following World War II.
- Teacher explains RAFT strategy. *Note: The RAFT strategy employs writing-to-learn activities to enhance understanding of information text. This technique encourages creative thinking and motivates students to reflect in unusual ways about concepts they have read (Content Reading Including Study Systems, Carol Minnick Santa, 1988).*
- Teacher models generating a RAFT plan and beginning a draft from the plan:
 - [Teacher draws a small RAFT 4-quadrant chart on a transparency or SMARTboard.] “For example, if I’m in the U.S. Prosperity group, I might take on the role of a suburban housewife, because I really want to show the change in lifestyle experienced by so many American families. [Teacher writes ‘suburban housewife’ into Role quadrant.] I think I’ll be writing a letter (that’s the format) to my sister (she’s the audience), who lives in Philadelphia. I need to think about the information I want to include, so I’ll go back to my fact chart. I think I’ll want information about this new affluence in America, and the suburbs, of course—maybe I’ll do some more research on that—and I’ll bet I can work in the GI Bill because, as I say here in column 2 of my notes, that was one of the factors that created this new American wealth. Here’s one more important thing: To write in an authentic way, with the appropriate voice, I’ll also need to decide on my attitude—how do I feel and what do I think about things? I would imagine that I’m feeling pretty happy and optimistic, like my worries are over. My husband survived the war, has a good job as a TV salesman and business is booming! We just bought a house and moved out to the suburbs. I have a 2-year-old and a baby on the way. So I’ll just note those in the Topic box also.
 - Here’s how I might start...” (Teacher models writing a letter from housewife perspective. See sample attached.)

Gr. 8 SS
Exam Alert

Provides practice with DBQ skills: organizing a written response.

Guided Practice:

- Teacher announces that group members will create one RAFT brainstorm chart together to explore possibilities and then each student will choose among those options to plan a piece of writing that s/he will work on individually.
- Teacher projects a RAFT template (attached).
- Teacher explains what kinds of brainstorm lists will be written in each quadrant. (Teacher can choose to provide all groups or some groups with a chart partially filled in to give students a head start. See Differentiation points below.)
 - R = Roles. What role will you assume as the writer? What kinds of people, and from which walks of life, would have important perspectives on this issue? Teacher reminds students that they have gotten a head start on this from column 3 of their note-taking charts (completed yesterday).
 - A = Audience. What kinds of audiences can you imagine for this topic? Who could the writer be addressing? (Teacher should encourage authenticity/plausibility as students generate ideas.)
 - F = Format. What kinds of formats or genres might you choose from? Will this be a letter? A presidential memo? A poem? A feature article?

- T=Topic. You have been assigned a general topic, but consider what subtopics you will be exploring and how your facts will be used.
- Teacher distributes chart paper and markers. Groups go to work on their RAFT brainstorm charts.
- After 10 minutes or so, the teacher announces that it's time for each student to choose a role, an audience and an appropriate format and make their own personal RAFT charts in their notebooks.

Independent Exploration:

- Writing Workshop:
 - Students begin their drafts.
 - Teacher circulates, conducting conferences with students to be sure they are clear about their roles and genres and have enough information to include.
- Homework: Students finish and/or revise their drafts.*
*Note to teacher: The writing days can be extended, depending upon the teacher's expectations for the project and the students' needs. Additional days can be added for revision and editing, using a combination of whole group instruction, small group work, and peer conferring.

Differentiation:

- Teacher can adjust the level of support for the RAFT brainstorming activity as follows:
 - Maximum support: Teachers generates the RAFT brainstorm and students choose among the options.
 - Medium support: Teacher provides a few ideas inside the quadrants on the template and students add on.
 - Minimal support: Teacher distributes blank templates (as lesson indicates above).
- Extra Support: Students can be "jump started" by gathering them in a small group for the first 5 or 10 minutes of the writing period. Students can benefit from a simpler or more familiar writing format that might be guided toward writing letters or journal entries.
- Challenge: Students capable of synthesizing large amounts of information can be encouraged to write in more challenging genres such as feature articles, op eds, governmental memos.
- Students with creative talents may wish to explore narrative writing, play writing, or poetry.

Share/Closure:

- Teacher invites a few students to share their drafts. Students and teacher offer compliments and suggestions using the criteria on the rubric.

Assessment:

- Teacher assesses RAFT writing pieces using the attached rubric or a modified version.

Next Steps: The RAFT model can be used in future units to generate authentic writing from different perspectives. Students can also explore present-day turning points from multiple perspectives.

RAFT

<p>Role</p>	<p>Audience</p>
<p>Format</p>	<p>Topic</p>

Santa et al., 1989

R A F T P O S S I B I L I T I E S

(Teacher Guide)

<p style="text-align: center;">Role</p> <p>GI recently returned Historical figure (Harry Truman, George Marshall, etc.) Historical figure's spouse Historical figure's advisor or aide Suburban housewife Suburban child Computer engineer European/Soviet/US citizen Journalist</p>	<p style="text-align: center;">Audience</p> <p>Political leader Family member Friend American/European/Soviet citizens Newspaper editor Newspaper readers Radio listeners</p>
<p style="text-align: center;">Format</p> <p>Letter Diary entry Speech Official memo News/feature article Newsreel copy Radio newscast Radio/print/TV advertisement</p>	<p style="text-align: center;">Topic</p> <p>See 5 categories above and bullet points.</p>

TEACHER MODEL OF RAFT WRITING PROJECT

October 14, 1948

Dear Sally,

John and I have been in the house now for two weeks. There is still much work to be done, but we would love to have you and Mike come visit. Our life seems transformed since John returned from the war. How lucky we are that both our husbands survived! John is loving his work at Radio Shack and business is booming! The televisions are selling so fast, they can't keep enough stock in the store! It looks like we'll be able to buy a new car soon and I hope to also get one of those new washing machines, like you have. Does it work well?

How are Mike's courses going? John is planning on taking some courses also-- toward a college degree in business. This GI Bill is really a wonderful thing, isn't it? Too bad they don't have the same thing for us girls after all that factory work we did, but there's plenty to do around here getting ready for the new baby. I doubt I'd have time to study too! (By the way, little Johnny celebrates his second birthday tomorrow. The doctor says the baby will be born sometime in mid-March.)

How are things in the city? Have you gotten a television set yet? I do hope you and Tim will consider moving to Levittown. It's still under construction, but every day a new house goes up and new families move in. I think it's going to be great for the children to have so many playmates in the neighborhood. Think about coming. You would love it. I know they say that all the houses look alike, but it's really not true. Ours is a ranch, but there are capes and other models, too! I'll bet you can get a GI loan easily.

Well, good luck, Sal. I hope we'll be seeing you and Mike before long.

Love,

Judy

RUBRIC FOR POST-WORLD WAR II WRITING PROJECT

CATEGORY	CRITERIA	POINTS POSSIBLE	POINTS AWARDED
HISTORICAL INFORMATION	<ul style="list-style-type: none"> • Writing contains at least 5 important facts. • Information is accurate. • Project addresses the Focus Question (“How was World War II a turning point for the world?”) 	30	
RAFT	<ul style="list-style-type: none"> • Writer has chosen a plausible role, audience and format, well-suited to the topic and information. • Writer has adopted a clear and authentic perspective. 	20	
WRITING QUALITY	<ul style="list-style-type: none"> • Writing is organized and structure is appropriate to the chosen genre. • Writer has used a voice appropriate to the role, audience and format of the piece. • Final draft has been carefully edited for spelling, punctuation, capitalization and grammar. 	30	
EFFORT	<ul style="list-style-type: none"> • Writer used class time wisely. • Research notes are extensive and thoughtful. • Final draft turned in on time. • Final draft presented neatly, in an authentic format. 	20	

TOTAL POINTS _____

THE UNITED NATIONS: PAST AND PRESENT

Unit of Study: The United States Assumes Worldwide Responsibilities
(This lesson may require 2 days)

Focus Questions: How was WWII a turning point for the world?

The Teaching Point:

- Students will explore the purpose of the United Nations, its history, and some of the current work the United Nations is doing as international humanitarians and in respect to environmental issues.

Why/Purpose/Connection: These lessons come at the close of the unit on World War II and introduce students to the United Nations and some the issues it currently seeks to address. They link the original intentions of the founders of the UN with the work being done today.

Materials/Resources/Readings:

- Trade Book Titles:
 - The United Nations (20th Century Perspectives)
 - America in the 1950s
- Websites:
 - <http://www2.scholastic.com/browse/article.jsp?id=3746153>
 - <http://www.un.org/cyberschoolbus/unintro/unintro.asp>
 - http://www.historylearningsite.co.uk/united_nations.htm
 - <http://www.un.org/cyberschoolbus/briefing/index.asp>
- Internet Access

Model/Demonstration:

- Motivation: Teacher displays the following facts and asks students to answer, true or false.

- Nearly 1 billion people are illiterate; more than 1 billion people do not have access to safe water; some 840 million people go hungry or face food insecurity; about one-third of all children under five suffer from malnutrition.
- Animal species have been disappearing at 50-100 times the natural rate, and this is predicted to rise dramatically.
- World military expenditures peaked at over \$1 trillion in 1989. After a period of decline, it has begun to rise, reaching \$780 billion in 1999.
- Today there are about 190 million drug users around the world. The full economic cost of drug abuse in the United States is estimated at approximately \$70 billion annually.

- Teacher reveals that all of the facts are true and instructs students to reflect on one of these facts in writing for a few minutes. “What does this make you think about? Do you think there are solutions to these problems?”
- Students share their responses in pairs, then in the whole group.
- Teacher explains, “These four facts came from a United Nations report issued in 2000 entitled *We the Peoples—the Role of the United Nations in the 21st Century*. In this report, which came to be known as the Millennium Report, the UN Secretary

General at the time, Kofi Annan, laid out goals for improving the lives of people throughout the world during the 21st century. Today, we're going to take a look at some briefing papers that describe 20 different international issues that the UN is working on. We'll explore facts about the issues themselves, goals for UN work around these issues and what progress is being made."

- Before that teacher asks groups to read pp. 4-9 of *The United Nations*. Teacher asks groups to pay particular attention to green text boxes. Teacher instructs groups to compare and contrast the initial purpose of the United Nations with the goal of eradicating the problems outlined in the motivation. Guiding questions include:
 - Is the initial purpose of the United Nations compatible with the problems of the world today?
 - How has the United Nations grown and developed to address contemporary problems?
- Teacher introduces the task. "With your group, you will prepare a presentation with some visual aids. The visual element can be in the form of charts written on poster paper, a PowerPoint, or a typed-up handout. One person in the group will be the presenter but everyone will take part preparing the presentation. The presenter will pretend to be the Ambassador to the UN of a country where progress is being made on this issue. The purpose of your group's presentation will be to:
 - Inform your audience with facts about the severity of the issue
 - Inform your audience about some of the UN's goals on this issue
 - Persuade the audience that progress is being made by using examples of what's being done (feel free to brag about your country's role in this)
- Teacher defines steps for the group to take in completing the task:
 1. Choose one issue (Briefing Paper) to investigate.
 2. Divide the research between three areas, one or two students assigned to each area:
 - Facts about the problem
 - UN goals
 - Examples of progress so far, in general, and relevant to the particular country you choose to represent
 3. Conduct research and take notes. (Students have used many note taking strategies throughout the year. Students can choose a note-taking strategy that they feel is relevant to their particular area of research.)
 4. Create a chart or PowerPoint for the presentation
 5. Discuss ideas for addressing the issue
 6. Prepare the oral report. Decide on an ambassador to present the information. The ambassador should represent a particular country. The presentation should include your research, personal ideas to continue to address the issues, as well as details that reflect the particular country you are representing. Specific country information can be found in the section "Signs of Progress" within "Next Steps."
- Teacher models research process and note-taking. The point of this is to show students how to sift through lots of information and pull out a few salient facts that serve the purpose of the presentation.
- Using an LCD projector or SmartBoard, teacher accesses the portion of the cyberschoolbus website where the briefing papers are listed: <http://www.un.org/cyberschoolbus/briefing/index.asp>

- Teacher goes to the dropdown menu entitled “Select a Paper” and clicks on Child Labor for the sake of demonstration.
- Teacher orients students the five links on the left (overview, progress, focus, next steps, activities, and resources) and suggests that students mainly use the **first four** links for the purposes of the assignment.
- Teacher demonstrates pulling out relevant facts from lots of material:
 - “Let’s say I’m the progress researcher for my group. I’ll certainly want to check out the ‘Progress’ link here on the left. [Clicks on the link.] Wow, this is a lot of information. First I’m just going to scan the headings. [Models skimming through headings, all the way down to “Signs of Progress” all the way at the bottom.] I’ll definitely want to take notes on the “Signs of Progress” section, but I may also want to read this background information above about what child labor is, and the parts about age limits and hazardous work. Let’s see what it says about progress ... [Teacher models reading through three or four bullet points of the “Signs of Progress” section.] When I take notes, I don’t want to just copy every word. It may be too much for my audience to digest and my presentation will get too long. It’s also not allowed. [Teacher should speak briefly about plagiarism and then model making very brief notes in her own words about the initiatives that she thinks might interest people and convince them that progress is being made.]

Guided Practice:

- Teacher invites students to try it: “Now let’s have you try this for a bit. I’ve just modeled being the Progress researcher for my group. Pretend that you are the Goals person. I’ll now click on the Next Steps link, and let’s read through it together. Lucky for you, there’s only one page! With the person next to you, choose just three of these points and write them down in your own words, using as few words as you can.”
- Students work in partnerships to take a few notes on the section. Teacher circulates to guide them in phrasing the points in general, kid-friendly ways.
- Teacher asks a few partnerships to share some of their notes, explaining why they chose certain points and how they rephrased them.

Independent Exploration:

- Teacher sends students off to work in their groups of three, reminding them that they must first choose a briefing paper and divide up the research areas.
- Students read the briefing papers (online or printed out) and take notes on their areas.

(Day 2)

- Students create charts, illustrations or PowerPoints to display the information they have gathered.
- Students discuss their personal ideas for improving the situation.
- Groups prepare the report that will be presented by the ambassador.

Differentiation:

- **Extra Support:** Students with less developed reading and note taking skills can be assigned the role of Fact researchers. The Overview link typically leads to one page of basic “Vital Statistics,” which are straightforward and easier to note. If the teacher wishes to differentiate by group, the groups in need of extra support can be guided to the Child Labor issue, which was modeled, or another issue that is treated briefly (such as Refugees).
- **Challenge:** Students can be assigned to Progress or Goals research, which can involve complex and lengthy readings.
- Students artistically inclined can create illustrations for the presentations and add captions.

Share/Closure: Groups present their projects.

Assessment:

- Teacher assesses students’ understanding during guided practice and while circulating during research time.
- Teacher assesses notebooks.
- Teacher assesses information on charts or in PowerPoint presentation.

Next Steps: For homework, students find, read, and summarize an article that relates to the global issue they researched in class. The article should contain information on the severity of the issue, progress toward solving it, or both.

UNIT PROJECT: LESSONS LEARNED FROM WORLD WAR II

Teacher Guide

This project will extend for four or five class periods, depending upon how much time is allocated during class time and how often the groups are expected to work together outside of class.

Day One: Review and Reflection on Concepts of World War II

- In advance of the lesson, teacher divides students into eight table groups and gathers the following resources for each table:

GROUP TOPIC	RESOURCES
Rise of Nazism	<i>A History of US</i> , chapter 25, p. 206 <i>World War II: Europe</i> , chapter 1 <i>World War II</i> (McGowen), chapter 1 <i>America in World War II</i> <i>World War II</i> (Marquette)
Holocaust	<i>A History of US</i> , chapter 26, p. 206 <i>World War II: Europe</i> <i>World War II: Moments in History</i> <i>Aftermath of the Holocaust</i> <i>Children During Wartime</i> <i>Witness to History: World War II</i> <i>World War II</i> (Eyewitness)
Home Front Effort	<i>World War II Home Front</i> <i>Children of the World War II Home Front</i> <i>Growing Up in World War II</i> <i>Rosie the Riveter</i> <i>The Home Front</i> <i>Nim and the War Effort</i> <i>World War II: Europe</i> <i>World War II</i> (Marquette)
Japanese Internment Camps	<i>Japanese American Internment Camps</i> <i>World War II Home Front</i> <i>Children During Wartime</i> <i>America in World War II</i>
Pearl Harbor	<i>A History of US</i> , chapter 29 <i>World War II: Moments in History</i> <i>Pearl Harbor</i> <i>The Attack on Pearl Harbor</i> <i>America in World War II</i>
Atom Bomb	<i>A History of US</i> , chapter 42, p. 206 <i>America in World War II</i> <i>Witness to History: World War II</i> <i>World War II: Pacific</i> <i>Under Fire in World War II</i>
Tuskegee Airmen	<i>World War II Home Front</i> <i>The Tuskegee Airmen</i> <i>The Red Tails</i> <i>America in World War II</i>
Bombing of Europe	<i>World War II: Europe</i> , chapter 7, p. 84 <i>Children During Wartime</i> <i>Witness to History: World War II</i> <i>World War II</i> (Eyewitness)

- Teacher introduces the project: “During this unit we’ve examined the horrors and triumphs of World War II. We’ve looked at specific events during the war and analyzed how World War II forever changed the entire world. For this unit project, we will first review what we’ve learned and reflect on what lessons people might have learned from World War II. Next, your group will communicate a few of those lessons in a scrapbook project, created from the perspective of someone who experienced life during World War II.
- Teacher instructs students to do the following at their topic tables:
 - Review their notes on the issue, writing they’ve done about the issue and relevant pages from the trade books.
 - Discuss the following questions and record their responses, either in their notebooks or by filling in the organizer (“Reflecting on World War II”).
 - What were the problems/consequences of this topic?
 - Why did this happen?
 - What can be learned?
- Teacher models filling in the organizer, using the Holocaust as an example. Teacher demonstrates writing in one or two bullet points, and then invites class to contribute their suggestions based on what they know.

REFLECTING ON THE EXPERIENCE OF WORLD WAR II

TOPIC: HOLOCAUST (example)

WHAT WERE THE PROBLEMS/CONSEQUENCES OF THIS EVENT?	WHY DID IT HAPPEN?	WHAT CAN BE LEARNED?
<ul style="list-style-type: none"> • 6 million Jews were killed. • Jews starved, tortured, mistreated because of their religion and background. 	<ul style="list-style-type: none"> • Hitler convinced Germans that Jews were to blame for their problems. • People followed Hitler blindly or were afraid to disobey him. • World did not respond rapidly enough to reports of genocide. 	<ul style="list-style-type: none"> • The world must never allow this to happen again. • The world needs to respond immediately to any reports of genocide. • People must think for themselves, not follow people who make them feel better by putting another group down. • Stereotyping can cause people to think it’s OK to marginalize, hate, mistreat or even kill a certain group of people.

- Teacher instructs groups to complete the graphic organizer for their topic. Teacher asks groups to create a chart of their responses to the third column:

“What can be learned?” Teacher models converting third column points into concise language and listing them on chart paper.

- After students create their charts, teacher facilitates a discussion of the charts or students share them through a gallery walk.

Day Two: Introduction and Planning of the Scrapbook

- Teacher introduces the scrapbook project by going over the Student Handout.
- Teacher models filling in a few items on the Scrapbook Planning Sheet, using “Efforts on the Home Front” as the sample topic.

SCRAPBOOK PROJECT PLANNING SHEET

Efforts on the Home Front

	FOCUS OF SCRAPBOOK—LESSON(S) LEARNED	CHARACTER PROFILE	IDEAS FOR ARTIFACTS, CONTENTS OF SCRAPBOOK	GENRE/IDEAS FOR REFLECTIVE WRITING
EXAMPLE: Efforts on the Homefront	Americans pull together/sacrifice in times of crisis Women can make important contributions by working outside the home	Arnie Campbell, US citizen, lives in Wisconsin, age 15 Arnie helped the war effort by collecting scrap metal with his friends. Arnie’s dad fought in France during war and survived. Arnie’s mom worked in a weapons factory during the war	-Foil gum wrappers, tin can label or top -Drawing of kids collecting scrap metal in a wagon -Certificate earned -Photos of family -Letters from his dad -posters that encourage kids to help the war effort	Genre: Letter to dad. Arnie feels proud of his country, his parents, and himself. He is grateful his dad survived (many friends lost theirs). His dad is still in Europe, even though the war is over. Arnie sends him the scrapbook as a gift, along with the reflective letter.

- Teacher models filling in a few items on the Group Work Plan.

GROUP WORK PLAN—SAMPLE

World War II Scrapbook Project

TASK/OBJECT	WHO IS RESPONSIBLE?	DATE DUE
Make or buy a scrapbook	John	Feb. 10
Download photo of a woman working in an arms factory	Susie	Feb. 12
Write captions for photos	Susie	Feb. 12
Write/design postcard from the dad	Mark	Feb. 12
Make Arnie’s certificate	Allison	Feb. 12
Draw picture of kids and wagon	John	Feb. 10

- Students work together to brainstorm ideas and fill in the Scrapbook Planning Sheet and the Group Work Plan.

Day Three: Composing the Reflective Writing Piece

Students work individually to compose a reflective piece of writing in the genre of their choice. Teachers can include additional days for lessons on drafting (using perspective and voice of character), revision, and editing, depending on the level of independence among the students.

Day Four: Constructing the Scrapbook

Students arrive with the elements of their scrapbook. Teacher has raw materials ready for student creations, such as: glue sticks, tape, construction paper, envelopes, markers,

UNIT PROJECT: LESSONS LEARNED FROM WORLD WAR II
Group Scrapbook Project
Student Handout

For this project, you will take on the perspective of a survivor of World War II and create a scrapbook, as though your character is looking back on the war at his/her experience and reflections. Groups of four or five will collaborate to construct one scrapbook, and each member of the group will write an essay, letter or diary entry from the character's perspective, reflecting on the lessons learned as a result of World War II.

The "Scrapbook Project Planning Sheet" will help you determine the focus and the contents of your scrapbook. The "Group Work Plan" will help you organize and assign tasks.

Questions to consider as you begin:

What lesson will provide the focus for our scrapbook?

This is the most important part, as it will determine all the other elements. Be sure to consider the biases at the time of World War II and how the events of the war may have challenged them. For example, the Tuskegee Airmen proved that the policy of segregating African Americans and denying them certain roles in the armed forces was a huge mistake. The lesson learned would be that Americans willing to serve their country should not be prevented from doing so on the basis of their skin color.

Whose perspective will our group adopt?

Be very specific about the person you imagine is creating the scrapbook. It can be the son or daughter of a Tuskegee Airman, rather than the Airman himself. It would also be interesting to consider the perspective of a child or teenager on the issues you're exploring. Below are some examples of characters you might create as authors of the scrapbook, but feel free to come up with your own.

- American WWII veteran
- Wife of an American killed at Pearl Harbor
- Child of one of the Navajo code breakers
- Wife of a US official
- Japanese American child, former resident of an internment camp
- Jewish American
- Holocaust survivor
- Japanese citizen of Hiroshima or Nagasaki

What kinds of things will be included in our scrapbook?

Use what you know about scrapbooks. Below is a list of suggestions to get you started. Be sure to include plenty of captions (in the voice of your scrapbook creator) so that people reading the scrapbook will understand the significance of the items you have included.

- Drawings w/captions
- Photos w/captions
- Ads/posters
- Newspaper clippings
- Ticket stubs
- Autographs
- Letters/postcards
- Other artifacts/memento

What kinds of details should we know about the character we've created as author of the scrapbook?

The more the better, as it will give you ideas for things to include in your scrapbook and also help you with the voice you'll use in the reflective writing piece at the end. Details about the character, images and artifacts should all support the reflection.

For example, if your scrapbook has been made by a child living in the U.S., you might decide that this child's whole family was part of the war effort: the child's father fought overseas, his mother worked in an arms factory, and he and his friends participated in a tin can drive to collect scrap metal for weapons manufacturing. The child might have learned some very positive lessons from his involvement on the home front: that women can make big contributions working outside the home, and that U.S. citizens can pull together in the face of a crisis. To support this reflection or conclusion, the artifacts in his scrapbook might include: photos (downloaded) of civilians pitching in on the war effort, a certificate given him for collecting scrap metal, perhaps a drawing of his friends and him putting cans into their wagon, as well as foil gum wrapper or a piece of one of the cans.

What genre should I choose for my reflective writing piece?

Again, let it suit the details you have created about your character's situation and also the content of the "lessons learned" you wish to make clear in your scrapbook. In the above example, the son of the soldier might write a letter to his father who is still overseas, sharing all the efforts they're making at home and what he is learning. You might also write a diary entry, a letter to the editor, a personal narrative, a travel log entry, or even a short story.

How will our scrapbook be assessed?

- Focus of the scrapbook: Success in communicating the central idea/lesson
- Completeness/accuracy of historical information
- Creativity in creating scrapbook elements
- Clarity/neatness of presentation
- Quality of written reflections
- Collaboration

On the due date for the project, we will view each others' scrapbooks by participating in a gallery walk.

REFLECTING ON THE EXPERIENCE OF WORLD WAR II**TOPIC:** _____

WHAT WAS THE PROBLEM?	WHY DID IT HAPPEN?	WHAT CAN BE LEARNED?

Unit Project: Lessons Learned from World War II Scrapbook Rubric

Group Members' Names _____

	FOCUS/PERSPECTIVE	SCRAPBOOK PRESENTATION and CREATIVITY	HISTORICAL INFORMATION	COLLABORATION
EXCELLENT	Scrapbook as a whole clearly communicates one or two lessons learned from WWII and authentically expresses the perspective of the character creating it.	Elements have been constructed and laid out with care and precision. Group has generated a variety of creative images, artifacts, and captions.	Images, artifacts and captions convey plenty of accurate historical information.	Group has shared the work evenly, used class time very productively, and managed any conflict constructively.
FAIRLY GOOD	Scrapbook communicates lessons learned, but some elements are outside the focus. Character's perspective is vague or missing in places.	Scrapbook is rough in a few spots, but has a generally neat appearance. Group has generated an adequate variety of images, artifacts and captions.	Images, artifacts and captions convey an adequate amount of accurate historical information.	Most of the time, group has collaborated productively and shared the work evenly.
NEEDS IMPROVEMENT	Scrapbook does not have a clear focus on lessons learned. Many elements are random. It does not express a particular perspective.	Much of the scrapbook is rough or incomplete. Images, artifacts and captions are sparse or perfunctory.	Images, artifacts and captions convey little and/or inaccurate historical information.	Group had difficulty in collaborating and did not seek constructive solutions. Work was not shared evenly.

Final Group Grade for Scrapbook: _____

Unit Project: Lessons Learned from World War II Reflective Writing Piece Rubric

Student's Name _____

	Purpose and Audience	Genre	Voice	Elaboration on Lesson Learned	Editing and Presentation
EXCELLENT	Student has decided on an authentic purpose and audience for the reflective writing piece, based on the character writing it.	Student has chosen a fitting genre for the character to write in. Piece is true to the elements of that genre.	Student has written convincingly in the voice of the character, adopting his/her perspective and situation.	Student clearly conveys and elaborates on the lesson learned. All parts of the writing contribute to the main message.	Student has carefully edited for spelling, punctuation, capitalization and grammar. Student has presented the piece neatly, in a format appropriate to the genre.
FAIRLY GOOD	Student has decided on a purpose and audience for the reflective writing piece.	Student has chosen a genre for the character to write in. Piece is true to some elements of that genre.	Student has made some effort to write in the voice of the character. The perspective is evident in places.	Student names lesson learned, but does not elaborate. Some aspects of the piece do not contribute to the message.	Student has edited, but a few errors or typos remain. Piece is presented neatly.
NEEDS IMPROVEMENT	Purpose and audience for the writing are not evident.	Student has not written in any particular genre.	The perspective and voice of the character are missing or vague.	Writing piece is quite short and may fail to mention any lesson learned.	Student is not edited. Piece is presently roughly, with many errors.

Final Individual Grade for Reflective Writing Piece: _____

PUTTING IT ALL TOGETHER

As professionals we recognize that social studies education provides students with knowledge and skills that are necessary for participation as active and informed citizens of the United States and the world. Though we hope our students will see that the lessons learned in social studies have significance to them, and to contemporary society, we must go further and nurture these connections with intentionality. The understandings, insight, content and concepts acquired as the result of the lessons, discussions, activities and projects need to be understood within the framework of the classroom *and* the greater communities of which the student is a member.

In order for our students to be able to apply their knowledge and skills in the “real world,” they must be able to make the connections between what they are learning in the classroom and life outside of school.

We can help foster these connections in many ways. We suggest that at the end of each unit students engage in thoughtful discourse and activities that seek to affirm meta-cognition and the relevance of what they have learned. Encourage students to ask the bigger questions and raise the important issues that push their in-school learning toward meaning and purpose in the real world.

The following activities could serve as a reflective summary for the unit, **The United States Assumes Worldwide Responsibility**, while providing students with a framework within which to see the continuity and consequence of present and future content to be studied.

Impact

Read aloud *Sadako*. Discuss the impact of World War II as seen in the story. What other lasting effects, both good and bad have resulted from World War II?

What lessons have been learned?

What lessons should have been learned from World War II beginning with the Treaty of Versailles? Do events since World War II suggest that these lessons have been learned? What do citizens and nations still need to learn?

International Politics

Who determines right and wrong in the world today? What is the role of the United Nations and/or other international organizations? Is it possible to have an international governmental body while nations maintain sovereignty?

World Peace

Is world peace a realistic goal or a utopian ideal? Students can research various individuals and organizations that promote peace. Students can identify ways in which they could help promote peace and human rights.

Field Trips for The United States Assumes Worldwide Responsibility**Location****Exhibits and Programs**

The Intrepid, Sea, Air, and Space Museum
166 West 46th Street, Manhattan
646 381 5010
<http://www.intrepidmuseum.org/>

Race and Gender At Home and at Sea
Workshop

The Jewish Museum
1109 5th Avenue, Manhattan
212 423 3200
<http://www.thejewishmuseum.org/Education>

Understanding the Holocaust Tour
Curious George Saves the Day: The Art of
Margret and H.A. Rey (Until August 2010)

Jewish Children's Museum
792 Eastern Parkway, Brooklyn
718 467 0600
<http://www.jcm.museum/>

The Museum of Jewish Heritage
36 Battery Place
646 437 4200
http://www.mjhnyc.org/teach_.htm

Meeting Hate with Humanity: Life during the
Humanity Tour

WWII Memorial at Cadman Plaza
Brooklyn
<http://www.nycgovparks.org/parks/cadmanplazapark/>

V.

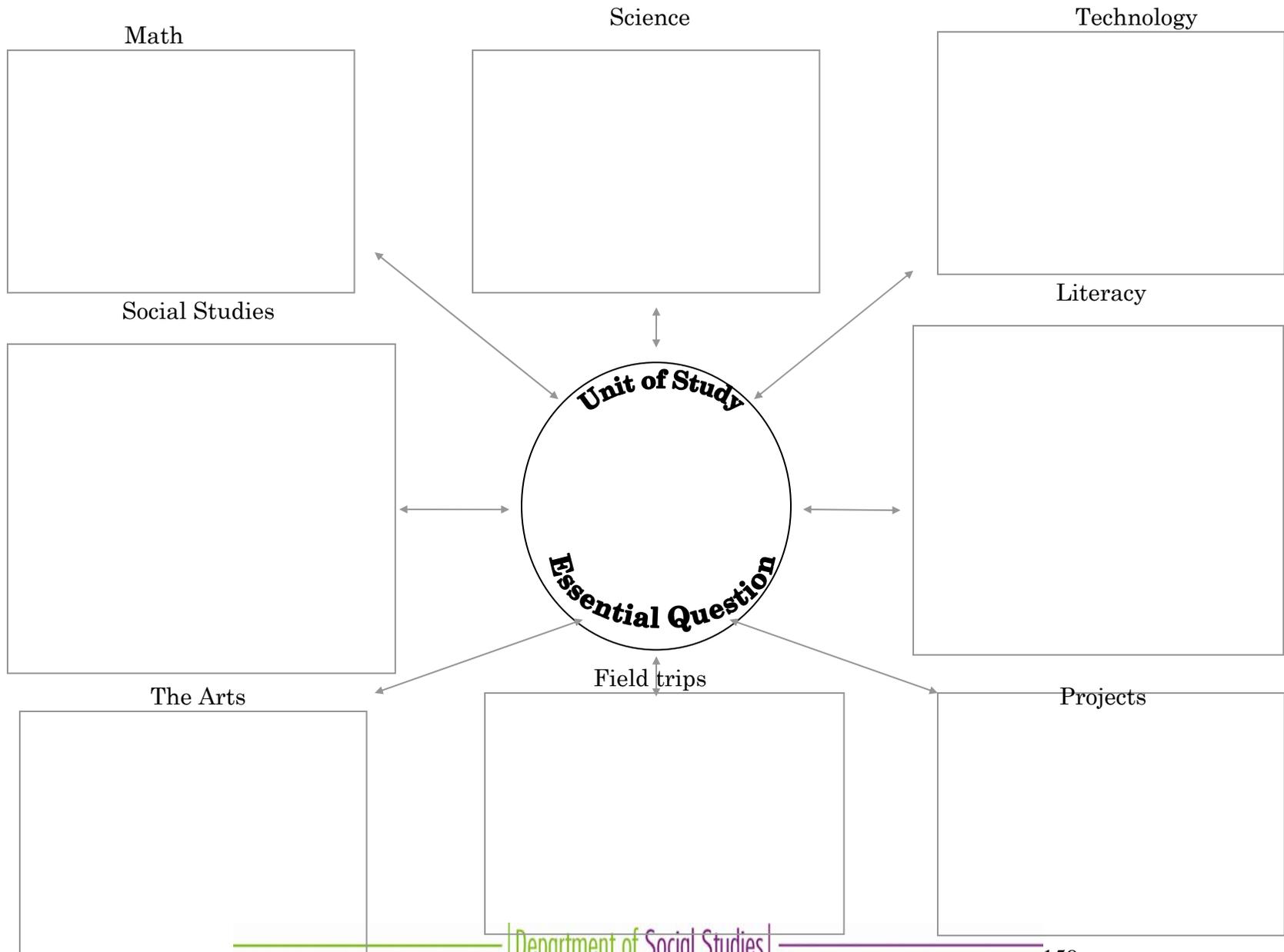
Additional Resources



World War II Poster

http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/images_html/we_can_do_it.html

BRAINSTORM WEB TEMPLATE



ESSENTIAL QUESTION

Content/Academic Vocabulary (sample)

Focus Questions



Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

INTERDISCIPLINARY PLANNING TEMPLATE

Focus Question					
Social Studies					
Reading connected to the Social Studies curriculum					
Writing Connected to the Social Studies Curriculum					
Math					
Technology					
Arts					
Science					

LESSON PLAN STRUCTURE**Unit of Study/Theme** _____**Date** _____**The Teaching Point:** What concept/skill/strategy will you be teaching today?**Why/Purpose/Connection:** How does this relate to earlier learning? What is the purpose for learning this?**Materials/Resources/Readings:** What will you use to teach the concept/skill/strategy?**Model/Demonstration:** The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?**Differentiation:** How will you address student learning styles?**Guided Practice:** This is when students practice the new learning with teacher guidance.**Independent Exploration:** This is an opportunity for students to practice and apply the new learning independently.**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?**Next Steps:** How will you follow up and connect today's learning to future learning? How might this lead to further student investigation?**Other Notes/Comments:**

TEXT SELECTION PLANNER**Text Title:** _____ **Author:** _____**Text Genre:** _____

Choose a text. Read text carefully and decide how the text can best be used with your students. [please circle your choice(s)]:

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

Student Outcomes: Decide what you want the students to know or be able to do as a result of interacting with this text.

-
-
-

Social Studies Outcomes: What are the specific Social Studies outcomes to be connected with this text?

-
-
-

ELA Outcomes: What are the specific ELA outcomes (e.g., main idea, cause/effect, visualizing)?

-
-
-

What will students do to interpret this text (read and discuss, high-light, take notes, complete graphic organizer, etc.)?

-

THINKING ABOUT TEXT TEMPLATE

Your Name: _____

Name of text: _____

Read the text carefully and fill in the chart below.

What I Read	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author.

THINKING ABOUT IMAGES TEMPLATE

Your Name: _____

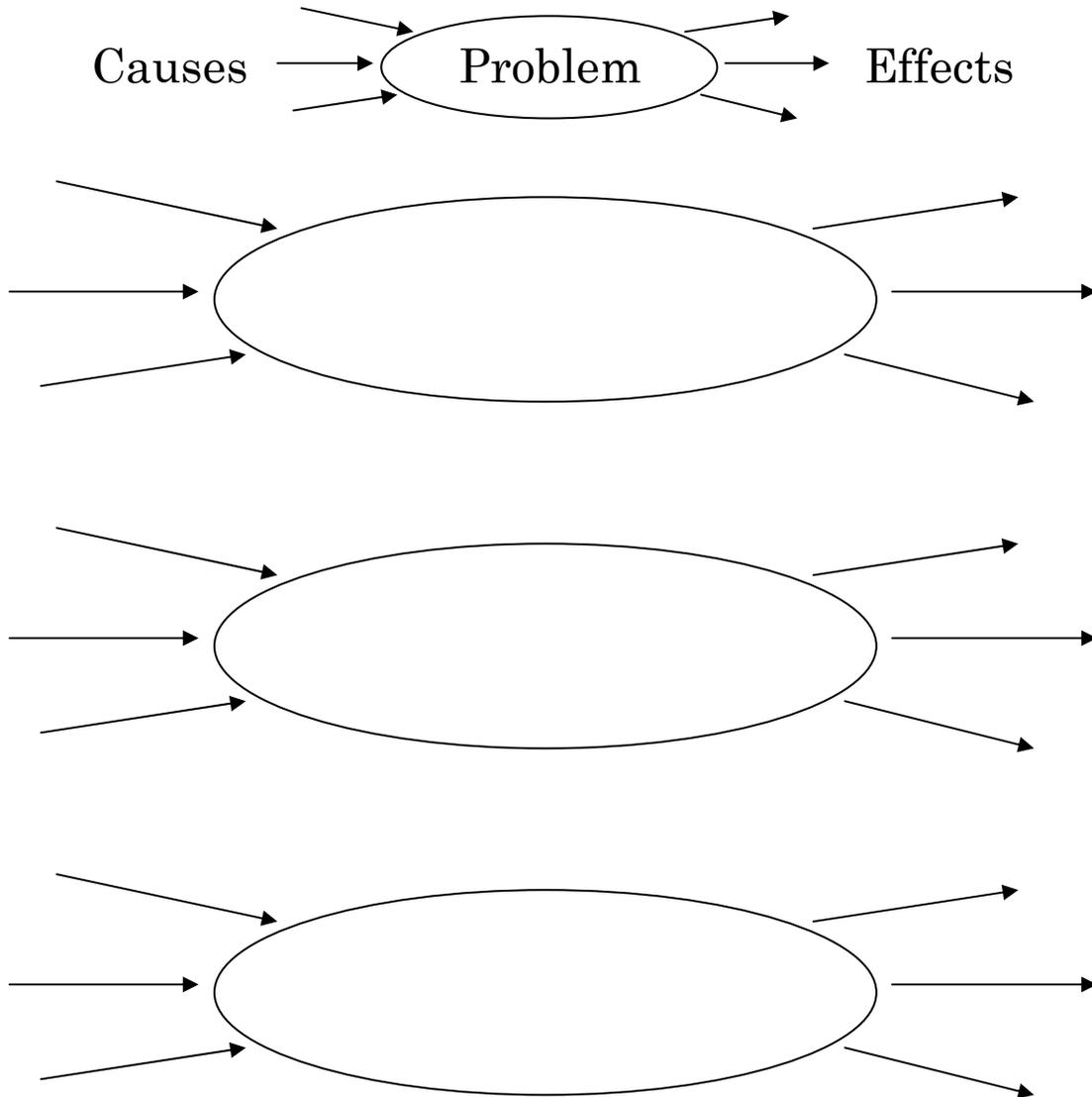
Name of image: _____

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

CAUSE-EFFECT TEMPLATE



NOTE-TAKING TEMPLATE

Chapter Title: _____

Big Idea:

Using only 2 to 3 sentences, tell what the chapter/section is about.

What I Learned (Details):

-
-
-
-
-
-
-
-
-
-

WHAT DOES IT MEAN TO SUMMARIZE?

Name _____ Date _____

Text _____

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says “Words to Help Identify Main Idea.”
2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Words to help identify main idea:

Write the \$2.00 sentence here:

**WHAT'S THE POINT?
LOOKING FOR THE MAIN IDEA**

Name _____

Text _____

As I read, I note the following:

1) _____

2) _____

3) _____

4) _____

To sum up points 1-4, I think that this text is mostly about...

PARAPHRASE ACTIVITY SHEET

Name _____ Date _____

Text _____

The Actual Text Reads...	In My Own Words...

OPINION/PROOF THINK SHEET

Name _____ Date _____

Text _____

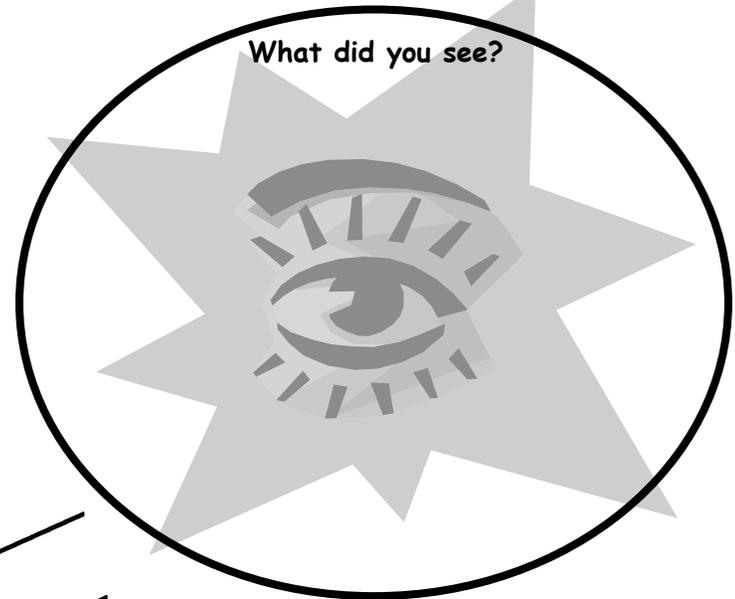
What I think	Evidence
I think the author is stating that...	I know this because...

VIDEO VIEWING GUIDE

What did you hear?

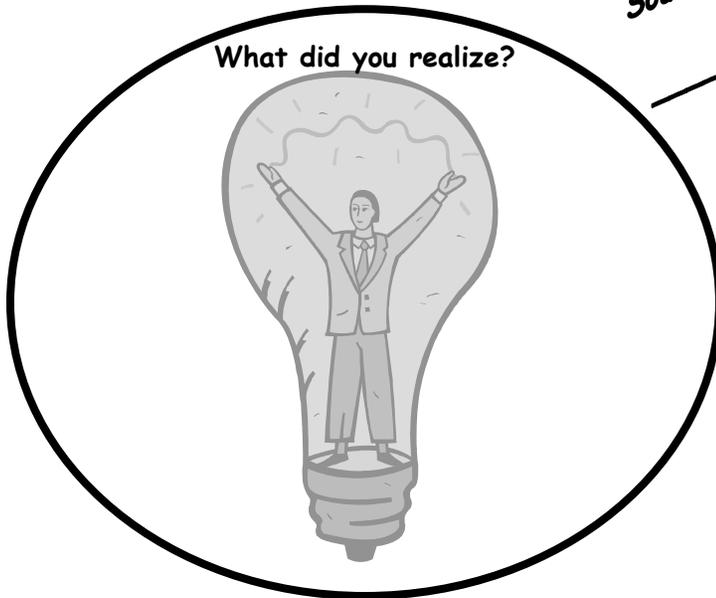


What did you see?

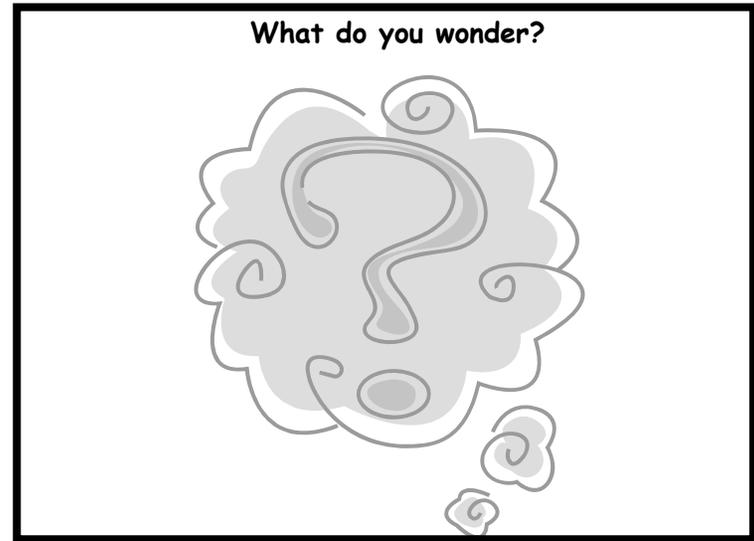


Source:

What did you realize?



What do you wonder?



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