

“Implementing Women's Voices Into the Social Studies Curriculum”

An Honors Thesis

by

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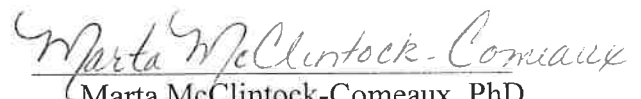
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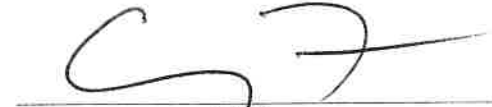
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Implementing Women's Voice Into the Social Studies Curriculum

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Table of Contents

Abstract.....	3
Literature Review.....	4
Curricular Materials (Unit Plan and Lesson Plans)	12
Reflection.....	77
Works Cited.....	79

Abstract

Integrating Female Perspective into the Social Studies Curriculum

By: Caitlyn Urban

The purpose of this project is to incorporate a female voice into the male dominated perspective in Social Studies' curriculum. A literature review will be done, examining prior research on this topic. I will also look at different pedagogical techniques to integrate biographies, case studies, or readings to a unit of study. I will select a unit topic after completing the literature review. The goal is to have my future female students feel they have a voice in the intricate web of history.

Keywords:

- Education
- Female
- Curriculum
- Textbooks
- World War II
- Unit Plan

Literature Review

The Social Studies curriculum has long been dominated by the male perspective; the female voice has been lost in the background. Historical events and watershed moments change the path of history. Many women helped make change possible, but their work is overlooked. In reviewing literature on textbooks and pedagogy, the narrative of integrating the female perspective is there for discussion and educators are implementing ways to teach this perspective. Researchers have experimented with adding different engaging activities into the classroom. Three themes appeared in multiple sources about ways to implement women's voices through the teacher's curricular design, the power of local resources, and making thematic units. These methods need to be done with purpose and not just to check off a box for the standards.

Teachers are the gate keepers of the knowledge their students hear. Teacher's syntax when lecturing can impact student's bias on certain topics. In Social Studies, there is a large breadth of material to cover in a short amount of time. Many teachers teach superficially when it comes to the impact of women on history. A sense of idealism is needed for students to get a well-rounded view of a topic. Watson-Canning's (2020) study *Gendering Social Studies*, where she looked at instructional techniques to broaden the scope of women in social studies curriculum, has said "(d)emonstrating a sense of idealism, both teachers viewed the purpose of social studies education as teaching students to see multiple perspectives and develop empathy for others." Creating gender parity when lecturing helps make and female students have an alternative to normal gender stereotypes. An example could be through a discussion on Joan of Arc. She is often portrayed as "masculine" rather than allowing students to see her as a powerful

female role model. In reality, a teacher can use certain verbiage to explain how monumental her feats were on the battlefield for a woman and uplift her as a female role model figure.

Other challenges a teacher may face when choosing how to teach certain topics relies on their tenure. A new teacher may be more inclined to stick to the textbook. When interviewed, a new teacher of archaeology said, “(s)he follows the textbook closely and tried to use the idea of ‘change’ as a way of connecting the chapters” (Gudmundsdottir, 1990). Later in the case study, the teacher proved to not follow any sort of connection across topics but followed the textbook structure. Textbooks are very subjective, and they tend to favor male perspective. A more seasoned teacher has their ways set for how they teach. Stephen J. Thornton says, “teachers will stick to familiar ways because they don’t know the breadth of subject matter” (Thornton, 1994). They will know what will work or not in their classroom. They are also more subject to opinion-based teaching. These veteran teachers will not likely take the extra time to research new ways to enhance their classroom.

Textbooks are printed based on the location of the publisher and where the main buyers will be. Kay Chick and Stacey Corle, students at Penn State Altoona, performed a study on the representation of women in high school textbooks. Schools will use either of the three major publishers: Pearson, Houghton-Mifflin Harcourt, or McGraw-Hill. They created a formula that showed the ratio of men and women represented in textbooks based off illustrations. Textbooks have focused on war history and political actions leading to military involvement. In history, women have been significantly less involved in war than men, at least on the battlefield. Therefore, these textbooks do not find their

work as impactful. This is largely because of textbook adoption states, like Texas, where their approval relies heavily on market and profit. One exception seems to be a 2003 work by, Howard Zinn titled *A People's History*, which gave a realistic view of history. He included all the atrocities that American history tends to cover up in textbooks. Some schools do use this book in upper-level history classes, usually in AP (Advanced Placement). These classes are elective, so the general student may never get a chance to read it. The general education classes still use a textbook from the three publishers stated above. Zinn's book was so controversial, it included themes of slavery, suffrage, and inequality (Chick 2016). Textbooks are what the majority of curriculum is based around, so having biased published makes it difficult for teachers to educate about different perspectives.

When publishers write about women they tend to be very superficial. In the study by Chick and Corle, the one textbook they examined referenced Harriett Tubman. The book just said how she was a guide for slaves of the Underground Railroad, they moved on to the next information. Harriett Tubman did so much more for African Americans than just being a guide. High schoolers would fail to realize this because their books do not say otherwise. The same dialogue was found throughout the books. When they mentioned Sandra Day O' Conner, they gave little details just a sentence or two. It's important to know that little research on Latina and African American female students has been done and most is still relatively under consideration.

Teachers are also faced with teaching to rigorous national and state-based standards. Teacher's evaluations rely on the meeting of these standards in their curriculum. The National Council for Social Studies has several different frameworks to

use. There are ten themes of Social Studies, with many smaller standards within (NCSS). When glancing over the themes, it appears there is a lot of freedom to teacher, but then as one looks further into the specific standards, that idea disappears. An example of a Pennsylvania State Secondary Education standard is 8.3.U.A which states “compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.” (Pa Dept. of Education). Our state has written standards to be used in high schools today, but teachers have just depended on the men’s impact and maybe sprinkling a women’s voice in the lecture. Catherine Engebretson (2014) wrote “Another Missed Opportunity: Gender in the National Curriculum Standards for Social Studies” in which she examined multiple textbooks from the 1960s-1970s and counted the number of times a man appeared in an image compared to a female. The men heavily outweighed the women in representation. In the textbook 9% of pictures were women, but all appeared as Europe-American (Engebretson, 2014). She noted there has been progress in the last 50 years, but women are still underrepresented. All of these challenges teachers are faced with take time and effort to tailor curriculum to use the women’s voice.

Teachers are the gatekeepers of knowledge they must make purposeful curriculum design and choose syntax to avoid stereotypes. Local resources can serve as a catalyst for students to connect with community figures. Writers Gail Hickey and Don Kolterman practiced implementing women’s history in a middle school classroom using local resources. Teachers can go to a local historical center or museum to gain access to a database of obituaries, journals, deeds, wills, military papers, or business records. At the local level, students can learn about relatives or others who may change the way of their

town or city. This could motivate female students to see they have a voice in their own community. With hopes, they can take their voice to a larger platform in life. Students were more engaged and wanted to keep exploring the rich history of their town. Hickey and Kolterman are two individuals who were able to encompass standards for their classroom as well as purposefully incorporating women into the curriculum (Hickey and Kolterman, 2006). Their project was called “Telling her Tale.” The project was a combination of women and immigrants of their small town retelling their stories of moving to America and the challenges they faced. The students used primary sources and journals. Some students even used oral history to perform interviews on women in their town. This project used history, geography, and civics, a full circle lesson.

Teachers who have access to local resources have their own library of exclusive materials to make their curriculum unique. There are challenges teachers are faced with when they want to use these materials. Sarah Bair created a project with an Inservice teacher and preservice teacher, to integrate women’s voice into an eight-grade history classroom through use of local resources. There were four major challenges they ran into along the way (Bair, 2008). The first was lack of quality resources. Bair and her colleagues gathered a list of Pennsylvania state Social Studies standards and compiled local materials on women’s history. After they cross-referenced the two together, the amount of reliable material was slim. Certain resources were too short to have meaning to the lesson or some were too complex. Students would not be able to understand the full impact of women, in a short amount of class time. Another challenge was the lack of time. Teachers only had the summer months to change their curriculum before they present it for the class. Teachers became overwhelmed. Their goal was to go into detail as

much as they could with women's history, but within 180 days of instruction, there would be no time to impact everyone. She said "we tried to make our curriculum guide as user-friendly and efficient as possible. Teachers also noted there were simply not enough hours in the day to cover everything important to the social studies curriculum" (Bair, 2008). The third challenge was a need to conform a district curriculum and state standards. As stated in paragraphs above, standards place extra pressure on teacher's freedom to design their curriculum, especially integrating women's voice. The fourth challenge was a lack of content knowledge in women's history. Bair notes how many of the teachers' content knowledge was social studies as whole, therefore not specialized in one area: meaning not women's history. Women's history is not a new topic, but teachers are just now starting to be required to take non-Western history electives in college with women's studies as one option. There is always more information to add but teachers are not to keep up with the changing times during an academic year.

Another way to look at making women's history more inclusive in the social studies curriculum is through a bi-focal lens of design. The instructions are focused on the main themes and then, when delving into the content on a further level, one could see the contributions women had on society. Christine Woyshner (2002) from Temple University wrote a study on a 4-phase method to integrate women's history into the curriculum. Her study was based off the important work by Mary Kay Thompson Tetreault and Nel Noddings who are renowned as being the most famous writers for the importance of women's history. The first phase is to start with the social life, this is the everyday tasks women would have done during the targeted time period. Students will have a chance to relate their life and everyday tasks to those women in history. Students

need to see that women in history live like them; they have families and jobs. Civic motherhood was essential with the involvement of war. As men were off fighting, women were left raising the families and working outside the home. Then it is important to move into the social movements they were a part of, such the women's suffrage movement or the creation of settlement houses (Woyshner 2002). As one teaches about these social movement, it is easy to talk about the average white middle-class women participating. Women from all diverse backgrounds were participating in our conquests for social justice.

Teachers can give multiple perspectives, to teach culturally responsive. Educators have to keep in mind that one can does not teach everything, they need to choose what is important and what will last in their student's minds moving forward. One example of adding representation of diversity in the classroom is by looking at Angelia M. Leslie's work on *Rendering Latinas Invisible: The Underrepresentation of Latina Role Models in K-12 History Textbooks*. She examined textbooks, like the study above by Chick and Corle (2016), her findings were more drastic. Latina women were .0063% of individuals in textbooks through either illustrations or mention in the text. When there is no representation for these students they feel their culture and gender are undesirable. If students see themselves and others like, being oppressed and put negatively in history they become upset and tend to disengage from learning there on. Her study found that 8.4% of high school dropouts were from Latina women, 6.5% from African American women, and 4.1% of white women (Leslie, 2021). Leslie says, "When students of colors are offered positive role models, there is evidence to support that culturally relevant pedagogy aids students in seeing themselves as change agents" (Leslie, 2021). When

students are motivated to be like others in history they tend to participate in class more and have better grades.

The best ways to integrate multiple perspectives is debated. Angelia M. Leslie suggests having discussion that require critical thinking skills. This way students engage in higher order thinking and metacognition. On the teacher's end, they can look at their curriculum and examine where they can add more or steer away from a one-sided view. Teachers can add question that will challenge to make their units interdisciplinary (Leslie, 2021).

The goal to integrate women's history is to not make them appear always oppressed or underserved. Students would be better engaged when content is uplifting and positive. Women should not always be suppressed end of history. Women should be inspirative to their contributions to history. Looking back on history classes I have experienced, men tended to be put in successful road to power and women are put on the struggling paths. Through practices like critical thinking discussion, curriculum examination, and interdisciplinary work teachers can incorporate more of a female perspective. When using textbooks, teachers have to keep in mind that they will be one sided. They cannot solely rely on the textbooks. Students deserve a more well-rounded view of social studies. Role models are needed in the classroom to encourage engagement in schools and motivation to reach their goals.

Stage 1 – Desired Results		
<p>Standards/ Established Goals</p> <p>State Standard: 8.4.W.C: Evaluate how continuity and change have impacted the world today: Belief systems and religions, commerce and governments, technology, politics and government, physical and human geography, and social organizations</p> <p>7.1.W.A: Use geographic tools to analyze information about the interactions between people, places, and the environment.</p> <p>8.1.W.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to ...</i></p> <ul style="list-style-type: none"> • Understand the connection of historical events to current events • Recognize that many different groups helped aid on the Homefront which allowed success in the battlefield • Anticipate and prepare for the future • Recognize the historical patterns leading to war or worldwide disruption 	
	Meaning	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • The psychological damage of being placed in war ghetto with little food and no outside information • The characteristics of war and what pushes countries to interact violently • The social hierarchy in relation to war time persecution. • The diplomatic functions governments must go through in order to enact war. • The legacy of World War II on today's world stage with technology, economics, policy, and social organizations. • The decision-making process and motive of President Truman to drop the atomic bombs on Hiroshima and Nagasaki. </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How did the impact of living in the ghettos affect the Jewish religion and psychology? • Why do countries go to war? • How did war shape social organizations in Europe? • What makes a dictator? • Was the Normandy Invasion just? • How do we interpret the attacks on Pearl Harbor in the sense of American nationalism? • How did women play a role in the outcome of the war? • How should governments check up on other nations to make sure another genocide or world war is avoided? • Was World War II worth fighting for in an American sense? • How are the outcomes of World War II impacting us today? • Why did World War II help justify the dropping of the atomic bombs? • </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • The psychological damage of being placed in war ghetto with little food and no outside information • The characteristics of war and what pushes countries to interact violently • The social hierarchy in relation to war time persecution. • The diplomatic functions governments must go through in order to enact war. • The legacy of World War II on today's world stage with technology, economics, policy, and social organizations. • The decision-making process and motive of President Truman to drop the atomic bombs on Hiroshima and Nagasaki.
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Acquisition		
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<p>PA Core: CC.8.5.11.1: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<ul style="list-style-type: none"> • Prominent military leaders and their successes • Characteristics of what makes a dictator • The role of underrepresented groups pertaining to different battles and technological advances. • Politics between General Patton and General Montgomery • The importance of the supply escort across the Atlantic Ocean • The legacy of World War II 	<ul style="list-style-type: none"> • Identifying geographic acquisitions during the war • Deciphering differences and similarities among important battles. • Examining different groups' role in the war. • Answering open-ended questions about war and genocide prevention • Communicating their opinions professionally and respectfully.
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Objectives							
Cognitive Objectives:		Remember	Understand	Apply	Analyze	Evaluate	Create
<ol style="list-style-type: none"> The student will be able to summarize major battles during World War II, when asked open-ended questions The student will be able to comprehend primary sources' main theme and compare and contrast discrepancies to other primary sources read during the unit. The student will be able to examine the differences between warfare in the Pacific theater to the Europeans theater. The student will be able to create a research analysis on local people who were on the home front during the war The student will be able to relate the chain of events before the war to after the war. The student will be able to criticize governmental decisions taken during World War II by world leaders The student will be able to generate an opinion based on the justification of the events of the war 		<ol style="list-style-type: none"> Understand Understand Analyze Create Apply Evaluate Create 					
Psychomotor Objectives:		Guided	Mechanism	Complex	Adaptation	Origination	
<ol style="list-style-type: none"> The student will be able to design a map of the military campaigns of World War II with advanced accuracy The student will be able to compose an argument for their United Nations Mock Trial assigned country The student will be able to organize a infographic depicting the assigned dictator, with photographs and charts to back up evidence. 		<ol style="list-style-type: none"> Origination Origination Complex 					
Affective Objectives:		Receiving	Responding	Valuing	Organization	Characterization	
<ol style="list-style-type: none"> The student will be able to question if the psychological and economical toll of warfare is just The student will be able to describe their attitudes/feelings towards war when shown different videos depicting battle The student will be able to share their opinions on the actions taken to catalyze the start of World War II. The student will be able to compare what life was like for African American men and women in the armed forces during World War II 		<ol style="list-style-type: none"> Characterization Receiving Valuing Organization 					

Stage 2 – Evidence		
Code (A, M, T)	Evaluation Criteria	Performance Tasks

	<p>Construct research on a historical topic with thesis statement and appropriate primary and secondary sources</p> <p>Use of geographic tools to analyze information about interactions between people</p> <p>Integrate information from diverse sources, primary and secondary, into coherent understanding of ideas</p>	<ul style="list-style-type: none"> • Infographic (PA Core Task) <ul style="list-style-type: none"> ○ Students are assigned a dictator during World War II and will create an infographic (50 points) • Mapping Exercise <ul style="list-style-type: none"> ○ At the beginning of instruction students will be given a blank map of Europe and the Pacific, during the unit they will plot points and major movements on map. At the end they will turn in map with half page-page analysis of what is shown on the map. • Socratic Seminar: Origins of World War II <ul style="list-style-type: none"> ○ Pre-assigned after last unit exam ○ They will be assigned a side to defend, then do research. ○ 4-5 groups, depending on class size, each will have 10 minutes to discuss and peers ask questions to add to the discussion. • Primary Sources reading exercise <ul style="list-style-type: none"> ○ Life of a Nazi, Life of a Jew, Life of an American Solider ○ <i>Diary of Anne Frank, Night, Hiroshima</i> (excerpt) • Warm-Up Journal <ul style="list-style-type: none"> ○ 1945: The Final Year • Mock UN Trial • Students are assigned country and must simulate a United Nations trial on genocide and war prevention • Textbook Insert <ul style="list-style-type: none"> ○ Students will design a presentation about local women in WW2 as if it was going into a textbook. • Nearpod Homework • Anne Frank Reading Homework • Video Clips: <ul style="list-style-type: none"> ○ <i>Greyhound, Pearl Harbor, Midway, Bridge Too Far, Saving Private Ryan</i> • Exit Tickets: Student perspectives on lesson (affective domain) • Self-Reflection <ul style="list-style-type: none"> ○ Students will reflect on what they learned about underrepresented groups such as Women, African American, Native Americans, or Japanese Americans
<p>Code (A, M, T)</p>	<p>Evaluation Criteria</p> <p>Knowledge concerning battles, people, places, politics, social</p>	<p>Other Evidence</p> <ul style="list-style-type: none"> • Unit Exam on day 19 • 4 Pop Quizzes on days 4,8,11, and 15. (not graded on accuracy just participation (5 points), just a check for understanding to gauge student's comprehension) • Self-Assessment

	organizations, and key events	<ul style="list-style-type: none">○ Sent a survey on day 9, on how they feel about this unit, speed of learning, and if they would like changes on a particular area.○ At the end of instruction, students will be send a survey where they will be asked to give feedback on how they felt the unit and where there could be improvement
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Stage 3 – Learning Plan: Learning Events

Stage 3 – Learning Plan: Learning Events		
Code (A, M, T)	Pre-Assessments <i>What pre-assessments will you use to check students' prior knowledge, skill levels, and potential misconceptions?</i> <ul style="list-style-type: none"> • Ask essential questions • When introducing new historical figures, battles, or conferences, check their knowledge of the event to see how in depth to go 	
Transfer	Learning Events <ul style="list-style-type: none"> • Chart major battles and movements on a map. • Risky behaviors of countries put the UN on alert 	Progress Monitoring <ul style="list-style-type: none"> • Mapping Exercise • Mock UN Trial • Primary Sources Exercise • Video Segments with Exit Ticket • Journal • Homework • Quizzes • Informal Assessments • Unit Exam
Meaning	<ul style="list-style-type: none"> • Discuss emotions invoked during <i>Hiroshima</i> Primary Source Reading • Watch excerpts from <i>Saving Private Ryan</i>, <i>Greyhound</i>, and <i>Bridge Too Far</i> • Summarize events of major battles • Write about the timeline during the final year of war 	
Acquisition	<ul style="list-style-type: none"> • Major discussion points/diplomatic decisions of conferences • Politics between Patton and Montgomery • How the social hierarchy worked for leaders and then down to minorities • Characteristics of a dictator • Local historical society comes in to speak on women's involvement during World War II • African American men and women in the military 	

Stage 3 – Learning Plan: Lesson Topics

Stage 3 – Learning Plan: Lesson Topics		
Code (A, M, T)	Pre-Assessments <ul style="list-style-type: none">• Ask Essential Question before each corresponding lesson• Students will go up to the board and write what they know about the day's topic and then the teacher will examine students' awareness of their bias on certain topics. The goal being for students to have a more well-rounded view of the war beyond just on the battlefield.	
M, A	Learning Events Lesson #1 – Origins of War <i>Overview of learning events in this lesson.</i> <i>Ask students about what they know of the origins of World War II. Introduce the Invasion of Poland. Explain Germany as a superpower forced countries to submit to his power. Discuss the Non-Aggressive Pact between Germany and the Soviet Union. Explain the Battle of the Atlantic and the importance of the supply escort. Show clips from movie Greyhound. Introduce Mapping exercise to fill out throughout the whole unit. Possible Socratic Seminar or just whole class discussion about the beginning of the war. (Day 1-3)</i>	Progress Monitoring <ul style="list-style-type: none">• Mapping Exercise• Exit Tickets• *Socratic Seminar
A	Lesson #2 – 1940 <i>Overview of learning events in this lesson.</i> <i>First 10 minutes will be a five-question pop quiz about previous lesson. Talk about Hitler's rise to power, and the German invasion throughout Europe. Introduce the first major battle The Battle of Britain. Small Primary Sources exercise on life in the ghettos. (Day 4-5)</i>	<ul style="list-style-type: none">• Pop Quiz• Primary Sources Exercise• Assign Infographic
A	Lesson #3 – 1941 <i>Overview of learning events in this lesson.</i> <i>Ask students how the United States enter into World War II, discuss their answers. Explain Operation Barbarossa and the Atlantic Conference. Show clips of movie Pearl Harbor. Have exit ticket directed toward affective domain. (Day 6)</i>	<ul style="list-style-type: none">• Exit Ticket
A	Lesson #4 – Pacific Theater <i>Overview of learning events in this lesson.</i> <i>Discuss major battles that took place in the Pacific Ocean such as Midway, Guadalcanal, Iwo Jima, and Okinawa. Include clips of the movies Midway and the Doolittle Raid scene from Pearl Harbor. Have Nearpod if time allows in class, if not for homework. (Day 7)</i>	<ul style="list-style-type: none">• Video Clips• Nearpod
	Lesson #5-7 ~ European Theater	

T, M,A	<p><i>First 10 minutes will be a five-question pop quiz on previous lesson. Ask students what they know about the battles that took place in the European theater. Explain Battle of Stalingrad, first and second Battle of El Alamein, Battle of the Bulge. Class discussion about the D-Day Invasion, is it just? Pros and Cons? Discuss conferences like Casablanca, Tehran, and Yalta. Highlight the liberation of Paris. Nearpod Homework on Diary of Anne Frank. Show video clips of Saving Private Ryan and Bridge Too Far with exit tickets. (Day 8-10)</i></p> <p><i>Lesson #8 European Conferences & Diplomatic Decisions</i> Students will learn about the four major conferences that occurred during the course of World War 2. Students will answer critical thinking questions about the impact of these conferences and the outcome of the post-war world. Students will also read a document about how FDR's daughter accompanied him along to the Yalta conference.</p>	<ul style="list-style-type: none"> • Pop Quiz • Nearpod • Primary Sources exercise
M, A	<p><i>Lesson #9 Women in the Armed Forces</i> Students will participate in a bias awareness exercise where they will examine their knowledge of women in the armed forces before and after instruction. Students will also use information from instruction to help build their content for their Research Analysis. There will also be a section for students to examine Executive Order 8802 further in aspect to women.</p>	<ul style="list-style-type: none"> • Research Analysis.
M, A	<p><i>Lesson #- 10 Guest Speaker</i> Students will listen to a guest speaker explain the importance of local women during the war time on the Homefront and even abroad. Students reflect on the speaker and by use of previous lectures to write a research analysis. Students will have the remainder of the unit to work on it.</p>	<ul style="list-style-type: none"> • Pop Quiz
M, A	<p><i>Lesson #-11 Holocaust</i> Ask students their thoughts on the Holocaust (emotions, knowledge, statistics, opinions). Highlight major concentration camps, statistics, daily life in the concentration camps, people. Students will read excerpts from the Anne Frank's Diary, to invoke emotion about life in the concentration camps and for Jews in hiding. (Day 12)</p>	<ul style="list-style-type: none"> • 10-minute Journal
T	<p><i>Lesson #12- Influential Technology</i> Students start class with a 10-minute journal of their thoughts on the Holocaust from previous day. Students will learn about technology that was invented for war such as the atomic bombs, different ships, planes(B-52s), and tanks (Sherman and Panzer) used. Also discuss the importance of the telegraph. Explain technological adaptations on the Homefront in the United States. (Day 13)</p>	<ul style="list-style-type: none"> • Pop Quiz • Mock Trial

	<p>Lesson #13- Legacy <i>Ask students what they see as a lasting effect of World War II, or what we do today because of World War II. Then detail the toll of rebuilding Europe, Nuremberg Trials, psychological effects of the Holocaust, attitudes towards certain countries, and economic damage of war. Students will turn in their mapping exercise. (Day 14).</i></p> <p>Lesson #14- United Nations Mock Trial <i>Students will participate in a UN Mock Trial focusing on identifying risky behavior and to prevent genocide/war. Students will each be assigned a country. Some will be part of the superpower's others will be assigned more "at risk" countries (15-16).</i></p> <p><i>**Days are relative to change depending on schedule**</i></p>	<ul style="list-style-type: none">• Unit Study Guide• Unit Exam
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Stage 3 – Learning Plan: WHERETO

Code (A, M, T)	Pre-Assessments <ul style="list-style-type: none"> • Pre-test •
Learning Events	
W	<p>Students know what is required of them and where the learning is going. They understand assignments and reading exercises. Students know there is no wrong answer to the essential questions. Students will have reliable sources available for completion of homework and other in class assignments. Students are aware of the goals for the unit and what is required for them to achieve them.</p>
H	<p>Each lesson begins with an anticipatory set. Students will be asked probing questions to get them thinking about what they will learn in the lesson to come. Students will also have different movie clips to visualize the war from a first-person perspective. Students will be able to channel their emotions provoked during these videos into a small writing exercise. Students will also have the opportunity to share artifacts they may have if they have grandparents who are World War II veterans. As the teacher, I have several artifacts to show students. I have dog tags from my grandfather I will bring in for the European Theater day, especially when talking about the D-Day Invasion. Also, I have newspapers from the day when the atomic bombs were dropped to show students the magnitude of that decision.</p>
E	<p>Students will make connections from World War II to modern-day. They will look at economic policies, diplomatic relationships, and technological advancements. Students will learn through notetaking, class, and small group discussions, Nearpod assignments, primary source readings, and a hands-on mock trial. Students will provide their own input if they have prior knowledge or personal family experiences in relation to the war.</p>
R	<p>The unit is set up to follow a rough chronological timeline. I chose to chunk the majority of similar content into the same lesson. For example, for the European Theater Day, several of those battles happen before and after other lesson in the unit. I think chunking them together helps students visualize the geographic trends of war. Students can keep straight which prominent people go with each front and they are able to comprehend the magnitude of their decisions. Also, having a whole day devoted to the Holocaust lets students learn the gravity and impact it had on the world. Students get to take hold of their learning when working on the infographic, mapping exercise, and participating in the UN Mock Trial. Students will loop back to the origins of the war when looking at diplomatic decisions made throughout.</p>
E	<p>By the end of the unit, students will be able to self-evaluate their learning. Students will evaluate the teacher, for future learning. During the UN Mock Trial students will use metacognition to use evidence from the unit with their own thinking to provide solid answers. Students will be evaluated using formative and summative assessments. They will have a Unit Exam and several pop quizzes throughout the unit. This will be so they know where they stand with their knowledge. The infographic, mapping exercise, primary sources exercise, and mock trial will be worth more points since this is the student's own work instead of just answering questions by recall. Students will have surveys multiple times during the unit to check in with them where they stand with the unit. For example, if they feel content is moving too fast or too slow, or if they need me to review a certain chunk of content again.</p>

T	Student's learning will be tailored to what learning styles fits them. Students will have different options to take notes. They can write them, just listen, or have them printed out and do both. Students with the need for differentiated learning will have instruction tailored to fit their adaptations. Students will not be seated at their desks every day, there will be opportunities to collaborate and interact with peers. The Socratic Seminar may be taken out depending on how the timeline works with the class. If it would be more beneficial to skip over it in one class not the other, it will be class specific.
O	The organization of the unit it unique, in that it is not entirely chronological. Students will learn about certain areas or time period during the war instead of moving linearly throughout the war. Students will make connection to past wars and to the modern-day policies and procedures we have as a result. Assignments and discussion are structured to maximize student engagement and participation.

Content Outline

- 1. Origins of World War II**
 - a. Poland vs. Germany
 - b. Non-Aggressive Pact
 - c. Battle of the Atlantic
 - i. Supply Escort
 - ii. U-Boat Threat
- 2. 1940**
 - a. Life in the Ghettos
 - i. Social Hierarchy
 - ii. Food and Shelter
 - b. Hitler's Rise to Power
 - i. Traits and Movements
 - ii. Similar dictators
 - c. Battle of Britain
 - i. German U-Boats
- 3. 1941**
 - a. USA enters war
 - i. Pearl Harbor
 - ii. Japanese Internment Camps
 1. Family and Gender roles in the communities
 - iii. Generals and Leaders
 - b. Operation Barbarossa
 - c. Atlantic Conference
- 4. Pacific Theater**
 - a. Midway
 - b. Okinawa
 - c. Iwo Jima
 - d. Guadalcanal
 - e. Leyte Gulf
 - f. Doolittle Raid
 - g. Navajo Code Talkers
- 5. European Theater**
 - a. Battle of El Alamein
 - b. Battle of Stalingrad
 - c. Battle of the Bulge
 - d. Operation Torch
 - e. D-Day Invasion
 - f. Operation Torch
 - g. Tuskegee Airmen
 - h. Deaths
 - i. Hitler
 - ii. FDR
 - iii. Mussolini
 - i. Liberation of Paris
 - j. Conferences
 - i. Yalta
 - ii. Tehran
- 6. Underrepresented Groups of the War**
 - a. Women
 - i. Eleanor Roosevelt
 - ii. Women's Organizations:

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- 1. WAVES, WACS, Women Marines, WASPS
 - iii. Executive Order 8802
 - b. Guest Speaker
 - i. Local historical Center focusing on Women in WW2
 - 7. Holocaust
 - a. Concentration Camps
 - i. Living Conditions
 - ii. Treatment
 - iii. Names
 - 1. Auschwitz
 - 2. Dachau
 - 3. Buchenwald
 - b. Refugees
 - i. Anne Frank
 - ii. Escape Plans
 - 8. Technology
 - a. Atomic Bombs
 - i. Hiroshima
 - ii. Nagasaki
 - b. Planes
 - i. B-52 Bombers- USA
 - ii. Kamikaze-Japan
 - iii. Supermarine Spitfire
 - c. Tanks
 - i. Sherman (USA)
 - ii. Panzer (German)
 - d. Radio and telegraph
 - e. President's Use of technology to communicate with the Homefront
 - i. Fireside Chat
 - f. Homefront Technology
 - i. Women workers
 - ii. Victory Gardens & Recycling
 - 9. Legacy
 - a. Economic
 - i. The price of war
 - b. Social
 - i. Prisoners of the Holocaust's recovery
 - ii. Statistics
 - c. Technology
 - d. Political
 - i. The power of democracy for the people
 - ii. New foreign relationships
 - e. Government
 - 10. United Nations Mock Trial
 - a. Research
 - b. Axis vs. Allied sides
 - c. Debate
 - d. Use notes and research from whole unit to support argument

Lesson #1

Heading		
Teacher: Caitlyn Urban		
Name of Course: Great Events in History since 1900		
Unit Name: World War II		
Topic for the Lesson: Origins of War		
Day Number: 1-3 of 18 minute class periods		Time in minutes: three 42-
Standards		
Pennsylvania Academic Standards or PA Core Standards		
Number	Title	
7.1.W. A.	Geographic tools to analyze information about interactions between people, places, and the environment.	
8.4.W. C.	Evaluate how continuity and change have impacted the world today: Belief systems and religions, commerce and governments, technology, politics and government, physical and human geography, and social organizations.	
Lesson Objectives		
Objectives (student version):		
1. At the end of instruction, you will be able to summarize the events that led to the start of World War II		
2. At the end of instruction, you will be able to combine their knowledge of the Battle of the Atlantic and the supply escort to justify the impact it had on European survival in the 1940s.		
Lesson Key Vocabulary & Concepts		
1. Non-Aggressive Pact	2. U-boat	3. Battle of the Atlantic
4. Supply Escort	5. Appeasement	6. Neville Chamberlain

Lesson Activities		
<p>Hook: Ask students “Why do countries go to war?”</p> <p>Discuss answers, compare, and contrast different students’ ideas.</p> <p>Jot down main reasons on board/piece of paper to look back to during the lesson</p>	<p>Rationale</p> <p>Students know and understand what war is. I want to gauge their knowledge of why countries go to war. I chose to write them down and look back for reference so the students can see at the conclusion of the lesson if the reasons for World War II match with their Essential Question answer.</p>	<p><u>Time</u></p> <p>7-10 minutes depending on the number of responses.</p>
Instructional Activities	Rationale for Activities	<u>Time</u>
<p>Activity #1</p> <p>Invasion of Poland: Explain the key countries involved with the beginning of World War II. Germany is the main offensive action. Britain and France declared war two days later. I will point out the relationship that Britain and France have dealt with Germany’s offenses in history with WWI. Britain makes deal that if Germany attempts to invade Poland again they will aid in defense.</p> <p>CFU Questions</p> <ol style="list-style-type: none"> 1. Ask students questions to sum up and review what they just learned. 	<p>Rationale #1.</p> <p>Starting with the German invasion of Poland sets the foundation for why World War II happened. It also helps students see that Germany tried this before and they did not learn from their first try. Highlighting Britain and France involvement helps visualize the dynamics of the war. It shows that this invasion did not only affect Poland it was other countries too.</p>	<p>#1. <u>20</u> minutes</p>
Transition		
<p>Activity #2</p> <p>Non-Aggressive Pact: I would start by explaining to the students what a non-aggressive pact is. We will discuss the</p>	<p>Rationale #2.</p> <p>Students needs to understand the pact made between these two countries. This type of pact</p>	<p>#2. Rest of Day 1 class period,</p>

<p>implications this could have on war efforts. Go into detail on the pact between Germany and the Soviet Union. Talk about secret underlying for the division of future Eastern Europe.</p> <p>CFU Questions</p> <ol style="list-style-type: none"> 1. Ask students to predict what they think will happen between Germany and the Soviet Union 	<p>has been signed before and even today there are some in place. Students will relate the N-A Pact in 1939 to current war relations. It also important for them to see how Germany and the Soviet Union were planning for victory and the overtaking of Eastern Europe.</p>	<p>then start next day and take about 20 minutes</p>
Transition		
<p>Activity #3</p> <p>Battle of the Atlantic: Introduce how this battle started. Explain what the supply escort was what it meant for European resources survival. Inform students this was the longest continuous battle of the war stretching from 1939-1945. The three objectives of the battle for the Allied powers: block the Axis powers, free sea movement, and free military power across oceans. Then discuss the Axis objective: aggravate the Allied powers into war. Discuss the power of the U-Boat and the preciseness needed for the Allied ships to steer out of range of a German torpedo.</p> <p>CFU Questions</p> <ol style="list-style-type: none"> 1. Mapping exercise: They should have the first part filled in the packet for movement across the Atlantic and for the Invasion of Poland. They will answer the two-three questions at the bottom of the map. 	<p>Rationale #3.</p> <p>Students need to understand the breadth of this battle. It was a constant battle for supply ships across the Atlantic to get food and fuel to impoverished Europeans and the front lines. Students will learn that this battle was the real test if Germany could beat the Allied powers, because of the veracity of the U-boat submarines.</p>	<p>#3. 15 minutes from Day 2 then 20 minutes of Day 3 class period.</p>
Transition		
<p>Activity #4</p> <p><i>Greyhound</i> movie clips: Show the 10-minute scene of the height of the battles</p>	<p>Rationale #4.</p> <p>A movie gives visual representation of the nerve-</p>	<p>#4. 20 minutes</p>

<p>in the film and the last 10 minutes when the escort reaches out of the Dark Zone.</p> <p>CFU Questions</p> <p>1. Exit Ticket</p>	<p>wracking journey across the Atlantic. The constant paranoia of a U-boat lurking is felt when watching the movie.</p>	
Lesson Summary		
<p>Closure</p> <p>Review at the end of each of the three days about the content and essential questions “Why do countries go to war?” Students should use the vocabulary terms and concepts to answer the formative questions.</p>		<p><u>5</u> minutes</p>
<p>Homework</p> <p>None</p>	<p>Rationale for Homework</p>	<p>When Due</p> <p>Day #</p>
<p>Assessment (Formal and Informal)</p> <ul style="list-style-type: none"> • <u>Mapping exercise to chart the first events of World War II</u> • <u>Exit Ticket on the movie <i>Greyhound</i></u> 		

Lesson #2

Heading		
Teacher: _____ Caitlyn Urban		
Name of Course: __ Great Events in World History since 1900 _____		
Unit Name ____ World War II _____		
Topic for the Lesson: _____ 1940 _____		
Day Number: 4-5 of 18 _____ Time in Minutes: two 42-minute class period _____		
Standards		
Pennsylvania Academic Standards or PA Core Standards		
Number	Title	
CC.8.5.11.1	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources	
8.4.W.C	Evaluate how continuity and change have impacted the world today: Belief systems and religions, commerce and governments, technology, politics and government, physical and human geography, and social organizations.	
Lesson Objectives		
Objectives (student version):		
1. At the end of instruction, you will be able to comprehend primary sources' main theme and compare and contrast discrepancies to other primary sources read during the unit.		
2. At the end of instruction, you will be able to question the psychological and economic toll on the people forced into the ghettos		
3. At the end of instruction, you will be able to identify traits of a dictator.		
Lesson Key Vocabulary & Concepts		
1. Warsaw Ghetto	2. Adolf Hitler	3. Kristallnacht

4. Lebensraum	5. Mein Kampf	6. Battle of Britain & Luftwaffe
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Lesson Activities		
Hook: Pop Quiz on previous lesson (not graded) to see what was retained..	Rationale I chose to do a pop quiz and not grade it so students can see what stuck with them, without having to prep for a formal assessment. They will use recall and critical thinking to on-the-spot answer questions. They will get these “quizzes” back as a helpful study tool for the unit exam.	<u>Time</u> 10 minutes
Instructional Activities	Rationale for Activities	<u>Time</u>
Activity #1 Hitler’s Rise to Power: Students will learn about Adolf Hitler’s formation as a dictator. We will look at his childhood, his education, and traits that evolved him into a dictator. We will look at his mentality for Germany, including looking at a passage from <i>Mein Kampf</i> . We will look at his devout followers and how their organization came to be. We will see what they did to those who were not German. CFU Questions	Rationale #1. I chose to create a lecture surrounding Hitler so the students can see what a complex individual he was. Students only know the superficial identify of “he was a bad guy,” they do not know what created the monster. I also think its important to read from his own words so they can see where his mind was when he made decisions to concentrate Jews, Catholics, and gypsies.	#1. _30_ minutes

<ol style="list-style-type: none"> 1. Have students make a list of traits that make Hitler a dictator. 2. I will ask students to pull themes of his mentality from the passage of <i>Mein Kampf</i>. 			
Transition			
<p>Activity #2</p> <p>Life in the Ghettos: I will use the Vocabulary Acquisition model to instruct this lecture. We will look at the night when Germans went around Poland forcing Jews from their homes and placing them in ghettos. We will look at the living conditions, food sources, and economic toll. We will also look at the risk's children took trying to seek and find food for their families beyond the ghetto walls. We will read a primary source about life in the ghettos, that takes from the point of view from a mother, struggling to keep her family alive and together. Students will fill out a short handout to go along with the reading. We will look back at what Hitler thought about these races and how he treated them.</p> <p>CFU Questions</p> <ol style="list-style-type: none"> 2. Handout questions for after the primary sources reading 3. Ask students to put themselves in the shoes of a Polish Jew and what they would do to survive. 	<p>Rationale #2.</p> <p>Having students see the reality of living in the ghettos lets them activate their affective domain, by pulling emotions. Students will be shocked to learn of the horrors that went on behind the walls of the ghetto. Primary sources readings are great because it is a first-hand example of what life was really like.</p>	<p>#2. Day 5: 20 minutes</p>	
Transition			
<p>Activity #3</p> <p>Battle of Britain: We will briefly cover what happened in the Battle of Britain, who the main countries involved were, the main people, and the outcome/effect on the war. The teacher will also explain the significance of German U-Boats.</p>	<p>Rationale #3.</p> <p>The Battle of Britain was one of the first air battles, this will help students add to their map exercise. It is also important because students will see there</p>	<p>#3. 10 minutes</p>	

<p>CFU Questions</p> <p>2. Students will take notes to have future review questions.</p>	<p>was intense fighting before the United States got involved.</p>		
Transition			
<p>Activity #4</p> <p>Assign Infogrphic: Students will be assigned a project that will be submitted at the end of the unit on Day 16-18. Students will create an infographic about Hitler, Mussolini, and Stalin comparing and contrasting the traits that make them a dictator. They will use priamry and secondary sources to add to their work. I also want them to include what their family life looked like during their reign, such as their spouse and children. They will also add pictures and statistics about their dictator. This will be worth 50 points.</p> <p>CFU Questions</p> <p>2. _Thumbs Up/Thumbs Down for understadning of instructions</p>	<p>Rationale #4.</p> <p>I think designing an infographic helps students see similarities and differences between the three. Infographics help students learn more visually and through reading. They allow more information than a PowerPoint presentation and the pictures and graphics help make it vibrant.</p>	<p>#4. 5__ minutes</p>	
Lesson Summary			
<p>Closure</p> <p>I will ask students questions regarding information discussed the last two days. I will informally assess their understanding. If they miss certain questions I will explain the correct answer and where their mistake was.</p>		<p><u>3</u> minutes</p>	
<p>Homework</p>	<p>Rationale for Homework</p>	<p>When Due</p>	

Start working on Infographic	<u>See above explanation for Activity 4</u>	Day # 16-18	
Assessment (Formal and Informal) <ul style="list-style-type: none">• Pop Quiz on previous lesson (not graded)• Primary Sources Exercise (life in the ghettos)• Assign Infographic (due later in the unit)			

Lesson #3

Heading		
Teacher: Caitlyn Urban		
Name of Course: ___Great Events in World History since 1900		
Unit Name __World War II		
Topic for the Lesson: 1941		
Day Number: 6 of ___18_____		Time in Minutes __42_____
Standards		
Pennsylvania Academic Standards or PA Core Standards		
Number	Title	
8.4.W.C	Evaluate how continuity and change have impacted the world today: Belief systems and religions, commerce and governments, technology, politics and government, physical and human geography, and social organizations.	
8.4.W. A	Evaluate the role groups and individuals played in the social, political, and economic development throughout world history.	
Lesson Objectives		
Objectives (student version):		
1. At the end of instruction, you will be able to interpret the attacks on Pearl Harbor in the sense of American nationalism.		
2. At the end of instruction, you will be able to examine the outcomes of the Atlantic Conference		
Lesson Key Vocabulary & Concepts		
1.Operation Barbarossa	2.Pearl Harbor	3. Atlantic Charter
4. Hirohito	5. Internment Camps	

Lesson Activities		
<p>Hook</p> <p>Asks students if they know how the United States got involved in World War II. Discuss answers.</p>	<p>Rationale</p> <p>I want to gauge student's understanding of how much they know about Pearl Harbor, to see if I need to shorten or extended this part of the lesson</p>	<p><u>Time</u></p> <p>5 minutes</p>
Instructional Activities	Rationale for Activities	<u>Time</u>
<p>Activity #1</p> <p>Pearl Harbor: Students will learn about what happened on Dec 7, 1941, who was involved, and casualty statistics. We will also look at photographs taken that day. I will tap into the affective domain on their sense of American nationalism. Then explained what were Japanese American Internment Camps and what they meant for Japanese American citizens. I will include the heroic nurses who tended to the injured and showing a video clip, about the challenges they experienced.</p> <p>CFU Questions</p> <ol style="list-style-type: none"> 3. Ask students, to name the five battleships in Pearl Harbor. 4. I will ask students to recall the chain of events on that day. 	<p>Rationale #1.</p> <p>Students will learn about the first major military event for the United States during World War II. Students need to understand the impact that was felt when our homeland was attacked. I hope they can relate this feeling to those other events where we have been attacked such as when 9/11. The sense of Patriotism spread.</p>	<p>#1. 20 minutes</p>
Transition		
<p>Activity #2</p> <p>Operation Barbarossa: explain what, the importance, combatants, and casualty statistics.</p>	<p>Rationale #2.</p> <p>Students will see the audacity that Germany had to violate a diplomatic agreement between the two nations. It shows they had no mercy or feelings of preserving any power but their own. Hitler did not want anyone</p>	<p>#2. 10 minutes</p>

<p>CFU Questions</p> <p>4. Ask what was special important about Germany invading the Soviet Union after agreeing to the Nonaggression Pact.</p>	<p>to be superior to him, even Stalin who thought he had an alliance with him</p>	
Transition		
<p>Activity #3</p> <p>Atlantic Conference:</p> <p>Students will learn about the basis of the conference and what the outcomes were.</p> <p>CFU Questions</p> <p>3. Students will be asked to explain the significance of the conference</p>	<p>Rationale #3.</p> <p>Students learn this is a nonbinding treaty but laid the foundation for the alliance between the United States and Great Britain.</p>	<p>#3. <u> 5 </u> minutes</p>
Lesson Summary		
<p>Closure</p> <p>We will do a quick wrap up of what the class learned today. I will ask questions that will be simply recall and others that require more critical thinking.</p>		<p><u> 3 </u> minutes</p>
<p>Homework</p> <p>Take-home “pop quiz” to check understanding of materials learned so far, based off of participation grade not accuracy.</p>	<p>Rationale for Homework</p> <p>Students’ complete assignment so they can have a refresher on the material covered in lesson 1 & 2.</p>	<p>When Due</p> <p>Day # 7</p>
<p>Assessment (Formal and Informal)</p> <ul style="list-style-type: none"> • Exit Ticket • Informal Questioning • Take-home pop quiz 		

Lesson #4

Heading		
Teacher: __Caitlyn Urban		
Name of Course: Great Events in World History since 1900		
Unit Name: World War II		
Topic for the Lesson: The Pacific Theater		
Day Number: 7 of __18__		Time in Minutes __42__
Standards		
Pennsylvania Academic Standards or PA Core Standards		
Number	Title	
8.4.W.C	Evaluate how continuity and change have impacted the world today: Belief systems and religions, commerce and governments, technology, politics and government, physical and human geography, and social organizations.	
7.1.W.A.	Use geographic tools to analyze information about the interactions between people, places, and the environment.	
Lesson Objectives		
Objectives (student version):		
1. At the end of instruction, you will be able to differentiate events during battles in the Pacific Theater		
2. At the end of instruction, you will be able to examine the Japanese mentality during the attacks on their homeland.		
Lesson Key Vocabulary & Concepts		
1.Hideki Tojo	2. Carpet bombing	3. General MacArthur

4. Doolittle Raid	5. Bataan Death March	6. Island Hopping
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Lesson Activities		
Hook: Students will watch a 3-minute movie clips from the most intense fighting from the movie <i>Midway</i> .	Rational It gives students a visualization of the intense fighting that took place in the Pacific.	<u>Time</u> 3 minutes
Instructional Activities	Rationale for Activities	<u>Time</u>
<p>Activity #1</p> <p>Battle of Midway and Battle of Guadalcanal: Discuss the significance of that battle, any memorable people and who won/lost. Also explain the significance of the Navajo Code Talkers</p> <p>CFU Questions</p> <p>5. Ask questions about the important parts of the activity students will have to remember for future assessment</p>	<p>Rationale #1.</p> <p>These were some of the first battles in the war on the Pacific. Students need to learn about the naval warfare and to understand there was some hand-to-hand combat, but it was aerial and naval.</p>	#1. _12_ minutes
Transition		
<p>Activity #2</p> <p>Battle of Leyte Gulf: Students will learn about what events happened during the battle, and what makes it worth learning</p>	<p>Rationale #2.</p> <p>Students may not have learned about the battle as much in other history classes, but this</p>	#2. _5_ minutes

<p>about. Students will also learn who won/lost. Tell the story of Ruby Bradley, who is one of the most decorated women in US military history and even captured by the Japanese.</p> <p>CFU Questions</p> <ol style="list-style-type: none"> 5. What makes the Battle of Leyte Gulf so memorable? <ol style="list-style-type: none"> a. Largest naval battle on World War II 6. What stood out most to you from the story of Ruby Bradley? 	<p>battle is important to touch on. The main goal of this war was to create complete isolation for Japan so they could not get supplies from other countries, especially oil.</p>	
Transition		
<p>Activity #3</p> <p>Battle of Iwo Jima and Battle of Okinawa: Students learn about Iwo Jima and the legacy this has. Student will look at the iconic “Raising the Flag” photograph and the treacherous fighting on the island. Students will also learn about the last battle of the Pacific at Okinawa and how it closed the book on war in the pacific. I will also include how in the Battle of the Philippines; women picked rifles and became guerrilla fighters. One fighter, Liwayway, even wore lipstick.</p> <p>CFU Questions</p> <ol style="list-style-type: none"> 4. Ask students what they knew prior to activity then ask what they found interesting about these two battles at the end of the activity. 	<p>Rationale #3.</p> <p>These battles are remembered as some of the most courageous American fighting in the pacific, so students need to understand the gravity of their efforts. These two battles also concluded the majority of the fierce fighting against Japan.</p>	<p>#3. _10_ minutes</p>
Transition		
<p>Activity #4</p> <p>The Doolittle Raid: Students will complete a Nearpod to learn about this topic. There</p>	<p>Rationale #4.</p> <p>Nearpod breaks the monotonous routine of lecture,</p>	<p>#4. _10_ minutes</p>

<p>will a poll at the beginning to see if they knew about this event before now. Then there will be small paragraphs/bullet points to learn the material. There will be a video clip from the movie <i>Pearl Harbor</i>, for this event. The conclusion of the Nearpod will be multiple choice questions and short answer to gauge their knowledge of the event.</p> <p>CFU Questions</p> <p>3. Student complete Nearpod</p>	<p>so students get to use technology and take their learning in to their own hands to gain what they want out of a activity on the Doolittle Raid.</p>	
Lesson Summary		
<p>Closure</p> <p>Students will put away their iPads/Chromebook away, but to leave their seats to put them away, they have to tell me which battle their favorite was to learn about and why.</p>		<p><u> 3 </u> minutes</p>
<p>Homework</p> <p>Mapping Exercise on Pacific Theater</p>	<p>Rationale for Homework</p> <p>This assignment is reoccurring throughout the whole unit. They are completing a packet of maps and geographic exercises. This homework will only focus on the maps for war against Japan.</p>	<p>When Due</p> <p>Day # 14</p>
<p>Assessment (Formal and Informal)</p> <ul style="list-style-type: none"> • Nearpod exercise • Check for Understanding questions during instruction 		

Lesson #5

Heading		
Teacher: Caitlyn Urban _____		
Name of Course: Great Events in World History since 1900 _____		
Unit Name: World War II _____		
Topic for the Lesson: __European Theater: Battles_____		
Day Number: 8 of ___18_____		Time in Minutes ___42___
Standards		
Pennsylvania Academic Standards or PA Core Standards		
Number	Title	
8.4. W.C.	Evaluate how continuity and change have impacted the world today: Belief systems and religions, commerce and governments, technology, politics and government, physical and human geography, and social organizations.	
CC.8.5.11.1	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	
Lesson Objectives		
Objectives (student version):		
1. At the end of instruction, you will be able to examine the differences between war in the European theater to that in the Pacific		
2. At the end of instruction, you will be able to summarize major battles during fighting in Europe during World War II.		
Lesson Key Vocabulary & Concepts		
1. Blitzkrieg	2. Dwight D. Eisenhower	3. Luftwaffe
4. General George S. Patton	5. Josef Stalin	6. Erwin Rommel

Lesson Activities		
Hook Play a short audio clip of Eisenhower speaking.	Rational Students engage their listening skills and start learning with firsthand audio of the Allied commander speaking	<u>Time</u> 4 minutes
Instructional Activities	Rationale for Activities	<u>Time</u>
Activity #1 Battle of El Alamein: Students will learn what happened during this battle, why its important, who were key people, and the outcome CFU Questions 6. Ask students questions from what they just learned, to reiterate the important points	Rationale #1. This was one of the major battles in North Africa. Learning about this shows the expanse that this war covered.	#1. 10_ minutes
Transition		
Activity #2 Battle of Moscow: Students will learn what happened during this battle, why its important, who were key people, the outcome. Explain the women in the T-34 Russian Tanks. CFU Questions 7. Have students do a quick summary of the dynamics of what this battle meant for Stalin and Hitler	Rationale #2. The Battle of Moscow was fought in the Soviet Union, it tested the power between Hitler and Stalin. Students will learn how harsh fighting was in the Soviet Union, especially with the climate.	#2. 10_ minutes
Transition		
Activity #3	Rationale #3. Students learn that this battle stopped German advance on the	#3. 10_ minutes

<p>Battle of Stalingrad: Students will learn what happened during this battle, why its important, who were key people, the outcome</p> <p>CFU Questions</p> <p>5. Have students give reasons what made this battle so memorable.</p>	<p>eastern front as well as this was the first major loss for Germany. Defeat impacts morale in a military.</p>	
Lesson Summary		
<p>Closure</p> <p>Students will be asked to pick their favorite battle to learn about during that day and explain what they took from it.</p>		<p><u> 5 </u> minutes</p>
<p>Homework</p> <p>Take-home quiz on Pacific theater</p>	<p>Rationale for Homework</p> <p>This is a small assignment so students remember what they learned the day prior, it's for homework so when completing they can compare how battle were fought in the pacific compared to in Europe</p>	<p>When Due</p> <p>Day # 9</p>
<p>Assessment (Formal and Informal)</p> <p>Exit Ticket for video clips</p> <p>Mapping Exercise on European front</p> <p>Take-home pop quiz</p>		

Lesson #6

Heading		
Teacher: Caitlyn Urban		
Name of Course: Great Events in World History since 1900		
Unit Name __ World War II		
Topic for the Lesson: __ European Theater Part 2: Battles\		
Day Number: 9 of __ 18 _____		Time in Minutes 42
Standards		
Pennsylvania Academic Standards or PA Core Standards		
Number	Title	
8.4. W.C.	Evaluate how continuity and change have impacted the world today: Belief systems and religions, commerce and governments, technology, politics and government, physical and human geography, and social organizations.	
CC.8.5.11.1	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	
Lesson Objectives		
Objectives (student version):		
1. At the end of instruction, you will be able to reason the importance of the battles discussed in this lesson		
2. At the end of instruction, you will be able to submit a short answer on their thoughts after watching clips from <i>Bridge Too Far</i> .		
Lesson Key Vocabulary & Concepts		
1. General Bernard Montgomery	2. Hurtgen forest	3. Sherman tank
4. Panzer tank	5. Tuskegee Airmen	

Lesson Activities		
<p>Hook</p> <p>Five-minute clip from movie <i>Bridge Too Far</i></p>	<p>Rational</p> <p>This a classic movie, that many people do not appreciate as much anymore. Students get to see the land efforts taken to knock down or take the bridges during the Battle of Arnhem and the expertise planning involved with this strategy.</p>	<p><u>Time</u></p> <p>5 minutes</p>
Instructional Activities	Rationale for Activities	<u>Time</u>
<p>Activity #1</p> <p>Battle of Arnhem: Studetns will relate what they just watched in the video to what actually happened. They will learn what happened, the importance of this battle, and who won/lost.</p> <p>CFU Questions</p> <ol style="list-style-type: none"> 7. Ask students to match which tank model to the perspective side. 8. Ask students why was it necessary to take the bridges? 	<p>Rationale #1.</p> <p>This battle is visualized to many by the movie, but in most world history curriculums it is passed over. I think it is just as important to look at the smaller battles as to the large-scale ones.</p>	<p>#1.</p> <p><u> 10 </u> minutes</p>
Transition		
<p>Activity #2</p> <p>Battle of the Bulge: Students will learn the basics of this battle: what happened, where, who was involved, and the outcome. Students will look at the uniqueness of this battle's name in relation to the actions taken during it.</p> <p>CFU Questions</p> <ol style="list-style-type: none"> 8. Studnts will be asked what makes this battle unique? 	<p>Rationale #2.</p> <p>The Battle of the Bulge shows the power of the American morale, that even through extreme winter temperatures and inward cave of the line they preserved through to stop the German advance.</p>	<p>#2.</p> <p><u> 15 </u> minutes</p>

Transition		
Activity #3 The Battle of Berlin: Students will learn the events of this battle, the main people involved, the outcome, and what makes this battle so memorable. Also, introduce the highlights of the Tuskegee Airmen and the importance of their flights. CFU Questions 6. Students will be asked to answer what this battle meant for war in the European Theater? (End the fighting in Europe) 7. What was so significant about the Tuskegee Airmen?	Rationale #3. Students will learn how the war ended in Europe, and how it impacted the psychology of Hitler's untouchable Nazi empire.	#3. <u>10</u> minutes
Lesson Summary		
Closure We will reflect on what the Battle of Berlin meant for Europeans under Hitler's control and how they must have felt after hearing of an Allied victory on the German Homefront <u>*Turn in completed Bell Ringer</u>		<u>3</u> minutes
Homework Mapping Exercise Google Forms Survey	Rationale for Homework This is an ongoing assignment, so students just learned about a new map in their packet so they can complete the map and questions about it. Students will complete survey on pacing of the course and how they think their learning is progressing through the unit	When Due 14 Day # Day 11
Assessment (Formal and Informal)		

Bell Ringer on *Bridge Too Far*

Google Forms Survey (Participation grade)

Informal Questioning throughout instruction

Lesson #7

Heading		
Teacher: Caitlyn Urban		
Name of Course: Great Events in World History since 1900		
Unit Name __World War II		
Topic for the Lesson: ___European Theater Part 3: D-Day Invasion		
Day Number: 10 of 18		Time in Minutes ____42__
Standards		
Pennsylvania Academic Standards or PA Core Standards		
Number	Title	
8.4. W.C.	Evaluate how continuity and change have impacted the world today: Belief systems and religions, commerce and governments, technology, politics and government, physical and human geography, and social organizations.	
CC.8.5.11.1	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	
7.1.W. A	Use geographic tool to analyze information about the interactions between people, places, and the environment.	
Lesson Objectives		
Objectives (student version):		
1. At the end of instruction, you will be able to justify the Normandy Invasion		
2. At the end of instruction, you will be able to break down the events of the D-Day Invasion		
Lesson Key Vocabulary & Concepts		
1. D-Day	2. Patton's Balloon Army	3. Atlantic Wall
4.General George S. Patton	5.Pointe du Hoc	

Lesson Activities		
<p>Hook</p> <p>Show the opening scene of <i>Saving Private Ryan</i> with bell ringer focused on emotions evoked while watching the film.</p> <p>Show the class my grandfather's dog tags that he wore when he stormed Omaha beach, as a way to bring history to life.</p>	<p>Rational</p> <p>This movie makes any American emotional seeing what these men had to go through to take the Atlantic Wall down and move onward to liberate Paris</p>	<p><u>Time</u></p> <p>10 minutes</p>
Instructional Activities	Rationale for Activities	<u>Time</u>
<p>Activity #1</p> <p>Explain General Patton's balloon army and the power behind this simple dostraction. We will discuss the events that could have happened had the baloon army tactic failed.</p> <p>CFU Questions</p> <p>9. Students will answer what they think would have happened had this tactic failed</p>	<p>Rationale #1.</p> <p>This is a little-known secret behind the success of the D-Day Invasion. Students will learn more in-depth understanding behind the gravity of this operation.</p>	<p>#1. <u> 5 </u> minutes</p>
Transition		
<p>Activity #2</p> <p>Operation Overlord: Explain the five beaches (Omaha, Juno, Utah, Gold, and Sword) and the importance of Pointe du Hoc. Include the women of WASP and their contributions.</p> <p>(299) D Day Invasion WWII Living History: Women's Role - YouTube</p>	<p>Rationale #2.</p> <p>Students need to understand the geography if the French coast to comprehend the intensity of this operation. Pointe du Hoc was the home base for success in this invasion, and the capture of this relied on Americans climbing vertically up</p>	<p>#2. <u> 10 </u> minutes</p>

<p>CFU Questions</p> <p>9. Asking students questions to pair up events with the perspective beach.</p>	<p>a 100-foot cliff while being shot at with Germany artillery.</p>	
Transition		
<p>Activity #3</p> <p>Land Advance: Explain how dangerous storming the beaches were and the skill it took to manuever through the pillbox scattered hillside and avoid the fire of the Atlantic Wall. Students will read short accounts of soldiers storming the beaches.</p> <p>CFU Questions</p> <p>8. Students will summarize the accounts they read</p>	<p>Rationale #3.</p> <p>Primary sources will help students learn of what the soldier went through on the beaches and it lets them learn on their own instead of me lecturing of the events.</p>	<p>#3.</p> <p><u> 10 </u> minutes</p>
Lesson Summary		
<p>Closure</p> <p>Discuss the liberation of Paris and impact it had on the successful Normandy invasion. Had the Allied forces not succeeded the world would have continued under Nazi reign.</p>		<p><u> 5 </u> minutes</p>
<p>Homework</p> <p>Mapping Exercise: Normandy Invasion</p>	<p>Rationale for Homework</p> <p>Ongoing assignment, students will complete the pages in the packet for the Normandy Invasion</p>	<p>When Due</p> <p>Day #</p> <p>14</p>
<p>Assessment (Formal and Informal)</p> <p>Bell Ringer & Informal Questioning</p>		

Lesson #8

Heading		
Teacher: Caitlyn Urban		
Name of Course: Great Events in World History since 1900		
Unit Name: World War II		
Topic for the Lesson: European Theater Part 4: Conferences & Diplomatic Decisions		
Day Number: 11 of ____ 18 ____		Time in Minutes ____ 42 ____
Standards		
Pennsylvania Academic Standards or PA Core Standards		
Number	Title	
8.4. W.C.	Evaluate how continuity and change have impacted the world today: Belief systems and religions, commerce and governments, technology, politics and government, physical and human geography, and social organizations.	
Lesson Objectives		
Objectives (student version):		
1. At the end of instruction, you will be able to judge diplomatic decisions made at major conferences during World War II		
Lesson Key Vocabulary & Concepts		
1. Casablanca Conference	2. Tehran Conference	3. Yalta Conference
4. Franklin D. Roosevelt	5. Winston Churchill	6. Josef Stalin

Lesson Activities		
<p>Hook</p> <p>Students will be shown iconic photographs of the Big Three leaders and asked if they can tell who these men are and what happened when they met?</p>	<p>Rational</p> <p>Students should be able to recognize Roosevelt, Churchill, and Stalin by photograph and what happened when they met.</p>	<p><u>Time</u></p> <p>3 minutes</p>
Instructional Activities	Rationale for Activities	<u>Time</u>
<p>Activity #1</p> <p>Casablanca Conference: Students will learn who was in attendance, what was discussed, and what the outcomes were. This was Roosevelt's and Churchill's planning meeting to discuss military strategies for war in Europe.</p> <p>CFU Questions</p> <p>10. "What was the outcome of this conference?"</p> <p>11. "Who met at this conference?"</p>	<p>Rationale #1.</p> <p>Casablanca was one of the first meetings for Roosevelt and Churchill to plan out the war effort. This symbolized the diplomatic decisions behind all the aggressive military advances.</p>	<p>#1.</p> <p>_11_ minutes</p>
Transition		
<p>Activity #2</p> <p>Tehran Conference: Students will learn who was in attendance, what was discussed, and what the outcomes were. This conference was the decision to open a second front in Europe to fight Germany in France.</p> <p>CFU Questions</p> <p>10. "What was the outcome of this conference?"</p> <p>11. "Who met at this conference?"</p>	<p>Rationale #2.</p> <p>Tehran involved the Big Three (Roosevelt, Churchill, and Stalin), it involved cooperation to collectively decide to open a second front. Stalin had to understand that the Allied efforts would now be split, and he would have to take up more defense to protect his from. Roosevelt and Churchill had to understand their supplies and efforts would be expansively divided across Europe.</p>	<p>#2.</p> <p>_11_ minutes</p>
Transition		

<p>Activity #3</p> <p>Yalta Conference: Students will learn who was in attendance, what was discussed, and what the outcomes were. They will learn this was another meeting of the Big Three to discuss the reorganization of Europe postwar.</p> <p>Students will read a paraphrased version of the article: In 1945, FDR's daughter accompanied him to one of the most important meetings in US history by Allen McDuffee Timeline</p> <p>About FDR's daughter accompanying him to the Yalta Conference</p> <p>CFU Questions</p> <ol style="list-style-type: none"> 9. : "What was the outcome of this conference?" 10. "Who met at this conference?" 11. What was the signifcance of FDR bringing his daughter to Crimea? 	<p>Rationale #3.</p> <p>Yalta was important because it showed that the Allied forces were already thinking postwar and how to deal with the mess Germany created.</p>	<p>#3. _12_ minutes</p>
Lesson Summary		
<p>Closure</p> <p>Students will answer: Which conference had the greatest impact on the war?</p>		<p>_5_ minutes</p>
<p>Homework</p> <p>None</p>	<p>Rationale for Homework</p>	<p>When Due</p> <p>Day #</p>
<p>Assessment (Formal and Informal)</p> <p>Informal questioning</p>		

Lesson #9

Heading	
Teacher: Caitlyn Urban	
Name of Course: Great Events in History since 1900	
Unit Name: World War II	
Topic for the Lesson: Women in the Armed Forces	
Day Number: 9 of 18	Time in Minutes: 42
Standards	
Pennsylvania Academic Standards or PA Core Standards	
Number	Title
8.4.W.C	Evaluate how continuity and change have impacted the world today: Belief systems and religions, commerce and governments, technology, politics and government, physical and human geography, and social organizations
Lesson Objectives	
Objectives (student version):	
1. At the end of instruction, you will be able to reflect on what life was like for underrepresented groups during World War II	

Lesson Key Vocabulary & Concepts		
1. WACS	2. WAVES	3. WASPS
4. Executive Order 8802		

Lesson Activities

<p>Hook: The teacher will ask the students "what role did women play in the war?"</p> <p>Students can come up to the board and write their responses</p> <p>The teacher will examine the answers, assuming they will not be about fighting in the Armed forces.</p> <p>The response will stay up for the remainder of the lesson.</p>	<p>Rational3:</p> <p>Students tend to think of nurses or raising children as their role for war. In reality women were heavily involved with the armed forces such as clerical jobs, gunners, parachute riggers, and even officers. The hook will engage students by perking their interest in a subject they may not know a lot about.</p>	<p><u>Time</u></p> <p><u>5</u> <u>minutes</u></p>
Instructional Activities	Rationale for Activities	<u>Time</u>

<p>Activity #1: Army and Marine Women</p> <p>The teacher will begin teaching about the different organization's women were involved in during the Second World War. Examples being WACS, WAVES, Women Marines, SPAR, and WASPS.</p> <p>Each organization has an individual to highlight their work. The first organizations are army and marines. Students will learn about specific women and their contributions. As the teacher is lecturing students will take notes in a notebook. They can use these for the Research Analysis: The women with their organization are:</p>	<p>Rationale #1.</p> <p>Focusing on each branch of the military lets students see women were in every aspect of the war. I chose to focus on individuals instead overarching tasks for women, because it makes it more personal for the students.</p>	<p>#1. <u>8</u> <u>minutes</u></p>
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<p>WACS: Alyce Dixon</p> <p>Women Marines: Marjorie Tredway Flack</p> <p>CFU Questions</p> <ol style="list-style-type: none"> 12. What was Dixon's main job Birmingham, England- organizing all the mail from loved ones 13. What was Flack's job aboard planes- parachute rigger 		
Transition		
<p>Activity #2 Navy and Coast Guard Women:</p> <p>Following in similar fashion, the second section is on Navy and Coast Guard women. They will learn about their background and challenges they faced as women.</p> <p>SPAR: Dr. Olivia Hooker</p> <p>WASPS: Betty Tackaberry Black "Tack"</p> <p>WAVES: Susan Ahn Cuddy</p> <p>CFU Questions</p> <ol style="list-style-type: none"> 12. Out of five women, Hooker was the only one left at the end to do what? – type discharge papers 13. What was Black's claim to fame? – she was in the graduating class of the first Women's Airforce Service Pilots 14. What was Cuddy's claim to fame? – first women gunnery officer 	<p>Rationale #2.</p> <p>Having students learn about the individual it makes it more personal for them to remember.</p>	<p>#2. <u> 9 </u> minutes</p>
Transition		

<p>Activity #3 Nurses & War:</p> <p>Army Nurse Corps: Ellan and Dorothy Levitstky</p> <p>Navy Nurse Corps: Jane Kendeigh</p> <p>CFU Questions</p> <p>12. Where were the Levitstky sister's station as nurses? – Normandy</p> <p>13. What was Kendeigh's claim to fame? – first flight nurse to ever set foot on an active Pacific battlefield.</p>	<p>Rationale #3.</p> <p>Having students learn about the individual makes it more personal for them to remember.</p>	<p>#3. <u>5</u> minutes</p>
<p>Transition</p>		
<p>Activity #4 Executive Order 8802</p> <p>Outlawed discriminatory hiring and established the Committee of Fair Employment Practices.</p> <p>Eleanor Roosevelt was strongly opposed to the Navy keeping African Americans in servant like jobs.</p> <p>CFU Questions</p> <p>4. <u>Why was this Executive Order so influential?</u></p>	<p>Rationale #4.</p> <p>African American were subjected to servile jobs in the military such as cooks and housekeepers. Women were subjected to the worse of its kind. This Executive Order was the first presidential civil rights action since the Reconstruction.</p>	<p>#4. <u>9</u> minutes</p>
<p>Lesson Summary</p>		
<p>Closure;</p> <p>The teacher will introduce the Research Analysis project that will focus on the student's analysis of women in the war. They will be thinking critical and writing a 3-4 page paper on what they learned about women in the war and from the guest speaker that will be in class the following day.</p>		<p><u>6</u> minutes</p>

Homework	Rationale for Homework	When Due
Begin Research Analysis	<u>N/A</u>	Day # 18
<p>Assessment (Formal and Informal)</p> <p><u>Check for Understanding Questions- Informal</u></p> <p><u>Research Analysis- Formal</u></p> <ul style="list-style-type: none"> • Turned in at the end of the unit 		

Lesson # 10

Heading	
Teacher: Caitlyn Urban	
Name of Course: Great Events in History since 1900	
Unit Name World War II	
Topic for the Lesson: Guest Speaker from Local Historical Center	
Day Number: 13 of 18	Time in Minutes <u> 42 </u>
Standards	
Pennsylvania Academic Standards or PA Core Standards	
Number	Title
8.1.W.C	Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.
Lesson Objectives	
Objectives (student version):	
1. At the end of instruction, you will be able to create a research analysis based off the information from the guest speaker.	

Lesson Activities		
Hook: The teacher will introduce the speaker to the class and what the expectations are for in class speakers.	Rational: It's important to express expected behavior for a speaker, so if a student does misbehave they were told ahead of time what the consequences will be.	<u>Time</u> <u>3</u> <u>minutes</u>
Instructional Activities	Rationale for Activities	<u>Time</u>
<p>Activity #1: The speaker will present information on local women who participated in World War II. Students will take notes and ask meaningful questions to the speaker. The speaker will have interactive elements to get the students engaged.</p> <p>CFU Questions</p> <p>1. <u>Students will have questions for speaker</u></p>	<p>Rationale #1.</p> <p>Students will benefit from this speaker because they will gain perspective from a local resource that they may not learn from direct instruction.</p>	#1. 35 minutes
Lesson Summary		
Closure: The teacher will thank the speaker and then the students will have a short recap of the information share. The teacher will reiterate to the students to use the information from the presentation to write their research analysis.		5 minutes
Homework: Keep writing Research Analysis (will have time to work in English classes as well)	Rationale for Homework <u>Assignment worked on throughout the unit</u>	When Due Day # 18

<p>Assessment (Formal and Informal)</p> <p><u>Informal</u>, questions from the speaker</p> <p><u>Formal</u>, Research Analysis</p>		

Lesson #11

Heading	
Teacher: Caitlyn Urban	
Name of Course: Great Events in History since 1900	
Unit Name: World War II	
Topic for the Lesson: Holocaust	
Day Number: 14 of 18	Time in Minutes ____42____
Standards	
Pennsylvania Academic Standards or PA Core Standards	
Number	Title
CC.8.5.11.1	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Lesson Objectives	
Objectives (student version):	
1. At the end of instruction, you will be able to criticize the atrocities that occurred at the concentration camps during the Holocaust	
2. At the end of instruction, you will be able to recall events that occurred in the excerpt from Anne Frank's Diary	

Lesson Key Vocabulary & Concepts		
1. Auschwitz	2. The Holocaust	3. Death Camps

Lesson Activities		
Hook: Students will be shown a short slideshow of photos from the Holocaust and have a small bell ringer that will have the question “what thoughts do you have about these photos?”	Rational: It’s important to target the affective domain for students to engage them for instruction.	<u>Time</u> <u>5</u> <u>minutes</u>
Instructional Activities	Rationale for Activities	<u>Time</u>
<p>Activity #1: Concentration Camps</p> <p>The teacher will begin by talking about three different concentration camps: Auschwitz, Dachau, and Buchenwald. Th teacher will highlight living conditions and treatments of prisoners. The students will fill in note packet. They will also have a map of Europe that has all the concentration camps highlighted.</p> <p>The presentation will have many photos from the camps to keep students engaged. The teacher will include statistics on those who were captured and those who were killed.</p> <p>CFU Questions</p> <p>14. <u>Why did Germany do this?</u></p> <p>15. <u>Why did Germany have most of the camps in Poland?</u></p>	<p>Rationale #1.</p> <p>Students need to know the grim reality of the concentration camps and the Final Solution. Showing the photos of the camp will help students visualize the atrocities. I also think having the map will help them see the concentration of the camps in Poland and other eastern European countries.</p>	<p>#1.</p> <p><u>12</u> <u>minutes</u></p>

Transition		
<p>Activity #2: The teacher will show a brief interview clip of a Holocaust survivor.</p> <p>CFU Questions</p> <ol style="list-style-type: none"> 1. What were your thoughts on the survivor's story. 	<p>Rationale #2.</p> <p>It's important to show the real people who suffered these atrocities.</p>	<p>#2. <u> 4 </u> minutes</p>
Transition		
<p>Activity #3 Read excerpt from Anne Frank's Diary</p> <p>Students will read a two-page excerpt from Anne Frank's Diary. They will read through it twice. The first time for theme. The second time for important details and questions. They will annotate margins. They will use a smiley face for important details and a question mark for places that need clarification.</p> <p>CFU Questions</p> <ol style="list-style-type: none"> 14. <u>What did you notice while reading?</u> 15. <u>What was the most important part of the reading?</u> 16. <u>What would you have done in Anne's shoes?</u> 	<p>Rationale #3.</p> <p>This is a well-known reading, that students can read. It is wrote by a young adult, so it is easier to understand. Students also will be more interested because it is from a young adult's perspective.</p>	<p>#3. <u> 15 </u> minutes</p>
Lesson Summary		
<p>Closure</p> <p>The teacher will have the students turn over the bell ringer to the exit ticket on the back. The students will write two things they learned about the day. Then the teacher will ask students to share what they learned, if they would like. Then they will turn them in.</p>		<p><u> 4 </u> minutes</p>

<p>Homework</p> <p>The teacher will remind students to keep working on the Research Analysis</p>	<p>Rationale for Homework</p> <p><u>Culminating project</u></p>	<p>When Due</p> <p>Day # 18</p>
<p>Assessment (Formal and Informal)</p> <ul style="list-style-type: none"> • Note Packets • Map of Concentration Camps • Reading excerpt from Anne Frank's Diary • Bell Ringer & Exit Ticket <ul style="list-style-type: none"> ○ 5 points 		

Lesson #12

Heading	
Teacher: Caitlyn Urban	
Name of Course: Great Events in History since 1900	
Unit Name World War II	
Topic for the Lesson: Technology in the War	
Day Number: 15 of 18	Time in Minutes _____42_____
Standards	
Pennsylvania Academic Standards or PA Core Standards	
Number	Title
8.4.W.C	Evaluate how continuity and change have impacted the world today: Belief systems and religions, commerce and governments, technology, politics and government, physical and human geography, and social organizations
Lesson Objectives	
Objectives (student version):	
1. At the end of instruction, you will be able to classify different technology that was influential in World War II	
2. At the end of instruction, you will be able to explain the United States reasoning for dropping the atomic bombs on Hiroshima and Nagasaki	

Lesson Key Vocabulary & Concepts		
1. Hiroshima	2. Nagasaki	3. Kamikaze
3. Fireside Chat	5. U-Boat	6. Panzer

Lesson Activities

Hook: Students will walk into the classroom and on each of their desk will be a photograph of a different type of technology used in World War II. They will participate in a Think-Pair-Share about what they think they know about that technology.	Rational Students will begin thinking about different types of technology used in the war and why they might have been used.	<u>Time</u> <u>3</u> <u>minutes</u>
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Instructional Activities	Rationale for Activities	<u>Time</u>
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<p>Activity #1 Planes and Tanks</p> <p>The teacher will introduce planes and tanks used in battle for the war. The teacher will explain the difference between combat and reconnaissance planes. Then three types of planes will be introduced along with photographs: B-52 bombers (used in Doolittle’s Raid from previous lesson), Kamikaze (which was included in Pacific Theater lesson), and Supermarine Spitfire. Students will look at differences in speed, altitude, and use.</p> <p>Then the teacher will show the difference between the United States Sherman tanks and the German Panzer tanks. They will look at statistics about how many were manufactured and battlefield accomplishments. Students will have a graphic organizer for the three planes that will have similarities and differences. The students will also have a Venn</p>	<p>Rationale #1.</p> <p>Students should know what type of armaments were used in the battles</p>	<p>#1. _15_ minutes</p>
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<p>Diagram for the tanks. The teacher will also talk about the Russian women who operated the Russian T-34 tanks and Alexandra G. Samusenko, the only woman who held the position of commander of a tank battalion in World War II</p>		
<p>CFU Questions</p> <p>16. <u>Which plane do you think would be most effective over land fighting? What about on the seas?</u></p> <p>17. <u>Which tank do you think did more damage?</u></p> <p>18. <u>Why do you think women tank commander were only in the Russian Army</u></p>		
<p>Transition</p>		
<p>Activity #2: Atomic Bombs</p> <p>The teacher will display the iconic photograph of the atomic bombs dropped and the mushroom cloud. The teacher will explain the Manhattan Project and then project a short video on the “why” behind the United States dropping the bombs on Japan. Then the teacher will show graphic depicting casualties.</p>	<p>Rationale #2.</p> <p>Students need to know the reasoning for the United States to take nuclear decisions on Japan. Its also important to understand the psychological damage the wat had on the Japanese.</p>	<p>#2. <u>7</u> minutes</p>
<p>CFU Questions</p> <p>15. <u>Why did the United States drop the bombs on Japan?</u></p> <p>16. <u>What were the two names of the bombs?</u></p> <p>17. <u>What was the name of the plan that dropped the bomb?</u></p>		
<p>Transition</p>		

<p>Activity #3: Homefront technology</p> <p>The teacher will share audio from President Roosevelt’s Fireside Chat. The teacher will have students Think-Pair-Share about what they think was the significance of radio usage on the Homefront. The teacher will explain how a radio and telegram were used on the battlefield. Also students will see video clips of women in the factories and their victory gardens.</p> <p>CFU Questions</p> <p>17. <u>What was the significance of President Roosevelt’s usage of the radio for Fireside Chats.</u></p>	<p>Rationale #3.</p> <p>Hearing the Presidents voice engages the students because it is a chance to hear a primary source. It also will evoke the affective domain by hearing the president use words over radio to motivate citizens.</p>	<p>#3. _12_ minutes</p>
Lesson Summary		
<p>Closure</p> <p>The teacher will ask the students to share one interesting thing they learned from the lesson and then students will give a thumbs up or thumbs down if they agree with them.</p>		<p>_4_ minutes</p>
<p>Homework</p> <p>Keep working on Research Analysis</p>	<p>Rationale for Homework</p> <p><u>Culminating project</u></p>	<p>When Due</p> <p>Day # 18</p>
<p>Assessment (Formal and Informal)</p> <ul style="list-style-type: none"> • Planes Graphic Organizer • Venn Diagram for Tanks • Think-Pair-Share • Thumbs Up/ Down • Verbal Check for Understanding 		

Lesson #13

Heading	
Teacher: Caitlyn Urban	
Name of Course: Great Events in World History since 1900	
Unit Name: World War II	
Topic for the Lesson: Legacy of World War II	
Day Number: 16 of ___ 18 _____	Time in Minutes ___ 42 _____
Standards	
Pennsylvania Academic Standards or PA Core Standards	
Number	Title
8.4.W.C	Evaluate how continuity and change have impacted the world today: Belief systems and religions, commerce and governments, technology, politics and government, physical and human geography, and social organizations
Lesson Objectives	
Objectives (student version):	
1. At the end of instruction, you will be able to connect the information for the unit to the legacy of the war.	
2. At the end of instruction, you will be able to reflect on the events of the war and how they will impact the future of the 20 th century.	

Lesson Key Vocabulary & Concepts		
1. Nuremberg Trials	2. VJ-Day	3. VE-Day

Lesson Activities		
<p>Hook: Students will have three questions to answer, that will be wrote on the board when they enter the classroom:</p> <ol style="list-style-type: none"> 1. What on was one lasting effect of WW2? 2. Who suffered the most from the war? 3. What was one thing that could have changed the outcome of the war? <p>They can write these on a blank sheet of paper.</p>	<p>Rational</p> <p><u>Its important for students to reflect on all the information they learned in the unit. This lesson will sum up all the facts and exercises we did to really help them remember the "why" behind its legacy today.</u></p>	<p><u>Time</u></p> <p><u>5 minutes</u></p>
Instructional Activities	Rationale for Activities	<u>Time</u>
<p>Activity #1: Economic Legacy</p> <p>The teacher will have graphs projected about the cost of war and the amount of casualties lost. Students will guess how much it would cost to rebuild Europe. The one with the closest guess will earn a bonus point on the Final Exam.</p> <p>CFU Questions</p> <p>19. <u>How much did war cost the world?</u></p>	<p>Rationale #1.</p> <p>Students will be surprised the sheer cost of war and see its no cheap feat.</p>	<p>#1. 6 minutes</p>

Transition		
<p>Activity #2 Social</p> <p>The teacher will show another clip of a Holocaust survivors' story and the psychological effects the atrocities had on the survivors. The teacher will also show a video for an American soldier dealing with PTSD of coming home from war. Students will also learn about attitudes people had towards certain groups like Germans and Japanese because of what happened in the war.</p> <p>CFU Questions</p> <p>18. <u>Why did others treat these different ethnicity citizens differently?</u></p> <p>19. <u>Why do you think PTSD was so strong for soldiers and survivors?</u></p>	<p>Rationale #2.</p> <p>Students need to know the social atmosphere when soldiers returned home and consequences different Americans faced based off the certain countries fighting.</p>	<p>#2. 7 minutes</p>
Transition		
<p>Activity #3 Technology</p> <p>The teacher will highlight 5 technologies that came out of World War 2 that we still use today:</p> <ul style="list-style-type: none"> • V2-rockets- which lead to the evolution of guided ballistic missiles • Frequency Hopping Communication, thanks to Hedy Lamarr a female inventor and performer. This led to the foundation for modern day Wi-Fi, Bluetooth, and GPS tech. • Radar- which lead to the development of air traffic control and weather forecasting • Cabin pressurization- crews needed to move around so now all planes have this • Digital computers- which lead to the modern smartphone. Code breakers used them to break German codes. <p>Students will have a note packet to fill in as the teacher is instructing.</p>	<p>Rationale #3.</p> <p>Students use the evolved version of technology that was used in war. They can thank the development during World War II for their phones, GPS, etc.</p>	<p>#3. 12 minutes</p>

<p>CFU Questions</p> <p>18. <u>Can you name any other technology we use today that came from the war?</u></p>		
Transition		
<p>Activity #4 Political</p> <p>The teacher will go over VE-Day and VJ Day. The teacher will show photographs of the celebrations back home when the war was over. The teacher will also explain the formation of the United Nations and the legacy it has. Considering we still depend on this today.</p> <p>CFU Questions</p> <p>5. <u>Why do you think the United Nations is so important to have today?</u></p> <p>6. <u>Do you think democracy prevailed, and why?</u></p>	<p>Rationale #4.</p> <p>Student should reflect on the importance of the UN and why democracy prevailed when faced against the power of autocracy.</p>	<p>#4. 8 minutes</p>
Lesson Summary		
<p>Closure</p> <p>The teacher will conclude, with tying the unit together and asking students what they feel was their favorite part of the unit. The teacher will also ask the students where she could make improvements for future use.</p>		<p>4 minutes</p>
<p>Homework</p> <ul style="list-style-type: none"> • Be prepared to turn in Research Analysis the following day and all outstanding assignment. • The teacher will pass out the study guide. 	<p>Rationale for Homework</p> <p><u>Students should have completed Research Analysis and begin preparing for the Unit Exam</u></p>	<p>When Due</p> <p>Day # 18 &19</p>
<p>Assessment (Formal and Informal)</p> <ul style="list-style-type: none"> • <u>Students will turn I the culminating mapping exercise</u> • <u>Bell Ringer</u> • <u>Verbal CFU Questions</u> • <u>Note Packet</u> 		

Lesson #14

Heading

Teacher: Caitlyn Urban

Name of Course: Great Events in World History since 1900

Unit Name: World War II

Topic for the Lesson: United Nations- Mock Trial

Day Number: 17-18 of 18

Time in Minutes: 42

Standards

Pennsylvania Academic Standards or PA Core Standards

Number	Title
8.1.W.C	Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.
CC.8.5.11.1	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Lesson Objectives

Objectives (student version):

1. At the end of instruction, you will be able to compose an argument to support their country assigned in the UN Mock Trial.
2. At the end of instruction, you will be able to formulate rebuttal to use during the UN Mock Trail to defend their country.

Lesson Activities		
<p>Hook: The teacher will pass out instructions for the UN Mock Trial and send students into groups of three. The countries the students will be assigned are:</p> <ul style="list-style-type: none"> • United States • Germany • Great Britain • France • Italy <p>The main debate questions will be:</p> <ul style="list-style-type: none"> • How can we prevent world wars in the future? • Who should be responsible to pay for war debts? • How can we resolve disagreements in the future? 	<p>Rational</p> <p><u>Student will get to pick their countries to see what may interest them.</u></p> <p><u>Also, students can use this exercise as practice to help mediate disagreements and practice social skills to prepare for the future.</u></p>	<p><u>Time</u></p> <p><u>4</u> <u>minutes</u></p>
Instructional Activities	Rationale for Activities	<u>Time</u>
<p>Activity #1 Going Over Instructions: The teacher will go over instructions and expectations. Students will have to pick one of three “jobs”: Moderator, Scribe, and Defender</p> <ul style="list-style-type: none"> • Moderator = the one who will speak during the Trial 	<p>Rationale #1.</p> <p>Students will have ample time to prepare their arguments for the Trial</p>	<p>#1. <u>38</u> minutes</p>

<ul style="list-style-type: none"> • Scribe = the one who will write the arguments and facts to prepare for the Trial • Defender = The one who will speak the rebuttal and help add support the argument <p>The Trial will take place the following day and the students will have the rest of the period to prepare their arguments and rebuttals.</p>		
Lesson Summary		
<p>Closure</p> <p>The teacher will announce a reminder about the exam and explain to students the trial will take place tomorrow</p>		
<p>Homework</p> <p>Finish Argument for Trial</p>	<p>Rationale for Homework</p> <p><u>N/A</u></p>	<p>When Due</p> <p>Day # 18</p>
<p>Assessment (Formal and Informal)</p> <p><u>United Nations Mock Trial Debate</u></p> <p><u>Students will turn in Dictators Infographic, assigned in Lesson 2</u></p>		

Reflection

The use of implementing women's perspective into Social Studies needs to be purposeful and impactful. Through my research of different articles, editorials, and scholarly journals I found techniques to use my unit plans that can be applied to real world scenarios in the classroom. Going through the process of writing the curricular materials, I found the process challenging at times. I wanted to make it meaningful not just "add and stir." This has been the main idea when adding women to curriculum, because you would just mention them and move on. I implement them into my curriculum so it will build of each other. When I mention the women in the air force, I will continually revert back to them in future lessons. I also explain background of women in the war prior to the guest speaker coming in, so students have background to ask questions and contribute to the conversation.

When I first started the project I had perceived notions about how the process would go. I figured it would be easy to add women into the narrative of Social Studies. As I read through the literature, I learned about the many factors that play into curriculum design. Understanding how teachers are the gatekeepers of knowledge, textbooks are biased, and the teacher's tenure play into the process makes it more rigorous. As a new teacher, it's easier, because there will not be as much influence from external sources.

Another preconceived notion I had was about the effectiveness of the "add and stir" method. Thinking back on my high school classes, my teachers used this method. I could never recall an impactful lesson that centered about women. It was not until college where I learned about their contribution in World War II beyond Rosie the Riveter. As I wrote my curricular materials I had to keep asking myself "will students remember this outside the classroom?"

When I kept this question on the forefront of my mind, when planning, I was able to concentrate my implementation on lasting activities. It was a great reflection of metacognition on my end, and since this is a skill I want my students to develop I can reflect that into teaching for them.

During my presentation the question was raised about intersectionality. The term “Women’s History” is very broad and there is so many avenues to take curriculum design. It is imperative to incorporate a diverse array woman into the unit plan. I also think getting a cohort of teachers who are on board from different content areas is beneficial. This way when the ideas are taken to the administration there is support from multiple content areas.

Through my research and curricular design, I have gain knowledge and skills, which I can surely use in my future classroom. I enjoyed implementing a different perspective into my unit plan. I think a wider perspective of students will appreciate this material more. Moving forward, I will use the techniques of this research to further help me teach culturally responsive, as only to benefit my students.

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