**COURSE TITLE: World War II**

GRADE LEVEL: Sixth Grade

UNIT: Roles Around the World During World War II

**Abstract**

In this unit students will be learning about the sequence of events during World War II. They will work towards grasping a clearer understanding on what “conflict” means to the community and how it affected everyone during the war. Along with learning about the truer meaning of the term conflict, students will discover the significance of specific chain of events and how cause and effect played a large role throughout World War II. During this unit students will be learning how World War II events affected not only America, but also countries all over the world. In this unit there will be activities that will require student’s interaction, role-playing, and critical problem solving.

**Focus Questions**

* How can one decision make a significant impact on countries around the world?
* What were some of the main causes of World War II?
* If conflict is not resolved how can it have an effect on a situation, society, or relationship?

|  |  |  |
| --- | --- | --- |
| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| Students will:   * Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (6-8.RH.4) * Draw evidence from informational texts to support analysis, reflection, and research. (6-8.WH.9) * Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (6-8.WH.4) * Distinguish among fact, opinion, and reasoned judgment in a text. (6-8.RH.8) | Students will:   1. Students will complete a Venn Diagram of the two different sides of the war, Axis and Allies. Students will share facts about different sides of the war. Students will learn the difference between fact and opinion when in situations of conflict. Students will learn about how the war has affected them and their family. (6-8.WH.9) (6-8.RH.8) 2. Student will learn about the pros and cons of each side of the war, Axis and Allies, and write a paper about it. Students will find facts about World War II in textbooks and learn different definitions about the war. (6-8.WH.4) (6-8.RH.4) | Conflict  Separation  Consequences  Perspectives  Sequences |

**Instructional Resources**

* Brook, H., Brocklehurst, R., & Dowswell, P. (2007). The world wars: An introduction to the first and second world wars. Usborne. Retrieved from http://www.barnesandnoble.com/w/the-world-wars-paul-dowswell/1114223538
* http://www.mapsofworld.com/world-maps/world-war-ii-map.html
* Ambrose, S. E. (2001). *Good fight: How World War II was won.* Athenaeum Books for Young Readers. Retrieved from http://www.barnesandnoble.com/w/good-fight-stephen-e-ambrose/1111461079?ean=9780689843617
* Indiana Memory
  + <https://digital.library.in.gov/Record/BSU_WWIIScrp-1188>
  + <https://digital.library.in.gov/Record/BSU_WWIIScrp-949>

**Catalog of Lessons**

**Lesson 1: What is Conflict?**

The teacher will write the question "What is conflict?" on the board and ask students to answer it in their journal by writing a letter to their friend. Students will share their response with a partner, and form a new definition together. Students will share definitions as a class to come up with a class definition of "conflict." The teacher will write a new question "What causes conflict?" on the board and ask students to answer it in their journal. With as many examples as possible, again this will be added to the letter to their friend. Students will choose their top three examples for what causes conflict. Students will share their top three examples with a partner and together create three generalizations of what causes conflict. The students will share generalizations with the class and create a list of causes for conflict. Teacher will ask the students to think of a conflict in their life or within the society and write a few sentences in their journal describing the conflict and what caused it. Discuss with students the differences between causes and triggers. A cause is an event or events that over time lead to a reaction. A trigger is an event that creates an immediate reaction. Compare these to a fight between friends or an event within a society. Before friends get in a fight, many small things may happen, such as them making fun of you or ignoring you. Students will talk about what causes conflict among friends and what the consequences of conflict among friends is. The teacher will then continue the lesson on day two.

**Lesson 2: Causes of WWII**

The teacher will write the following question on the front board: “What were the contributing factors (causes) to the beginning of WWII?”  The students will read a passage from the book The World Wars: An Introduction to the First and Second World Wars (listed in the instructional resources) pages 126-131 for WWII and list the contributing factors (causes) of war that they see in those pages.   As a small group they will write down the causes of the war.  The students will have a group discussion and share small group "causes" of WWII on the front board. The students will look at the causes of the war and fill out a graphic organizer of the causes and effects of the war.

**Lesson 3: Separation of Countries (Axis vs. Allied)**

The teacher will assign students to specific countries. The countries that the students are assigned to will be either Allied or Axis countries. The teacher will post the map of the Axis and Allied countries on the projector for the students to look at. Once the students have their specific assignments each country will get together into their specific group. Within these groups the teacher will have the students work together by creating a hierarchy system of who is most valuable during the war. This system will be used throughout the unit. After the rankings have been determined the groups will work together to come up with a first draft of an action plan, along with specific duties of each country that will be used in the war.

**Lesson 4: Sequence of Events**

The teacher will provide the students with a variety of events, dates, and milestones that occurred during World War II. The students will be expected to research these events in the book *Fight the Good Fight* and put all of these information pieces together in the correct chronological order. Once the students' time lines are completed the teacher will hold a grand discussion with the students about their justifications of the events. During the grand discussion the students will be expected to identify main causes in events that led to specific actions in the war.

**Lesson 5: Significance of Powers**

During this activity the students will work together in their in their different groups of powers that were assigned previously. The teacher will give the students a message from each of the leading countries leaders on specific actions to do next in the war. After the students have read their prompt a student from each group will take turns debating their decision of actions in front of the class. During this debate they will need to explain their reasoning, how their actions benefit their specific countries, and how they think the rest of the countries will be affected by their actions. In this lesson the students will be learning about the different perspectives of the separation of countries during the war.

**Lesson 6: Relating to Today**

During this activity the teacher will have the students work together to compare and contrast how conflicts in society today relate to conflicts back during World War II. For example, the students can reenact how typical households were back then and how they are now. The students will create a Venn diagram to show their understandings of the similarities and differences. After each group completes their chart then the class will discuss their reasoning’s together. As the class discusses their knowledge they will collaborate all the ideas of the students' into one big Venn diagram that will be on display in the class.