

## US World War 2 Lesson Plan

Grade: 7 <sup>th</sup> Grade (12 – 13 years old)		Subject: Civics & Government / Social Studies	
Materials: Notebook, Pencil, Paper, Guided Notes, Laptop		Technology Needed: Research Laptops	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	
<b>Standard(s)</b> “WH.6_12. Analyze historical achievements related to science and technology” (Baesler, 2019, p.32). “WH.6_12.2 Explain historical changes related to religions and ideologies.” (Baesler, 2019, p.32).		<b>Differentiation</b> <b>Below Proficiency:</b>  Students with below proficiency needs will be given more extensively filled out guided notes. Those below proficiency will be able to draw connections and analysis with by not needed to fill out as many notes, so that they can focus on the instruction.  <b>Above Proficiency:</b>  Students with above proficiency needs will be given more extensively filled out guided notes. Those above proficiency will be able to draw connections and analysis with and retain more information by writing down more information, so that they can focus and retain the information being presented.  <b>Approaching/Emerging Proficiency:</b>  Students with emerging proficiency needs will be given more extensively filled out guided notes. Those above proficiency will be able to draw connections and analysis with and retain more information by writing down a medium amount of information, so that they can focus and retain the information being presented.  <b>Modalities/Learning Preferences:</b> Technology Integration, Audio Learning (Direct Instructions), Visual Learning (Guided Notes & PowerPoint),	
<b>Objective(s)</b> 1. By the end of the lesson, Students will analyze the German, British, U.S., Japanese, Italian and Russian technological and ideological advances by completing guided notes and answering prompting questions in a historical context.  <b>Bloom’s Taxonomy Cognitive Level:</b> Analysis			
<b>Classroom Management-</b> (grouping(s), movement/transitions, etc.)  Upon entering the room each student will come in and find their seat. The Class will be divided into section based on tables. Each Student will then receive guided notes and be attentive during the lesson. Near the end of the class, the students will complete a game in which they will receive a lab top placed in the front of the room.		<b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)  Students will begin the day with their normal warm up to engage students; this will open interest prior to group discussion and the presentation. The Behavior Expectation is that students will enter class on time and be seated by the time the bell rings. Currently normal classroom procedures include raising one’s hand to ask a question and remaining in the seat following oral and written instructions.	
<b>Minutes</b>	<b>Procedures</b>		
15-25 Minutes	Set-up/Prep: Set-Up and Prep includes creating the guided notes (See , Kahoot and PowerPoint presentation regarding World War 2 technological and ideological advances.		

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<b>5 Minutes</b>	<p><b>Engage:</b> (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will open with a question of the day in an attempt to guess the photo present, and then they will go into a brief overview of a World War 2 summary (<a href="https://www.youtube.com/watch?v=HUqy-OQvVtI&amp;t=6s">https://www.youtube.com/watch?v=HUqy-OQvVtI&amp;t=6s</a>).</p>
<b>10 Minutes</b>	<p><b>Explain:</b> (concepts, procedures, vocabulary, etc.)</p> <p>I will begin the research project by explaining that to be educated in World Issues, a student must look carefully at the main causes and effects. I will then pass out the Guided Notes. I will define that you do not need to be a take respective sides to acknowledge and analyze potential pitfalls and successes each side may have claimed. I will also note to students they can utilize any additional notes for the Kahoot. This is going to test their knowledge, application skills and analytical skills.</p>
<b>30 Minutes</b>	<p><b>Explore:</b> (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will embark in their guided notes through direct instruction. This direct instruction will help students learn, attain and write down which mentally helps them cement their memory in their ability to connect events and causes of world war 2. Students will learn about the ideological and technological development through guided notes.</p>
<b>5 Minutes</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>Students will review the content through a Kahoot interactive game to test their skills and knowledge learned.</p>
<p><b>Formative Assessment:</b> (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>I will periodically test and question students about recent events and connections presented to help students grasp the overall concepts. Also, I will informally assess their content knowledge through the Kahoot review activity.</p> <p><b>Consideration for Back-up Plan:</b> If a printer malfunction happens, Student can take independent notes based on the projector.</p>	<p><b>Summative Assessment</b> (linked back to objectives) End of lesson:</p> <p>Students will be assessed on their ability to complete and follow the guided notes taken in class.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>Students will be tested on the information learned and their ability to apply the information on a written exam at the end of the unit.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>The lesson went well. The PowerPoint students understood and completed the guided notes fully by understanding the content. I would attempt to reduce wasted time pulling up different tabs in technology but opening and prepping the tabs before class and therefore saving class-time. I would also include an reflection student question with the 1-2 minutes after class for students to follow.</p>	

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### Guided Notes

1. Who are the other people in this picture and what does the cartoonist think of them?

\_\_\_\_\_

2. Who was the chancellor of Germany? \_\_\_\_\_
3. Hitler soon ordered a program of \_\_\_\_\_ Germany.
4. March 1936: German troops marched into the \_\_\_\_\_.
5. This went against the terms of the \_\_\_\_\_ which banned Germany from uniting with Austria.
6. On 29 September 1938 the \_\_\_\_\_ was called. Here Hitler met with representatives of the heads of state from France, the United Kingdom, and Italy. An agreement was reached through the policy of Appeasement: Hitler could annex the Sudetenland provided he promised not to invade anywhere else.
7. Hitler had ordered the occupation of a part of \_\_\_\_\_ known as the Sudetenland (in October 1938) after the Munich Conference. Many hoped that that this would be the last conquest of the Nazis.
8. Hitler and Stalin (the Russian leader) signed a ' \_\_\_\_\_ pact'.
9. When Hitler talked of taking over new land for Germany, many thought that he meant Russia.
10. On 3rd September 1939, \_\_\_\_\_ invaded Poland and started a War with Britain and France.
11. In May 1940, Germany used \_\_\_\_\_ tactics to attack France and the Netherlands.
12. Britain now stood alone as the last remaining enemy of Hitler's Germany in \_\_\_\_\_.
13. For the following nine months, the \_\_\_\_\_ (Luftwaffe) launched repeated bombing raids on British towns and cities. This was known as the BLITZ and was an attempt to bomb Britain into submission.
14. Operation \_\_\_\_\_, June 1941: The Invasion of Russia

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### Resources

United States, Congress, North Dakota Department of Public Instruction, and Kirsten Baesler. "North Dakota Social Studies Content Standards." *North Dakota Social Studies Content Standards*, North Dakota Department of Public Instruction, 2019.

[www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/Final%20Social\\_Studies\\_Content%20Standards\\_Rev\\_11\\_12\\_19%20.pdf](http://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/Final%20Social_Studies_Content%20Standards_Rev_11_12_19%20.pdf).