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| **Understanding by Design** |
| Designer Name(s): Jay Shafer Date: April 2014Subject Area: World History Grade Level(s): 10Unit Title/Focus: WWIIEstimated Amount of Instructional Time: About 3.5 weeks (or 17 meetings of 90 minute class sessions) |
| **Stage 1: Desired Results** |
| **State Content and Skill Standards:** **CA Content Standards**10.7.3 - Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits. 10.8.5 - Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians. 10.8.6 - Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. **CCSS (Grade 9-10)**[CCSS.ELA-Literacy.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/)Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.[CCSS.ELA-Literacy.RH.9-10.9](http://www.corestandards.org/ELA-Literacy/RH/9-10/9/)Compare and contrast treatments of the same topic in several primary and secondary sources.**CA ELD Standards (Grade 9-10)**Collaborative, 2. Interacting via written EnglishCollaborate with peers to engage in a variety of extended written exchanges and complex grade‐appropriate writing projects, using technology as appropriate. |
| *Enduring Understandings:**Students will understand that…** Widespread extreme nationalism creates a dangerous environment
* Isolationism and appeasement have considerable limits
* The human cost of a total war far exceeds the deaths on the battlefields
* Ordinary people are capable of monstrous things
 | *Essential Questions:** Is war ever the answer?
* How do you value a human life?
* What targets can legitimately be destroyed in a total war?
* How can you effectively enforce rules of war?
* Do different human races exist?
* Are you obligated to take a stand against injustice even when that puts your own safety at risk?
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| **Big Idea(s):** **War is hell, we are all of the human race** |
| *What students will know:* * Basic global geography from the perspective of the major players in WWII
* Terminology integral to the understanding of WWII (fascism, appeasement, genocide, etc.)
* Basic causes, conduct, consequences and chronology of WWII
* How technological and industrial advances altered the nature of war

 | *What students will be able to do:* * Analyze why people might perceive the same events in different ways
* Research academically credible sources
* Use historical sources and evidence to develop an argument
* Relate to the victims and perpetrators of great atrocities
* Share their perspectives on race, ethnicity and tolerance in an academic setting and drawing on scholarly

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| **Stage 2: Assessment Evidence** |
| *Performance Tasks:* * Journal reflections and responses
 | *Other Evidence:* * Dynamics of discrimination project
* Holocaust K.W.L. chart
* Unit test
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| **Stage 3: Learning Plan** |
| *Learning Activities:* *Most instruction days will include the following activities in a varying order and duration** *Do now/bell-work (5 minutes)*
* *Interactive PPT lecture (15-30 minutes)*
* *Video (5-25 minutes)*
* *Classroom discussion (10-20 minutes)*
* *Classroom activity and journal reflections (30-60 minutes)*
* *De-brief, agenda for tomorrow (5 minutes)*

Day 1: Introduction to unit, journals, geography, syllabus Day 2: Aftermath of WWI, rise of fascism and totalitarian regimes, policy of appeasement (flipped classroom homework – watch the video lesson)Day 3: Flipped classroom day – discussion on the conflicts in Europe escalating into another world war, how is WWII a continuation of WWI and how is it uniqueDay 4: War in Europe (propaganda, new technology, the Battle of Britain, etc.) – close reading propaganda and political cartoonsDay 5: Wrapping up war in Europe (D-day, German retreat, Battle of Berlin, etc.) and introduction to Holocaust – computer lab research, jigsaw activityDay 6: Journal peer-review, quizDay 7: Dot simulation, what did you do when you witnessed injustice discussion and K.W.L. chart, introduction to Holocaust Day 8: Museum of Tolerance visit (or alternate research assignment)Day 9: Discussion on the ethics and responsibilities of a civilian and who is guilty of what, Auschwitz video, touch on atrocities committed by Stalin (link in Crimea) Day 10: Students discuss and analyze the benefits and drawbacks of current methods of racial classification, students begin research on their own identity for dynamics of discrimination project, I model my project (option of how to present from project menu: create a video, write a poem, make a song, bring in a poster or artifact, make a website, etc.)Day 11: Journal peer-review, time for dynamics of discrimination planningDay 12: Dynamics of Discrimination presentations (2 minute maximum for each), students not one thing that makes them similar to each presenter in a journal logDay 13: Dynamics of Discrimination presentations, at conclusion of presentations students are asked to break into groups based on their identity and what they have learned about the identity of their classmates, discussion and journal entry to follow this activity…does it make sense to form groups? Day 14: War in the Pacific, dropping the bomb, civilians as targets, research for Socratic seminarDay 15: Socratic seminar centered on ethics in times of warDay 16: Wrap-up and review jeopardyDay 17: Unit test |