

Fifth Grade WWII/Holocaust

Major Topic for the Unit of Instruction: World War II/Holocaust

Length of Unit: 5 days, 3 days of guided lessons with teacher, 2 days to complete Claymation video and choice board project.

STAGE 1: DESIRED RESULTS

SOL: WS.3d

The student will demonstrate an understanding of the causes, the impact, and the significance of World War II in Europe and the world.

Major understanding goals:

Students will understand the historical significance of WWII and more importantly the Holocaust and how it has affected our lives today.

Essential Question(s):

- Why was the holocaust a major part of WWII?
- How did the Holocaust change not only Europe but the people of the United States?
- How do you think the character traits of a Nazi soldier's child would differ from the character traits of a Jewish child? a Nazi soldier and a Jewish adult?

Student Objectives

TSWBAT:

- Improve his/her understanding of the concepts of diversity, culture, community, prejudice, and taking a stand.
- Share a vision of a world where people are included and valued for both their similarities and their differences.
- Increase their knowledge and understanding of the harm caused by prejudice and how to confront prejudice appropriately when alone and in the community.
- Demonstrate an ability to think critically about human behavior.
- Demonstrate an understanding of character traits.

Bloom's Taxonomy Skills (What skills are you developing in this unit? Creating, evaluating, analyzing, applying, understanding, remembering)

- Students will analyze a variety of information about the holocaust via Edmodo, historical documents, photographs, and a historical fiction novel.
- Students will evaluate the character traits of a variety of characters from a historical fiction novel read in class.
- Students will work in groups of 2-3 to create a digital imagery recreation of a historical scene.
- Students will assess character traits in order to create a Claymation video.
- Students will demonstrate knowledge and understanding of the impact the Nazi soldiers had on Europe through a Claymation video creation of a historical episode.

STAGE 2: ASSESSMENT EVIDENCE

List the Performance Task(s)

- Students will create an end of unit project using a choice board to develop and present his/her understanding of the information. (see attached)
- Students will keep a journal to record their thinking during the learning process.
- Students will design and create a Claymation video of a scene from the historical fiction novel read aloud and discussed.
- Students will participate in various Edmodo assignments both from home and during class in order to front load information and continue to build background knowledge and understanding.
- Students will use iPads and digital cameras to re-create a scene from the historical fiction novel. For example: re-creating a scene where Nazi soldiers stop young girls in the streets of Copenhagen to antagonize and intimidate them.

STAGE 3: LEARNING PLAN

See attached plans

Websites used:

<http://www.historyplace.com/worldwar2/timeline/ww2time.htm#1933>

http://www.ushmm.org/wlc/en/media_fi.php?ModuleId=10005209&MediaId=218

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005209#related>

<http://atschool.eduweb.co.uk/chatback/english/map/clickmap.html>

<http://www.historyplace.com/worldwar2/timeline/ww2time.htm>

<http://www.aboutjonesfamily.com/PAGES/WAR5.HTM>

<p>Think of at least seven important events that have learned about. List them on a sheet of paper. Look through your list and number each event according to when it occurred. The event that occurred first would be #1; the next event would be #2, and so on. Create a <i>digital</i> time line of events starting with the first event and ending with the last. You may use digital images from the sites on Edmodo to enhance your timeline.</p>	<p>Make up seven questions about the story. Remember to use the words who, what, when, where, why, and how when you write your questions. Use each of the question beginnings at least once. Example: Who was Red Riding Hood going to visit? What was she bringing with her? Where did she walk on her way to Grandma's? Write the answers to your questions in complete sentences when you find them.</p>	<p>Map out the events in the novel. Illustrate a picture of each event from the beginning to the end. Include a sentence for each event that summarizes the picture. If you need a graphic organizer, just ask.</p>
<p>Choose 4 main events from the story and draw a picture of each event in the boxes. List two reasons why each event is important to the story. Make sure you include what happens at the beginning, middle, and end. If you need an organizer, just ask.</p>	<p>Project of your choice. This means you can create and design your own project. In order to choose this, you must create an action plan and present it to the teacher for approval. Plan must include all supplies needed to complete the project.</p>	<p>Make a comic strip, using Pixton, of a main event in the story. You must have at least 6 cells, no more than 10. Speech bubbles must be present</p>
<p>Pick a partner and create an interview. You and a partner will be interviewing each other. One student will be a Nazi and the other student will be a reporter. You will be required to create 5-10 questions to ask. Please practice your interview before recording it. It is important that you are fully in character and you ask thought provoking questions.</p>	<p>Create a retell foldable using one or two chapters from the book and what you have learned from Edmodo. You may create any foldable that we have used previously in class. If you need help, just ask!</p>	<p>Create a movie preview about the novel. List the important events in your book from beginning to end. Create a mini storyboard/script to lay out what your video will look like. Have a peer edit and review your plan. Grab an iPad or digital camera and film your movie preview. Remember to give the audience enough to keep them hooked, but don't give anything away.</p>

VA SOL Standard(s): WS.3d The student will demonstrate an understanding of the causes, the impact, and the significance of WWII in Europe and in the world.

Performance Indicators: Students will complete a compare and contrast assignment on Edmodo.

Objectives

- Increase their knowledge and understanding of the harm caused by prejudice and how to confront prejudice appropriately when alone and in the community.
- Demonstrate an ability to think critically about human behavior.
- Demonstrate an understanding of character traits

Essential Learnings

Students will analyze a variety of information about the holocaust via Edmodo, historical documents, photographs, and a historical fiction novel.

Students will evaluate the character traits of a variety of characters from a historical fiction novel read in class.

Materials:

- Netbook cart
- Class set of Number the Stars by Lois Lowry
- Pencils, paper, markers/colored pencils
- Teacher initiated discussion to complete KWL chart (K & W only)

Output Strategies

- Group discussion (KWL)
- Heterogeneous small group setting with discussion
- Journal entry responding to pre-disposed questions
- Compare and contrast response on Edmodo
- Foldable created in response to article on the Denmark movement

Anticipatory Set

Students completed an assignment on Edmodo prior to this lesson. Students were given a picture and they had to look at the picture and tell when and where they thought the picture was taken. Class discussion on results of predictions.

Guided Practice: *Teacher will circulate the room facilitating small group discussion with pre-determined comprehension questions.*

Students will be working in heterogeneous groups of 5, each with a specified “job”, discussing the role of the Nazi soldiers in Denmark during the war.

- How would you have felt if you had been Annemarie when the soldiers spoke to her? Why?
- Do you think King Christian did the right thing when he surrendered to the Nazi’s? Why?
- Would you be willing to die to protect the leader of your country? Why?

Closure:

Students will read a historical document telling of how the Jews were taken out of Denmark secretly by fishing boat.

Students will then compare and contrast that article with the historical fiction novel being studied in class.

Students will construct a written response on Edmodo documenting their findings.

Independent Practice:

Students will complete thoughtful journal responses based on Edmodo article and novel study.

Holocaust Lesson 2

VA SOL Standard(s): WS.3d The student will demonstrate an understanding of the causes, the impact, and the significance of WWII in Europe and in the world

Performance Indicator(s):

Students will work in groups of 2-3 to create a digital imagery replication of a historical scene.

Objective(s):

- Improve his/her understanding of the concepts of diversity, culture, community, prejudice, and taking a stand.
- Increase their knowledge and understanding of the harm caused by prejudice and how to confront prejudice appropriately when alone and in the community.
- Demonstrate an ability to think critically about human behavior.
- Demonstrate an understanding of character traits.

Assessment

- Students will analyze a variety of information about the holocaust via Edmodo, historical documents, photographs, and a historical fiction novel.
- Students will evaluate the character traits and feelings of the main characters from a historical fiction novel read in class.

Students will work in groups of 2-3 to create a digital imagery recreation of a historical scene.

Materials:

- Netbook cart
- Class set of Number the Stars by Lois Lowry
- iPads
- Digital cameras
- Edmodo account
- Paper, pencil, markers/colored pencils

Anticipatory Set:

- Students will read a letter written by a U.S. soldier on his way to war during WWII.
- Students will add to the KWL chart from previous lesson

Have you ever come across someone in the street who started to antagonize you for no reason?

Teacher will show examples of digital images from WWII

Teacher will discuss different character traits and why each character may have exhibited that trait

- Students will use Edmodo to complete a 5-10 minute activity analyzing a letter written by a soldier
- Students will explore using schema and what they have discussed to assess how the soldier may be feeling about heading to war

Students will use the netbooks to research how children felt and what they experienced growing up during WWII (all sites are uploaded to Edmodo and have been checked for safety)

Guided Practice: *Classroom teacher will circulate around to each group to give feedback and help facilitate group discussions that are stalling or having difficulty beginning to analyze information.*

Students will be working in heterogeneous groups of 2-3. Work will begin with discussion of how the girls felt during the interrogation. Students will be asked to flip their minds and think of how the Nazi soldiers were feeling and thinking during the interrogation. Why do you think Lois Lowry called this book Number the Stars?

Closure: Students will post comments on Edmodo discussing the article(s) that they found most interesting based on their group research. Discussion will be facilitated by the classroom teacher.

Independent Practice: Students will use iPads and digital cameras to re-create a scene from the historical fiction novel. For example: re-creating a scene where Nazi soldiers stop young girls in the streets of Copenhagen to antagonize and intimidate them.

VA SOL Standard(s): WS.3d The student will demonstrate an understanding of the causes, the impact, and the significance of WWII in Europe and in the world.

Performance Indicator(s):

- Students will create a Claymation digital video of a scene from the historical fiction book in small groups

Students will choose a project to complete from a 9-cell choice board

Objective(s):

- Improve his/her understanding of the concepts of diversity, culture, community, prejudice, and taking a stand.
- Share a vision of a world where people are included and valued for both their similarities and their differences.
- Increase their knowledge and understanding of the harm caused by prejudice and how to confront prejudice appropriately when alone and in the community.
- Demonstrate an ability to think critically about human behavior.
- Demonstrate an understanding of character traits.

Materials

- Clay
- Toaster oven
- Ceramic tiles
- iPads
- digital cameras
- colored pencils, markers, pencils, paper, scissors

Anticipatory Set:

teacher initiated discussion of Nazi character traits and how that impacted what transpired during WWII

- How do you feel about the way German soldiers acted toward the Jews?

What would you do differently if you were a Nazi?

- Students will continue research on the youth from WWII and the Holocaust
- Students will create a clay figure and a backdrop for their Claymation video
- netbooks

Evaluation:

- Students will work in small groups and individually to analyze character traits and develop an understanding of the differences between character traits and attributes.

- student led discussion of the KWL chart
- what was true on the chart, what can be crossed out, what did we learn
- students will respond in journal: Annemarie believes that ordinary people like her don't have to be courageous. Do you agree with this idea? Why?

Guided Practice: *Teacher will work with small groups to discuss character traits vs. attributes.*

Students will be working in heterogeneous groups of 4, students will develop a plan of action for their Claymation videos. Students need to focus on character traits to evoke emotion in the soundless videos. Students need to make sure their plan has historical fact and accuracy in order to retell the events that happened during WWII in Denmark.

Closure: Students will complete the KWL chart. Students will present a plan of action to the classroom teacher of their choice board activity to complete. Students also need to discuss the Claymation video plan and give a brief synopsis of what the video will entail. Students need to have a why and a how to share with the teacher for approval before beginning the final activity.

Independent Practice: Students will film their Claymation videos and complete their choice board activity to present to the class.